

ERROR ANALYSIS OF CONJUNCTIVE ADVERB USED BY THE EIGHTH GRADE STUDENTS

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui kesalahan pada conjunctive adverb yang ditemukan dalam teks deskriptif yang ditulis oleh siswa kelas delapan SMP Negeri 1 Sindue. Peneliti menganalisis data dengan menggunakan analisis deskriptif sederhana. Sampel peneliti adalah 22 siswa. Instrument pengumpulan data berupa test menulis. Siswa ditugaskan untuk menulis teks deskriptif dengan menggunakan conjunctive adverbs. Hasil analisis data menunjukkan bahwa terdapat dua kesalahan yang dilakukan oleh siswa, yaitu kesalahan penempatan kata penghubung dan kata keterangan penghubung yang tidak tepat. Terdapat 7 atau 38.88% kesalahan pada salah penempatan kata keterangan penghubung, 3 atau 16.66% kesalahan kata keterangan penghubung yang tidak tepat, dan 18 atau 94.73% penggunaan kata keterangan penghubung dengan benar. Terjadinya kesalahan-kesalahan tersebut dapat disebabkan oleh kesalahpahaman penjelasan guru dalam bahasa sasaran dan dapat juga disebabkan oleh ketidakmampuan menggunakan aturan-aturan kedalam konteks meskipun item-item telah diajarkan dalam Bahasa sasaran secara berulang-ulang. Penyebab kesalahan ini termasuk dalam kategori kesalahan intralingual yaitu hipotesis konsep yang salah dan penerapan aturan yang tidak lengkap.

Kata Kunci: Kata Keterangan Penghubung, Tulisan, Teks Deskriptif

ABSTRACT

This research was aimed at finding out the errors on conjunctive adverb found in descriptive text written by the eighth grade students of SMP Negeri 1 Sindue. The researcher analyzed the data by applying simple descriptive analysis. The research sample was 22 students. The instruments of data collection were a writing test. The students were assigned to write descriptive text by using conjunctive adverbs. The result of data analysis showed that there were two errors made by students, i.e. misplace of conjunctive adverbs and inappropriate conjunctive adverbs. There were 7 or 38.88% errors in misplace of conjunctive adverbs, 3 or 16.66% errors inappropriate conjunctive adverbs, and 18 or 94.73% used conjunctive adverbs correctly. The occurrence of these errors may be caused by misunderstanding of the teacher's explanation in the target language and may be also caused by the inability of using rules into context even though they have been taught items in the target language repeatedly. The causes of these errors included in the category of intra-lingual errors i.e. the false concept hypothesis and incomplete application of the rules.

Keywords: Conjunctive Adverb, Writing, Descriptive Text

INTRODUCTION

Writing is one of the important aspects in language learning. Writing involves transferring message to our thoughts using language to the written form. The students can share information and ideas in the written form. The students can express all of their ideas and thoughts to provide information for the reader to persuade the reader to do something. To write well, the people must have good writing capabilities too.

Writing has become an important skill for feature life because it is required in various aspects, such as science technology, and others. Writing should become familiar in students' daily life because writing in order to complete many tasks of their studies. Writing can help the students improve their vocabulary and increase their ability in grammar.

The writing skill becomes the most complicated skill that should be mastered by the students because the students should be able to combine and express their feeling or opinion in written form. There are rules or language components in producing good writing that cannot be neglected by the students. The components are structure, vocabulary, and spelling. Their writing can only be understood if those rules are written in correct form.

In producing good writing the students have to understand the structure or grammar first. Grammar is one of the basic component of language that must be learnt by the students. Harmer (2001:12) defines grammar as the description of the ways in which words can change their forms and can be combined into sentences in that language. While in Indonesia language there are no change in the form of verb. The students finally find the difficulties in constructing in good writing in English because it is influenced by their mother tongue. They get usually confused to differentiate the structure of the two languages. While in arranging words into correct sentences, the

students must comprehend the basic rule which means the grammar or the structure of the language first. It means that grammar in the most important parts in producing good writing that is understandable.

Writing also need words that have function as connectors which are called conjunctive adverb. Moreover, conjunctive adverb is the important part in writing because the function is as sentence connector. It is also called transitional signal. It is different from conjunction. Sargeant (2007:109) states, "Conjunctions are word used to link word, phrases or clauses". On the other hands, Kolln (1982:118) states "Conjunctive adverbs join sentences to form coordinate structures as other conjunction do, but they do so with an adverbial emphasis." The difference between conjunctive adverb and conjunctions is by providing logical similar to coordinating and subordinating conjunctions, but those are generally more formal. The rule of using conjunctive adverbs is straightforward when joining to independent clauses with conjunctive adverb, by placing semicolon before conjunctive adverbs and a comma after it, but the rule of using conjunction is the comma located before conjunction when connecting two independent clauses. In additional, conjunctive adverb is also used to connect sentence in compound sentence. Besides, it is used to paragraph. In conclusion, conjunctive adverb does not only connect sentence to sentence but also associates paragraph to paragraph.

