

The 4th ICoLLiT

INTERNATIONAL CONFERENCE ON LANGUAGE,
LITERATURE AND TEACHING

<https://conferences.ums.ac.id/icollit/>

Language Errors in Junior High School Students' Speech Texts: Morphological Study

Sulistio Rini¹, Rifana Nisrina Attamimi², Dwi Setyaningrum³, Markhamah⁴

¹Faculty of Teacher Training and Education, Universitas Muhammadiyah Surakarta

email: a310230037@student.ums.ac.id

phone: +62 813-5371-1569

²Faculty of Teacher Training and Education, Universitas Muhammadiyah Surakarta

email: a310230043@student.ums.ac.id

³Faculty of Teacher Training and Education, Universitas Muhammadiyah Surakarta

email: a310230044@student.ums.ac.id

⁴Faculty of Teacher Training and Education, Universitas Muhammadiyah Surakarta

email: mar274@ums.ac.id

Received: June 1st, 2025. Revised: July 15th, 2025. Accepted: August 1th, 2025

Available Online: August 10th, 2025.

How to Cite: How to Cite: Rini, S., Attamimi, R. N., Setyaningrum, D., & Markhamah, M. (2025). Language Errors in Junior High School Students' Speech Texts: Morphological Study. Proceedings The 4th ICoLLiT, 523-535.

Abstract

This study aims to identify and examine word form errors in the speeches of ninth-grade students at SMP Negeri 1 Banguntapan. The focus of the study is on morphology as an important part of word formation in accordance with Indonesian language rules. This study uses a descriptive qualitative approach. Data were collected through documentation techniques in the form of student speeches on the theme of "The Dangers of Smoking for Students." The data were analyzed using morphological theory to find errors, particularly in the use of affixes, reduplication, and non-standard word forms. The results of the study show that there were 14 morphological errors in the analyzed speech texts. These errors include inaccuracies in the use of prefixes, the selection of repeated words, and the use of word forms that do not conform to standard Indonesian language structure. These findings indicate that students' understanding of morphology is still low and needs to be improved through language learning that emphasizes systematic practice in composing speeches that conform to formal language rules.

Keywords: Language errors, morphology, speech

Corresponding Author:

Sulistio Rini, Faculty of Teacher Training and Education, Universitas Muhammadiyah Surakarta

Email: a310230037@student.ums.ac.id

Abstrak

Penelitian ini bertujuan untuk mengidentifikasi dan mengkaji kesalahan bentuk kata dalam tuturan siswa kelas sembilan di SMP Negeri 1 Banguntapan. Fokus penelitian ini adalah morfologi sebagai bagian penting dari pembentukan kata sesuai dengan kaidah bahasa Indonesia. Penelitian ini menggunakan pendekatan kualitatif deskriptif. Data dikumpulkan melalui teknik dokumentasi berupa tuturan siswa dengan tema "Bahaya Merokok bagi Siswa". Data dianalisis menggunakan teori morfologi untuk menemukan kesalahan, terutama pada penggunaan afiks, reduplikasi, dan bentuk kata yang tidak baku. Hasil penelitian menunjukkan terdapat 14 kesalahan morfologi dalam teks tuturan yang dianalisis. Kesalahan-kesalahan ini meliputi ketidaktepatan penggunaan awalan, pemilihan kata yang berulang, dan penggunaan bentuk kata yang tidak sesuai dengan struktur bahasa Indonesia baku. Temuan ini menunjukkan bahwa pemahaman siswa tentang morfologi masih rendah dan perlu ditingkatkan melalui pembelajaran bahasa yang menekankan latihan sistematis dalam menyusun tuturan yang sesuai dengan kaidah bahasa formal.

Kata kunci: *Kesalahan bahasa, morfologi, tuturan*

Introduction

Speech is generally delivered by an individual who conveys statements and messages on a particular topic or event. A speech is a form of oral expression of ideas or thoughts directed at an audience, with the aim of offering congratulations, welcoming guests, commemorating significant events, and supporting various other activities. Fundamentally, speech is a form of monologue art in the ability to speak. Speech is interactive in nature, meaning the speaker must pay attention to the audience even though they do most of the talking. The audience must also pay attention to the messages delivered by the speaker, both verbally and nonverbally, so that the intended meaning or information can be fully and accurately understood (Astuti, 2018). In delivering speeches, errors often occur due to various factors, including lack of preparation, poor understanding of the material, limited communication skills, and insufficient practice. One common error in speeches is language error. According to Suryaningsi (2018), there are three factors that may cause someone to make mistakes in language use. First, the language previously mastered can influence the use of a new language. Second, the language user may lack a good understanding of the language being used. Third, the method of language teaching received might be inappropriate or inadequate. To identify the various types of language errors, an analysis of language errors can be conducted.

