ANALYSIS OF LANGUAGE RULES IN THE DESCRIPTION TEXT OF CLASS V SDN 2 KARANG BAYAN STUDENTS FOR THE 2021/2022 ACADEMIC YEAR

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Abstract

This study aims to describe the use of language rules in the description text of grade V students of SDN 2 Karang Bayan for the 2021/2022 school year. The subjects of this study were class V students consisting of 16 male students and 12 female students. The object of this study are sentences on the student's description text. The data collection technique used is documentation of the results of student description texts written individually. The type of research used is descriptive qualitative, which is research that aims to describe data in the form of description text related to the linguistic rules of description text with words clearly and in detail. Data processing used by researchers is reading all student description texts, marking errors by coding, grouping data according to the type of error, describing errors, and correcting errors. The results of this study show that the use of linguistic rules in student description texts includes 11 aspects, including nouns, adjectives, transitive verbs, adverbs, standard and non-standard words, connotations and denotations, self-created words, the use of capital letters, word writing, punctuation writing, and figurative language. The use of linguistic rules in student description texts is categorized as very low because it reaches a percentage of 44%. This means that there are still many students who are wrong in using language rules when writing. Meanwhile, the use of language rules that are not yet appropriate reaches a percentage of 56%. Most students do not apply the rules when writing, especially in writing student description texts. The most common mistakes made by students on the use of capital letters and punctuation writing. Indications that cause errors occur because they are still affected by everyday language and student inaccuracy after the end of

sentences using appropriate punctuation so that students do not pay attention to good and correct language rules.

INTRODUCTION

Indonesian language skills include four components, namely listening skills, speaking skills, reading skills, and writing skills (Sadhono and Slamet, 2014: 5). The four skills are interrelated with each other. Listening and reading are receptive language skills, while speaking and writing are productive language skills. As a productive language skill, writing skills will produce writing in the form of essays, texts, poems, rhymes, and so on.

The Indonesian learning paradigm in the 2013 curriculum is oriented towards text-based learning. In text-based learning, students are required to be able to express themselves through writing activities (Saragih, 2016: 203). Through writing activities, students can convey their ideas, feelings, and experiences to others by using written language as a tool or medium. One of the writing lessons learned in elementary school Indonesian is to write description texts in addition to other types of texts such as narrative, argumentation, exposition and persuasion. Description text is a writing that describes or describes the object clearly and in detail.

In learning activities, students are required to be able to write well. In addition to bright ideas in writing activities, students must obey the rules or rules of the applicable language. However, in reality students are too focused on the ideas or ideas they have, so they forget the rules of correct writing. One of the things that need to be considered in writing activities is language rules. The linguistic aspects that must be mastered by students in writing include vocabulary, sentence structure, spelling, punctuation, and word selection or diction. In written language, accuracy is needed in the use of spelling and punctuation so that it can produce good and correct writing.

Diction or word selection is an important aspect in writing so that the writing produced by students can be well composed and understood by readers. According to Mustakim (1994: 41), in language activities, word selection is a very important aspect because improper word selection can cause ineffectiveness of the language used, besides that it can also interfere with the clarity of the information conveyed. Likewise in the use of spelling, misuse of spelling can cause errors in reader responses to the ideas expressed by the author (Gantamitreka, 2016: 179). In addition, misuse of spelling can cause different meanings because written language is not like spoken language which can see directly the emotions of what is to be conveyed.

In learning to write in elementary schools, especially grade V, there are still many students who write not in accordance with the rules of using the correct language. At the time of writing, there are still many students who use their mother tongue or regional language to replace unknown words in Indonesian and use vocabulary that is not right so that it is not understood by others. For example, in a sentence written by students in research conducted by Endah Aprilia "I went to nde siti house..", the word "nde" is a word derived from regional languages that should not be used in student essays. The word "nde" should be replaced with the word "aunt" so that others can understand the meaning of what the student wrote.

In the use of spelling, mistakes that students often make concern errors in the use of letters such as the use of capital letters. Students still have difficulty in using capital letters due to lack of understanding of the prevailing spelling, so at the time of writing students do not have rules. Improper use of capital letters can lead to different interpretations of the content of the writing. For example, when writing a person's name,

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but not using capital letters, the person's name will have a different interpretation because it does not begin with a capital letter. While in the use of punctuation, students are still less careful in the use of periods, commas, hyphens and others. So that readers cannot understand the information that students want to convey. For example, when students write a paragraph that contains several sentences. The sentences in the paragraphs written by students do not end with periods or other punctuation marks so that the writing will confuse the reader and the reader will read by continuing the sentence because there is no pause in it. Apart from these two things, student errors in the use of spelling also involve writing words such as writing prepositions that are not in accordance with the rules that have been perfected, writing rewords, writing affixes and writing absorption elements.

