

LANGUAGE ERRORS AT THE SYNTACTIC LEVEL IN SHORT STORY ESSAYS OF GRADE X HIGH SCHOOL STUDENTS

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Abstract

This study aims to determine language errors in the syntactic level in short story essays of class X students of SMAN 2 Lhokseumawe. This type of research is qualitative research. The result of this study shows that there are three language errors in the level of syntax in the short story essays of class X students of SMAN 2 Lhokseumawe in the field of phrases and two syntactic errors in the field of sentences. The errors in the field of phrases consist of: (1) improper word order, (2) improper use of prepositions, and (3) the influence of local language in language and writing. The syntax errors in the field of sentences include sentences that do not have a subject. These errors can occur due to factors such as (1) lack of application of Indonesian language use in communication, (2) lack of student interest in writing short story essays, and (3) the influence of mother tongue or regional language in language and writing.

Keywords: *Language Errors, Syntax, Short Story Essay.*

INTRODUCTION

Language development continues to increase from year to year for the better. Language has a very important meaning in human life which is shown by its existence as a means of communication in everyday life. Aminah (2023) states that Learning Indonesian serves to improve students' ability to communicate using Indonesian, both orally and in writing. Based on its position and function as a means of communication in various purposes, situations, and conditions. In life, humans need communication, and language is needed by humans in communication. The communication process requires adequate language skills to present an effective and efficient communication in everyday life. Language is the basic communication medium used by society. The existence of language will facilitate communication in the life of society, nation and state (Iqwana, 2022). The use of language is very important for a person to communicate both orally and in writing. Spoken language is bahasa yang spoken or spoken directly by the speaker to the listener or interlocutor. Meanwhile, written language is communication in written form by paying attention to the determination of correct punctuation and spelling, in other words, written language is a form of spoken language that uses characters as its means, with the main elements in the form of words or sentences. (Sujinah, 2018) a sentence is a unit of language that conveys an idea that is predicated and ends with a full stop as a barrier. The nature of the predicate in a structured sentence is formed by the elements of the subject, predicate, and object.

Language errors are related to the use of language orally and in writing (Supriani & Siregar, 2016). If language errors continue to occur in students' short story works, the objectives of the 2013 curriculum, namely text-based learning, cannot be realised optimally. The ability to write short story texts cannot be separated from the Indonesian language learning process. In the results of learning activities to write short stories, there are still many cases of language errors, especially aspects of spelling use caused by the use of spelling junior high school students' lack of understanding of spelling. Language errors tend to be ignored in language error analysis because they are individual, unsystematic, and temporary. Based on these problems, the researcher is interested in conducting a language error analysis activity on students' short stories in the school that the researcher has determined, namely in Writing as one aspect of language skills is an activity to express messages, ideas, ideas and life experiences into written language. In learning to write, students not only learn to master theories about writing, but also have to practice in written communication activities. One of the writing skills taught at school is short story text. Short stories are classified as narrative texts. (Mubarakah, 2019); (Kosasih, 2014) Short

stories are defined as stories that are physically short and can be read in one sitting. Short story writing skills, students not only learn to understand the theory, but also practice developing writing skills and increasing imagination. From the idea of imagination, students are expected to be able to create short story essays based on experiences that are in accordance with the rules. The formation of a sentence will begin with an understanding of the meaning of the word as the construction of the sentence, which will then form a phrase, clause, and finally a sentence. Therefore, it is very important to understand syntax as one of the branches of linguistics. (Abd hul, 2021); (Chaer, 2014) says a complete understanding of syntax will minimise language errors.

Language errors at the syntactic level are one part of the types of language errors based on linguistic levels. Syntactic errors consist of two fields, namely the phrase field and the sentence field. Language errors in general and syntax in particular according to (Alfionita, Novita, 2020); (Mubarokah, 2019); (Tarigan, 2011); (Setywati, 2010) parts or sides that have defects in the speech or writing of students or learners. Error means deviation, violation, and oversight called by the word 'wrong' is synonymous with the word 'right', meaning that what is done is not right, not according to the norm, and not right according to the prescribed rules. If this error is related to word usage, then the language user may not know the right word to use. One example of a jab at councilors who like to 'Forget themselves when they sit in the hot seat of government'.