This study is relevant to the research conducted by Kasihani Giawa (2022) entitled Analysis of Language Errors in Reading Speech Texts by Grade VIII Students at SMP Negeri 1 Lölöwa'u. The study aimed to 1) describe the types of language errors made by eighth-grade students when reading speech texts during the 2021/2022 academic year. The approach used was qualitative with a descriptive design. The findings indicated six errors involving phoneme addition and 21 errors involving phoneme omission, made by students during speech reading. These language error data were obtained through video recordings of students taking turns reading the speech texts. These recordings were then analyzed to identify the types of errors that occurred during the reading process. This study also relates to research conducted by Wara Anggreni (2021) entitled Analysis of Language Errors in Student Speeches at MPBI-UMS. The study aimed to describe the types of language errors in speeches by university students running for regional head in Kulon Progo. The method used was qualitative descriptive. The results showed that the students' speeches contained five categories of language errors: (1) phonological errors, (2) morphological errors, (3) syntactic errors, (4) sociolinguistic errors, and (5) errors in the use of capital letters and punctuation.

Another relevant study was conducted by Fanesia Debi (2021) titled Analysis of Language

Errors in the Syntactic Level in President Jokowi's Speech at the UN General Assembly. Language errors refer to deviations from the proper norms of the language being used. According to Mubarokah and Rosita (2019), language is an essential element that ensures the continuation of social interaction, both spoken and written. Using correct and appropriate language in communication aims to convey messages clearly and effectively. As a tool of communication, language includes both spoken and written forms. Therefore, to use language effectively, individuals must possess and master adequate language skills.

Another relevant study was conducted by Mohammad Aris (2024), titled Study of Phonological Errors in President Joko Widodo's Speech Recordings. This study aimed to analyze pronunciation errors found in video recordings of President Joko Widodo's speeches and to describe the types of phonological errors identified. A qualitative approach was used in this study. The findings required an understanding of phonetic analysis and included several examples of phonological errors found in the speeches. A similar study was also conducted by Tri Santoso (2018), titled Analysis of Language Errors in Speeches by Graduate Students of Language Studies at Muhammadiyah University of Surakarta Acting as Regional Head Candidates in Blora Regency. The study aimed to describe the various types of language errors found in speeches by graduate students acting as regional head candidates. A qualitative method was used. The findings showed five categories of language errors in the speeches: (1) phonological errors including phoneme changes, phoneme formation, and incorrect pronunciation; (2) morphological errors such as preposition usage, reduplication, pleonasm, and improper use of affixes such as meN- with -kan; (3) syntactic errors including ambiguous sentences, excessive word usage, unclear sentence types, and inappropriate word choice; (4) sociolinguistic errors involving code-mixing within a single sentence; and (5) spelling errors related to incorrect use of capital letters and punctuation.

Research by Debi et al. (2021) also indicated that syntactic and semantic errors can affect the effectiveness of message delivery in speeches. In their study, a semantic error occurred with the use of the word "teaching" in the context of offering a cigarette, which should have been replaced with "offer". This highlights that improper word choice can significantly lead to misunderstandings in meaning.

This research also aligns with the study by Zakiyyah et al. (2024), which stated that morphological errors in student report texts at vocational schools frequently occur due to a lack of understanding of proper word formation in accordance with Indonesian language rules. This indicates that morphological problems not only occur at the junior high school level but also continue into higher levels of education if not addressed early on.

This study aims to identify and examine language errors in speech texts composed by ninth-grade students at SMP Negeri 1 Banguntapan. Language error analysis is crucial as it allows for improvements and supports the process of language learning. It also helps teachers in designing more effective and relevant teaching strategies to guide students' language skills. The goal of language error analysis is to help educators recognize and identify mistakes made by learners systematically and structurally (Inderasari & Tiya, 2017).

A related study was also conducted by Purnomo (2025) titled Affixation and Reduplication Errors in Narrative Essays by Seventh-Grade Students of SMP Negeri 1 Colomadu. This research used a qualitative descriptive method to analyze errors in the use of prefixes, prepositions, and reduplication in students' writing in Indonesian. The main focus was on identifying mistakes in the use of the prefix di-, the preposition di-, the prefix ke-, and reduplication of nouns and verbs. The analysis showed that these errors were generally caused by students' lack of understanding of the proper rules of standard Indonesian. The most prominent errors were: the incorrect merging of

The 4th International Conference on Language, Literature and their Teaching 2025

the preposition *di* and *ke* with location nouns (e.g., *dipantai* instead of *di pantai*, *ke Bali* instead of *ke Bali*), the separation of the prefix *di-* from passive verbs (e.g., *di kunjungi* instead of *dikunjungi*), and the unnecessary use of reduplication to express plural meaning (e.g., *tourists-tourists* even though *tourists* is already sufficient)..

