

Analysis of Syntactic Language Error Level in Students Persuasive Speech Essay Texts of Grade IX SMP/IP Al Mubtadi-Ien Bantul District

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Text-based language learning in the 2013 curriculum requires students to be active so that at the end of learning students are expected to be able to produce an output product from the material that has been taught. In producing these outputs, it is necessary to have an in-depth understanding of the material related to the selection and arrangement of appropriate vocabulary. In line with this statement. This study aims to determine the language errors at the syntactic level in the results of persuasive speech text essays of grade IX students of SMP Islam Prestasi Al Mubtadi-Ien Bantul Regency. This research uses a qualitative approach that is descriptive. The data source used in this study was a text essay of persuasive speech for grade IX students of SMP/IP Al Mubtadi-Ien Bantul. The data analysis method used in this study was the equivalent method with the analysis technique in the form of a reference. The references used to analyze the data in this study are the Big Indonesian Dictionary (KBBI), the Acronym for General Guidelines for Indonesian Spelling (PEUBI), and the opinions of experts who are relevant to this research. Of the 12 articles analyzed, there were 3 ambiguous sentences, 5 with non-standard sentences, 5 with unclear sentence errors, 8 essays with sentences that experienced redundant words, and 6 sentences with inappropriate diction. As well as 4 clauses with unclear sentence logic. The results of the study concluded that language errors at the syntactic level in the students' essays were caused by the lack of student references in understanding language material. As well as the habits of students in choosing and applying phrases, clauses and sentences when compiling essays.

Keywords: Error, Language, Syntax, Student, SMP/IP

Pembelajaran bahasa berbasis teks dalam kurikulum 2013 menuntut peserta didik untuk aktif sehingga di akhir pembelajaran peserta didik diharapkan mampu menghasilkan suatu produk luaran dari materi yang telah diajarkan. Dalam menghasilkan luaran tersebut diperlukan pemahaman materi secara mendalam terkait dengan pemilihan serta penyusunan kosa kata yang tepat. Selaras dengan pernyataan tersebut. Penelitian ini bertujuan untuk mengetahui kesalahan berbahasa tataran sintaksis dalam hasil karangan teks pidato persuasif siswa kelas IX SMP Islam Prestasi Al Mubtadi-Ien Kabupaten Bantul. Penelitian ini menggunakan pendekatan kualitatif yang bersifat deskriptif. Sumber data yang digunakan dalam penelitian ini adalah karangan teks pidato persuasif siswa kelas IX SMP/IP Al Mubtadi-Ien Bantul, Metode analisis data yang digunakan dalam

penelitian ini adalah metode padan dengan teknik analisis berupa refrensial. Referensi yang digunakan untuk melakukan analisis data dalam penelitian ini adalah Kamus Besar Bahasa Indonesia (KBBI), Akronim Pedoman Umum Ejaan Bahasa Indonesia (PEUBI), serta pendapat para ahli yang relvan dengan penelitian ini. Dari beberapa 12 karangan yang dianalisis ditemukan 3 kalimat ambigu, 5 karangan dengan kalimat berstruktur tidak baku, 5 karangan dengan kesalahan kalimat tidak jelas, 8 karangan dengan kalimat yang mengalami mubadzir kata, serta 6 kalimat dengan diksi yang tidak tepat. Serta 4 karnagan dengan logika kalimat yang tidak jelas Hasil penelitian menyimpulkan kesalahan berbahasa tataran sintaksis dalam karangan siswa ini diakibatkan oleh kurangnya refrensi peserta didik dalam memahami materi kebahasaan. Serta kebiasaan peserta didik dalam memilih dan menerapkan frase, klausa serta kalimat di saat menyusun karangan.

Kata Kunci: Kesalahan, Berbahasa, Sintaksis, Siswa, SMP/IP

INTRODUCTION

Language learning in the 2013 curriculum requires students to be active, in following the course of learning. The teacher only functions as a facilitator. As evidence that language learning in the 2013 curriculum requires students to be active, then at the end of learning, students are required to produce a learning output product. The output product, for example, is text. In writing and producing these outputs, it is necessary to collaborate between students and teachers, so that the results are as expected. Writing is a skill that students must have, especially in the 21st century as it is today, because basically almost all subjects require students to be able to write. However, based on the results of observations, there were many mistakes of students in writing essays on learning outcomes. Mistakes themselves can be interpreted as deviations that have a systematic nature, which indicates the ability of students in a certain stage Ariningsih (in Afif Roffi, 2014). The mistakes that most students make in writing these essays are language errors. Basri (in Afif Roffi, 2014) states that language errors can be defined as inappropriate use of language and deviates from linguistic principles. Language errors caused by students are something that cannot be avoided, basically it is their learning stage. (Nur Endah., Et al, 2012).

