

Analysis of Language Errors in Indonesian Expository Essays by Junior High School Students

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Abstract

Purpose: This research aims to identify and describe forms of language errors in the areas of phonology, morphology and syntax in the expository text essays of students at SMP N 4 Karanganyar.

Methodology: The method used in this research is descriptive qualitative. The data in this research are expository text essays from class VIII A students of SMP N 4 Karanganyar. Data collection techniques include observation and documentation by collecting expository text essays from class VIII A students of SMP N 4 Karanganyar. The data analysis technique in this research uses tapping techniques and advanced free-to-engage listening techniques.

Results: Based on the results of the analysis, errors were found at the phonological level, such as errors in the use of capital letters, errors in the use of punctuation marks, and errors in combining words. At the morphological level, errors were found in using the suffix -an, writing the prefix me-, writing the prefix ber-, writing a combination of the prefix di- with the suffix -kan, and errors in writing prepositions. Meanwhile, at the syntactic level, errors were found in unclear sentences and the use of redundant words.

Applications/Originality/Value: The findings of this research can be used as a reference for teachers to design more effective language learning activities that focus on minimizing phonological, morphological, and syntactic errors in students' writing.

Introduction

Language errors are often found in scientific writing, one of which is student text. Language errors, according to Markhamah (2014), are deviations that are systematic, consistent, and reflect students' abilities at a certain stage (which are usually not perfect). Language errors are within the area of competence or within the area of knowledge. This means that students do not really understand the language they are learning. Language errors or errors in using language refer to errors or inaccuracies in word usage, grammar, syntax, spelling, or pronunciation. Language errors can occur in oral or written communication and can often interfere with understanding the message to be conveyed. Language errors can vary in severity. According to Maulidiah et al (2017), language error analysis should look at and analyze the dis-course evenly to avoid overlapping meanings.

Language errors are classified into 4 parts, including: phonological errors, mor-phological errors, semantic errors, and syntactic errors. Phonological errors are er-rors that occur in the pronunciation of sounds or sounds in language. Phonology tries to explain the phonetic rules involved in the pronunciation of sounds in language (Ghufron, 2015:96). Language errors at the phonological level are related to the phoneme system in Indonesian. For example, errors related to the pronunciation of phonemes, words, errors caused by the use of punctuation marks and writing (Al-Rasyid, 2023).

The next language error is a language error in the field of morphology. Morphologi-cal errors occur when there is a violation in the structure or formation of words (Apriani, 2016). This can include errors in the use of suffixes, prefixes, or word formation that does not conform to proper grammar. Morphology focuses on how words are formed and how they are connected to each other in sentences. Morpholo-gy examines word roots, affixes (suffixes), inflections (changes in form), and word formation patterns (Wijayanti, 2014). The next language error is a semantic error, according to Anisa (2021), semantic errors occur when the meaning or meaning intended in communication is incorrect or does not match the intended meaning. Semantic errors can occur due to the use of ambiguous, inaccurate, or erroneous words or phrases, or due to a lack of understanding of the appropriate context or language conventions. The last language error is a language error in the field of syn-tax. Language errors in the field of syntax are the activities of identifying, classify-ing and interpreting language errors in the field of syntax. Language errors in the field of syntax are related to sentence structure, word order, coherence, logic, etc.

In learning Indonesian, expository text essays have an important role in develop-ing students' abilities to explain or describe a topic or phenomenon completely and in detail. Ramadaina (2020) said that expository text is text that provides infor-mation to the reader and is reinforced by facts or data presented by the author. Ex-pository text is writing whose main aim is to clarify, explain and educate or evaluate an issue (Dewi, 2018). Based on this statement, the author concludes that

expository text is a text that functions to convey arguments about something. There are four principles of text-based Indonesian language learning, including viewing language as text, using language as a process of selecting lingual forms to express meaning, viewing language as a functional essence that cannot be separated from context, and viewing language as a means of forming human thinking abilities (Sulistiyono, 2015). The use of language as a communication tool, including in writing expository text essays. As part of the learning process, we often face challenges in expressing ideas and steps clearly and effectively. However, language errors in expository text essays can reduce students' ability to convey information appropriately, cause confusion for readers, and damage the quality of their writing.

Developing language skills is important in the student education process, especially in writing essays. At the elementary education level, students begin to be introduced to more complex writing skills and expand their vocabulary. In order to overcome language errors, it is important for students to understand and learn grammar well and improve their vocabulary. The ability to write well will provide long-term benefits for students, both in academic contexts and in everyday life. According to Praheto (2017) learning Indonesian requires four different language skills, namely listening, speaking, reading and writing. Among the four language skills, writing skills are considered difficult by students because writing activities require extensive knowledge from students. (Ministry of National Education, 2006: 124) shows that learning Indonesian aims to improve Indonesian students' communication skills in a concise and correct manner, both verbally and in writing.

According to Amril (2020: 37-45), one of the language skills used for indirect communication is writing ability. Writing creates written works that contain ideas, thoughts and feelings. Through writing activities, students are expected to improve their ability to express their ideas and opinions. Effective sentences are sentences that comply with language rules, are clear and easy to read. This sentence has at least a subject and a predicate. The next statement is not a long or complicated sentence. Then sentences that are easy to read are polite and sympathetic expressions that do not demean or insult the reader.

The school used in this research was state junior high school 4 Karanganyam, Klaten district. This school has been established since 1994. The complete address of SMP Negeri 4 Karanganyam is Jalan Karanganyam-Jatinom, Karanganyam, Karanganyam, kec. Karanganyam, Klaten district, Central Java 57475. This school was chosen as the object of this research because it is one of the best junior high schools in Karanganyam subdistrict, Klaten district. The aim of this research is (1) to identify forms of language errors in the expository text compositions of students at SMP N 4 Karanganyam and (2) to describe forms of language errors in the areas of phonology, morphology and syntax in the expository text compositions of students at SMP N 4 Karanganyam. Through a better understanding of language errors in students' writing, it is hoped that students and educators can work together to achieve progress in writing skills. By honing language skills, students will be able to express their ideas more clearly and effectively in written form, which will ultimately increase their academic success in the future.