Method

This study employs a descriptive qualitative approach, emphasizing text analysis. Qualitative research is descriptive in nature, meaning that the data obtained are presented in the form of words or images. Thus, qualitative research focuses more on the process than on numbers and emphasizes the meaning or information behind the observations made (Zakiyyah, 2024). The data collection method used in this study is documentation. The data consist of speech manuscripts written by ninth-grade students, gathered from written texts submitted as part of a school assignment. The researcher chose to analyze speeches with the theme “The Dangers of Smoking for Students” because this topic is considered socially relevant and likely to contain errors in word choice and meaning. After the texts were collected, the researcher selected manuscripts that met the criteria for complete speech structure and represented language errors. These texts were then analyzed using a morphological approach to identify word formation errors and a semantic analysis to examine meaning-related errors. The documentation technique was chosen as it is suitable for exploring written data in depth without interfering with the students’ text-writing process. The speech text analyzed was delivered by a ninth-grade student and centered on the theme of the dangers of smoking for students. The text was examined to identify words that did not conform to the morphological rules of the Indonesian language. The errors found were analyzed in relation to their contextual meaning and how they affected comprehension of the speech content. The results of this analysis were compared with findings from scholarly journals or academic articles to strengthen the validity of the analysis. After identifying the errors, the researcher provided recommendations for correction.

Result and Discussion

The analysis of errors in the use of the Indonesian language is a process aimed at identifying and explaining mistakes that occur in both spoken and written Indonesian. This process involves several stages, including data collection, identification of error types, explanation of error causes, categorization based on contributing factors, and evaluation of error severity. One type of language error is morphological error, which involves mistakes in word formation. This includes errors in the use of affixes, inappropriate word reduplication, incorrect compound word construction, and the use of word forms that do not follow linguistic rules. In short, such errors occur when the way a word is formed and used does not conform to established norms. Morphology is a crucial branch of linguistics in this analysis, as it forms the basis for constructing words, clauses, phrases, and sentence structures (Aprilia et al., 2020). Morphological errors relate to the structure and meaning of words. Word form refers to the auditory or visual appearance of a word in a language, including its formation process. Meaning, in the context of language, refers to the definition or intention behind a word, expression, or message. Meaning can be understood as the connection between language as a symbol and the reality or objects beyond language, which is interpreted through mutual agreement among language users so that the intended message can be collectively understood..

1. Word Form Errors

Errors in word formation, also known as morphological errors, are mistakes that occur when word formation does not follow the grammatical rules or norms of standard Indonesian. Such

errors are often caused by the influence of everyday language habits that carry over into formal situations, a lack of practice in writing texts according to linguistic norms, and limited exposure to the consistent use of standard language in educational settings. The speech delivered by a junior high school student discussed the dangers of smoking among students. The analysis focused on errors in the choice of word forms (morphological aspects), including affixation, the use of standard versus nonstandard forms, and word meaning appropriateness. The word formation errors found in the speech include the following:

Table 1. Word From Errors

No	Wrong Sentence	Corrective Sentence	Error Type	Explanation
1.	<i>Saya sudah Mahendra dari kelas 9A</i>	<i>Saya Mahendra dari kelas 9A</i>	Morphological	The word ‘sudah’ indicates the past tense aspect and is not appropriate in the context of self-introduction. The correct form is ‘saya Mahendra’ or ‘saya adalah Mahendra’.
2.	<i>Selalu salam panjatkan serta kita</i>	<i>Sholawat salam panjatkan serta kita</i>	Morphological	The phrase ‘selalu serta salam’ is not commonly used and is not morphologically correct. The correct one is “sholawat serta salam” because it is a fixed phrase in the culture of speech.
3.	<i>Menyulap berbagai macam penyakit</i>	<i>Menyebabkan berbagai macam penyakit</i>	Morphological	‘menyulap’ means to make a change by a magical act, which is not in the medical context. A more appropriate word would be “menyebabkan”
4.	<i>Karsinogenik yaitu zat yang merusak gen</i>	<i>Zat karsinogenik yaitu zat yang merusak sel dalam tubuh</i>	Morphological	“karsinogenik” is a property of a substance, not the substance itself. Also, in a general medical context, cells are more appropriate to use than genes.
5.	<i>Sering menghirup asap rokok secara pasif</i>	<i>Menjadi perokok pasif yang sering menghirup asap rokok</i>	Morphological	“secara pasif” is not an accurate term to describe the subject. The phrase “perokok pasif” is the correct term.
6.	<i>Kita memberikan nasehat</i>	<i>Kita memberikan nasihat</i>	Non-standard words	The word "nasehat" is a non-standard form, while "nasihat" is in accordance with KBBI.
7.	<i>Kelam saat ada keinginan untuk merokok</i>	<i>Bahayanya rokok bagi masa depan yang kelam</i>	Morphological	The word “kelam” does not have a clear object or subject in the sentence. Its position needs to be rearranged so that the meaning is clear.
8.	<i>Saya sudah</i>	<i>Saya adalah</i>	Morphological	Same as data no. 1, the wrong use

