
PHRASES MISUSE IN STUDENT DESCRIPTION TEXTS SMP KOSGORO BOGOR

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Abstract

Language error analysis is a procedural work applied on the use of language to determine the factors causing language errors. This analysis can be done at each language unit, including at the phrase level. This study will examine the use of phrases in the descriptive text of VII grade students at SMP Kosgoro Bogor. The focus of this research is to analyze the use of phrases including the influence of regional language, inappropriate prepositions, wording errors, excessive use of elements, excessive superlatives. This study aims at describing the forms of phrases misuse in composing descriptive texts. Descriptive qualitative with literature study techniques is used in this research. Through this method, the data are analyzed to determine the forms of errors phrase and are described qualitatively. The results of the data analysis show that the use of phrases varies widely with different percentages. There were 58 cases of errors found. The form of phrase error that is mostly done by students is the influence of local language or B1 students which embedded into the structure of the phrase. This form of error is caused by the inclusion of a variety of conversations that are usually used in everyday life and the inclusion of non-standard varieties. The error in using prepositions or prepositions is caused by the students' inaccuracy in distinguishing the form of the prefix and prepositions. The next mistake is the misuse of excessive elements. This error is due to the insertion of unnecessary elements in the order of the phrases. There is also the superlative overload error. This error lies in the application of two superlative forms in one phrase. This error occurs because students have not carefully distinguished two superlative forms that have the same meaning. The conclusion of this study is that there are five forms of errors in phrase usage. The errors are due to the entry of student's mother tongue (B1), the influence of foreign languages, the inability to distinguish the prefix and preposition, and the excessive use of superlatives.

Keywords: *phrases, language errors, superlatives*

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INTRODUCTION

The Learning Indonesian in schools requires students to master four language skills, one of which is writing skills. The form of implementation carried out in schools so that students can master writing skills, namely by assigning students to produce a written work in the form of an essay or text, one of which is writing a descriptive text.

Descriptive text is a type of text that describes something in detail so that the reader can seem to feel or be carried away in the story. In learning, students are required to be able to write descriptive text in accordance with the rules of the language. The use of each language unit in making the description text needs to be considered, including the use of good and correct sentences for the composed text to make it easier for readers to understand it.

One of the language elements that participate in forming a sentence, namely a phrase. Phrases are a combination of two or more words that have one function or position. Based on the relevant research results and the researchers' observations of the descriptive text samples given, there were still many phrases in the students' texts

By analyzing the use of phrases, it is possible to find out what form of phrase errors students often do when compiling descriptive texts so that solutions can be found to minimize this.

The focus of the problem in this study is the analysis of language errors at the syntactic level. The sub-focus of the problem is the analysis of the error in the use of phrases which includes the forms of error in using phrases and the percentage of each error in the descriptive text of the seventh grade students of SMP Kosgoro Bogor.

Language error analysis is a systematic procedure carried out on the language itself in order to obtain information related to how to minimize language errors that are carried out (Tarigan, 2011: 126). Language errors often occur in learning, especially among students or language learners

By studying errors systematically, at least three pieces of information are obtained, namely (1) to find out the causes of language errors, (2) to correct mistakes made, (3) and to prevent the occurrence of the same language errors in the future.

Badudu (in Arifin and Hadi, 2009: 6) states that in addition to internal factors such as student competence and performance, language errors can occur because language and non-language teachers do not use good and correct linguistic rules in learning. Next, Setyawati (2010: 24) states that the types of language errors occur at the linguistic level, such as at the level of phonology, morphology, syntax, semantics, discourse, and the application of improved Indonesian spelling rules.

Alwi et al. (2010: 318) states that a phrase is a syntactic unit consisting of two or more words that do not contain predication. This is what distinguishes a phrase from a clause, which contains elements of predication.

Phrases as syntactic categories will fill syntactic functions in the form of subject (S), predicate (P), object (O), description (Adv), and complement (Adv.). Achmad (2012: 24) states that in general, phrases can be divided into three, namely exocentric phrases, endocentric phrases, and phrases based on word classes (nominal phrases, verbal phrases, adjective phrases, prepositions, number phrases, and adverbial phrases).