Method

The method used in this research is descriptive qualitative. Qualitative descriptive research is a research method that aims to understand social phenomena from an in-depth and descriptive perspective. This method often involves collecting non-numerical data such as interviews, observations, or text analysis, to understand the meaning and context behind the phenomenon under study. This type of descriptive qualitative research was chosen because the focus of discussion in this research is text analysis. The research object used in this research is State Junior High School 4 Karanganyam, Klaten Regency. This school was chosen because students at junior high school age are in the stage of developing language skills. Students often make language errors that can be analyzed to understand the development of their language skills. Apart from that, students' background factors such as cultural, social and linguistic differences are the reason why research was conducted at this school. The complete address of SMP Negeri 4 Karanganyam is Jalan Karanganyam-Jatinom, Karanganyam, Karanganyam, Kec. Karanganyam, Klaten Regency, Central Java 57475. The data in this research are expository text essays from class VIII A students of SMP N 4 Karanganyam. Data collection techniques include observation and documentation by collecting expository text essays from class VIII A students of SMP N 4 Karanganyam. The subjects in this research were 21 students. The total population of essays collected was 42 data. The data analysis technique in this research uses tapping techniques and advanced techniques for free, engaging listening as described in (Mahsun, 2019). This research uses a matched data analysis method with analytical techniques in the form of references. The references used are the Big Indonesian Dictionary (KBBI), General Guidelines for Indonesian Spelling (PEUBI) as well as expert opinions conveyed through research that is relevant to this research. The research steps carried out by researchers in this study can be explained as follows; (1) the researcher adopted and collected several students' essays regarding descriptive texts; (2) the researcher examined and recorded language errors made by class VIII A students of SMP N 4 Karanganyam; (3) researchers review and re-analyze the findings using several reference sources such as KBBI, PEUBI, expert opinions conveyed through relevant research, as well as the results of other research that was previously carried out; (4) researchers group based on the type of error; and (5) the researcher calculates the amount of data and concludes the research results. This research tested the validity of the data using source triangulation. Source triangulation is comparing and re-checking data obtained

from data sources (Moelong, 2013: 330). Triangulation helps ensure that findings are more representative of the reality being researched, thereby providing more reliable results. The following is a data table on student names and the population of expository text essays by students at SMP Negeri 4 Karanganom.

Table 1. Table captions should be placed above the tables

No.	List of Student	Type of Essay	
		Essay 1	Essay 2
1.	Student 1	1 data, 108 words	1 data, 77 words
2.	Student 2	1 data, 35 words	1 data, 32 words
3.	Student 3	1 data, 134 words	1 data, 94 words
4.	Student 4	1 data, 60 words	1 data, 71 words
5.	Student 5	1 data, 100 words	1 data, 44 words
6.	Student 6	1 data, 37 words	1 data, 41 words
7.	Student 7	1 data, 102 words	1 data, 39 words
8.	Student 8	1 data, 65 words	1 data, 28 words
9.	Student 9	1 data, 107 words	1 data, 89 words
10.	Student 10	1 data, 38 words	1 data, 24 words
11.	Student 11	1 data, 70 words	1 data, 84 words
12.	Student 12	1 data, 93 words	1 data, 71 words
13.	Student 13	1 data, 114 words	1 data, 97 words
14.	Student 14	1 data, 113 words	1 data, 52 words
15.	Student 15	1 data, 62 words	1 data, 73 words
16.	Student 16	1 data, 46 words	1 data, 35 words
17.	Student 17	1 data, 104 words	1 data, 72 words
18.	Student 18	1 data, 111 words	1 data, 110 words
19.	Student 19	1 data, 58 words	1 data, 26 words
20.	Student 20	1 data, 66 words	1 data, 71 words
21.	Student 21	1 data, 135 words	1 data, 107 words

The table above presents information related to the data and population used in this research, which includes class VIII A students at SMP N 4 Karanganom along with the results of their expository text essays. To maintain the confidentiality and privacy of the students, their names are intentionally not displayed, so that the research process remains objective and ethical. Each student was asked to write two essays, and in these essays, there were quite significant variations

in the number of words, as stated in the table. This shows differences in the level of students' abilities in expressing their thoughts and ideas in the form of expository texts, which will be analyzed further in this research.

Research and Discussion

Language Errors in the Field of Phonology

Phonology is a branch of linguistics that discusses phonemes and everything related to them. In accordance with this statement, language errors in the area of phonology are language errors related to the use of phonemes and spelling. The language errors that will be analyzed in the field of phonology are only orthographic errors, namely errors in the use of letters and errors in the use of punctuation marks. The following are the results of the analysis of the data that has been found.

Errors in Using Capital Letters

Mistakes in using capital letters are based on the main points of using capital letters. Errors in writing capital letters often occur due to a lack of understanding of the applicable rules. Capital letters must be used at the beginning of sentences, names of people, names of places, titles, and certain words in titles. In this research, it was still found that many capital letters were written excessively or even neglected to use them where they should be. This can cause confusion in understanding the text and reduce the quality of the writing. To avoid this error, it is important for writers to pay attention to applicable spelling rules and always double-check their writing before publishing. The following is an analysis of errors in using capital letters based on the main points of using capital letters.

Mistakes in using capital letters at the beginning of a sentence

Errors in using capital letters at the beginning of sentences often occur due to inaccuracy or lack of understanding of correct spelling rules. According to language rules, every new sentence must begin with a capital letter, but in practice, many people forget or apply this incorrectly. For example, using lowercase letters at the beginning of sentences or being inconsistent in the use of capitalization, especially after punctuation such as periods or exclamation marks. These errors can disrupt the reading flow and reduce the clarity and impression of professionalism in the writing.