One of the problems faced by students is syntactic errors. The use of phrases and sentence structures in a written text sometimes does not meet the linguistic rules even though it is very important in a text or discourse so that it can be understood and understood by readers and listeners. In line with this problem, the author conducted a study 'Analysis of Syntactic Errors in Short Story Writing of Class X Students of SMAN 2 Lhokseumawe.'

RESEARCH METHODS

This research uses descriptive qualitative research methods. According to (Noor, 2012); (Moleong, 2011) qualitative research aims to understand the phenomena experienced by research subjects holistically, for example behaviour, perception, motivation, which is described in the form of words and language in a special context by adding that in qualitative research, the data collected are in the form of words, pictures, and not numbers. In this study, the qualitative research used is descriptive qualitative research. (Noor, 2012); Arikuno (2020: 3); (Haryoko, S., Arwadi, F., 2020); (Sidiq, U., & Choiri, 2019) the researcher explained that descriptive research is research that describes symptoms, events, and happenings that occur in the present. Data collection techniques are carried out through observation, and documentation. Data analysis is carried out interactively and takes place continuously until it is complete or until the data is saturated. Researchers use data analysis which includes stages: Data reduction, data display, and conclusion drawing.

RESULTS AND DISCUSSION

Syntactic Errors in the Field of Phrasing

1. The Influence of Regional Language

Based on the research results there are several syntactic errors in the field of phrases in the type of presence of language influence In the short story text written by the students of class X SMAN 2 Lhokseumawe.

(1) *My sister fainted and lost consciousness because she was too tired.*

The error data in sentence (1) above is found in the word tired. The word kecapean cannot be found in KBBI Edition V, only the word cape. The word cape is a word that comes from the Malay language of Jakarta. This word in Indonesian is equivalent to the words tired and tired. This form of the word tired has no meaning because the word is not included in the KBBI. However, if the word is paired with standard Indonesian, it is equivalent to tired and exhausted. These two words have their own derivative words: keletihan, meletihkan, etc., kelelahan, melelahkan, etc. These word forms in Indonesian already have meaning. So it can be concluded that the right word writing to replace the word kecapean is fatigue or keletihan. Meanwhile, the phrase too is an explanatory word, whose existence does not change the meaning, while the phrase too is an explanatory word, in the researcher's opinion, so its existence does not change the meaning. Thus, the correct sentence writing according to the rules of standardisation is: My sister fainted and became unconscious because she was too tired.

(2) *As time went by, I began to think and realise that life in the boarding house was very difficult.*

There are two errors in sentence (2) above. The first error data is found in the word start thinking. The word think is not found in KBBI edition V, only the word fikir is found. This word in Indonesian is only found in the words thinking, thought, etc. which means memory. Which has the meaning of memory. This form of the word think in Indonesian already has a meaning. While the phrase start is an explanatory one, in the researchers' opinion, the presence or absence of the phrase start does not change the meaning. Thus, the

correct sentence writing according to the rules of standardisation is: often over time I thought and realised that life at the boarding house is very difficult. The second error data is found in the word *kalo*. The word *kalo* is not found in KBBI edition V, only *if*. This word in Indonesian is equivalent to the conjunction *untuk* to mark *sayarat*. Therefore, the correct sentence writing according to the rules of standardisation is (3a) As time went by, I thought and realised that life in the boarding house was very difficult.

- (3) *I replied that I was too tired from the long journey.*

The error data in sentence (4) above is found in the word *cape*. The word *cape* is not found in KBBI edition V, the word *cape* is a word that comes from the Malay language of Jakarta. This word in Indonesian is equivalent to the word *tired*. This form of the word *cape* has no meaning because it is not included in the KBBI. However, if the word is paired with standard Indonesian, it is equivalent to *tired*. This word has derivatives, namely *fatigue*, *tiring*, etc. This form of words in Indonesian already has a meaning. While the phrase *too* is an explanatory one, in the researchers' opinion, the presence or absence of the phrase *too* does not change the meaning. So it can be concluded that the correct sentence writing according to the rules of standardisation is: I answered that I was tired from the long journey.

- (4) *But that did not deter him.*

The error data in sentence (4) above is found in the word *but*. The word *but* is not found in KBBI edition V, only the word *but*. This word has the meaning of an intrasentence connecting word to express contradictory or incongruent things. This form of the word *but* in Indonesian already has a meaning. thus the correct sentence writing according to the rules of standardisation is: but this does not become a barrier for him.

