ERROR ANALYSIS OF USING DEGREES OF COMPARISON IN STUDENTS'DESCRIPTIVE WRITING AT THE SEVENTH GRADE OF SMP KESUMA BANGSA DEPOK

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ABSTRACT

The objective of this study is to analyze the error of using degrees of comparison at the seventh grade of SMP Kesuma Bangsa Depok. The technique was made of purposive sampling, the sample was 40 students. The method of the research was descriptive qualitative as for the technique of collecting data was test method. The writer applied the test as research instrument. The data was described as a percentage by using percentage analysis. The writer discover there are some errors in students' descriptive writing initiated with subject 6,27%, to be 25,46%, adjective 17,71%, article 7,01%, spelling 8,59%, noun 2,58%, pronoun 9,23%, preposition 1,85%, word choice 2,58%, capitalization 14,39%, conjunction 2,58%, and word order 1,85%. The most frequent errors are to be 25,46%, adjective 17,71%, and capitalization 14,39%. The causes of errors are due to first language interference and translation. In conclusion, it might be deduced that there are errors of using degrees of comparison in students' descriptive writing at the seventh grade of SMP Kesuma Bangsa Depok.

Key words: error analysis, degrees of comparison, descriptive writing

ABSTRAK

Tujuan dari penelitian ini menganalisa kesalahan penggunaan perbandingan pada karangan deskriptif siswa kelas VII SMP Kesuma Bangsa Depok, menggunakan teknik pengambilan sample sebanyak 40 siswa. Metode yang digunakan pada penelitian ini adalah deskriptif kualitatif, dan teknik pengumpulan data. Peneliti menggunakan tes instrument. Data digambarkan dengan analisa persentasi. Peneliti menemukan ada beberapa kesalahan penulisan deskriptif siswa yaitu subyek 6.27%, kata kerja 25,46 %, kata sifat 17,71%, kata depan 7,01%, ejaan 8.59%, kata benda 2.58%, kata pengganti 9.23%, awalan 1.85%, pemilihan kata 2.58%, huruf kapital 14.39%, kata penghubung 2.58% and tata letak kata 1.85%. kesalahan yang sering terjadi adalah kata kerja sebanyak 25,46%, kata sifat 17,71 % dan huruf capital 14.39% . penyebab kesalahan terjadi pengaruh Bahasa pertama dan terjemahan. Didapat kesimpulan bahwa ada kesalahan pada karangan deskriptif siswa kelas VII di SMP Kesuma Bangsa.

Kata kunci: analisis kesalahan, tingkat perbandingan, penulisan deskriptif

INTRODUCTION

English is the first foreign language contemplated fundamental for the purpose of accessing information, absorption, and the expansion of science. Considering the important position of the English and has a strategic role, English established as compulsory subject in schools and even includes one of the subjects tested in the national examination.

Even though learning English has been taught, on the contrary, it appears has no effect for learners. It can be observed from the low level of English language proficiency among the students. It offers the impression that English language learning is away from the expectation. Thus, building up the quality of teaching English comes to be imperatives. Students in the process of learning should be participated directly in order to attain the maximum outcome. Students should also have strong motivation to learn, and then it takes the responsibility of the teacher to provide motivation and create a comfortable atmosphere in the learning process.

Presently, written language has apt to be more complex than speech with longer sentences and many subordinate clauses. The punctuation and layout of written texts also have no spoken equivalent. Writers receive no immediate feedback from their readers, except in computer-based communication. Therefore, they cannot rely on the context to clarify things so there is more need to explain things clearly and unambiguously than in spoken, except in written correspondence between people who know one another well.

For some people, writing is an astonishing entity, since the writing can expresses our feelings or ideas. Similarly to a novelist, a novelist has a mode to transfer his minds in the form of a literary work. By writing a novel, a novelist tells the experience to the reader and invites the reader to live through the experience of the author perceived.

Analysis of errors made by the second language learner elucidate in broad outline of the types of errors made second language learner. Furthermore, identifying errors frequently appear in second language learner writing provides many advantages. Error analysis will help the student in making self evaluation and then engage in self correction as a way of perfecting one's use of the target language.

A study of common errors in students' written text facilitates to determine whether the error is the upshot of interference or development. From this study, it will be discovered the nature of errors among the second language learner. The error in the students' written text presents an idea about the way teacher apply the right teaching mode.