- (1) "*proses* qurban dilakukan dibelakang masjid depan rumah saya" (AFK/02)
- (2) "*habis* shoat ied saya menonton penyembelihan sapi" (ABP/05)
- (3) "*habis* itu aku main hp sampai sore" (AFOP/06)
- (4) "*dimalam* hari saya pergi ke masjid untuk takbiran" (AIR/13)
- (5) "*karena* sudah larut malam saya dan teman-teman pulang" (FAM/18)
- (6) "*lalu* saya pulang dan melanjutkan bermain game" (IPA/21)
- (7) "*pagi* sholat sehabis sholat ikut menyembelih hewan kurban" (JWK/22)

The sentence above contains an error in the use of capital letters in the sentence. The first letter of the sentence should be capitalized. So the correct sentence is as follows.

- (1a) "*Proses* qurban dilakukan dibelakang masjid depan rumah saya" (AFK/02)
- (2a) "*Habis* shoat ied saya menonton penyembelihan sapi" (ABP/05)
- (3a) "*Habis* itu aku main hp sampai sore" (AFOP/06)
- (4a) "*Dimalam* hari saya pergi ke masjid untuk takbiran" (AIR/13)
- (5a) "*Karena* sudah larut malam saya dan teman-teman pulang" (FAM/18)
- (6a) "*Lalu* saya pulang dan melanjutkan bermain game" (IPA/21)
- (7a) "*Pagi* sholat sehabis sholat ikut menyembelih hewan kurban" (JWK/22)

One of the main findings in this research is the incorrect use of capital letters at the beginning of sentences, especially among students. As explained by Chaer (2014), the rules for using capital letters in Indonesian must pay attention to clear rules, namely that every sentence must begin with a capital letter. In this research, it was found that many students were not careful in applying these rules, which had the potential to disrupt the reading flow and reduce the quality of their writing. These findings are relevant to previous research by Hasrianti (2021) which also identified similar errors in the use of capital letters among students.

Mistakes in using capital letters at the beginning of sentences often occur due to lack of attention or understanding of correct spelling rules. Even though according to language rules every sentence must begin with a capital letter, in practice many people are careless in implementing it, such as using lowercase letters at the beginning of sentences or inconsistently

after punctuation. These errors can disrupt the reading flow and reduce the clarity of the writing, even affecting the message or meaning of the sentence. Therefore, it is important to always check and ensure correct use of capital letters so that writing is easier to understand and looks neater.

Mistakes in using capital letters as the first letter in kinship relationships

Errors in writing capital letters in kinship relationships are often considered trivial, but this can affect the clarity and formality of the writing. In Indonesian language rules, writing capital letters in the names of family members or kinship relationships has certain rules that must be obeyed. The rule referred to in kinship relations is that capital letters are used as the first letters of words indicating kinship relations, such as father, mother, brother, you, brother, sister, uncle, and so on which are used as pronouns or greetings. Here is some data found on this error.

- (8) "Saya dan *bunda* saya bergabung menuju makam" (AFK/02)
- (9) "Saya dan *adik* memutuskan untuk melihat penyembelihan sapi dan kambing" (AAF/04)
- (10) "Saya membantu *nenek, kakek, sepupu* saya membersihkan halaman" (AAF/04)
- (11) "pada malam hari aku dan *kakak* mengikuti takbir keliling" (AFOF/06)
- (12) "lalu pergi ketempat *uti* untuk melihat menyembelih sapi dan kambing (ASM/ 08)
- (13) "paginya tidur sampai sore, diomelin *ibu*" (ASC/ 09)
- (14) "aku dan *ibu* membuat daging sapi rica-rica" (AIC/14)
- (15) "Di pagi hari aku membantu *ibu* menjemur pakaian" (AIC/14)
- (16) "Saya dibelikan seblak oleh *kakak* saya" (BPS/16)
- (17) "Saya membantu ibu melakukan kegiatan rumah" (MFM/ 24)
- (18) "jam 9 saya pergi kerumah *nenek*" (NNA/25)
- (19) "kami pergi kerumah *ibu* kepala sekolah untuk makan siang" (NNA/25)

Words that indicate kinship relationships should be written using capitals at the beginning of the word. There are words of greeting such as *adik* in data (9), *nenek* in data (10), and (18), *kakak* in data (11) and (16), and *ibu* in data (13), (14), (15), (17), and (19). Apart from that, there are several greetings such as *bunda* in data (8) which means mother and data (12) *uti* which means grandmother. So the correct writing of some of the data above is as follows.

- (8a) "Saya dan *Bunda* saya bergabung menuju makam" (AFK/02)
- (9a) "Saya dan *Adik* memutuskan untuk melihat penyembelihan sapi dan kambing" (AAF/04)
- (10a) "Saya membantu *Nenek, Kakek, Sepupu* saya membersihkan halaman" (AAF/04)
- (11a) "pada malam hari aku dan *Kakak* mengikuti takbir keliling" (AFOF/06)
- (12a) "lalu pergi ketempat *Uti* untuk melihat menyembelih sapi dan kambing (ASM/ 08)
- (13a) "paginya tidur sampai sore, diomelin *Ibu*" (ASC/ 09)
- (14a) "aku dan *Ibu* membuat daging sapi rica-rica" (AIC/14)
- (15a) "Di pagi hari aku membantu *Ibu* menjemur pakaian" (AIC/14)
- (16a) "Saya dibelikan seblak oleh *Kakak* saya" (BPS/16)
- (17a) "Saya membantu *Ibu* melakukan kegiatan rumah" (MFM/ 24)
- (18a) "jam 9 saya pergi kerumah *Nenek*" (NNA/25)
- (19a) "kami pergi kerumah *Ibu* kepala sekolah untuk makan siang" (NNA/25)

Errors in writing capital letters in kinship relationships, even though they seem trivial, can affect the quality and impression of formality in a piece of writing. As in data (8) above, even though the word is actually another form of mother, it needs to be written in capital letters, because it shows kinship. Mistakes in applying this rule can make the writing seem less professional and reduce the clarity of the message you want to convey.

