

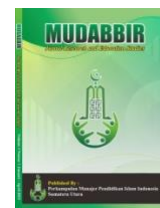


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An Analysis of Common Errors in Conversation

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ABSTRACT

This study aims to analyze the grammatical errors and to provide description of errors on speaking activities using simple present and present progressive tenses made by the second year students of English Education Department, Palangka Raya University. The subject for this study was 30 students. This research applied qualitative research to describe the types, source and causes of students' errors taken from oral essay test which consisted of questions using the tenses of simple present and present progressive. The errors were indentified and classified according to Linguistic Category Taxonomy and Richard's classification, well as the possible sources and causes of errors. The findings showed that the errors made by students were in 6 aspects; errors in production of verb groups, errors in the distribution of verb groups, errors in the use of article, errors in the use of preposition, errors in the use of questions and miscellaneous errors. In regard to resource and causes, it was found that intra-lingual interference was the major source of errors (82.55%) where overgeneralization took place as the major cause of the errors with total percentage of 44.71%.

Keywords: grammatical errors, speaking skill, speaking activities

INTRODUCTION

Language serves as the primary tool for communication, enabling individuals to express ideas, share emotions, and foster understanding. However, mastering conversational skills, especially in a second or foreign language, remains a challenge for many. This study focuses on analyzing the common errors that occur during conversations, particularly in non-native speakers. These errors often arise due to grammatical misunderstandings, limited vocabulary, and cultural differences in language use. Identifying and addressing these errors is crucial to enhancing language proficiency and fostering effective communication.

Effective communication is a fundamental aspect of human interaction, serving as a bridge for expressing ideas, sharing emotions, and fostering understanding across diverse cultures and languages. However, mastering conversational skills, especially in a second or foreign language, poses significant challenges for many learners. Among non-native speakers, conversational errors often occur due to misunderstandings of grammar, limited vocabulary, and cultural differences in language use.

These mistakes, though common, can hinder effective communication and lead to misunderstandings or a lack of confidence in using the language. Therefore, the primary objective of this study is to analyze the most frequent conversational errors made by learners, particularly in the areas of grammar, pronunciation, and the use of conjunctions. Furthermore, this study delves into the underlying causes of these errors and explores strategies for improvement, offering valuable insights into enhancing language proficiency and fluency (Maharani, p.n; Afifah, n; Lubis, y, 2023).

One of the most prevalent types of errors observed in conversational English is related to grammar. Grammar forms the foundation of any language, providing structure and clarity to communication. However, for many learners, especially those whose native languages have vastly different grammatical rules, mastering English grammar can be a daunting task. Errors in grammar often manifest in incorrect verb conjugation, misuse of tenses, and improper subject-verb agreement. For instance, learners may construct sentences such as "He go to school" instead of the grammatically correct "He goes to school," due to a lack of understanding of third-person singular verb conjugation in the present tense. Similarly, tense usage poses a considerable challenge,

with learners frequently mixing past and present tenses within the same sentence. A typical example would be, "Yesterday I go to the market and buy vegetables," which reflects confusion about the appropriate use of past tense verbs. Such errors not only disrupt the flow of communication but also make it difficult for listeners to grasp the intended meaning (Thornbury, 2005).

Pronunciation errors represent another significant challenge for language learners. English pronunciation can be particularly tricky due to its irregular spelling patterns, silent letters, and varying stress on syllables. Learners often struggle with correctly pronouncing words that contain silent letters, such as "Wednesday" or "comfortable," leading to mispronunciations like "Wed-nes-day" or "com-for-table."

Moreover, many non-native speakers face difficulties in producing sounds that do not exist in their native languages. For example, distinguishing between the /v/ and /w/ sounds can be challenging for speakers of languages where these sounds are not differentiated. This often results in mispronunciations that can alter the meaning of words and lead to misunderstandings in conversation. Additionally, incorrect stress and intonation patterns can affect the natural rhythm of speech, making it sound awkward or unnatural. These issues highlight the complexity of mastering pronunciation and underscore the need for focused training in this area.

The improper use of conjunctions is another common issue that hinders effective communication. Conjunctions play a vital role in connecting ideas and creating coherence within sentences. However, learners often struggle with using conjunctions correctly, leading to fragmented or run-on sentences. For example, a learner might say, "I go to the park and I see my friends and we play and we eat," which, while grammatically correct, lacks clarity and conciseness. On the other hand, some learners omit conjunctions altogether, resulting in sentences that feel disjointed and incomplete. A sentence like "I study hard I fail the test" illustrates this issue, where the absence of an appropriate conjunction disrupts the logical flow of ideas. The misuse or overuse of conjunctions not only affects the grammatical accuracy of sentences but also impairs their readability and coherence.