Conjunctive adverb is a transitional expression which is used to join two independent clauses. The eighth grade students of SMP Negeri 1 Sindue make errors in writing descriptive text particularly in using conjunctive adverb. Then, the researchers tries to conduct the research to find out the error made by the students in using conjunctive adverbs in writing descriptive text. This research focused on the error using conjunctive

adverbs in writing descriptive text as sentence connectors. They are additional information (moreover) and opposite idea/contrast (however) which the error covered by misplace error and inappropriate error. The subject was the eighth grade students of SMP Negeri 1 Sindue. Based on the explanation mentioned above, the researcher formulates the research questions as follow: *What kinds of errors on conjunctive adverb are found in descriptive text written by the students of SMP Negeri 1 Sindue?*

METHOD

In conducting this research, the researchers used descriptive research design to report the data about errors of conjunctive adverbs committed by the eighth grade students of SMP Negeri 1 Sindue in writing descriptive text. The researchers used a simple random sampling technique in selecting the research sample. The class that was selected as the sample in this research was the Eighth grade students. The data collection technique used by the researchers was the documentation technique. Through this technique, information was obtained in the writing made by the students. The form of the document used in this research was personal document in the form of students essays about person, places, and things. The researchers used document analysis. In contrast, to analyze the data, the researchers used simple descriptive analysis.

The data that were gotten from assignment was descriptively by the researchers. She gave some descriptions relating to the result of the data. Furthermore, the researchers concluded what kinds the errors made by the students in using conjunctive adverbs to connect sentence in writing descriptive text.

FINDINGS AND DISCUSSION

FINDINGS

Based on the focus this research, the researchers should be able to find the students errors in writing descriptive texts using conjunctive adverbs. Therefore, after analyzing the data, the researchers pointed the types of errors on using conjunctive adverbs through the description below:

Types of using Conjunctive Adverb in Descriptive Text

No.	Types of Conjunctive Adverbs	Conjunction	Misplace	Inappropriate
1.	Additional Information	Moreover	6	-
2.	Contrast Idea	However	1	3
3.	Total		7	3
4.	% of errors		38.88%	16.66%

a. Misplace of Conjunctive Adverb

(1) *He has around head with whiskers. His four legs have some sharp claws. He uses them to catch and kill rats in my house. Moreover, he like eating fishes. However, he does not like to eat rats.*

The conjunctive adverb “*Moreover*” in the sentence above was misplaced. Conjunctive adverb “*Moreover*” should be in the sentence “*His four legs have some sharp claws*”.

Therefore, the correct sentence should be:

He has around head with whiskers. Moreover, his four legs have some sharp claws. He uses them to catch and kill rats in my house. He like eating fishes. However, he does not like to eat rats. that he will fall asleep. Moreover, my cat likes a fish. However, my cat hates dogs.

(2) *He has orange and white fur, the fur is so soft and I like to rub it for him. He has a long tail. He likes to play with it. He is also always tries to catch his tail sometimes. I also like to hold him in my hand, when I hold him like Should have put the conjunctive adverb “Moreover” before the sentence “He has a long tail”, and conjunctive adverb “Moreover” in the sentence “Moreover, my cat like a fish” was removed.*

(3) *She has straight hair and short body, with black little eye and white skin. Her weight is 39 kg and her height is 145 cm. She is third child of 3 sisters. Moreover, she like to eat fried rice and tea. However, she does not like fried chicken and coffee.*

Before the sentence “Her weight is 39 kg and her height is 145 cm”. there should be a conjunctive adverb “Moreover” and the conjunctive adverb “Moreover” in the sentence “she like to eat fried rice and tea”, just omitted.

(4) *On the table there are beautiful watch, books, and mickey mouse lamp. My bedroom is pink because I like pink color.*

Before the sentence “My bedroom is pink because I like pink color”. There is a conjunctive adverbs “Moreover”. The word “Moreover” indicates that there is additional information after the sentence “On the table there are beautiful watch, books, and mickey mouse lamp”.