This type of error indicates that the student has not fully understood the rules of word formation and the use of standard forms in formal contexts such as public speaking. The use of inappropriate word forms, whether in terms of affixation or standardization, can affect the clarity of the overall sentence structure. In the context of public communication, this becomes a barrier to delivering messages in a systematic, clear, and convincing manner. This is in line with the study by Anggreni (2021), which identified five categories of language errors: phonological, morphological, syntactic, sociolinguistic, and the use of capital letters and punctuation. Morphological errors frequently occur due to a weak understanding of word forms and affixation rules. Another relevant study was conducted by Zakiyyah et al. (2024), focusing on morphological errors in vocational high school students' report texts. The results showed that morphological errors often occur due to a lack of understanding of word formation in accordance with Indonesian language norms, and that this issue can persist into higher levels of education if not addressed promptly. This study is also consistent with research by Tri Santoso (2018), which focused on the analysis of language errors in speeches by graduate students acting as regional head candidates. The study found errors in phonology, morphology, syntax, sociolinguistics, and spelling. Morphological errors included mistakes in preposition usage, reduplication, pleonasm, and the incorrect combination of the prefix *meN-* with the suffix *-kan*.

2. Misuse Of Prefixes

A prefix is a type of affix that is a bound morpheme attached to the beginning of a root word to form a new word with a different meaning or function from the original. Specifically, a prefix is an affix placed at the front of a root word and serves to modify its grammatical or semantic meaning without removing its connection to the base word. A prefix is an affixation element added to the beginning of a root word (Amrulloh, 2017). Examples of prefixes in Indonesian include *ber-*, *per-*, *ke-*, *se-*, *meN-*, *di-*, and *ter-*. The prefix *ber-*, for instance, may undergo changes in form depending on the initial sound of the root word and can serve various functions such as indicating possession, performing an action, or describing a certain condition.

Based on the analysis of the student's speech text, it was found that the student made errors in prefix usage due to a lack of understanding of the basic meaning of the prefixes or the inability to adjust them to the context of the sentence. These errors reflect a weak understanding of the word formation system in the Indonesian language.

Prefix Errors and Explanations::

1. **Wrong Sentence:** *"Kita harus mempengaruhi teman agar tidak merokok."*
Corrective Setence: *"Kita harus memengaruhi teman agar tidak merokok."*

Explanation:

The word "memengaruhi" comes from the root word "pengaruh" which gets the prefix *me-*. In this affixation process, there is no melting of the initial letter of the root word because the letter "p" in the word "pengaruh" is part of a syllable, not a pure initial phoneme that is subject to melting. Therefore, the standard form that is in accordance with the rules of Indonesian morphology is to influence, not to influence. This error is classified as a morphophonemic error and often occurs due to the influence of oral speech that does not reflect the official written form. In general, in oral form, this word is often pronounced as affecting, which is then carried over into writing, even though according to the General Guidelines for Indonesian Spelling (PUEBI) and KBBI, the correct spelling is still

affecting. This error, if it occurs in a formal speech text, can confuse the listener and weaken the accuracy and credibility of the speaker's language.

- 1) **Wrong Sentence:** *"Merokok bisa didampak buruk bagi tubuh."*

Corrective Sentence: *"Merokok bisa berdampak buruk bagi tubuh."*

Explanation:

The root word “dampak” is a noun. To form a verb that states the existence of an effect, the prefix ber- is used, forming the word “dampak”. The use of the prefix di- is incorrect because it forms a passive verb from a verb, while “didampak” is not a verb. The word “impacted” is not a standard form and is not found in the KBBI. This error is classified as morphological-structural and has an impact on the unclear meaning of the sentence. In the context of a speech that aims to convince the audience, this error can reduce argumentative power due to diction errors.

- 2) **Wrong Sentence:** *"Kita harus memperingati teman yang merokok di sekolah."*

Corrective Sentence: *"Kita harus mengingatkan teman yang merokok di sekolah."*

Explanation:

The prefix mem- in the word “memperingati” in the speech sentence is used incorrectly. Morphologically, the word commemorate is a derivative form of the basic word peringatan, which comes from the word remember, and is formed with the prefix mem-. However, semantically, the word commemorate means ‘merayakan’ or ‘menyenang suatu peristiwa’, such as in the phrase commemorate Heroes’ Day or commemorate Independence Day. Therefore, this word is not appropriate to use in the context of a speech that aims to provide advice or reprimand. In this context, a more appropriate word is to remind, which is the result of the affixation of the prefix me- + the basic word ingat+ the suffix -kan, with the meaning of ‘memberikan peringatan’ or ‘menasehati’. This error reflects that students are not yet able to distinguish the meaning of words resulting from affixation that are similar in form, but have different semantic functions. Although the morphological form of the word commemorate is correct, the use of the word is inappropriate in context because it does not match the intention of the invitation or warning in the content of the speech.

- 3) **Wrong Sentence:** *"Kita harus menerapkan hidup sehat di sekolah."*

Corrective Sentence: *"Kita harus menerapkan hidup sehat di sekolah."*

Explanation :

The basic word “terap” if given the prefix me- will experience the initial phoneme “t” melting into “n”, so the correct form is “menerapkan”, not “menterapkan”. In Indonesian morphology, phoneme melting is a phonological process that occurs when the prefix me- is attached to a basic word that begins with the letters p, t, s, or k, which causes the initial letter to melt or disappear. In this case, the letter “t” in the word “terap” is included in the group of phonemes that must melt, so the standard form is mengatasi. This error is classified as a morphophonemic error, namely the inaccuracy in applying phonological changes to the affixation process. Errors like this often occur because students do not fully understand the morphological rules related to phoneme melting which are productive in the formation of active verbs. The form “menterapkan” shows that the speaker does not recognize the correct affixation pattern, and if this error is left in the context of formal speech, it can reduce the quality of message delivery and reduce the clarity of

communication.