Error in using capital letters as the first letters of geographical names

The last capital letter error found was in writing geographical names. Errors in writing capital letters in geographical or regional names often occur due to a lack of understanding of the applicable grammatical rules. Names of places such as countries, cities, mountains, rivers and certain regions must always start with a capital letter. However, many writings do not apply this rule consistently, for example by using lowercase letters in place names or mixing uppercase and lowercase letters in inappropriate places. This error can cause confusion in reading. Following are some of the data findings that were successfully analyzed..

- (20) "Saya pergi ke *klaten* untuk melihat kerajinan" (AAF/04)
- (21) "Setelah di *parangtritis* saya ganti ke malioboro" (ABP/05)
- (22) "Sore telah tiba aku mandi lalu pergi ke *boyolali*" (AAM/08)
- (23) "saya jalan-jalan bersama teman ke *rowo jombor*" (ASC/09)
- (24) "saya membeli oleh-oleh ke *malioboro*" (AIR/13)

- (25) “saya memutuskan untuk CFD di *KLATEN*” (FAM/18)
 (26) “saya pergi jalan-jalan bersama keluarga ke jogja” (NBS/26)

Writing geographic names should use capital letters at the beginning of the sentence. In data (23) rowo jombor is mentioned, which is a reservoir in Klaten district. Data (21) and (24) are written as malioboro, which is the name of one of the streets in Jogja. The word should be written in capitals at the beginning. Meanwhile, writing KLATEN in data (25) is incorrect, capital letters can only be used at the beginning of the word. The correct form of the data error above is as follows.

- (20a) “Saya pergi ke Klaten untuk melihat kerajinan” (AAF/04)
 (21a) “Setelah di Parangtritis saya ganti ke Malioboro” (ABP/05)
 (22a) “Sore telah tiba aku mandi lalu pergi ke Boyolali” (AAM/08)
 (23a) “saya jalan-jalan bersama teman ke Rowo Jombor” (ASC/09)
 (24a) “saya membeli oleh-oleh ke Malioboro” (AIR/13)
 (25a) “saya memutuskan untuk CFD di Klaten” (FAM/18)
 (26a) “saya pergi jalan-jalan bersama keluarga ke Jogja” (NBS/26)

Writing geographic or place names is also an important finding in this research. Many students still make mistakes in writing place names with the correct capital letters. This is in line with research conducted by Suwito (2013) which revealed the importance of understanding the rules for writing place names, which must always begin with a capital letter. Incorrect writing of place names not only interferes with the readability of the text, but also reduces the professionalism of the writing.

Errors in writing capital letters in geographic or place names often occur due to a lack of understanding of the rules that apply in Indonesian grammar. As in data (23) above, even though Rowo Jombor is not the name of a region, it must still be written in capitals at the beginning of the word, because it is the name of a lake or geographic location. The names of places such as countries, cities, mountains, rivers and certain regions should always start with a capital letter to maintain consistency and clarity in writing. However, in practice, errors in writing are often encountered, such as using lowercase letters in place names or mixing uppercase and lowercase letters in inappropriate places.

Punctuation Usage Errors.

Mistakes in the use of punctuation marks often occur in writing, including in writing student exposition texts. There are several types of errors in the use of punctuation marks, including errors in comma punctuation, period punctuation, and question or exclamation marks, but in this study only errors in the use of comma punctuation were found. Following are the research results that will be analyzed.

Mistakes in using comma punctuation.

Mistakes in writing comma punctuation often occur due to a lack of understanding of the function of punctuation marks in separating clauses or elements in a sentence. The results of this research complement previous research by Ulfa (2023) which also identified many errors in the use of punctuation marks among students in expository writing. Errors that are often found are no space after the comma, or the comma is not used where it should be, which reduces the clarity and fluency of reading. The following is some of the data that was found and analyzed.

- (1) “saya pergi sholat ied di lapangan,Saya pergi kesana menggunakan sepeda” (AFK/02)
 (2) “Lalu ada juga yang menari, memankan drumband, pianika dan ada mayoret yang memimpinya” (AAF/04)
 (3) “saya sedih,karena tidak dapat mengikuti sholat Eid” (AAF/04)
 (4) “membaca 30 juz Al-Qur’an sebelum melaksanakan takbiran,Setelah selesai membaca 30 juz Al-Qur’an kita langsung takbiran” (ACA/11)

In data (1), (2), (3), and (4) above, the comma punctuation error is due to not using a space after the comma punctuation. In data (4), another error was also found, namely that after using punctuation, commas did not use capital letters. So the correct sentence is as follows.

- (1a) “saya pergi sholat ied di lapangan, saya pergi kesana menggunakan sepeda” (AFK/02)
 (2a) “Lalu ada juga yang menari, memankan drumband, pianika, dan ada mayoret yang memimpinya” (AAF/04)
 (3a) “saya sedih, karena tidak dapat mengikuti sholat Eid” (AAF/04)
 (4a) “membaca 30 juz Al-Qur’an sebelum melaksanakan takbiran, setelah selesai membaca 30 juz Al-Qur’an kita langsung takbiran” (ACA/11)
 (5) “dilanjutkan beberes kamar ,lalu pergi ke tempat uti” (ASM/08)
 (6) “Setelah itu pulang mandi ,dan tidur” (ASM/08)

In data (5) and (6), the error lies in not using a space after the comma, and instead using a space in reverse before the comma. The correct form of the error is:

- (5a) “dilanjutkan beberes kamar, lalu pergi ke tempat uti” (ASM/08)
 (6a) “Setelah itu pulang mandi, dan tidur” (ASM/08)

- (7) “cuci piring dan beresin kamar , setelah itu mandi” (ASM/08)
 (8) “aku membantu ibu memasak daging qur’ban , aku dan ibu membuat daging sapi rica-rica” (AIC/14)

Data (7) and (8) were found to be errors because there is no need to use a space before the comma. The justification for the data error above is as follows.