The underlying causes of these errors are multifaceted and often rooted in the learners' linguistic backgrounds and learning environments. One major factor contributing to grammatical and pronunciation errors is the influence of the learners'

native language. Language interference, or the transfer of linguistic rules and structures from the first language to the second language, can lead to persistent mistakes. For instance, in languages that lack specific grammatical features, such as verb conjugation or tense differentiation, learners may find it challenging to apply these rules correctly in English. Similarly, the phonetic inventory of the native language can influence pronunciation, making it difficult for learners to produce unfamiliar sounds or stress patterns (Swan, M., & Smith, B., 2001).

Another significant factor is the limited exposure to authentic conversational contexts. Many language learners acquire their skills primarily through formal instruction, which often emphasizes written grammar and vocabulary over spoken language. While textbooks and classroom activities provide a solid foundation, they may not adequately prepare learners for the nuances of real-life conversations. As a result, learners may struggle with constructing sentences that sound natural or with adapting their speech to different social and cultural contexts. The lack of exposure to native speakers further exacerbates this issue, as learners miss out on opportunities to observe and mimic authentic pronunciation, intonation, and conversational styles.

The improper use of conjunctions can also be attributed to insufficient practice and a lack of understanding of their functions. Conjunctions require learners to grasp the relationships between ideas, such as contrast, cause and effect, or addition. Without a clear understanding of these relationships, learners may resort to trial-and-error approaches, resulting in errors or avoidance of conjunctions altogether. This issue is particularly pronounced in learners who rely heavily on their native language structures, which may not align with English sentence patterns (Brown, H. D., 2007).

Addressing these errors requires a multifaceted approach that combines traditional language instruction with interactive and immersive learning experiences. To improve grammatical accuracy, learners can benefit from targeted exercises that focus on specific areas of difficulty, such as tense usage or subject-verb agreement. Context-based learning, where grammar is taught within the framework of meaningful sentences and conversations, can help learners internalize rules and apply them more effectively. Additionally, error correction and feedback from teachers or peers can reinforce proper usage and build confidence.

For pronunciation, exposure to native speakers and authentic listening materials is crucial. Tools such as language apps, podcasts, and videos can provide learners with models of correct pronunciation and intonation. Phonetic exercises that focus on producing challenging sounds and practicing stress patterns can also be highly effective. Role-playing and conversational practice with native speakers or advanced learners can further enhance pronunciation skills by providing immediate feedback and opportunities for improvement.

To address errors in using conjunctions, learners need activities that emphasize sentence structure and coherence. Exercises such as sentence reconstruction, where learners are given fragmented sentences to combine using appropriate conjunctions, can help them understand the logical relationships between ideas. Writing and speaking tasks that require learners to express complex thoughts using conjunctions can also reinforce their understanding and usage. Additionally, explicit instruction on the functions and meanings of different conjunctions can provide learners with the tools they need to construct clear and cohesive sentences.

Conversational errors in grammar, pronunciation, and the use of conjunctions are common challenges faced by language learners. These errors, while often rooted in linguistic and cultural differences, can hinder effective communication and reduce learners' confidence in their abilities. By understanding the underlying causes of these mistakes and implementing targeted strategies for improvement, educators and learners can work together to enhance language proficiency and fluency. The integration of interactive and immersive learning experiences, combined with traditional instruction, offers a holistic approach to addressing these challenges. As learners gain more exposure to authentic conversations and practice their skills in real-life contexts, they can overcome these obstacles and achieve greater success in their language learning journey.

RESEARCH METHOD

This research utilized a qualitative approach to identify and categorize common conversational errors among English learners. Data were collected through recorded conversations from 20 participants, who were intermediate-level English learners. The

participants were asked to engage in informal conversations lasting 10 minutes each, with topics ranging from daily activities to current events.

The recordings were transcribed, and errors were categorized into three main types:

1. **Grammatical Errors** - Incorrect use of tenses, subject-verb agreement, and sentence structure.
2. **Pronunciation Errors** - Mispronunciation of words and incorrect stress or intonation.
3. **Errors in Using Conjunctions** - Misuse or omission of conjunctions, resulting in fragmented or incoherent sentences.