- 4) **Wrong Setence:** "*Menyulap berbagai macam penyakit*"

Corrective Setence: "*Menyebabkan berbagai macam penyakit*"

Explanation :

The prefix *me-* in the word “*menyulap*” does form an active verb, but the root word “*sulap*” refers to the activity of an illusionist. In the context of a speech about health, the use of the word “*menyulap*” is not only wrong in meaning, but also does not match the purpose of the communication. The correct word is “*menyebabkan*” which is formed from the prefix *me-* + “*sebab*”. This word conveys the correct causal relationship between smoking and the onset of disease. This error indicates that students do not yet understand that not all forms with the prefix *me-* are suitable for all contexts. Word selection must be adjusted to the lexical and situational meaning.

Misuse of prefixes in the speech of students of SMP Negeri 1 Banguntapan, such as in the words “*menterapkan*” (which should be “*menerapan*”), “*mempengaruhi*” (which should be “*memengaruhi*”), or “*memperingat*” (which should be “*mengingat*”), shows students' weak understanding of morphological rules, especially in the affixation process and phonological changes due to phoneme melting.

This study is in line with the results of Tri Santoso's research (2018) who also highlighted in his research that errors in combining the prefix *meN-* with the suffix *-kan* are common errors found in student speech. This shows that understanding the structure of double affixes, such as in the word “*mengingat*” (*me-* + *ingat* + *-kan*), is still a challenge, even for adult speakers. Mistakes in the use of *menang* instead of *khawatir* in the speech of junior high school students also reflect the same error pattern, namely the inability to distinguish words that are similar in form but different in semantic function.

Meanwhile, Zakiyyah et al. (2024) in his research on vocational high school student report texts found that morphological errors often stem from students' lack of understanding of the word formation process, including the use of affixes according to Indonesian language rules. This study strengthens the finding that morphological problems are not just technical problems, but have a direct impact on the clarity and accuracy of message delivery in formal communication contexts such as speeches.

Furthermore, errors such as “*menterapkan*” which do not comply with the rules of phoneme effacement of the prefix *me-* indicate that students do not yet understand the productive rules in the formation of active verbs. In this case, the effacement of the phoneme *t* into *n* is a mandatory morphophonemic phenomenon in basic words such as *terap*. Ignorance of this creates non-standard forms that damage the grammatical structure of sentences. Tarigan (2011:180) states that morphological errors like this generally occur due to weak habituation to standard forms and low practice in using formal language consistently.

The finding of an error in the word “*memengaruhi*” which is written as “*mempengaruh*” also strengthens the findings of Anjarwati and Sabardila (2021) which show that non-standard oral habits are often carried over into students' writing. In fact, the form “*memengaruhi*” does not experience melting because the phoneme */p/* in “*pengaruh*” is not a free initial phoneme, but part of a syllable. This incorrect spelling reflects a lack of awareness of the differences between spoken phonological forms and written morphemic forms.

3. Mistakes in Using Reduplication (Word Repetition)

Alwi et al. (2014:121) also state that reduplication is the repetition of a word base, either with or without the addition of affixes. The result of this repetition is called a reduplicated word, while

the repeated element is the base form. Reduplication is a process of repeating a root word either in full or in part, for grammatical purposes such as indicating plurality (*anak-anak* / children), intensity (*berlari-lari* / running around), or idiomatic expressions (*sayur-mayur* / various vegetables). However, improper use of reduplication can lead to vague meanings, lack of effectiveness, or even misinterpretation. In the context of speech, such errors often occur due to the influence of informal spoken habits that carry over into formal expression. In the analysis of the student's speech text, although explicit reduplication errors were not frequently found, it is still important to highlight the potential for such mistakes as a point of attention in morphology learning.

Reduplication Errors and their explanations:

- 1) **Wrong Setence:** *"Banyak anak-anak yang menjadi korban rokok."*

Corrective Setence: *"Banyak anak yang menjadi korban rokok."*

Explanation:

The sentence "Banyak anak-anak yang menjadi korban rokok" contains an error in the use of the plural form. This error is related to the reduplication or repetition of the word, namely "anak-anak". In Indonesian, repeated words such as "anak-anak" are used to express the plural form or more than one. However, in the sentence there is also the word "banyak" which already shows a plural meaning. So, the use of the words "banyak" and "anak-anak" together is ineffective because there is a repetition of meaning or what is called pleonasm. The word "banyak" is enough to state that what is meant is more than one child, so the basic word form does not need to be repeated. Therefore, the correct sentence correction is "Banyak anak menjadi korban rokok". This sentence clearly states that there are a number of children, without having to repeat the word form. Errors like this are often found in the use of everyday language, even though in the rules of good and correct Indonesian, we are advised to avoid unnecessary repetition of meaning.