Grammar has some linguistic elements one of which is Degrees of Comparison. Degrees of Comparison is concerning grammatical elements serve comparing people, thing, or place in the form of utilizing adjectives or adverbs. The exertion of Degrees of Comparison requires out of the ordinary concern in addition to the vocabulary of adjective and adverb, Degrees of Comparison is made up of three tiers of diverse patterns. Why students at SMP Kesuma Bangsa do the errors in using degrees of comparison. As indicated by the account arise, the writer decides to raise the issue of Degree of comparison as a paper topic and the writer rakes the titles " An Error Analysis of Using Degrees of Comparison in Students' Descriptive Writing at the seventh Grade of SMP Kesuma Bangsa Depok.

Brown (2000:6) noted "Language is essentially interactive

cultural". Language is the product of culture society that is complex and active. It discloses complex language for in it tucks away the collective thoughts and all the things that are owned by a community. Language is active since language is constantly changing in accordance with the progress of society.

Language is not only in human being but also culture into the political sphere in which there are power and identity. Humans' communication is an absolute requirement. To deliver the meaning of the language, it can be employed through sound and words are produced. Language is certainly anything to do with speaking, although the language is not always expressed verbally. Speaking conducted through organ speech to produce sound. The sound consists of sentence patterns are composed. The sentence could contain a message to interlocutor. The sentence neatly arranged based on the existing rules. It should be clear asserted to express the meaning in the sentence.

Crystal (1994:212) defined "Language is the systematic, conventional use of sound, signs, or written symbol in human society for communication and self expression". Language is viewed as a form of speaking, writing, or signing in certain things. Through language the elusive thing becomes straightforward to interpret. As a symbol the language is able to bring users into social relationships. Given the ease, the language is able to create more intimate atmosphere of communication.

Jackson and Stockwell (2011: 4) defined:

> "Language is the human faculty that enables us to exchange meaningful messages with some of our fellow human beings by means of discourses and texts, which are structured according to the rules and

conventions of the particular language that we share with those fellow human beings".

A human capability possessed by nature is language. Since childhood, humans already have the gift to communicate make use of language.

The importance of English language is already familiar to the human race. It should be recognized the part of English is increasingly widespread. English is the prevailing language used in different countries and even English as the official language. A unique of human language is human beings cannot be inseparable from error when spoken. Brown (2000:206) noted "Error analysis is overstressing in production data". An error analysis stresses on data analysis. The data is equipment for analyzing. Data can be attained by observing errors committed by students. From this observation, the data is obtained, later on it will be the subject of analysis.

Error analysis is nearly equal to the version of the contrastive analysis that compares the errors made by the target language learner. The success stems from the error as well as learning in the classroom. Within each learning process definitely discovered errors committed by students and it is very natural. Gass and Selinker (2008:102) defined "Error analysis is a type of linguistic analysis that focuses on the errors learners make".

As talking to one else using oral forms of communication in the implementation, oral or verbal form is the most frequently used mainly apart easily and can talk face to face with a person or listener. With the aim of an essay is qualified then writer require some steps to be done, the first is to create a topic to be discussed. Topics to be covered must be selected in advance and collect information related to the topic.

Every language is spoken whereas some are written. Writing is not a language, but writing might describe a language. By writing makes the statement specified appear real, since at the time of writing using signs to represent expressions covet to disclose. Furthermore, writing is not easy, from the four aspects of language, writing is considered the thing to gain more notice. Inviting people to fond of writing is awkward thing to do, writing requires a certain technique to create exciting essay to read. Not everyone has the ability to write. There is no human being has a talent in writing since birth.

Degrees of comparison have distinctive features which make comparisons consisting of an adjective or adverb. There is some kind variations of grammar are made using adjective it is called Degrees of Comparison. Adjective in this case expresses the intensity of the noun. Not only adjective, adverb used in this rule as well.

Hallock (2010:59) stated "The different qualities of thing are generally expressed by the Degrees of Comparison". Degrees of Comparison are pictures of the level of objects, animals, or humans based on characters owned.

