Language Errors in Explanatory Text Essay of Class VIII Students of Kedawung 2 Public Middle School

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Abstract

This research aims to determine the types of language errors at the spelling, morphology, and syntax levels in explanation texts written by class VIII students at Kedawung 2 Public Middle School. This type of research is qualitative with a descriptive design. Data collection techniques use documentation, observation, and data analysis. The results of the research show that in the explanatory text, there are 158 spelling errors, 116 capital letter errors, 29 errors in writing abbreviations, 10 errors in writing letters, and 3 errors in the use of punctuation marks. Morphology 4, 2 affixation errors, 2 reduplication errors. Syntax 6. Errors with sentence details. This research is oriented towards language errors so that it can When carrying out language activities, there will be mistakes in language. According to Pranowo (2018) (Albelr, 2018) a language error is something that deviates from the rules found in language use. An essay is a piece of writing that results from thoughts or ideas or communication with other people, the result of which is in the form of writing that is used as a written work. In an essay, there will be some linguistic errors. From the understanding of linguistic errors above, an analysis of linguistic errors is needed which can find out where the error occurs and carry out corrections. be used to prevent mistakes and be able to understand these mistakes.

Keywords: spelling, morphology, syntax, explanatory text.

Introduction

Kedawung 2 State Middle School is one of the educational units at the junior high school level located in Bendungan Kelc. Kedawung, District. Srageln, Central Java. In carrying out its activities, SMP Negeri 2 Kedawung is under the auspices of the Ministry of Education and Culture. In learning at Kedawung 2 State Middle School there is Indonesian language learning. Language is a verbal tool that can be useful for communicating. However, speaking is a form of conveying ideas, information, or opinions in oral or written form with the aim of so that other people can receive what is conveyed in the correct language. This language activity is used to communicate, communication apart from being verbal can also be in written form. According to Markhamah & Sabardila (2011), there are two causes of language errors, namely causes originating from students and outside students. Apart from that, other opinions also reveal the causes of someone's mistakes in language, including inappropriate language teaching, lack of understanding by language users, and the influence of the language they have mastered. Writing is a language skill that can be used to communicate with other people directly or indirectly.

As a written communication tool, explanatory text must be written using good and correct Indonesian. However, in reality, applying explanatory texts to class VIII students at SMP Negeri 2 Kedawung in particular is not easy for students to use Indonesian properly and correctly. This is caused by a lack of knowledge about correct linguistic rules. Learning Indonesian at school is one means of seeking systematic and systematic guidance and development of spoken and written language. The good and correct use of Indonesian by applicable rules is a reflection of the language user's attitude towards the Indonesian language they use.

When carrying out language activities, there will be mistakes in language. According to Pranowo (2018) (Albelr, 2018) a language error is something that deviates from the rules found in language use. An essay is a piece of writing that results from thoughts or ideas or communication with other people, the result of which is in the form of writing that is used as a written work. In an essay, there will be some linguistic errors. From the understanding of linguistic errors above, an analysis of linguistic errors is needed which can find out where the error occurs and carry out corrections.

Four language skills must be paid attention to in speaking, namely reading skills, speaking skills, listening skills, and writing skills. Of the four language skills, writing skills are the most neglected. Students' creativity and productivity in

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writing are often ignored. In other words, learning to write at school only prioritizes the results without paying attention to the process. This certainly has an impact on students' inability to write. Their abilities are less developed so students often complain when asked to create learning products through writing.

Regarding these mistakes, students can master language teaching and improve their language skills. Language errors provide many benefits, especially those related to language teaching activities. With this analysis, it can be explained what errors are contained in the explanatory text. Explanation is a type of text that has the social function of explaining or analyzing the process of the emergence or occurrence of something. The explanatory text contains the situation of something as a result of something that has happened before and causes another event to occur next. In the explanatory text, an event arises because there was another event before it and that event resulted in another event afterward (Maryanto, 2020).

Writing a text requires understanding in choosing vocabulary and writing words that are appropriate according to the rules. Comprehension is developed so that the writing produced can convey meaning according to the thinking power of the writer. So, the reader of the text will barely understand the meaning of the writer. Linguistic errors that occur in students' writing of explanatory texts require better analysis so that they can be used as a reference for the extent of students' language skills. So it can help students understand their mistakes. Apart from that, students can correct mistakes for further learning.