Tarigan (in Sapanti, 2019: 148) states that errors in the field of phrases can occur due to four things, namely omissions, additions, incorrect formations, and incorrect arrangement. Phrase error occurs when the phrase does not meet the D-M law (Alisjahbana in Damayanti, 2019: 96). Meanwhile, Setyawati (2010: 68) states that there are seven phrasing errors, namely the influence of regional languages, the use of inappropriate prepositions, errors in word composition, excessive elements, excessive superlative forms, double tanning, and incorrect responder forms. Based on the fusion of the theory of experts, the researcher determined that there were eight forms of phraseology, namely the influence of regional language, incorrect prepositions, word composition errors, excessive elements, excessive superlative forms, double tanning, incorrect respirocal forms, and elemental omissions.

The description text according to Suwarna (in Kristiyani, 2016: 13) is a series of paragraphs in the form of a description of an object or place. The composition of the descriptive text involves the five senses. Text is arranged objectively according to what is captured when observing an object or place.

The type of descriptive text is divided into two, namely explanatory and suggestive. Explanatory is a type of descriptive text that contains an objective description, emphasizing the object. Meanwhile, suggestion, which is a type of descriptive text that is based on the nature of the subject or the impression that appears, such as that person is fierce, happy, sad, and so on.

According to Finoza (2008: 258), there are two approaches in writing descriptive texts, namely a realistic approach and an impressionistic approach. A realistic approach seeks that the description made by the writer of the object being observed can be described objectively according to real and visible conditions. The impressionistic approach is an approach that tries to describe something subjectively, but even though it is subjective, it does not mean that the author makes it according to himself without following the prevailing rules. This approach is intended so that each writer is free to express, give views or interpretations of the parts that are seen, felt, or enjoyed.

Kurniasari (2014: 141) states that the characteristics of the description text, namely: 1) its contents describe an object, place, living thing, or certain atmosphere, 2) depiction using the senses, and 3) the purpose of reading the description paragraph, namely as if the person reading or being told to feel and see the object in question.

METHOD

The research method used in this research is descriptive qualitative method. This means that the data collected is in the form of words that are observed and not in the form of numbers. Qualitative descriptive as a method that aims to investigate a situation, condition, or other things whose results will be presented in the form of a researcher report. These results will be presented descriptively or in the form of a description (Arikunto, 2013: 3).

The source in this study, namely descriptive text made by grade VII students of SMP Kosgoro Bogor. The data used in this study were in the form of errors in the use of phrases in the descriptive text of seventh grade students of SMP Kosgoro Bogor.

Collecting data in this study using literature study techniques by examining various sources relevant to the research, including student description texts. The following are the stages of this research.

1. Collecting data sources, in the form of descriptive texts for seventh grade students of SMP Kosgoro Bogor.
2. Read carefully the descriptive text as a whole to find out errors in the use of phrases in the descriptive text written by students.
3. Take notes and mark the data on the error in using phrases in the student's description text.
4. Entering the findings of the data into the data finding table for the error in using phrases.
5. Analyze the data that has been found.
6. Triangulate the findings of the data.