The writer identifies there errors of using Degrees of Comparison in students descriptive writing at seventh grade of SMP Kesuma Bangsa Depok. There are errors of using Degress of Comparison in students' descriptive writing at the seventh grade of SMP Kesuma Bangsa Depok. The writer wishes this research provide valuable insight for the students particularly for those who are the seventh year students of SMP Kesuma Bangsa to be aware when they deal with Degrees of Comparison in their writing chiefly on descriptive writing.

METHOD

The target population for the research was the seventh year student of SMP Kesuma Bangsa Depok. As the number of class VII is fairly large, to saving the time and energy the writer took several samples to represent the population. The main purpose of the sampling is the writer conducted the study of some students, but the study outcome can be used to draw conclusion and it reflects the number of existing population. Sample derived from class VII - 1 and class VII - 2. Each class was taken 20 students as research sample. So the number of sample approximately 40 students. The sample technique was purposive sampling. Purposive sampling used in this study so that the writer obtains the sample based on the information need to be obtained by the writer. Sample was not taken randomly but it was determined solely by the writer.

Based on the type and source of the data this study adopted a descriptive qualitative study. The data used in the form of descriptive data that was students' descriptive essay, the received data was the original data that was not changed. The writer took such methods as appropriate to the objectives to be achieved by the writer. The objective was to analyze the error of using Degrees of Comparison in students' descriptive writing. For data collection the writer applying the test method as appropriate with the subject of the study that was the students' descriptive essay. It is descriptive qualitative approach method.

RESULTS AND DISCUSSION

1. *Subject*

The complete errors are 271, as a result, the frequency of errors is:

$$P = \frac{n1}{\varepsilon n} \text{ x } 100 \text{ \%}$$

$$P = \frac{17}{271} \text{ x } 100 \text{ \%}$$

$= 6, 27 \%$

2. ***To be for***

The number of error in this area is 69 and the complete errors are 271. As a result, the frequency of errors is:

$$P = \frac{n1}{\varepsilon n} \text{ x } 100 \text{ \%}$$
$$P = \frac{69}{271} \text{ x } 100 \text{ \%}$$
$$= 25, 46 \%$$

3. ***Adjective for***

The number of error in this area is 48 and the complete errors are 271. As a result, the frequency of errors is:

$$P = \frac{n1}{\varepsilon n} \text{ x } 100 \text{ \%}$$
$$P = \frac{48}{271} \text{ x } 100 \text{ \%}$$
$$= 17, 71 \%$$

4. ***Article for***

The number of error in this area is 19 and the complete errors are 271. As a result, the frequency of errors is:

$$P = \frac{n1}{\varepsilon n} \text{ x } 100 \text{ \%}$$
$$P = \frac{19}{271} \text{ x } 100 \text{ \%}$$
$$= 7, 01 \%$$

5. ***Spelling for***

The number of error in this area is 23 and the complete errors are 271. As a result, the frequency of errors is:

$$P = \frac{n1}{\varepsilon n} \text{ x } 100 \text{ \%}$$
$$P = \frac{23}{271} \text{ x } 100 \text{ \%}$$
$$= 8, 49 \%$$

6. ***Noun for***

The number of error in this area is 7 and the complete errors are 271. As a result, the frequency of errors is:

$$P = \frac{n1}{\varepsilon n} \text{ x } 100 \text{ \%}$$
$$P = \frac{7}{271} \text{ x } 100 \text{ \%}$$
$$= 2, 58 \%$$

7. ***Pronoun for***

The number of errors in this area is 25 and the complete errors are 271. As a result, the frequency of errors is:

$$P = \frac{n1}{\varepsilon n} \text{ x } 100 \text{ \%}$$
$$P = \frac{25}{271} \text{ x } 100 \text{ \%}$$
$$= 9, 23 \%$$

8. ***Preposition for***

The number of error in this area is 5 and the complete errors are 271. As a result, the frequency of errors is:

$$P = \frac{n1}{\varepsilon n} \text{ x } 100 \text{ \%}$$
$$P = \frac{5}{271} \text{ x } 100 \text{ \%}$$
$$= 1, 85 \%$$

9. ***Word Choice for***

The number of error in this area is 7 and the complete errors are 271. As a result, the frequency of errors is:

$$P = \frac{n1}{\varepsilon n} \text{ x } 100 \text{ \%}$$
$$P = \frac{7}{271} \text{ x } 100 \text{ \%}$$
$$= 2, 58 \%$$