- (7a) “cuci piring dan beresin kamar, setelah itu mandi” (ASM/08)
 (8a) “aku membantu ibu memasak daging qur’ban, aku dan ibu membuat daging sapi rica-rica” (AIC/14)
 (9) “habis sholat ied saya menonton penyembelihan sapi” (ABP/05)
 (10) “Setelah itu saya dikasih daging dari hewan kurban’ (ABP/05)
 (11) “Pada hari minggu tepat jam 08.00 saya dan keluarga berangkat piknik di Parangtritis” (ABP/05)
 (12) “Saat pagi hari aku sholat subuh terus mandi” (AFOF/06)
 (13) “habis itu aku main hp sampai sore” (AFOF/06)
 (14) “Saat hari libur saya pergi jalan-jalan bersama keluarga saya” (AIR/13)
 (15) “Setelah mandi saya pergi ke Masjid untuk mengikut sholat Ied” (ANA/15)
 (16) “Setelah sore hari saya mencari takjil bersama teman saya” (ANA/15)
 (17) “Pada hari minggu saya dan keluarga memutuskan untuk CFD di Klaten” (FAM/18)

In data (9) to (17) above, you should use a comma to separate the subordinate clause that precedes the main sentence. The correct form of some of the errors above is as follows.

- (9a) “habis sholat ied, saya menonton penyembelihan sapi” (ABP/05)
 (10a) “Setelah itu, saya dikasih daging dari hewan kurban’ (ABP/05)
 (11a) “Pada hari minggu tepat jam 08.00, saya dan keluarga berangkat piknik di Parangtritis” (ABP/05)
 (12a) “Saat pagi hari, aku sholat subuh terus mandi” (AFOF/06)
 (13a) “habis itu, aku main hp sampai sore” (AFOF/06)
 (14a) “Saat hari libur, saya pergi jalan-jalan bersama keluarga saya” (AIR/13)
 (15a) “Setelah mandi, saya pergi ke Masjid untuk mengikut sholat Ied” (ANA/15)
 (16a) “Setelah sore hari, saya mencari takjil bersama teman saya” (ANA/15)
 (17a) “Pada hari minggu, saya dan keluarga memutuskan untuk CFD di Klaten” (FAM/18)
 (18) “Pada hari minggu tepat jam 08.00 saya dan keluarga dan tetangga berangkat piknik di Parangtritis” (ABP/05)

Meanwhile, in data (18), I said that family and neighbors should use commas because they separate words. The justification for the data error above is as follows.

- (18a) “Pada hari minggu tepat jam 08.00 saya, keluarga, dan tetangga berangkat piknik di Parangtritis” (ABP/05)

Mistakes in the use of punctuation marks, especially commas, often appear in writing expository texts, even though they seem simple, they can affect the fluency and clarity of the writing. Commas function to separate elements in details, or to separate one sentence from another. In this research, errors were found in writing commas not followed by a space, using commas in inappropriate places, or not using commas in sentences that should require them. These errors, if not corrected, can cause confusion and interrupt the reading flow.

Word Combination Writing Errors.

Errors in writing combinations of words from Indonesian and foreign elements.

Some vocabulary in Indonesian is absorbed from foreign words, either from Arabic or English. Writing loanwords sometimes makes mistakes. This happens due to several aspects. One of them is a lack of understanding of the applicable spelling. Following are some of the results of data findings regarding spelling errors along with their analysis.

- (1) “Kegiatan saya dihari idul *adhah* adalah dimulai pada pagi hari” (AFK/02)
 (2) “Setelah selesai *sholat* saya pergi mencari sarapan” (AFK/02)
 (3) “saya pergi *sholat ied* di lapangan” (AFK/02)
 (4) “Proses *qurban* dilakukan di belakang masjid” (AFK/02)
 (5) “Saya bangun untuk melaksanakan *sholat ied* di masjid” (AA/03)
 (6) “Saya pergi ke lapangan untuk melakukan *sholat ied*” (ABP/05)
 (7) “sehabis *sholat* it ikut menyembelih hewan kurban” (JWK/22)
 (8) “saya lanjut memotongi hingga waktu *sholat dhuzur* tiba” (IPA/21)
 (9) “banyak anak-anak kecil yang melihat dan *mengvidio*” (BPS/ 16)
 (10) “Siang harinya saya pergi menonton *qurban*” (ANA/15)
 (11) “aku membantu ibu memasak daging *qur’ban*” (AIC/14)
 (12) “tekstur daging jadi *mpuk*” (ASC/09)
 (13) “Setelah *adzan* saya berbuka puasa” (ANA/15)
 (14) “membeli barang-barang dan juga *sofenir*” (NBS/26)

Many mistakes were found in writing absorption vocabulary in the expository text essays of students at SMP N 4 Karanganom. It appears that there are most errors in writing borrowings from Arabic, such as *shalat* that should be *salat*, *ied* that should be *eid*, and *qurban* that should be a *kurban*. Apart from that, there are also errors in English absorption, such as in data (9) the correct *mengvidio* is *memvideo* and in data (14) *sofenir* should be replaced with *souvenir* which means *souvenir* or *memento*. Errors were also found in data (12), the word *mpuk* is not appropriate and it would be better if it was replaced with *empuk* or *lunak*. The following are the correct forms of some of the language absorption errors above.