Teks Explanation Teks contain cell explanations so that students will more easily develop the results of the work of students who have fully developed Eksplanasi Teks. The teacher chose to teach class VIII of Kedawung 2 Public Middle School because he had already taught the first class and the students were also able to condition themselves well. Pelnelliti also chose the Kedawung 2 Public Middle School because the SMP is located in South Kalimantan and its location is close to her home.

Literature Review
Theoretical Review

Language Learning
Language is defined as a system of symbols used to communicate with other people. Language as a gift from the creator gives individuals the opportunity to live together with other people, solve problems, and establish themselves as civilized creatures (Helmah Ell., 2018).

Language Functions
(Widowati, 2020) states that the function of language must be related to itself and the description of the situation in which the language is used. This function is called the talks function because it allows the speaker or writer to compose the talks or combine parts of the discourse and allows the listeners or readers to separate the talks from the mixture of sentences. The function of language as a cultural function is (1) instrumental, (2) linguistic function, (3) descriptive, (4) intellectual function, (5) individual, (6) linguistic function, and (7) imagination function.

Understanding Language Errors
Language errors are a defect in language activities both in speaking and writing. It can't be avoided by students in the language learning process. Language errors are seen as part of the language learning process, this means that language errors are an integral part of language development and learning.

Based on the explanation above, language errors occur due to deviations from language rules. As an ultimate way to reduce language errors, language error analysis is carried out. Language error analysis can be carried out on language learners. Language learning can be used as an object of research because as a student you are never free from mistakes. Then the realm of errors is divided into language learning and language proficiency.

According to Gulfron (2015, p. 9), several steps are often carried out in language error analysis, which is better known as language error analysis models, namely:
1. Collect data on language errors made by students. This could include the results of exams, telephone tests, writing, reading, speaking and listening exercises.
2. Identify language errors according to the language level.
3. Ranking language errors based on the frequency of errors occurring.
4. Predicting error-prone language levels that have the potential to cause errors.
5. Correct language errors in the right way to reduce and eliminate hidden errors. With how to perfect the components used in the learning process, various materials, models, and learning media.

Types of Language Errors
Types of language errors as characteristics:
1. **Pelling**

According to Pultrayasa (in Buldianto, 2019: 36), spelling is a rule of speech that symbolizes the relationship between the words of a language and the symbol itself. Types of spelling errors include the use of hulls, vowels, consonants, diphthongs, or combinations of consonants. Spelling also includes the use of capital letters, the writing of sederhana words, pronouns, eight words, and particles, the writing of abbreviations and acronyms, the use of shorthand, and the use of punctuation.

2. Morphology

According to Pultrayasa (2017:3), morphology is a linguistic science that describes the complexity of word formation and the influence of word structure changes on word classes and word meanings. Melnulrult Seltiawan & Zyulliantina (2020:99), morphological errors are related to the form of words. Morphology is divided into three areas. Firstly, relations and relations. prefix (an affix added to the base word), infix (inserted between the consonant and vowel of the first word in the base), suffix (a combination of morphemes placed in the base), and critics (satan). a combination of rewards that together form a suatu ujaran). Reldulplication or ullangi. Complete spellings (basic spellings without phonemic extensions or combinations with affixes), partial parsings (partial word or basic spellings without phonemic additions), and combinations of affixes (combination of affixes). untuk mendukungnya). (meaning or signification), repetition by cellphone change (language by word or basic form, cellphone change that it contains). Third, composition or formulation.

3. Syntax

According to Melnulrult Pultrayasa (2017: 1), syntax is a science that studies the discussion of combinations between words and combinations between words that make up sentences. Syntax can be divided into three areas. Firstly, according to Cook (Pultrayasa, 2017: 19), a phrase is a linguistic unit that consists of a combination of two or more words and does not contain the characteristics of a clause.

Research and Method

This type of research is classified as a class of qualitative research that has a qualitative descriptive nature, namely determining whether or not the language used in scientific work is based on valid rules. This research is focused on language errors in explanation texts written by class VIII students at Negeri 2 Middle School, Kedawung. This research was carried out by direct visits to locations. This research is a linguistic error in an explanation text written by class VIII students at Kedawung 2 Public Middle School. The research focus is the pulse of the research object.