10. ***Capitalization for***

The number of error in this zone is 39 and the complete errors are 271. As a result, the frequency of errors is:

$$P = \frac{n1}{\varepsilon n} \text{ x } 100 \text{ \%}$$
$$P = \frac{39}{271} \text{ x } 100 \text{ \%}$$
$$= 14, 39 \%$$

11. ***Conjunction for***

The number of error in this area is 7 and the complete errors are 271. As a result, the frequency of errors is:

$$P = \frac{n1}{\varepsilon n} \text{ x } 100 \text{ \%}$$
$$P = \frac{7}{271} \text{ x } 100 \text{ \%}$$
$$= 2, 58\%$$

12. ***Word Order for***

The number of error in this area is 5 and the complete errors are 271. As a result, the frequency of errors is:

$$P = \frac{n1}{\varepsilon n} \text{ x } 100 \%$$
$$P = \frac{5}{271} \text{ x } 100 \%$$
$$= 1, 85\%$$

Based on the data obtained, then the data was counted according to the most frequent errors. Furthermore, the data presented in the form of table based types of error.

Tabel 1. Based types of Error

No	Types of Error	Frequency of Error	Percentage
1	Subject	17	6,27%
2	To be	69	25,46%
9	Word Choice	7	2,58%
10	Capitalization	39	14,39%
11	Conjunction	7	2,58%
12.	Word Order	5	1,85%
	Total	271	100%

CONCLUSION

From the table that students pay less attention in subject in their descriptive writing, this errors came to 6,27%.

1. A new lack of students' grammar competence triggered these errors. As can be seen from the table, 25,46 % students failed to put *to be* in a sentence in their descriptive writing.
2. As is shown in table, the error in the adjective is being one of the most errors arise with the percentage 17,71%.
   a. Article 'the' in the Degrees of Comparison is absolutely required since it is unified as a whole in it. The percentage of this error came to 7,01%. According to table, the writer discovered errors in spelling in 8,59%. Although students already know how to form the adjective in Degrees of Comparison, but students are still having trouble for if they have to add 'er' or 'est'. Since adjective added by those words, it automatically changed the spelling. Lack of grammar becomes the main cause of this error exist.
   b. The error requiring attention was the noun in 2,58%. Students were not proficient to form a noun in plural which result no change in plural noun. This error is most likely caused by students' lack of grammar competence.
   c. Another error needs to be observed was pronoun with the percentage 9,23%. Pronoun error appears in general form of the error in object pronoun which students still use the subject pronoun as the object pronoun. Generally, it caused by the students' insufficient grammar.
   d. The next noticeable error was preposition in 1,85%. Students often disregard to use preposition in a sentence. The absence of preposition in students 'descriptive writing is since students were less careful in their writing composition.
   e. Word choice was the next error. The percentage of this error came to 2,58%. Determining the choice of words in a sentence is important, in general, students are less apt to use the word in the context of the sentence even though the meaning of the sentence implies that desired of the students. This incident is more due to lack of vocabulary of the students to the target language.
   f. Then, the error takes a lot of attention is capitalization though it was not a complicated matter however it occurred in students' descriptive writing in 14,39%. The error occurred not because they did not know the correct manner of writing, but students tend to ignore the rules.

g. Subsequent, conjunction was the next error with the percentage 2,58%. In this case the students substitute the word 'than' with 'from' when the word 'than' cannot be replaced with other words. The possibility of errors occurs since students translate the word to the native language in which both words have the same meaning. Regrettably, students did not aware of the full function of both words.

h. The last error was word order with the percentage 1,58%. Most students were still puzzled when faced with two nouns at once, so the order of words in a sentence was not in accordance with the correct wording in the students' descriptive writing. The impact of these errors is becomes difficult to predict the intent of the sentence conveyed by the students. Lack of grammar is being the major cause.

The error consists of various types ranging from *to be* to *word order*. On the whole, the students did not fully comprehend English grammar. As a result, the most frequent errors are *to be* 25,46%, adjective 17,71% and capitalization 14,39%. This is apparent in students' descriptive writing, they were removed an element that should be present in English grammar. Causes of error in students' descriptive writing were first language interference and translation as well. Although the students learn English however the mindset of the students was glued to their first language. On this basis, it may be inferred that there are errors of using Degrees of Comparison in students' descriptive writing at the seventh grade of SMP Kesuma Bangsa

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