(1a) “Kegiatan saya dihari idul adha adalah dimulai pada pagi hari” (AFK/02)

(2a) “Setelah selesai salat saya pergi mencari sarapan” (AFK/02)

(3a) “saya pergi salat eid di lapangan” (AFK/02)

(4a) “Proses kurban dilakukan di belakang masjid” (AFK/02)

(5a) “Saya bangun untuk melaksanakan salat eid di masjid” (AA/03)

(6a) “Saya pergi ke lapangan untuk melakukan salat eid” (ABP/05)

(7a) “sehabis salat eid ikut menyembelih hewan kurban” (JWK/22)

(8a) “saya lanjut memotongi hingga waktu salat dzuhur tiba” (IPA/21)

(9a) “banyak anak-anak kecil yang melihat dan mengvidio” (BPS/ 16)

(10a) “Siang harinya saya pergi menonton kurban” (ANA/15)

(11a) “aku membantu ibu memasak daging kurban” (AIC/14)

(12a) “tekstur daging jadi empuk” (ASC/09)

(13a) “Setelah azan saya berbuka puasa” (ANA/15)

(14a) “membeli barang-barang dan juga souvenir” (NBS/26)

Errors in writing combinations of words from Indonesian and foreign elements in students' exposition texts show the importance of understanding correct spelling, especially for vocabulary absorbed from foreign languages, both Arabic and English. Many writing errors were found, such as the use of “*salat*” which should be “*salat*,” “*ied*” which should be “*eid*,” and “*qurban*” which should be “*sacrifice*.” Apart from that, there are also errors in writing borrowings from English, such as “*mengvidio*” which should be “*video*” and “*sofenir*” which should be “*souvenir*.” These mistakes not only affect the impression of formality and professionalism of the writing, but can also reduce the clarity of the message you want to convey. By paying attention to and complying with applicable spelling rules, writing can be more accurate and effective in conveying information.

Language Errors in the Field of Morphology

Errors in the field of morphology are related to word form. In Indonesian, errors in the morphological area are related to derivation, diction, contamination and pleonasm (Markamah, 2014: 117). Errors related to derivation include errors related to affixation, reduplication, and composition. Meanwhile, errors related to affixation are in the form of adding prefixes, infixes, suffixes or simulfixes. The following are the results of the analysis of the data that has been found.

Writing the suffix *-an*.

(1) “Setelah *qurbanan* selesai saya dibagikan daging sapi dan kambing” (AFK/02)

In the sentence above, the word *qurbanan* is written. This word makes the sentence less effective, because it is not clear what the word *qurbanan* means. It would be better if the word was replaced with the word *kurban*. So the sentence becomes like this:

(1a) “Setelah *kurban* selesai saya dibagikan daging sapi dan kambing” (AFK/02)

The results of this research indicate that there are errors in writing the suffix *-an* in the word “*qurbanan*” which is less effective. This is relevant to research by Fernando (2021) which states that morphological errors are related to derivation, including affixations such as the suffix *-an*. In this case, the word “*qurbanan*” should be changed to “*qurban*” to convey the meaning more clearly.

Writing Prefixes *me-*.

In its form, the prefix *me-* or often written *meN-* will change if it is followed by a base word. *meN-* can be *me-*, *mem-*, *men-*, and *meng-*. Of course, these changes in shape are based on morphological rules. The prefix form *meN-* changes to *me-* if the base word that follows it begins with the consonants *r*, *l*, *w*, *y*, *m*, *n*, *ng*, and *ny*. Below is some of the data that was found.

(1) “... Biar endapan minyak tidak *nyumbat* saluran air” (ACA/11)

The word *nyumbat* in the sentence above is not standard. The standard form of the word *nyumbat* is *sumbat* which means hole cover. However, it has not been effective. To make it more effective, it needs to be added with *me-* additives so that it becomes a *menyumbat*, which means it closes the hole or plugs it up. The justification for this sentence is:

(1a) "... Biar endapan minyak tidak *menyumbat* saluran air" (ACA/11)

This research also found an error in the use of the prefix "me-" in the word "nyumbat" which should be "*menyumbat*". Previous research by Sulastriana (2022) explains that the prefix me- must undergo certain changes, as in this case, in accordance with morphological rules to ensure a standard word form. The results of this research complement Sulastriana's research, where changing the form of prefixes is important to produce words that comply with standard rules.

Writing Prefixes ber-.

If words without the prefix ber-, in formal written or spoken language, the form of the words is certainly not correct. Below is some of the data that was found.

(1) "disana saudara saya sudah *kumpul*" (NNA/25)

The word kumpul in this sentence is not standard. The word kumpul means being socially familiar. To make it an effective word, the prefix ber- is added, to be berkumpul which means together as one unit. So the justification for this sentence is:

(1a) "disana saudara saya sudah *berkumpul*" (NNA/25)

(2) "Setelah di parangtritis saya *ganti* ke malioboro" (ABP/05)

The word ganti in this sentence is not correct. The word ganti means something that is used as a substitute. To make it an effective word, the prefix ber- is added, to change *berganti* means to *beralih*. So the justification for this sentence is:

(2a) "Setelah di parangtritis saya *berganti* ke malioboro" (ABP/05)

(2b) "Setelah di parangtritis saya *beralih* ke malioboro" (ABP/05)

Mistakes in the use of the prefix ber- in the word "kumpul" which should be "berkumpul" according to Indonesian language rules were also found. This shows an error in the formation of the verb with the prefix ber-. Research by Johan (2018) also noted similar errors in the use of the prefix ber-, especially in the context of words that require verb formation. This research is different from Johan's research, because the errors found in this research are more related to the context of using words in sentences, not just the form of the words themselves.

Writing a combination of prefix di- with suffix –kan.