The data in this research is qualitative data, where this data is obtained directly from researchers or informants who are related to this research. In this research, the type of data used is language errors in explanation texts written by class VIII students at Kedawung 2 Public Middle School. Telephones or locations related to targets or research problems are also one of the types of data collection. Information about the conditions of the location of the event or the activity carried out can be obtained through the website of the event location or activity carried out through the location website. Data collection techniques using interviews, observation, and documentation.

Results and Discussion

The explanatory text written by class VIII students of Kedawung 2 Public Middle School contained a total of 158 spelling level errors, with details of 116 capital letter errors, 29 errors in writing abbreviations, 10 errors in writing letters, and errors in using punctuation 3. The morphological error level was 4, with details there are 2 affixation errors and 2 reduplication errors. There are 6 syntax errors, with details of 6 sentence errors.

Total Errors: 168

Field Mistakes:

1. Spelling: 158 (116 capital letter spelling errors, 29 abbreviation spelling errors, 10 letter spelling errors, 3 punctuation errors).
2. Morphology: 4 (2 affixation errors, 2 reduplication errors).
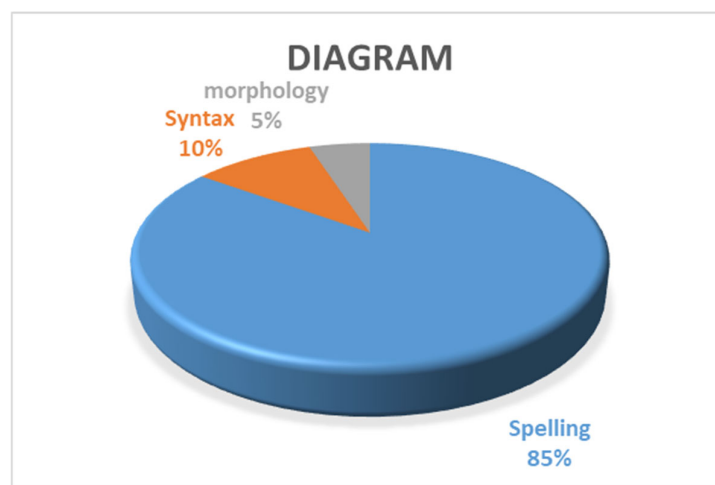3. Syntax: 6 (Errors with sentence details).

Figure 1. Diagram of Field Mistake

Types of Errors in Explanatory Texts of Kedawung State Middle School 2 Students

a. *Language Errors at the Spelling Level*

Linguistic errors identified in the field of spelling include the use of capital letters, contractions, and incorrect punctuation. Below is the explanation.

b. *Capital Letter Errors*

Errors in using capital letters occur due to errors in using the first letter of a word at the beginning of a sentence, the title of an essay, letters in the middle of a word, or words that appear in the middle of a word. If the sentence is simple and does not contain any conditions. Below are the rules and errors regarding capitalization.

(1)." Flash floods". (AB, Saturday 22/09/23).

The spelling of the title above shows an error in the use of capital letters, namely in the use of the word "Banjir Bandang". This is by the rules for using capital letters on the first letter of each word, perfect paraphrase elements, titles, books, articles, etc. The correct spelling is "Banjir Bandang".

(2). "...the impact of the earthquake covered Aceh, North Sumatra, Malaysia, and Thailand." (DC, Saturday 09/22/23). Data 2 shows errors in the use of capital letters for regional names, namely Aceh, North Sumatra, Malaysia, and Thailand. The writing rule is that the first letter must be capitalized. Therefore, it must be written in capital letters. The correct spelling is "...the impact of the earthquake covered Aceh, North Sumatra, Malaysia and Thailand".

(3). A lunar eclipse is an event where..." (HF, Saturday 22/09/23).

Data error 3. The aim is to capitalize words in the middle of a sentence, that is, but according to spelling rules, the first letter of a word at the beginning of a sentence, for example, a person's name, is capitalized. expressions related to religion, God, books, direct quotes, title names, religious names, ancestral and academic names, as well as positions with personal names, alternative names, place names, institutional names, national and ethnic names, days, months, year names, names of historical events, names of nature, names of countries, names of institutions, book titles, etc. The following is the correct writing "A lunar eclipse is an event where..."

(4). "...Tsunami waves are not moved by the wind" (AD, Saturday 22/09/23).