- (5) *After that I cleaned my mother's body and dressed her.*

The error data in sentence (5) above is found in the word *pakayan*. The word *dressed* is not found in KBBI edition V, what is found is only *said clothes*. This word means an item that is worn. The form of this word in Indonesian already has a meaning. thus the correct sentence writing according to the rules of customisation is: after that I cleaned my mother's body and put her clothes on.

From the data above, it can be proven that there are several syntactic level errors in the field of phrases in the presence of regional language influence. The data obtained are 6 errors made by students of class X SMAN 2 Lhokseumawe in the presence of local language influence.

2. Improper use of prepositions

Based on the results of the research, there are some syntactic errors in the field of phrases of the type of improper use of prepositions in short story texts written by class X students of SMAN 2 Lhokseumawe. The following data can prove that there are some errors in the use of improper prepositions as well as the explanation and improvement of the right sentences:

Preposition 'di' errors

a. This section will present data on errors 'di' which is considered inappropriate. The following data can prove the existence of several mistakes made, such as:

- (6) *After finishing the mos, we chose two programmes at this school.*

The data in sentence (6) contains the word 'at school' which is written together, this causes an error because the word 'di' in this sentence is not an affix but as a preposition that shows the description of the place, namely 'school' therefore, the word 'di' should be written separately with the word 'school' so that the correct writing is: After finishing the mos, we selected two programmes in this school. **Within the programme we cover 14 subjects.**

In sentence (7) there is a preposition 'di' which is written together with the word 'in', this causes an error because the word 'di' must be written separately from the word 'in' as a place indicator, so the correct sentence writing is. (8a) Inside programme that we embraces 14 subjects. My mum was taken to the nurses' station and stayed there for one week.

In sentence (8), the preposition 'in' is written separately from the word 'there', this causes an error because the preposition 'in' must be written separately from the word 'in' as a place indicator, so the correct sentence writing is: My mother was taken to the nurse's room and treated there for one week.

- (9) *Bright morning sun shining I carried my red bag on my shoulder.*

In sentence (9) there is a preposition 'di' which is written together with the word 'shoulder', this causes an error because the preposition 'di' must be written separately from the word 'shoulder' as a place indicator. So the correct sentence writing is: In the morning, the sun was shining, I carried my red bag on my shoulder.

(10) When I arrived at school my teacher was waiting for me at the gate, so I greeted my teacher.

In sentence (10) there are two mistakes, namely

In the first sentence, there is a preposition 'in' which is written together with the word 'school' as a place indicator. So the correct sentence correction is

:when I arrived at school....

In the second sentence there is a preposition 'di' which is written together with the word 'front' as a place indicator. So the correct sentence correction is : My teacher was waiting for me at the gate and I greeted my teacher.

(11) There I saw Ibu Ratna looking after Ratna.

In sentence (11), there is a preposition 'di' written in conjunction with the word 'sana' as a place indicator. So the correct sentence correction is: there I saw Ibu Ratna understanding Ratna.

(12) There was a child named Rani who continued her schooling away from her parents and chose to live in a hostel.

In sentence (12) above there are two mistakes. In the first sentence, the preposition 'in' is written together with the word 'kost' as a place indicator. So the correct sentence correction is: there is a child named Rani who continues her schooling far from her parents and chooses to live in a boarding house. In the second sentence, there is a combination of prepositions with local language, in the word kost. The word kost is not found in KBBI Edition V, only the word kos. Thus, the correct sentence writing according to the rules of standardisation is: There is a child named Rani who continues her studies away from her parents and chooses to live in a boarding house.

(13) In her little heart she always asked.

In sentence (13), there is a preposition 'di' written in conjunction with the word 'in' as a place indicator. So the correct sentence correction is: in his little heart he always asks questions.

(14) And whether he can also be like those people out there.

In sentence (14), there is a preposition 'in' written in conjunction with the word 'outside' as a place indicator. So the correct sentence correction is: and whether he can also be like the people out there.

(15) I already think of him as my real brother at home and vice versa.