- 2) **Wrong Setence:** *"Rokok-rokok dapat menyebabkan berbagai penyakit kronis."*

Corrective Setence: *"Rokok dapat menyebabkan berbagai penyakit kronis."*

Explanation:

The word "rokok" in the context of a speech is a noun, which in the structure of the Indonesian language does not need to be duplicated to express quantity or diversity. As a noun, "rokok" already refers to a general category, so that its singular form already includes a collective meaning. Therefore, reduplication such as "rokok-rokok" is not only unnecessary, but also has the potential to reduce the effectiveness of communication, especially in formal speech texts that demand clarity and accuracy of language. Reduplication of the word "rokok" does not add any meaning, but instead creates redundant repetition or is called pleonasm. In the context of a speech that prioritizes efficiency and accuracy of the message, this form must be avoided so as not to interfere with the listener's understanding or weaken the quality of rhetoric.

- 3) **Wrong Setence:** *"Rokok bisa menimbulkan penyakit-penyakit berbahaya seperti kanker, jantung, dan lain-lain."*

Corrective Setence: *"Rokok bisa menimbulkan penyakit berbahaya seperti kanker, jantung, dan lain-lain."*

Explanation:

The use of the word “penyakit” in the sentence is a form of reduplication or repetition of words, which in Indonesian language rules generally function to express plural meaning, intensity, or diversity. However, in the context of the sentence above, the reduplication actually creates pleonasm, which is a repetition of meaning that does not add new information. In a formal context such as a speech, sentence effectiveness is highly prioritized. Sentences that are concise, dense, and clear are easier for the audience to understand and better reflect the accuracy of language. Therefore, the use of “penyakit berbahaya” without reduplication is sufficient to convey the meaning that there is more than one type of disease in question, especially since it has been explicitly explained through the enumeration (list) of diseases afterward.

Errors in the use of reduplication, such as in the word “penyakit-penyakit” (diseases), represent an example of morphological pleonasm—that is, the unnecessary repetition of a word form that is not grammatically required because the meaning has already been conveyed elsewhere in the sentence. This type of error not only affects the effectiveness of sentence structure but also has the potential to reduce the clarity and rhetorical strength of a formal speech. A relevant study was conducted by Indah (2015) in the *Jurnal Bahasa dan Sastra*, which revealed that high school students often make mistakes in using reduplicated words due to a lack of understanding of their grammatical and semantic functions. Indah explained that many students use reduplication merely to emphasize quantity, without considering the sentence context, which may already imply plurality. The case of “penyakit-penyakit” in a junior high school student’s speech reflects a similar tendency, where plurality is already expressed through enumeration (e.g., cancer, heart disease, etc.), making the repetition unnecessary.

Another relevant study was conducted by Widyastuti & Dwijatmoko (2020), who investigated morphological aspects in student speech texts. They found that improper use of reduplication stemmed from the influence of spoken language and insufficient mastery of formal written language norms. In speeches, students tend to use repetition for emphasis or dramatization, although in the context of formal or written language, such usage can be seen as a structural deviation. These findings reinforce the analysis that forms like “penyakit-penyakit” actually weaken the message delivery due to morphological redundancy. Another relevant study by Sukmawati (2017) examined morphological errors in junior high school students’ discourse and concluded that ineffective reduplication frequently occurs with abstract or general nouns, such as *penyakit* (disease), *masalah* (problem), *pendidikan* (education), and so on. Students often treat all nouns as if they were concrete, whereas not all nouns can be functionally reduplicated. This emphasizes that reduplication must be contextually considered, especially in speech texts that demand orderliness and linguistic efficiency.

Analysis of Similarities and Differences in Research

Research on language errors in speeches has been widely conducted by previous scholars, both at the school and university levels. One similarity between this study and previous research lies in the focus on morphological errors. For instance, the study by Anggreni and Sabardila (2021) also examined errors in phonological, morphological, and syntactic aspects in university student speeches. Likewise, this study specifically highlights word formation errors, particularly affixation and reduplication, which were frequently found in the students’ speech texts. Another similarity appears in the findings that reflect students’ weak understanding of Indonesian morphological structure. Zakiyyah et al. (2024) found that morphological errors often occur due to students’ lack of knowledge in using affixes correctly. This study found similar results, where ninth-grade

The 4th International Conference on Language, Literature and their Teaching 2025

students made mistakes in using prefixes such as *memper-*, *me-*, or *ber-* that were inappropriate in terms of meaning and semantic function within the sentence. The research by Tri Santoso (2018) also shows similarities, as it identified errors in double affixation and improper use of reduplication in formal speech.