Language errors are caused by two factors, namely understanding factors and students' ability factors in understanding language, besides language errors also often occur due to contact between the first language and the second language, the cause of subsequent language errors is the influence of the use of the mother tongue, the environment such as family, television broadcasts, magazines, newspapers and so on. Tarigan and Lilis Siti Sulistiyanaingsih (in Afif Roffi, 2014). Language errors can be divided into errors in the phonological field related to the sounds of language, errors in the morphological field related to words, and errors in the field of syntax related to sentences (Tarigan, 1996). Language errors are not only found in language speech, language errors can also be found in a written essay, because basically the linguistic elements used in an essay must be complete, if the language elements in an essay are incomplete, it could be that information is not delivered right Setyawati (in Sako, 2017) Basically, error analysis in this case is a language error is very important, because it is used as evaluation material, related to the language of a thing. Whether it's things in written or oral form. Error analysis can be defined as an

activity to analyze, classify and reveal something from the system that is in the learner, inviting mistakes made by the learner (Brown, 2007). There are several steps to perform error analysis, these steps are; (a) collecting data, (b) identifying errors, (c) classifying, (d) explaining the frequency of errors, (e) identifying error areas, (f) correcting Sridhar's errors (in Afif Rofii, 2014) One of the frequent language errors done by students, writing an essay is a language error in the syntax field. Syntax itself is a very old branch of linguistics, observing sentence structure and rules or rules in composing a sentence Suhardi (in Afnita., Et al, 2018) while Ramlan (in Afnita., Et al, 2018) argues that syntax is a language knowledge that examines the ins and outs of words, phrases, clauses and sentences. Sentences themselves can be interpreted as the smallest unit, which is manifested in oral and written discourse (Alwi, 2013). Sentences can also be defined as syntactic units which are usually in the form of clauses equipped with a conjunction or conjunction and accompanied by a final intonation (Chaer, 2009). Sentences are also defined as language units that have a size larger than phrases and their elements occupy functions as subjects, predicates, objects and Atmazaki complements (in Afnita, et al, 2018). As for the forms of language errors at the syntactic level according to Markhamah (in Kusma Wardani, 2016) (a) sentence with nonstandard structure, (b) ambiguous sentence, (c) unclear sentence, (d) improper diction in forming sentence, (e) sentence contamination, (f) coherence, (g) redundant words, (h) loan words that are not appropriate in forming sentences, (i) sentence logic. Pidao persuasive text learning, is learning taught in class IX at the junior high school level in odd semesters, the final goal to be aimed at this material is that students are able to present persuasive speech texts both orally and in writing.

Previously conducted on "Analysis of language errors at the syntactic level in student essays" is a study conducted by Afif Rofii (2014) with his research entitled Analysis of Indonesian language errors in official letters in the field of syntax for grade VIII students at MTs N Lubuk Buaya Padang City. -as same as analyzing language errors in students' essays, the difference is that this research conducted by Afif Rofii examines official letter written by students, while this research examines language errors at the syntactic level in persuasive speech text essays made by grade IX students of SMPiP Al Mubtadi-Ien Bantul. Second, relevant research and first conducted by Sholikhah Satriawati (2020) with her research entitled Language errors in syntax in the essay descriptions of seventh grade students of MTs Nurul Huda Plosorejo Gondang Sragen. This study has similarities with this research, the equation is both examining language errors in the syntax field in the essays of junior high school students. The difference is that the research conducted by Sholikhah Satriawati examined the description essay, whereas in this study the material for the study was the prescriptive speech text of the IX grade students of SMPiP Al Mubtadi-Ien Bantul. Third, a relevant research and first conducted by Afnita, Eriska Kurnia, Herfina Assadiyah (2018) with her research entitled Analysis of Language Errors in Syntax in Biographical Texts of Class X Students of SMA Negeri 7 Padang. This study both examines language errors at the syntactic level in students 'essays, the difference is that the research conducted by Afnita and the team examined students' essays at the high school level, while this study examined the essays of junior high school (SMP) students. Based on the above statement, research on the Analysis of Language Errors at the Syntax Level in Persuasive Speech Texts for Class IX Students at SMPiP Al Mubtadi-

Ien Bantul, needs to be done, because to find out language errors in the syntactic field in students' essays, especially persuasive speech text essays, so that students and the teacher is able to understand the language errors made by students in writing essays, so that they are able to jointly correct these mistakes, based on existing references or sources. Next, this research is very important to do as a reference to conduct further research on language errors at the syntactic level in student essays, especially persuasive speech texts.

METHOD(S)

This type of research is descriptive qualitative research. The things that are described in this study are the form of language errors at the syntactic level in the writing of persuasive speech texts of grade IX students of SMP/IP Al Mubtadi-Ien Bantul. The method of providing and collecting data used in this research is the observation method with tapping techniques, and the advanced technique of listening, free, engaging competently. The data analysis in this study used the extra lingual matching method with extra lingual comparative relationship techniques. Mahsun (2019: 123) states that the extra lingual equivalent method is used to analyze data and relate language problems to those outside language. The steps taken in this study, first adopting the results of students' persuasive speech text essays, secondly analyzing the results of students' essays, third grouping language errors contained in students' essays, fourth reanalyzing using references, namely expert opinions and research relevant to this study. This research does not stop at the analysis technique, but the data that has been collected will be concluded.