(1) "Setelah itu memotong daging *dibagi* keseluruh warga desa" (JWK/22)

The word dibagi means dividing something into several parts. Based on the context of the sentence, the word divided is less effective. It would be better if the suffix –kan was added, and it became the word dibagikan, which means giving something to many people. The justification is as follows.

(1a) "Setelah itu memotong daging dan *dibagikan* keseluruh warga desa" (JWK/22)

(2) "Sehabis bagi-bagi daging kurban *dilanjut* bakar sate bersama teman" (JWK/22)

The word dilanjut in the sentence is incorrect. In order for the sentence to be more precise, the word dilanjut needs to be given the suffix –kan, so that it becomes dilanjutkan. The following is the correct form of the sentence above.

(2a) "Sehabis bagi-bagi daging kurban *dilanjutkan* bakar sate bersama teman" (JWK/22)

The combined writing of the prefix di- with the suffix –kan, as in the word "dibagi" which should be "*dibagikan*", was also found in this analysis. The results of this research are relevant to research conducted by Syafi'i (2021), which identified many similar errors in the use of the prefix di- in combination with the suffix –kan. This research complements Syafi'i's research, which focuses more on the context of word use in sentences.

Mistakes in writing prepositions.

The prepositions di, ke, and dari are separate from the words that follow them, unless there are several combinations of words that are coherent and correct, such as to and than. Below are some errors in writing prepositions that will be analyzed.

(1) "Saya *di minta* bantuan bunda untuk memilah antara daging sapi dan kambing" (AFK/02)

(2) "Saya mengantarkan hewan kurban yang *di kurbankan* oleh keluarga saya" (BPS/16)

(3) "Setelah itu saya melihat hewan kurban yang *di sembelih*" (BPS/16)

Errors in writing prepositions, such as "di minta", "di kurbankan", and "di sembelih", which should be written together with the words that follow them, were also found in this analysis. The results of this study differ from previous findings, as noted by Purwo (2019), which places greater emphasis on errors in the use of prepositions in more formal sentence contexts. The results of this research show that this error often occurs in more relaxed or non-standard sentences, which require correction according to the rules of Enhanced Spelling (EYD). So the correct form of the error is:

(1a) "Saya *diminta* bantuan bunda untuk memilah antara daging sapi dan kambing" (AFK/02)

(2a) "Saya mengantarkan hewan kurban yang *dikurbankan* oleh keluarga saya" (BPS/16)

(3a) “Setelah itu saya melihat hewan kurban yang disembelih” (BPS/16)

(4) “Saya bangun untuk melaksanakan sholat ied *dimasjid*” (AA/03)

(5) “Saya selama hari minggu bermain *dirumah* temanku” (AA/03)

(6) “aku mengikuti takbir keliling *didesaku*” (AFOF/06)

(7) “...lalu pergi ke rumah tante dan pergi *keboyolali*” (AAM08)

(8) “...pergi *kemakam* ibunya guruku buat mendoakan” (ACA/11)

(9) “Keesokan harinya aku pergi *kerumah* kakek sekeluarga” (AIC/14)

Sentences (4), (5), (6), (8), and (9), after the words *di* and *ke* are written separately from the words that follow them, because these words indicate place. The correct form of this error is as follows.

(4a) “Saya bangun untuk melaksanakan sholat ied *di masjid*” (AA/03)

(5a) “Saya selama hari minggu bermain *di rumah* temanku” (AA/03)

(6a) “aku mengikuti takbir keliling *di desaku*” (AFOF/06)

(7a) “...lalu pergi ke rumah tante dan pergi *ke boyolali*” (AAM08)

(8a) “...pergi *ke makam* ibunya guruku buat mendoakan” (ACA/11)

(9a) “Keesokan harinya aku pergi *ke rumah* kakek sekeluarga” (AIC/14)

(10) “Dipagi hari aku membantu ibu menjemur pakaian” (AIC/14)

In sentence (8) above, the word *di* is written separately, because it is used as a preposition that marks time. So the correct sentence is:

(10a) “*Di* pagi hari aku membantu ibu menjemur pakaian” (AIC/14)

Syntactic Language Errors

Syntactic errors are deviations in the structure of phrases, clauses or sentences, as well as inaccurate use of particles (Markamah, 2014: 137). To be able to speak well, we have to compose good sentences. To be able to compose good sentences, we must master the rules of syntax. This is because sentence structure occupies an important position in linguistics.

Unclear sentence.

An unclear sentence is a sentence whose meaning is unclear. This ambiguity makes the listener or reader not understand the meaning contained in the sentence. Vagueness is related to a combination of inappropriate word choice and non-standard structure. The following is some data that found unclear sentence errors.

(1) “disitu kita main sama bercerita sampai jam 12 malam” (SA/29)

The meaning of sentence (1) above is unclear because the word *sama* is the same. To be parallel, the same is formed into *dan*. Because the meaning of the sentence is to main *dan* bercerita. So the correct sentence is as follows.

(1a) “disitu kita main *dan* bercerita sampai jam 12 malam” (SA/29)

(2) “Pada pagi hari diajak teman saya ketempat penyembelihan sapi” (SJ/28)

The meaning of sentence (2) above is unclear because there is no subject. Who is meant in the sentence is not clear. To make it clearer, you can add the subject *I* or *I*. So the correct sentence is as follows.

(2a) “Pada pagi hari, *saya* diajak teman-teman pergi ke tempat penyembelihan sapi”

Unclear sentences are usually caused by two main factors, namely inappropriate word choice or non-standard sentence structure. In the first example, changing the words together to *and* helps to align the two activities in question. Meanwhile, in the second example, adding a subject makes it clear who is doing the action. Therefore, it is important to choose the right words and ensure complete sentence structure so that the meaning is easy to understand.

Uneffective use of words.