Data error 4 was found in the use of capital letters in the word positioned in the middle of the sentence, namely Tsunami. By spelling rules, capital letters are used for the first letter of words positioned at the beginning of sentences, people's names, expressions related to religion, God, and books, direct quotations, names of degrees, religion, lineage, and academic names and position names accompanied by names of people, substitute names, names of places, names of institutions, names of nations and tribes, nations, names of days, months and years, names of historical events, names of geography, names of countries, institutions, book titles, and so on. The following is the correct writing "...tsunami waves are not moved by the wind".

c. *Word Mistakes*

Vocabulary errors arise due to errors in writing basic words caused by errors in using letters or writing prepositions or prefixes. Spelling errors are explained below.

(5). "Tsunami can also be caused by landslides" (RN, Saturday 22/09/23).

The data error above is found in the description of the prefix di. Follow the spelling rule that the first word should be written in the order of the next words. Below is the correct spelling.

"… Tsunamis can also be caused by landslides ".

(6). "… Tsunamis are not driven by wind, so they do not only occur at the top layer" (RN, Saturday/22/09/23).

The data error above is found in the description of the prefix di. Follow the spelling rule that the first word must be written in the order of the next word. Below is the correct spelling.

"...Tsunami is not driven by the wind, so it does not only occur in the top layer"

d. *Abbreviation Errors*

Abbreviation errors occur because the abbreviation is not included in the Indonesian dictionary, as well as using the wrong periods and capital letters. Errors in writing abbreviations are discussed below.

(7) "…There was quite a serious accident yesterday" (BD, Saturday 22/09/23).

The abbreviations in the data above are also misspelled. So the abbreviation is Yang. According to spelling, abbreviated words consisting of a combination of letters must be preceded by a period. How to write correctly.

"…There was quite a terrible accident yesterday"

(8). "... So that the surface of the Earth is not exposed to sunlight, it experiences night" (JS, Saturday 22/09/23).

Errors in writing abbreviations also occur in abbreviations that are not in the Belsar Online Indonesian Dictionary (2016), so they cannot be used as abbreviations here, and all the question words must be written in full. Judging from the context of the sentence, don't forget the abbreviation of the word no. Here is the correct writing.

"...So that the side of the Earth's face is not exposed to sunlight, experiencing nighttime."

(9) "…Flooding is one of the direct natural phenomena" (AB, Saturday 22/09/23).

Errors in writing abbreviations also occur in abbreviations that are not included in the Big Indonesian Online Dictionary (2016), so they cannot be used as abbreviations here, and the word in question must be written in full. Looking at the context of the sentence, it is an abbreviation of the word in. The following is the correct writing. "...Floods are one of the direct natural phenomena".

1. **Morphological Level Language Errors**
   At the morphological level, linguistic errors were found in the form of affix errors and duplications. No structural errors were identified in the text. Below is the presentation.
   a. **Affixation Errors**
   There is an attachment error in the description. These errors are caused by errors in writing using basic forms or adding words. Connection errors are explained below.
   (10). "Tsunami sometimes hit land with huge walls of water…" (US, Saturday, September 22, 2023).
   The data shows an error, said regarding. Judging from the origins of word formation, this word is a word that undergoes a suffix process in the form of the prefix meN-. According to morphological rules, the prefix meN- when added to a form or basic word that begins with the phonemes /g/, /k/, /h/, /ch/, and all vowels, changes form to meng - can be changed. to. Here the phoneme /k/ is missing. Therefore, the combination of the prefix meN- and the word hantam must change to become meng-. Below is the correct spelling.
   "Tsunami sometimes hits land with a huge wall of water...".
   b. **Reduplication Error**
   In the expansion text, a reduplication error was found. This is due to the inaccuracy of writing reduplication in all repetitions. The following is a discussion of reduplication errors.
   (11). "Tsunami @ big waves in the seas/big beaches, which are caused by disturbances on the seabed..." (BS, Saturday 22/09/23).
   The error in the data above lies in duplication in the form of repetition, namely the spelling of the words Laut2 and Pantai2 sequentially. Complete repetition is repetition by repeating the basic form or word without changing phonemes or combining affixes. For example, a book becomes a book (Muslich, 2013: 52). If you look at this statement, you will see that originally the repetition was fully hyphenated and did not remove the repetition form. This also refers to the spelling rule that hyphens are used to connect elements in the form of repeated words (Sagiarto, 2017: 88). Below is the correct spelling.
   "Tsunami @ wide ocean/large waves on the coast due to underwater disturbances".