In sentence (15) there is a preposition "di" which is written together with the word "house" as a place pointer. So the correct sentence correction is: I already consider him like my sibling at home and vice versa he is too.

(16) **On that day** we did several introductory activities, school tours etc.

In sentence (16) above there is an error in the use of the preposition "di" which is not properly used in the word timekeeper, the time description should use the preposition "on". So that the improvement to become the right sentence is: On that day we did several introductory activities, going around the school.

b) Preposition Error "to"

In this section, data on mistakes made by students in the use of the preposition "to" which is considered inappropriate. The following data can be proven to be several mistakes made such as:

(17) In the bright morning, the sun was shining, I carried my red bag on my shoulder and walked to school....

In sentence (17) there is a preposition "to" which is written together with the word "school", which shows the purpose that should be written separately from the word "school" Thus the correction of the sentence to be correct and correct is: in the morning the sun shines, I carry my red bag on my shoulder and walk to school....

(18) One time I visited Ratna's **house** to pick up my book.

The data of sentence (18) above contains the preposition "to" which is written together with the word "home" as a clue to the purpose that should be written separately from the word "home"

Thus the correct and correct sentence is: one day I visited Ratna's house to pick up my book.

(19) In the morning at around 05:00 all boarding house children have woken up to prepare for **school**.

The data of sentence (19) above contains the preposition "to" which is written together with the word "school" as a clue to the purpose that should be written separately from the word "school"

Thus the improvement into the right and correct sentence is: on the day at around 05:00 all boarding house children have woken up to prepare themselves to go to school.

1. Improper Wording

In a sentence, it must be well composed and in accordance with grammatical guidelines so as not to cause incomprehension for those who listen or read a writing. One of the consequences of the influence of foreign languages is errors in the order of words. Based on the results of the study, there were several

syntactic errors in the field of phrases in the type of word arrangement that were not appropriate in the text of short stories for students of class X of SMAN 2 Lhokseumawe. The following data can prove that there are some errors in the incorrect wording and proper explanation and correction of sentences:

- (20) Then **my mother called** me to make the cake **so that my mother could rest**.

There are two errors in sentence (20).

The data of the first sentence (20) above contains the word "*my mother who called me*". This sentence fragment is less effective and communicative because there is a word *I* that is used repeatedly. The form of the sentence fragment above becomes correct with the following arrangement "*mom calls me*", sentence formulations like this are more effective and communicative can also be seen the position and function of each word. The same data also has an error in another climactic cut, namely "*so that my mother can rest*". This sentence snippet is categorized as a wrong form because there is a double word or repeated use of the word. The repetition is found in the word "*my mother*", this word can be replaced with the third persona pronoun Tunggal, namely the word "*he*" and also because of the conversational language included in the sentence, namely the word "*can rest*". The use of the word *cutepan* is of course not in accordance with the spelling guidelines of the language used and violates the rules of language. The proper form of writing for the word is "*being able to rest*".

Departing from the above description, the correct sentence structure for the above sentence quote is "*my mother called me to make the cake so that she could rest*" which is mentioned twice in one sentence. In grammar guidelines, avoid repeating the subject by mentioning "*my mother*" only once. The data of the second sentence (21) above contains an error in the use of the word '*which*' is used incorrectly. Avoid using unnecessary words in a single sentence to maintain clarity and fluency in reading. Thus the correct sentence correction is (21a) then my mother called me to make the cake so that she could rest.

- (21) Currently I am in the 3rd grade of junior high school and every day **I finish** with three **my close friend**.

There are two offences in sentence (21)

The first sentence data (22) above contains the word "*finished*" which should be replaced with the word "*finished*" to match the context of the sentence so that it is in accordance with the grammatical guidelines. The second sentence data (22) above contains a mistake in the use of the word "*familiar friend*", the word "*familiar*" can be considered a reduction because "*friend*" has shown familiarity. Thus the improvement into the right sentence is: I am currently in the 3rd grade of junior high school and every day is spent with my three friends.

- (22) My brother and I went **on vacation** at my grandparents' house when we were on school vacation.

The data of sentence (22) above contains the word "*vacation*" should be replaced with "*vacation*" to match the correct grammar. Thus the correct sentence is: my brother and I went on vacation at my grandparents' house when we were on school vacation.

- (23) In the morning at around 05:00 all the boarding house children have woken up **to** preparing for school.