Students should be able to use the rules contained in the Indonesian when writing. However, there are still many students who cannot apply language rules. If this is not familiarized from an early age, students will not be able to use appropriate and correct language rules. Therefore, it is necessary to analyze errors in the results of student writing. Analysis of linguistic rules cannot be separated from language learning because language errors are shown for the process towards perfection or achievement of the goals of language learning. Analysis of language rules in language is used to improve and help the language teaching and learning process. Pateda (in Inderasari and Agustina, 2017: 8) states that error analysis is intended so that teachers know the mistakes made by students and help improve language learning from mistakes made by students. So, with the analysis of these language rules, various mistakes made by grade V students of SDN 2 Karang Bayan for the 2021/2022 Academic Year can be understood and revealed.

Based on the description above, the problems found in the results of the student description text are interesting to research. Therefore, the researcher took the research title "Analysis of Language Rules on the Description Text of Grade V Students of SDN 2 Karang Bayan for the 2021/2022 Academic Year".

METHOD

This study used a type of qualitative descriptive research. The selection of this type of research is in accordance with the nature and purpose of the research and the form of the data collected. Qualitative research is research that intends to understand the phenomenon of what is experienced by research subjects by way of description in the form of words and language, in a special natural context and by utilizing various natural methods (Moleong, 2017: 6). According to Bogdan and Taylor (in Moleong, 2017: 2) qualitative research is a research procedure that produces descriptive data, in the form of written words from people and observed behavior. Qualitative research is research that emphasizes more on aspects of in-depth understanding of a problem rather than looking at a problem for generalization research.

This research was carried out on Thursday-Monday, December 2-6, 2021, the odd semester of the 2021/2022 academic year. This research was conducted at SDN 2 Karang Bayan with the address Jln. Pramuka Karang Bayan, Presak Barat, Karang Bayan, Lingsar, West Lombok.

RESULTS AND DISCUSSION
Use of Language Rules in Description Text

In general, rules are defined as principles or provisions that must be obeyed in a reading. The context of linguistic rules is referred to as the characteristics of the language used in a text. The use of linguistic rules plays an important role in student writing to distinguish between one text and another. The linguistic rules in the description text include 11 aspects, including: nouns, adjectives, transitive verbs, adverbs, standard words, denotational words, avoiding created language

alone, proper capitalization, proper word writing, use of punctuation and figurative language.

The findings in this study were 28 students who used nouns, 24 students who used adjectives, 13 students who used transitive verbs, 14 students who used adverbs, 12 students who used standard words, 21 students who used denotational words, 14 students who used their own created language, 1 student who used capital letters correctly, 7 students who used words correctly, 1 student who used punctuation correctly, and 3 students who used figurative language.

Based on the results of the study, of the 28 description texts written by grade V students of SDN 2 Karang Bayan, the overall use of language rules in student description texts reached an average of 44% with very less categories. This means that there are still many students who use linguistic rules in the description text correctly.

As for the use of linguistic rules in student description texts that are inappropriate, namely in writing capital letters and writing punctuation marks with an average of 4% accuracy.

Use of nouns in description text

The use of nouns in the description text written by 28 grade V students of SDN 2 Karang Bayan is included in the very good category because all students have used nouns in the description text written. This means that 100% of students are correct in the use of nouns. Nouns used by

Students in the description text are nouns that are in the school environment. The use of nouns written by students is appropriate and appropriate because it does not go out of theme. Nouns are words that refer to people, animals, things, and concepts or meanings. Quoting from Book Indonesian SMA 3, nouns are words that express everything that is objectified. Nouns are used to indicate an object or form of objects, both abstract and concrete objects. Nouns themselves are used so that a sentence can be composed properly and able to convey what is in the writer's mind. Overall students use nouns in the description text written about the state of affairs in the school environment such as the words school, teacher, school yard, and canteen.

Use of adjectives in description text

Based on the results of the study, the use of adjectives in the description text written by grade V students of SDN 2 Karang Bayan there were 24 students who used adjectives in the description text. An adjective used by students to indicate the nature of the object being described or described. According to the Big Indonesian Dictionary (KBBI),

Adjectives are words that describe nouns in general can combine with more and very words. Adjectives are pointers of the nature of an object. Adjectives are used to describe an object by objectively explaining the properties and characteristics of a characteristic.