However, there are several significant differences between this study and previous studies. First, in terms of the research subjects: previous studies mostly focused on university students (Anggreni & Sabardila, 2021; Santoso, 2018) or public figures such as the President (Debi et al., 2021; Aris, 2024). In contrast, this study centers on ninth-grade junior high school students learning to compose formal speech texts, making its contribution more relevant to the context of secondary education.

Second, the difference also lies in the type of data analyzed. Some earlier studies, such as Giawa (2022), used recorded speech readings to analyze phonemic errors. Meanwhile, this study uses authentic written speech texts from student assignments as the data source, providing more analyzable written linguistic data, especially from a morphological perspective. This adds value in understanding students' ability to produce formal written language.

Third, the speech theme in this study is contextual and closely related to students' social reality, namely "The Dangers of Smoking for Students." This differs from previous studies, which tended to focus on more general or national-level themes such as state or campaign speeches. The theme chosen in this study allows for the discovery of more natural and student-specific morphological errors in their speech expressions, offering a reflection of their linguistic abilities in conveying ideas formally.

Thus, although there are similarities in the focus on analyzing language errors—particularly morphological ones—this study makes a unique contribution in terms of its subject, context, and data approach. It fills a gap in the study of Indonesian language learning at the junior high school level and provides important implications for teachers in guiding students to compose speech texts in accordance with standard and effective Indonesian language norms.

Conclusion

Based on the results of the analysis of the speech texts of grade IX students of SMP Negeri 1 Banguntapan, it can be concluded that there are still many errors in the use of word forms that are not in accordance with the rules of Indonesian language morphology. These errors include the use of prefixes, word reduplication, non-standard word forms, and morphological structures that interfere with the clarity and formality of the speech content. Overall, 14 morphological errors were found, indicating that students' understanding of word forms is still relatively low. This is most likely caused by the lack of habituation in using standard Indonesian in formal situations and the lack of explicit exercises that focus on the accuracy of word forms. These findings reinforce the importance of more focused and contextual Indonesian language learning, especially in the morphological aspect. Teachers need to pay special attention to practicing composing good speech texts and guiding students in recognizing errors in word forms systematically. That way, students are expected to be able to speak more precisely, effectively, and in accordance with formal language rules.

Reference

Adtya, R. F., & Purwanti, D. I. (2024). Analisis Kesalahan Berbahasa Bidang Morfologi pada Teks Ulasan Siswa Kelas VII MTs N 1 Boyolali Tahun Ajaran 2024/2025. *LEKSIS: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 4(2).

The 4th International Conference on Language, Literature and their Teaching 2025

- Af'idatussofa, H., Setyaningsih, R. D., Aufa, A. N., Amelia, H., Hanun, Y. P. N., Utomo, A. P. Y., & Simorangkir, S. B. (2024). Analisis Kesalahan Berbahasa Teks Editorial pada Modul Ajar Bahasa Indonesia Karya Foy Ario, M. Pd. sebagai Kelayakan Bahan Ajar Membaca Kritis Siswa Kelas XII. *Perspektif: Jurnal Pendidikan dan Ilmu Bahasa*, 2(4), 59-81. <https://journal.staiyqipbaubau.ac.id/index.php/Perspektif/article/view/1660>
- Angreni, W., & Sabardila, A. (2021). Analisis Kesalahan Berbahasa dalam Pidato Mahasiswa Mpbu-Ums [Analysis of Language Errors in MPBU-UMS Student Speech]. *TOTOBUANG*, 9(2), 185-196.
- Anjarwati, L., & Sabardilla, A. (2021). Analisis Kesalahan Berbahasa pada Karangan Siswa Sekolah Menengah Pertama. *Jurnal Pena Indonesia*, 7(1), 30-44. <https://journal.unesa.ac.id/index.php/jpi/article/view/13716>.
- Aris, M., Parancika, R. B., & Hernawati, F. (2024). Analisis Kesalahan Berbahasa dalam Bidang Fonologi pada Video Pidato Presiden Joko Widodo. *Journal of Scientech Research and Development*, 6(2), 190-202.
- Debi, F., Riyaningrum, L., Dewi, L. Y., & Ulya, C. (2021). Analisis Kesalahan Berbahasa Tataran Sintaksis pada Pidato Presiden Jokowi dalam Sidang Umum PBB. *Jurnal Genre (Bahasa, Sastra, dan Pembelajarannya)*, 3(1), 24-31.
- Fatikah, E. S. P., & Anggraini, D. (2024). Analisis Kesalahan Berbahasa dalam Tataran Morfologi pada Surat Kabar Kedaulatan Rakyat. *Literasi: Jurnal Bahasa dan Sastra Indonesia serta Pembelajarannya*, 8(1), 41-50. <https://jurnal.unigal.ac.id/literasi/article/view/13149>
- Gita, M. M., & Sabardila, A. Analisis Kesalahan Berbahasa pada Karangan Peserta Didik Kelas Xi SMA Negeri 1 Wonogiri. *BASINDO : Jurnal Kajian Bahasa, Sastra Indonesia, dan Pembelajarannya*, 6(2), 201-214 <https://core.ac.uk/download/pdf/538833163.pdf>
- Indah, R. N. (2015). Analisis Kesalahan Morfologi dalam Teks Pidato Siswa SMA. *Jurnal Bahasa dan Sastra*, 15(2), 112–123. <https://doi.org/10.31294/jbs.v15i2.1921>
- Nashr, G. M., & Yunus Sulistiyono, S. S. (2023). Analisis Kesalahan Bidang Morfologis Pemberitaan Ferdy Sambo di Kompas. com serta Implikasinya dalam Menyusun Teks Berita di SMP. (*Doctoral dissertation, Universitas Muhammadiyah Surakarta*). <https://eprints.ums.ac.id/113367/>
- Nurhidayah, N. (2019). Penyimpangan Morfologi pada Teks Deskripsi Siswa Kelas VII SMP Negeri 1 Kajuara Kabupaten Bone. (*Doctoral Dissertation, Universitas Negeri Makassar*). <https://eprints.unm.ac.id/13910/>
- Prasetyawati, A. E., & Sabardila, A. (2022). Analisis Kesalahan Berbahasa Pidato Mahasiswa MPB-Ums dalam Peran Sebagai Calon Kepala Daerah Kabupaten Pati. *Jurnalistrendi: Jurnal Linguistik, Sastra dan Pendidikan*, 7(1), 23-36. <https://www.ejournalunwmataram.org/index.php/trendi/article/view/627>
- Pujiati, E. R. (2019). Analisis Kesalahan Berbahasa pada Iklan Politik Caleg 2019 di Bojonegoro Relevansinya dengan Pembelajaran Bahasa Indonesia di SMP. (*Doctoral dissertation, IKIP PGRI Bojonegoro*). <https://repository.ikipgribojonegoro.ac.id/76/1/SAMPUL%20%2B%20PENGESAHAN%20dan%20BAB%201-3.pdf>
- Rantika, N. (2022). Analisis Kesalahan Berbahasa Pada Media Luar Ruang Di Kota Purwodadi (*Doctoral Dissertation, Universitas Islam Sultan Agung Semarang*). <https://repository.unissula.ac.id/27742/>
- Samsulhadi, M. A., & Sabardila, A. (2024). Kajian Linguistik: Kesalahan Bahasa Indonesia dalam Pidato Pelantikan Bupati Karawang. *Totobuang*, 12(1). <https://totobuang.kemdikbud.go.id/jurnal/index.php/totobuang/article/view/513>.
- Santoso, T., & Sabardila, A. (2018). Analisis Kesalahan Berbahasa Pidato Mahasiswa Magister