The analysis of conversational errors revealed critical patterns and provided insight into the underlying causes of these mistakes, shedding light on the challenges faced by learners of English as a second language. By exploring the patterns and causes in depth, it became evident that these errors stemmed from various interconnected factors, such as linguistic transfer from the learners' native languages, limited exposure to authentic conversational contexts, and inadequate opportunities for real-world practice.

One of the most prominent factors contributing to these errors is the influence of the learners' native languages, a phenomenon known as language transfer. This occurs when linguistic structures, rules, or patterns from the mother tongue interfere with the acquisition of the target language. Many grammatical errors observed in the study can be traced back to this influence. For example, learners whose native languages do not differentiate between verb tenses often struggled to use the correct tense in English. A common error involved mixing past and present tenses in the same sentence, as seen in expressions like "Yesterday I go to the market and buy vegetables." In their native language, the concept of marking verbs for tense might not exist, leading to the direct application of their first language's rules to English, which caused errors. Similarly, subject-verb agreement issues, such as "He go to school" instead of "He goes to school," often reflect the grammatical conventions of the learners' native languages. These errors demonstrate how the structural differences between languages can create significant obstacles for learners, making it crucial to address these challenges during instruction (Maharani, P. N., Afifah, N., & Lubis, Y., 2023).

Another major source of errors is the lack of exposure to authentic conversational contexts. Many English learners rely heavily on textbooks or formal language instruction, which often focus on prescriptive grammar rules and written language rather than the dynamics of spoken communication. While formal instruction provides a strong foundation in grammar and vocabulary, it frequently lacks the spontaneity and variability of real-life conversations. As a result, learners are often unprepared for the fluid nature of spoken language, where informal expressions, idiomatic phrases, and conversational strategies play a crucial role. Without regular exposure to natural conversations, learners may struggle to produce coherent and contextually appropriate sentences during interactions. For instance, learners might construct grammatically correct sentences that sound awkward or unnatural because they fail to match the norms of spoken discourse. This gap between textbook knowledge and practical application can lead to hesitancy, overcorrection, and errors in fluency when learners attempt to engage in real-time communication.

Pronunciation errors, another significant challenge, also highlight the effects of limited exposure to authentic spoken English. Many learners encounter difficulties with sounds that do not exist in their native languages or with words that have irregular stress patterns and silent letters. For example, participants frequently mispronounced words like “Wednesday” and “comfortable,” pronouncing them as “Wed-nes-day” and “com-for-table.” These errors often stem from a lack of familiarity with native-like pronunciation, as learners are primarily exposed to written forms of the language or to non-native pronunciations. Furthermore, learners often struggle to differentiate between similar sounds that are distinct in English but not in their native languages, such as the /v/ and /w/ sounds. This issue underscores the importance of immersive listening experiences, where learners can hear and practice the nuances of English pronunciation in meaningful contexts. Without these opportunities, learners may rely on incorrect approximations based on their native language’s phonetic system, resulting in persistent pronunciation errors (Goh, C. C. M., & Burns, A., 2012).

The improper use of conjunctions emerged as another recurring issue, further reflecting the challenges learners face in mastering the complexities of English sentence structure. Conjunctions are essential for creating coherence and logical connections within sentences, but their proper use requires a deep understanding of the

relationships between ideas. Many learners either omitted conjunctions entirely or used them incorrectly, leading to fragmented or run-on sentences. For example, sentences like “I study hard but I fail the test” often lacked the contextual clarity needed to convey the intended meaning. In other cases, learners overused conjunctions, producing sentences like “I go to the park and I see my friends and we play and we eat.” These errors suggest that learners may not fully grasp the functional roles of conjunctions or may struggle to balance their usage effectively. The overuse of conjunctions, in particular, indicates a tendency to string ideas together without considering sentence complexity or variety, a habit that can result from limited practice in constructing complex sentences.

The underlying causes of these issues can be linked to broader educational and environmental factors. In many cases, language instruction emphasizes grammar and vocabulary at the expense of practical communication skills. Learners are often taught to prioritize accuracy over fluency, which can lead to a fear of making mistakes during conversations. This fear, in turn, can inhibit their ability to experiment with the language and develop a natural conversational rhythm. Additionally, the emphasis on written exercises and formal tests may limit opportunities for learners to practice speaking in dynamic and interactive settings. As a result, they may develop a fragmented understanding of the language that does not translate well into real-life communication.