Sentence data (23) above contains the word "*for*" which is used twice in the same sentence. In accordance with grammar guidelines, avoid unnecessary repetition of words to make sentences more concise and clear. Therefore, the correct sentence is: in the morning around 05:00 all boarding house children have woken up to prepare for school.

- (24) They also always **help each other and** respect **each other**.

Sentence data (24) above contains the word "*mutual*" which is used twice in the same sentence. In accordance with grammar guidelines, eliminate the "*mutual*" word rolling to make sentences more concise. Therefore improvement into the right sentence is (24) they also always help and appreciate each other.

From the data above, it can be proven that there are several syntactic errors in the field of phrases in the order of words that are not right. The data obtained was as many as 5 mistakes made by students in class X of SMAN 2 Lhokseumawe in the wrong word order. Types of Syntactic Errors in the Sentence Field Unsubjected Sentences

The existence of the subject in the sentence is needed so that the idea of the sentence becomes whole. Based on the results of the study, there are several syntactic errors in the field of sentences in the text of short stories written by students. The following data can prove that there are students who make mistakes in the

sentence field in sentences without subjects and explanations and corrections into the right sentences:

(25) To meet the needs in the house.

(26) To repair my friend's broken motorcycle and we repaired it together.

In sentences (25) and (26) above, it is an unclear sentence because the subject of the active sentence is preceded by the preposition "*for*". Improvements to the two sentences above can be made in two ways, the first is to continue using the preposition that precedes the subject, then the predicate is changed to the passive form, the second is if the predicate remains in the active form, the preposition must be abolished. Therefore, the correct sentence correction is: To meet the needs in the house. (26b) meeting the needs of the house. To repair my friend's broken motorcycle and we repaired it together. repaired my friend's broken motorcycle and we repaired it together. The data shows that there are two students who make syntax mistakes in the field of sentences in sentences that are not subjective.

Factors Causing Errors

From the data of the research results, and the results of observations made by the researcher during the research process, several factors were found to cause syntactic errors in the text of short stories written by class X students of SMAN 2 Lhokseumawe, the causative factors include:

1) Influence of Mother Tongue or Regional Language

Regional languages already exist and are inherent in every child, coupled with the influence of the environment in which they live because the location of the school is in the middle of the village. In the social environment at school, students use regional languages more in communication. This will be very influential in the learning process because students lack Indonesian both in written and spoken languages.

2) Lack of Application of the Use of Indonesian in Communication

The students of class X of SMAN 2 Lhokseumawe do not use Indonesian when communicating with others, they only use Indonesian when communicating with teachers. Of course, this is one of the factors that hinder students in the learning process, especially in writing texts and stories, even though practicing communicating using good and correct Indonesian will increase our ability to communicate and increase vocabulary so that it has an impact on writing skills.

3) Lack of Student Interest in Writing an Essay

When the researcher conducted the research at SMAN 2 Lhokseumawe, the researcher did not find the involvement of students in writing essays. This writing activity can help students to use Indonesian well and correctly. Of course, this will increase students' ability in written language so that they are always used to using good and correct language.

The results of the study showed that the students of class X of SMAN 2 Lhokseumawe. still making syntactic mistakes in compiling short story texts. The syntactic errors found in the short story text written by students of class X of SMAN 2 Lhokseumawe are (1) in the field of phrases, (2) types of errors in the field of sentences. The three factors that cause syntactic errors in short story texts written by grade X students of SMAN 2 Lhokseumawe are (1) the influence of the mother tongue or regional language that is often used by students in communication, (2) the lack of application of the use of Indonesian in communicating in the school environment, and (3) the lack of interest of students in writing essays.

COVER

The results of the study showed that grade X students of SMAN 2 Lhokseumawe still made syntactic mistakes in compiling short story texts. The syntactic errors found in the short story text written by students of class X of SMAN 2 Lhokseumawe are (1) in the field of phrases, (2) types of errors in the field of sentences. The three factors that cause syntactic errors in short story texts written by grade X students of SMAN 2 Lhokseumawe are (1) the influence of the mother tongue or regional language that is often used by students in communication, (2) the lack of application of the use of Indonesian in communicating in the school environment, and (3) the lack of interest of students in writing essays.

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