2. **Syntactic Level Language Errors**
   At the syntactic level, errors were found in the form of sentence errors. The validity of phrase and clause units is not found in the text. The following is the presentation.
   a. **Sentence Errors**
   In the explanatory text, sentence errors were found. This is because sentences cannot be called effective sentences because they contain inaccurate word usage, ambiguity, redundancy, confusion, and errors in reasoning. The following is a discussion of sentence errors.

   (12). "The forest damage was also caused by forest business owners (HPH) carrying out reorganization." (MA, Saturday 22/09/23).
   Based on analysis at the previous spelling level, the word "regulation" is misspelled due to the misspelling of letters. Adjusting the meaning of the sentence, the reason behind the word is rel/g/boization. Apart from that, this sentence also does not meet the requirements for an effective sentence because it is still confusing. Sentences that fulfill grammatical rules but contain multiple interpretations (ambiguity) are not called valid sentences (Pultrayasa, 2010: 101). The ambiguity in this sentence lies in the use of the word in. This word, which is combined with the word ``greening," has a double meaning: ``Greening either happens or doesn't happen." Judging from the explanation of the sentence, it would be more appropriate to interpret it as "don't do it" because if you don't plant trees, it could damage the forest. Below is the correct sentence format."Kelrulsakan hultan julga diselbabkan olelh pelngulsaha hultan (HPH) yang tidak mellakulkan pelnanaman kelmbali."

Causes of Language Errors in Explanation Text Essays of Class VIII Students of Kedawung 2 Public Middle School
   The existence of errors in the use of Indonesian in the explanatory text of class VIII students at Kedawung 2 Public Middle School cannot be separated from the causal factors. The factors causing this error are as follows:
   a. **Lack of student accuracy**
   Lack of accuracy in writing is also one of the factors causing language errors among students. Errors that usually occur due to inaccuracy, namely writing errors. Most of the students who were speakers said that one of the factors that influenced errors in writing activities was lack of thoroughness and impatience. Students tend to want to finish their assignments quickly so they don't check again whether there are writing errors or not. Inaccuracy in writing was also expressed by teachers as one of the factors causing language errors.

b. *Lack of student attention*

The habit of writing without paying attention to ElYD was also expressed by the resource person, an Indonesian language teacher. According to teachers, students tend to mix up everyday language with written language so that in the process of writing activities, writing standard language rules according to EYD is often put aside and it has become a habit for students to write without paying attention to EYD. Several students who were resource persons also revealed that everyday language is often carried over into writing activities, resulting in the fact that spelling according to EYD is often not paid attention to.

How to Overcome the Causes of Language Errors that Often Occur in Class VIII Students of Kedawung 2 Public Middle School

The existence of errors in the use of Indonesian in complex explanatory texts created by students must be overcome so that in the future the same language errors do not occur again. At least, these errors can be reduced. The following are several efforts that can be made to reduce errors in the use of Indonesian in explanatory texts.

a. *Increase Writing Practice*

Writing essays such as explanatory texts requires good language review. It can be seen that the efforts made to overcome the factors that cause errors in language use are by increasing writing practice through assignments, then monitoring students' writing at each stage, and providing careful corrections to the student's writing. By frequently doing writing practice, students will become more skilled and thorough in writing so that their writing will become better.

b. *Increase Spelling Study Time*

Spelling learning in the Indonesian curriculum is always integrated with existing material. This material is integrated into one unified whole with the existing main material so that in teaching the material there is very little use of correct spelling because they have to share time with the main material in Indonesian. From the results of the researcher's interviews with Indonesian language teachers, it can be seen that one of the efforts made is to increase the time for learning spelling both at the beginning and at the end of the main Indonesian language material.

c. *Giving Writing Assignments*

These errors must be addressed immediately and special efforts must be made so that these errors do not happen again. One effort that can be made to overcome this is by increasing students' mastery of the rules of language use by teachers through teaching about the good and correct use of Indonesian.

Conclusion

Based on research findings related to the analysis of phonetic errors in expository texts, it can be concluded that class VIII students at Kedawung 2 Public Middle School still make many phonetic errors, especially when writing. These linguistic errors occur because students do not understand the rules of the language they use and because language teaching is imperfect. The same applies to generally inadequate language teaching methods. spelling errors 158 capital letter errors 116, Abbreviation errors 29, letter writing errors 10, punctuation errors 3. Morphology 4 affixation errors 2, reduplication errors 2. Syntax 6 Errors with sentence details.

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