Cultural factors also play a role in shaping learners’ conversational abilities. For instance, certain cultures place a strong emphasis on politeness and indirect communication, which can influence the way learners construct sentences in English. This cultural lens may lead to overly formal or indirect expressions that differ from the norms of English-speaking contexts. Moreover, learners may hesitate to engage in conversational practice with native speakers due to cultural barriers or a lack of confidence, further limiting their exposure to authentic language use.

Addressing these issues requires a shift in language teaching methodologies to prioritize interactive and context-based learning. One effective approach is to incorporate activities that simulate real-life conversations, such as role-playing, group discussions, and problem-solving tasks. These activities encourage learners to use the language in meaningful ways, helping them develop both fluency and accuracy.

Additionally, pronunciation training should focus on practical techniques, such as using phonetic exercises, shadowing native speakers, and practicing with language apps or multimedia resources. These tools can help learners familiarize themselves with native-like pronunciation and intonation patterns, enabling them to overcome persistent errors.

To address the misuse of conjunctions, educators can introduce targeted exercises that emphasize sentence coherence and variety. Activities such as sentence reconstruction, where learners rearrange fragments into complete sentences, or matching conjunctions with their appropriate functions can help reinforce the proper use of these linguistic elements. By practicing these skills in guided and interactive settings, learners can gain a deeper understanding of how conjunctions contribute to the logical flow of ideas in English.

Ultimately, the analysis highlights the importance of creating a supportive and immersive learning environment that bridges the gap between formal instruction and real-world communication. By addressing the underlying causes of conversational errors, educators can equip learners with the skills and confidence needed to engage in meaningful interactions. Future research could explore the effectiveness of specific teaching interventions, such as incorporating authentic materials like podcasts, movies, and dialogues into the curriculum. Additionally, examining learners' perceptions of their own errors and their willingness to take risks in conversation could provide valuable insights into the psychological factors that influence language learning. With a holistic approach that combines linguistic, cultural, and practical dimensions, learners can overcome the challenges of conversational errors and achieve greater fluency and competence in English.

RESULTS AND DISCUSSION

The findings revealed three major patterns of errors:

1. Grammatical Errors

The most frequent errors were related to grammar. Participants often struggled with subject-verb agreement, such as saying "He go to school" instead of "He goes to school." Tense usage also posed significant challenges, with many learners mixing past

and present tenses in the same sentence. For instance, “Yesterday I go to the market and buy vegetables.”

2. **Pronunciation Errors**

Pronunciation errors were prevalent, particularly with words that contained silent letters or unique stress patterns. For example, words like ‘Wednesday’ and ‘comfortable’ were commonly mispronounced as “Wed-nes-day” and “com-for-table.” Additionally, participants had difficulty differentiating sounds not present in their native languages, such as the difference between /v/ and /w/.

3. **Errors in Using Conjunctions**

The improper use of conjunctions often led to fragmented or run-on sentences. Learners would either omit conjunctions altogether or misuse them. For instance, sentences like “I study hard but I fail the test” were intended to express a contrasting idea but lacked appropriate context or clarity. Others included excessive use of conjunctions, resulting in sentences such as “I go to the park and I see my friends and we play and we eat.”

The errors observed can be attributed to several factors:

1. **Influence of Native Language**

Many grammatical and pronunciation errors stemmed from direct translation or interference from the learners' native languages. For instance, in languages that do not differentiate between past and present tenses, learners found it challenging to use the appropriate tense in English.

2. **Limited Exposure to Authentic Conversations**

Most participants relied heavily on textbooks or formal language instruction, which often lack the nuances of natural speech. This limited exposure resulted in rigid, unnatural sentence construction and incorrect stress patterns.

3. **Insufficient Practice with Conjunctions**

Conjunctions require a deep understanding of sentence relationships. Learners often failed to grasp the nuances of conjunctions, leading to either overuse or avoidance.

The results highlight the need for more dynamic and context-based learning approaches to address these errors. Traditional language teaching methods, which focus primarily on grammar rules, often neglect the importance of conversational

practice. Incorporating interactive activities, such as role-playing or group discussions, can provide learners with opportunities to practice real-life conversations.

Moreover, Pronunciation training is a critical aspect of language learning, particularly for individuals striving to improve their conversational skills in a second language. Effective pronunciation not only enhances clarity in communication but also contributes to the overall confidence of learners as they engage with others. To address pronunciation challenges, educators and learners alike must adopt strategies that are practical, immersive, and reflective of real-world scenarios. One such strategy involves the incorporation of phonetic exercises that enable learners to understand and reproduce sounds accurately.