RESULT AND DISCUSSION

Based on the results of the analysis of the descriptive text of the seventh grade students of SMP Kosgoro Bogor, 58 data were found in the form of incorrect use of phrases. Of the eight forms of error in the use of phrases, only seven were found because the data were not found in the form of incorrect use of phrases. The data findings include the influence of regional languages as much as 15 data (26%). This error occurs due to the average vocabulary used by the students, which is a component of the phrase, which is included in a variety of conversations commonly used in everyday life, such as the phrase *maen-maen doang*. The word *maen* as a component to form phrases is a vocabulary influenced by the Central Betawi dialect which pronounces /i/ becomes /é/. Then, phrases *ketimbang bermain basket* are influenced by Javanese vocabulary. Errors related to the influence of regional languages were also found apart from the level of phrases, particularly the use of non-standard vocabulary such as *kalo, sampe, gak*. This situation can be influenced by the students' different ethnic backgrounds. Furthermore, the use of imprecise prepositions was found in 11 data (19%). The form of the prepositional error includes prepositions that indicate the time, place and purpose of the person such as *di, ke, kepada, dan pada*. Apart from the level of phrases, errors in using prepositions were found because students could not distinguish between prepositions and affixes. The word order error is an error in the placement of the phrase structure that should be AB to BA, in this study 4 data (7%) were found. This can happen because of the influence of the structure of foreign languages, one of which is English. Phrase errors found in the form of *ikan beraneka, hewan bermacam-macam* etc. Element overload and double tanning were found to be 8 data (14%) each. Excessive elements result from the synonymy of the words forming the phrase and the use of unnecessary elements to further clarify the meaning. Errors in phrases *sebab karena itu* are therefore examples of errors caused by a result of the synonymy is the word *sebab* and *karena* which means 'hal yang menjadikan timbulnya sesuatu', while the erroneous phrases of *anak dari George dan Irmelin* are examples of the use of unnecessary elements, here the word 'from' serves to further clarify the meaning of ownership. The use of two plural markers in the form of numerals is a phrase which is called double pluralism. The numeral functions as an extension of a phrase meaning 'more than one'. The data found were in the form of several trees, some of which were numerals which stated more than one and trees meant trees which meant more than one. Furthermore, the superlative form and elemental omission were found in 6 data (10%) respectively. Superlative is the form that expresses 'most' in comparison. Students use two superlative forms at once in the phrases that cause them to occur. The superlative form is in the form of the word *amat, sangat*, and once which is used at once as in a very, *amat sangat asri dan sangat indah sekali*. phrase. Finally, the omission of elements is caused by the student omitting elements that should be in the phrase. The elements that were removed were in the form of prepositions in the phrases near the road, prepositions by the passive verbs being scolded by the father, and removing the affixes in the form of prefix *menge-* in the phrase *mengepel*.

The percentage of each form of error varies widely. However, errors due to the influence of regional language and imprecise prepositions occupied the most errors in the students' description texts. This can happen because of the students' habit of writing non-standard words or everyday words into written language. This non-standard word is caused by the influence of the student's environment, both at home and at school, where people consist of different ethnic groups. Meanwhile, the improper use of prepositions is caused by students' ignorance of the use of prepositions and the differences in writing prepositions with affixes. It can be concluded, the errors that occur are caused by the student's lack of understanding of the use of good and correct language rules in writing descriptive texts. The percentage of each form of phrase usage error can be seen in the following diagram.



CONCLUSION

Of the eight forms of misuse of phrases, only seven forms of misuse of phrases were found in 22 descriptive texts of seventh grade students of SMP Kosgoro Bogor. Forms of these errors include the influence of regional languages due to the use of local language vocabulary, the use of inappropriate prepositions in prepositional phrases, errors in word composition related to the inaccuracy of the structure of the placement of phrase components, excessive elements, the use of superlatives or forms that say 'most' are excessive, double, and omitting elements that should be in the component of the phrase. Overall, the students made mistakes in using phrases, namely the influence of regional language and improper prepositions. This can be caused by a lack of student knowledge regarding good and correct language rules.

The percentage obtained from the forms of misuse of phrases varies widely. However, what is mostly done is the influence of regional languages as much as 26% of 15 data and imprecise prepositions as much as 19% of 11 data. The influence of regional languages is due to the use of various (non-standard) vocabulary or regional languages in the constituent elements of the phrase component. This can happen because of the different backgrounds of students, also influenced by the circumstances around them. Most students make this mistake because they often interact with friends at school who come from various ethnic groups. Apart from the use of improper prepositions, students still did not understand the correct preposition writing. Overall, they write prepositions like writing affixes and vice versa. This can be caused by students' lack of understanding about the use of prepositions.

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