FINDINGS AND DISCUSSION

Findings

From the results of the analysis of 12 essays of persuasive speech texts of students, it was found that there were several language errors at the syntactic level in the persuasive speech text essays of grade IX students at SMP/IP Al Mubtadi-Ien Bantul.

Table 1: Analysis Results Data

No	Forms of Language Error	Total
1.	Ambiguous sentence	3
2.	Sentence with non-standard structure	5
3.	Unclear sentence	5
4.	Redundant use of words	8
5.	Improper use of diction	6
6.	Sentence logic	4

Discussion

1. Ambiguous Sentences

In the text essay of the persuasive speech of the IX grade students of SMP/IP Al Muftadi-Ien Bantul, 3 essays were found with errors in the use of sentences, thus creating ambiguity, examples of sentences that have meaningful ambiguity based on the results of the analysis are as follows:

a. *We must be very clever in maintaining our health. Do not let us be negligent so that we are exposed to the virus.*

An ambiguous sentence is a sentence that has a double meaning, causing doubt or ambiguity (Afnita., et al, 2018). Pay attention to the sentence above, the word clever and our health. This sentence creates ambiguity because of the use of a double marker. One marker should be sufficient, so that the sentence does not have the meaning of ambiguity or obscurity. Correct improvement of the sentence is as follows "We must be good at maintaining health, so as not to be exposed to the virus".

2. Sentences are not standardized

Based on the results of the analysis, 5 sentences were found with non-standard structures, examples of these sentences are as follows:

b. *As we know, the environment is a place where we live and have activities.*

In the sentence, there are words that are not standard, so that the sentence structure is not standard, the word is something, besides that the use of the word Tanya in the middle of a sentence also causes the sentence structure to be not standard. The sentence, if arranged correctly and paying attention to the standard of the word, becomes "We know that the environment is a place to live and do activities".

3. Sentences that are not clear

Based on the results of the analysis in this study, 5 sentences were found that were unclear. Examples of these sentences are as follows:

c. *I am deeply troubled by the presence of this virus.*

In the sentence, there is a word that is not standard, the word is a word troubled, which results in the sentence being unclear, thus causing difficulty in understanding the sentence. Word by also cause's ambiguity in understanding the sentence, the word by can be interpreted as a liaison to mark the perpetrator (KBBI, V) the sentence becomes true and clear if "I feel restless because of this virus".

4. Redundant use of words

Based on the results of the analysis, 8 sentences were found with the use of redundant words, examples of these sentences are as follows:

d. *We as students must be able to understand technological developments in order to keep up with the times.*

e. Students must be able to compete and collaborate with the progress of the times in an era like what is happening today.

f. Do not let us as a society not understand the importance of technology for our lives.

The choice of words in sentences d, e and f shows the occurrence of word waste, or the use of words that are excessive, wordy, and do not pay attention to word saving. So that it makes it difficult for the reader to understand the meaning of the sentence. We see the sentence (d) the use of s in the sentence makes the word wordy, the word in order and in order to also show this, you should choose only one. So the correct justification in the sentence is 'Students must be able to understand technological developments in order to keep up with the times. Furthermore, for sentences using conjunctions that are not paid attention and too often, making the sentence a verbose sentence, the correct justification for the sentence is: "Students must be able to compete with technological progress in the current era. Next, in sentence (f) the excessive use of s in the sentence makes the sentence difficult to understand, the correct justification for the sentence is as follows' As a society, don't let us not understand the importance of technology for life ”.

5. Use of improper diction

In connection with the use of improper diction, based on the results of the analysis found 6 sentences, examples of these sentences are as follows:

g. Society is a collection of people who live in an environment.

The sentence g, indicates that the sentence is not properly used in diction, the word an in (KBBI, V) is defined as one fruit. The word is not correct, if it is used to describe the meaning of the word society. Society is defined as a number of humans (KBBI, V). The correct justification in this sentence is that society is a collection of people who live in an environment.

6. Logic of Sentence

Based on the results of the analysis, 4 sentences were found with incorrect sentence logic, which resulted in the sentence being illogical. Examples of sentences that show this are as follows:

h. Read the posters on how to wash your hands properly, to avoid the Covid-19 virus.

The sentence shows an illogical sentence, this is because the word Read has the meaning to give orders. The sentence becomes logical if you add the prefix-me which has read. This sentence will be logical with the following justification. We must read the posters on how to wash hands properly, to avoid the Covid-19 virus.

CONCLUSIONS

Based on the results of the analysis, it can be seen that the language errors made by many grade IX students of SMPiP Al Muftadi-Ien Bantul in writing persuasive speech texts are errors in the use of redundant words. This is due to the learner's habit of using words, their language habit also influences this. So that the sentences written by students are difficult to understand. In an effort to overcome this problem, cooperation between teachers and students is needed, the teacher as a

facilitator of students must be able to teach and begin to familiarize students with choosing words, which are used to compose sentences, so that the sentences written by students can be easy to understand. With this research, it is hoped that it will be able to add references for teachers and students in writing an essay, related to grammar, especially in the scope of syntax. In addition, this study is expected to be a source of reference in relation to other research on the analysis of language errors at the syntactic level, especially in the essays of students.

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