The 4th International Conference on Language, Literature and their Teaching 2025

- Pengkajian Bahasa Universitas Muhammadiyah Surakarta yang Memerankan Diri Menjadi Calon Kepala Daerah Kabupaten Blora. *Jurnal Penelitian Humaniora*, 19(2), 17-27. <https://journals.ums.ac.id/humaniora/article/view/6043>
- Sartika, D., & Sabardila, A. (2023). Bentuk Kesalahan Berbahasa pada Pidato Mahasiswa yang Berperan sebagai Kepala Desa Terpilih. *Hortatori: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 7(2), 133-140. <https://journal.unindra.ac.id/index.php/hortatori/article/view/2022>
- Sukmawati, N. (2017). Analisis Kesalahan Berbahasa dalam Wacana Siswa SMP: Kajian Morfologi dan Sintaksis. *Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 6(1), 45-56. <https://doi.org/10.15294/jpbsi.v6i1.12721>
- Syafi'i, B. A., & Niha, I. K. (2021). Analisis Kesalahan Morfologi dalam Penulisan Makalah Mahasiswa Hukum Ekonomi Syariah IAIN Surakarta. *Jurnal Penelitian Humaniora*, 22(1), 14-29. <https://journals.ums.ac.id/humaniora/article/view/8153>
- Syam, M. H. A., Amellia, M., Hoerunisa, N. I., & Rachman, I. F. (2023). Analisis Kesalahan Berbahasa Teks Pidato pada Siswa SMP di Tasikmalaya. *Indopedia (Jurnal Inovasi Pembelajaran dan Pendidikan)*, 1(4), 1112-1119. https://indopediajurnal.my.id/index.php/jurnal/article/view/182#google_vignette
- Widyastuti, T., & Dwijatmoko, B. (2020). Reduplikasi dalam Teks Pidato: Studi Kasus Kesalahan Morfologis pada Pelajar Sekolah Menengah. *Retorika: Jurnal Ilmu Bahasa*, 13(1), 77-85. <https://doi.org/10.26877/retorika.v13i1.6337>
- Zakiyyah, N., Hafisyah, N. N., Retika, N. D., & Assidik, G. K. (2024). Kesalahan Berbahasa pada Tataran Morfologi Teks Laporan Hasil Observasi Siswa Kelas X TKJ SMK Batik 1 Surakarta. *Buletin Pengembangan Perangkat Pembelajaran*, 6(1). <https://journals2.ums.ac.id/bppp/article/view/6989>