(5) *Moreover, there is orange cupboard, nice picture, and white board on the wall. My class is clean. I am very comfortable when I study.*

Conjunctive adverb “*Moreover*” in the sentence was misplaced. Conjunctive adverb “*Moreover*” should be before the sentence “*My class is clean*”. Therefore, the correct sentence should be:

“There is orange cupboard, nice picture, and white board on the wall. Moreover, my class is also clean. I am very comfortable when I study.”

(6) *I wash the dishes and cleaned the kitchen. However, my younger brother plays around the house and I feel so angry.*

Conjunctive adverb “*However*” in the sentence was misplaced because the sentence does not showed the contrast. She should be using conjunctive adverb “*Moreover*”.

(7) *She always listens my stories and she like to give me the best advices. My mother is disciplined person. My mother always used to be disciplined and used to put everything in it’s place. She like everything tidy.*

There should be the conjunctive adverb “*Moreover*” before the sentence “*My mother is disciplined person*”.

b. Inappropriate Conjunctive Adverb

(8) *I was the dishes and cleaned the kitchen. However, my younger brother plays around the house and I feel so angry. But, I love my family so much.*

The conjunction “*But*” was inappropriate. She should have used conjunctive adverb “*However*” as the conjunctive adverb that shows contrast.

(9) *She always listens my stories and she likes to give me the best advices. My mother is a disciplined person. My mother always used to be disciplined and*

used to put everything in it's place. She likes everything tidy. Moreover, my mother is a disciplined person, she is also a humorous person.

The conjunctive adverb “*Moreover*” inappropriate. She should have used the conjunctive adverb “*However*”.

(10) *Moreover, my brother has the same nose as me. But, my brother and I look similar, we have a bit differences.*

The conjunction “*But*”, was inappropriate. She should have used conjunctive adverb “*However*” as a conjunctive adverb that shows contrast.

DISCUSSION

In the result of assignment, the researchers found some types of errors that made by the students. There were misplace of conjunctive adverbs and inappropriate conjunctive adverbs. In the errors of conjunctive adverbs used, there were 6 misplaced uses of “*moreover*”, 1 misplaced use of “*however*”, and 3 inappropriate uses of “*however*”. In concluded, there were 7 or 38.88% misplace of conjunctive adverbs, 3 or 16.66% inappropriate conjunctive adverbs, and 18 or 94.73% used conjunctive adverbs correctly.

Based on the description above, this research has similarities and differences with previous study. The similarities of this research are that they both used error analysis as a method research. The second equation, both studies use transitional signals as the variable studied. Although, both used transitional signals, in previous research using transitional signals in general, i.e. transitional phrases, conjunctive adverbs, coordinating conjunction, and subordinating conjunctions as the variable studied. Where

as in this research, specifically only used transitional signals, conjunctive adverb as the variable study.

Another differences between previous research and this research is the types of errors that exist in students' writing from the results of data analysis. First, research by Wibawati. The types of errors found were non-equivalent exchange, connective overuse, surface logically, wrong relation, semantic in completion, distraction, inoperative conjunction, wrong cohesive device, and ambiguous conjunctive elements. Second, research by Nikmah, the types errors found were punctuation for transitional signals, sentences and clauses connectors, transitional placement, and repetitive transitional signals. Third, the types of errors found by Vincensia, in her research were misuse, omission, redundant repetition, and unnecessary addition.

While in this research, there were two types of errors found by the researcher i.e. misplace conjunctive adverbs and inappropriate conjunctive adverbs. The next differences was the types of students' writing. In the previous research by Wibawati and Nikmah used essay writing. While the research by Kurniasih and Vincensia used the same writing as the type of writing in this research i.e. used paragraph writing.

In this research, the researchers also tried to identify the causes of errors made by the students. As stated in the paragraph above that there were possible causes of students' errors.

In this case the researchers analyzed students' conjunctive adverbs in writing descriptive text assignments. The possible causes of errors are wrong concept hypothesis and incomplete application of the rules. The causes these errors include in the category of intra-lingual errors because the causes of errors in students writing are not from the mother tongue, but they are from the target language itself.

CONCLUSION

Based on the data obtained and analyzed, the researchers comes to the conclusion on the discussion put that the errors are made by the Eighth Grade Students of SMP Negeri 1 Sindue in using conjunctive adverbs in writing descriptive text. There were 7 or 38.88% errors in misplace of conjunctive adverbs, 3 or 16.66% errors inappropriate conjunctive adverbs, and 18 or 94.73% used conjunctive adverbs correctly.

The possible causes were drawn based on the theory proposed by Richard, that there were two possible causes of errors including wrong concept hypothesis and incomplete application of the rules.

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