Phonetic exercises focus on the distinct sounds within a language, known as phonemes, and guide learners in articulating these sounds correctly. For example, English includes certain sounds, such as /θ/ in "think" and /ð/ in "this," that may not exist in the learner's native language. As a result, learners often struggle to produce these sounds and may substitute them with similar sounds from their native language. Phonetic exercises help to bridge this gap by isolating difficult sounds and providing repetitive practice, allowing learners to develop the muscle memory required for accurate pronunciation.

In addition to phonetic exercises, exposure to native speakers plays a pivotal role in pronunciation training. Listening to native speakers enables learners to grasp the natural rhythm, stress, and intonation patterns of the target language. These elements, which are often overlooked in traditional classroom settings, are essential for achieving fluency and naturalness in speech. Stress, for instance, refers to the emphasis placed on certain syllables or words within a sentence, which can significantly alter the meaning of an utterance. Intonation, on the other hand, involves the rise and fall of the voice during speech and conveys emotions, questions, or statements. By observing and mimicking native speakers, learners can internalize these patterns and apply them to their own speech. This process can be facilitated through tools such as language learning apps, videos, and podcasts, which offer learners convenient access to native speaker models.

Language apps, in particular, have revolutionized the way learners approach pronunciation training. Many apps include features such as speech recognition

technology, which provides instant feedback on pronunciation accuracy. This allows learners to identify specific areas of improvement and practice targeted sounds or words. For instance, apps like Duolingo and Rosetta Stone often include exercises where learners repeat phrases and receive feedback on their pronunciation. These interactive features make learning engaging and adaptive to the needs of individual learners. Furthermore, language apps often incorporate gamification elements, such as progress tracking and rewards, which motivate learners to practice consistently and achieve their goals (Swan, M., & Smith, B., 2001).

Videos and podcasts serve as another valuable resource for pronunciation training, offering learners exposure to a variety of accents, speaking styles, and conversational contexts. Videos, particularly those that include subtitles, enable learners to visually connect spoken words with their written forms, reinforcing both pronunciation and vocabulary acquisition. Subtitled videos also allow learners to follow along at their own pace, pausing and replaying segments as needed to focus on challenging sounds or phrases.

Educational platforms such as YouTube host a plethora of pronunciation tutorials, often led by language instructors who break down complex sounds and provide tips for mastering them. Similarly, podcasts immerse learners in authentic conversational content, ranging from casual dialogues to professional discussions. Unlike scripted audio exercises, podcasts often include natural variations in speech, such as contractions, colloquialisms, and filler words, which prepare learners for real-life interactions.

Another advantage of using videos and podcasts is their ability to expose learners to the cultural nuances of language use. Pronunciation is not merely about articulating sounds correctly; it is also about understanding how language is used in different social contexts. For example, the intonation pattern used when expressing politeness or urgency can vary depending on cultural norms. By listening to native speakers in diverse scenarios, learners gain insight into these subtleties and develop a more comprehensive understanding of the language. This cultural awareness enhances their ability to communicate effectively and avoid potential misunderstandings.

Despite the benefits of phonetic exercises and exposure to native speakers, pronunciation training requires consistency and active engagement to yield significant

results. Regular practice is essential for learners to internalize new sounds and patterns, as infrequent practice may lead to the retention of incorrect habits. One effective approach to maintaining consistency is to integrate pronunciation training into daily routines. For instance, learners can dedicate a few minutes each day to practicing tongue twisters, which are phrases designed to challenge and improve articulation. Tongue twisters, such as “She sells seashells by the seashore,” require learners to focus on specific sounds and improve their ability to transition between them seamlessly. Over time, this practice enhances both clarity and fluency in speech.

Additionally, learners can incorporate pronunciation training into their social interactions by seeking opportunities to converse with native speakers or other language learners. Language exchange programs, both in-person and online, provide a platform for learners to practice speaking in a supportive environment. These exchanges often involve pairing learners with native speakers of the target language, creating a mutually beneficial arrangement where both parties can improve their language skills. For learners who may feel apprehensive about speaking with native speakers, group discussions with peers can serve as a less intimidating alternative. These interactions not only reinforce pronunciation but also build confidence in using the language spontaneously.