Use of transitive verbs in description text

Based on the results of the study, the use of transitive verbs in the description text written by grade V students of SDN 2 Karang Bayan there were 13 students who used transitive verbs in the description text. The transitive verb used by students is the word see. Transitive verbs are used to be able to describe objects seen in real terms. The transitive verbs used by students are active sentences that require an object. For example, the word see, seen. A transitive verb is a word that requires an object in its sentence that can be converted into a passive form.

Use of adverbs in description text

Based on the results of the study, the use of adverbs in the description text written by grade V students of SDN 2 Karang Bayan there were 14 students who used adverbs in the description text. Adverbs are words that describe the predicate of a sentence. Adverbs are used to provide additional information to the described object so that it is easily understood by the reader.

Use of Standard and Non-Standard Words in Description Text

Based on the results of the study, the use of standard words in the description text written by grade V students of SDN 2 Karang Bayan there were 12 students who used standard words in the description text. While the use of non-standard words as many as 16 students, meaning that the use of non-standard words is more widely used in description text. Non-standard words are used because of students' habits in pronouncing words that are influenced by regional dialects or unfamiliar absorption. The use of standard words in student description texts falls into the category of very less (39%). Standard words are words that follow predetermined or customary rules.

Use of Words Denotation and Connotation in Description Text

Based on the results of the study, the use of denotation and connotation words in the description text written by grade V students of SDN 2 Karang Bayan there were 7 students who used the word connotation in the description text. In the aspect of connotation and denotation, the words used in the description text essay tend to use connotation words. This causes the meaning to be less clear. So that the meaning that the author wants to convey to the reader is clear and easy to understand, just use the word denotation.

Use of self-created words in the description text

Based on the results of the study, there were 14 description texts written by grade V students of SDN 2 Karang Bayan using self-created words. The use of self-created words used by students comes from regional languages. Students replace words they don't know in Indonesian using the local language (Karang Bayan language). This causes not all readers can understand what they want to convey in the description text written.

Use of capital letters in description text

Based on the results of the study, there was 1 descriptive text written by grade V students of SDN 2 Karang Bayan which used capital letters correctly. While the students who wrote capital letters incorrectly were 27 students. The capital letter writing errors found in student description texts include: writing capital letters at the beginning of sentences, writing capital letters in the middle of sentences, writing people's names, writing greetings or titles, writing names of years, months, days, and holidays, writing geographic names, and writing institution names.

Use of words in description text

Based on the results of the study, there were 7 descriptive texts written by grade V students of SDN 2 Karang Bayan that used word writing correctly. While the students who wrote the word incorrectly were 21 students. The word writing errors found in the description text include: writing abbreviations, writing in, to, and from, writing reforms, writing affix words, writing pronouns ku-, you-, -, me, -mu, writing level numbers.

Use of punctuation in description text

Based on the results of the study, there was 1 student who used punctuation correctly. As for the students who did not use punctuation correctly as many as 27 students. This means that there are still many students who are not able to use punctuation in description text. Punctuation marks are marks used in spelling systems such as periods, commas, colons, and so on. The use of punctuation plays an important role in writing. The use and placement of punctuation marks properly and precisely shows good mastery of language. Punctuation marks can help readers to understand the meaning of writing precisely.

Use of figurative language in description text

Based on the results of the study, there were 7 descriptive texts written by grade V students of SDN 2 Karang Bayan using figurative language. Figurative language is a style of language used by writers to convey a message imaginatively and figuratively. Figurative language is used to give a sense of beauty and emphasis to the importance of the thing being conveyed.

CONCLUSION

From the description text that has been analyzed, there are 11 aspects of language rules in the description text used by students in writing essays with the theme "school environment" reaching an average of 44%, meaning that there are still many students who have not used the language rules of description text. The aspects of linguistic rules in description texts are, nouns, adjectives, transitive verbs, adverbs, standard and non-standard words, denotation and connotation words, self-created words, capital letter writing, proper word writing, punctuation writing, and figurative language.

The use of linguistic rules in student description texts found 28 students who used nouns, 24 students who used adjectives, 13 students who used transitive verbs, 14 students who used adverbs, 12 students who used standard words, 21 students who used denotational words, 14 students who used self-created words, 1 student who used capital

letters correctly, 7 students who used proper word writing, 1 student who used punctuation, 3 students who used figurative language. The most common error aspect is in the aspect of capital letter use and punctuation use. Of the 28 students, there were 27 mistakes made by students, while the accuracy of using language rules was the most common in the use of nouns, which was 28 students. This means that all students have used nouns correctly in the description text.

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