For educators, fostering an environment that prioritizes pronunciation training requires a balance of structured instruction and creative activities. Structured instruction involves teaching the phonetic rules and principles of the language, while creative activities encourage learners to apply these rules in meaningful contexts. For example, educators can design activities such as role-playing scenarios, where learners practice specific conversational phrases in a simulated setting. Role-playing allows learners to experiment with pronunciation in a context that mirrors real-life situations, such as ordering food at a restaurant or asking for directions. These activities also provide an opportunity for learners to receive constructive feedback from their peers and instructors, enabling them to refine their skills.

Moreover, incorporating multimedia resources into the classroom can enhance the effectiveness of pronunciation training. Videos, podcasts, and interactive apps can complement traditional teaching methods by providing learners with diverse models of pronunciation. For instance, educators can assign podcasts as listening homework and

encourage learners to imitate the speaker's pronunciation and intonation. In class, students can share their observations and practice replicating the sounds together. This collaborative approach not only reinforces individual learning but also fosters a sense of community among learners.

Pronunciation training is a multifaceted process that requires a combination of phonetic exercises, exposure to native speakers, and consistent practice. Tools such as language apps, videos, and podcasts play a crucial role in supporting learners by providing accessible and engaging resources for improvement. However, the success of pronunciation training ultimately depends on the learner's commitment to regular practice and willingness to embrace new challenges. Educators can further support this journey by creating an interactive and culturally enriching learning environment that empowers learners to achieve their pronunciation goals. By prioritizing pronunciation training, learners can enhance their communication skills and confidently navigate the complexities of language use in diverse contexts.

To Improving the use of conjunctions among language learners is a critical step toward achieving fluency and coherence in communication. Conjunctions play an essential role in connecting ideas and ensuring logical flow in speech and writing. Errors in using conjunctions often result in fragmented or run-on sentences, both of which hinder effective communication. To address this issue, educators must design comprehensive teaching strategies that emphasize sentence structure and coherence. One effective approach is to develop targeted exercises that focus on improving learners' understanding and application of conjunctions in context. Such exercises should aim to deepen their knowledge of conjunction functions, enhance their ability to construct grammatically accurate sentences, and foster a more intuitive grasp of natural language use.

The foundation of teaching conjunctions lies in helping learners understand their functions and classifications. Conjunctions can be broadly categorized into three types: coordinating, subordinating, and correlative. Coordinating conjunctions, such as "and," "but," and "or," are used to connect words, phrases, or clauses of equal importance. Subordinating conjunctions, such as "because," "although," and "since," are employed to link dependent clauses to independent clauses, establishing a relationship of cause, contrast, or time. Correlative conjunctions, such as "either...or" and "not only...but also,"

work in pairs to connect parallel elements within a sentence. By clearly explaining these categories and their functions, educators can provide learners with a solid theoretical understanding of how conjunctions operate in English.

Once learners grasp the basics of conjunctions, the next step is to create exercises that emphasize their practical application in sentence construction. Sentence reconstruction activities are particularly effective in this regard. In these exercises, learners are presented with fragmented or disorganized sentences and tasked with reorganizing them into coherent, grammatically correct statements using appropriate conjunctions. For example, learners might be given the phrases "I like coffee" and "I do not like tea" and asked to combine them using a conjunction. Through guided practice, they would learn to construct sentences such as "I like coffee, but I do not like tea." This type of activity not only reinforces the learners' understanding of conjunctions but also helps them develop a sense of how ideas can be logically connected.

Another useful exercise involves matching conjunctions with their appropriate functions. For instance, educators can provide learners with a list of sentences that lack conjunctions, alongside a separate list of conjunctions. Learners must then match each conjunction to the sentence where it best fits. An example might include a sentence like "She stayed at home ___ it was raining," where learners would need to insert "because" to complete the thought. This type of exercise trains learners to think critically about the relationships between ideas and to choose conjunctions that accurately reflect those relationships. Additionally, it allows them to see how different conjunctions can alter the meaning of a sentence, thereby enhancing their overall linguistic awareness.

CONCLUSION

This study identified common conversational errors among English learners, including grammatical mistakes, pronunciation issues, and errors in using conjunctions. The findings underscore the importance of integrating practical, conversational elements into language learning to improve fluency and accuracy. By addressing the underlying causes of these errors, such as native language interference and limited exposure to authentic speech, educators can better equip learners to communicate effectively.

Future research could explore the impact of specific teaching interventions on reducing these errors, as well as examine how learners' perceptions of their own mistakes influence their progress. Enhancing conversational skills is a continuous process, but with targeted strategies, learners can overcome these challenges and achieve greater confidence in their communication.

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