A redundant sentence is a sentence that is excessive, resulting in it being uneffective, wasteful and useless. The use of redundant words is the use of words that are not necessary in a sentence. This means that if the word redundant is removed or not used in the sentence, the meaning of the sentence will not change. Based on the results of the analysis of the exposition texts of students at SMP N 4 Karanganyar, the most common errors found (mainly at the syntactic level) lie in the use of redundant words in sentences. The following are the results of the analysis of the use of the word wasteful.

(1) “aku melihat kurban habis melihat kurban aku main *di tk* bersama teman-temanku” (SA/29)

In sentence (1) above, the word sacrifice can only be written as the first word. Because it will not affect the meaning of the sentence. However, if the word sacrifice alone is still not appropriate, the word after seeing must also be removed. It would be more appropriate if these words were replaced with after that. So the justification is as follows.

(1a) “aku melihat kurban. Setelah itu, aku main di tk bersama teman-teman”

(2) “aku disuruh ambil tasnya tanteku dirumahnya lalu aku ambil tasnya tanteku” (SA/29)

In sentence (2) above, the word tanteku can only be written as the first word. Because it will not affect the meaning of the sentence. So the justification is as follows.

(2a) “aku disuruh ambil tasnya tanteku dirumahnya, lalu aku ambil tasnya”

(3) “sambil bercerita tentang pengalamanku sampai malam sampai jam 12 malam” (SA/29)

Sentence (3) above the words sampai malam does not require its presence in the sentence. Without these words, the meaning of the sentence is easier to understand. So the correct sentence is as follows.

(3a) “sambil bercerita tentang pengalamanku sampai jam 12 malam” (SA/29)

(4) “Saya pergi kerumah nenek saya, disana saudara saya sudah pada ngumpul” (ANA/25)

In sentence (4) above, the word saya in the second clause does not require its presence in the sentence. Without these words, the meaning of the sentence is easier to understand. Because it was clear whose brother came to my grandmother's house. So the correct sentence is as follows.

(4a) “Saya pergi kerumah nenek saya, disana saudara sudah pada kumpul”

(5) “Pagi sholat it, setelah sholat it ikut menyembelih hewan kurban” (JWK/22)

In sentence (5) above, the word sholat it can only be written as the first word. Because it will not affect the meaning of the sentence. However, this sentence is still not correct. The word sholat it can simply be replaced with the word itu. So the justification is like the sentence below.

(5a) “Pagi sholat it, setelah itu ikut menyembelih hewan kurban” (JWK/22)

(6) “Waktu hari minggu gotong royong bersih-bersih gudang desa yang kotor dibersihkan” (JWK/22)

The dirty word yang kotor akan dibersihkan (6) above does not need to be present in the sentence. If this word is removed, the meaning of the sentence will also become clearer. Here's the justification:

(6a) “Waktu hari minggu gotong royong bersih-bersih gudang desa” (JWK/22)

(7) “Saat Idul Adha saya malamnya takbiran di Masjid bersama teman-teman saya” (FAM/18)

What saya said at the end of the sentence above is not necessary. Actually, whether or not the word saya is at the end of a sentence has no effect on the meaning of the sentence. But saya said that, its existence makes the words in the sentence redundant. The correct sentence is as follows.

(7a) “Saat Idul Adha saya malamnya takbiran di Masjid bersama teman-teman”

(8) “Keesokan paginya saya sholat ied pas sholat saya bersama teman-teman saya” (BPS/16)

The sentence above may be understandable, but it is a bit complicated because there are many redundant words. As the word saya is written three times, and the word sholat. These words should only be written once to make them easier to read. The correct form of the sentence is:

(8a) “Keesokan paginya saya sholat ied bersama teman-teman” (BPS/16)

(9) “pas bakar-bakar, keluarga saya mencoba sate kambing yang sudah dibakar” (BPS/16)

The word yang sudah dibakar at the end of the sentence above is not needed. Actually, the presence or absence of these words has no effect on the meaning of the sentence. Because the function of these words as information is written at the beginning of the sentence. Or you can also place the information at the beginning of the sentence in the middle of the sentence. The correct form of the sentence is:

(9a) “pas bakar-bakar, keluarga saya mencoba sate kambing” (BPS/16)

(9b) “Keluarga saya mencoba membakar sate kambing” (BPS/16)

(10) “Aku membantu ibu untuk memasak, ibu memasak daging” (AIC/14)

In data (10) above, the word ibu cooks in the second clause does not need to be rewritten. Because, the word is already in the first clause. This makes the words in the sentence look redundant. The correct form of the sentence is as follows.

(10a) “Aku membantu ibu untuk memasak daging” (AIC/14)

(11) “hampir semua temanku bangun telat bangunnya” (ACA/11)

The word bangun in the sentence above is written twice. Actually, just choose one between the middle of the sentence or the end of the sentence. If you remove one of the wake words in the sentence, it will not change the meaning of the sentence. Here's the shape:

(11a) "hampir semua temanku telat bangunnya" (ACA/11)

(11b) "hampir semua temanku bangun telat" (ACA/11)

(12) "Pada malam takbiran aku dan teman-teman pondokku membaca 30 juz Al-Qur'an sebelum melaksanakan takbiran.

Setelah selesai membaca 30 juz Al-Qur'an kita langsung takbiran dimic sambil bergantian" (ACA/11)

Data (12) above found a lot of redundant words. In the first clause the words sebelum melaksanakan takbiran, and in the second clause the words membaca 30 Juz Al-Qur'an. The word sambil in the second clause is also inappropriate, it would be more appropriate if it were replaced with the word secara. The correct form of the sentence above is:

(12a) "Pada malam takbiran aku dan teman-teman pondokku membaca 30 juz Al-Qur'an. Setelah selesai membaca, kita langsung takbiran dimic secara bergantian" (ACA/11)

(13) "Pas takbiran saya jalan-jalan bersama teman ke rowo jombor, lalu pulang. Saya pulang terlalu larut" (ASC/09)

The word lalu pulang in the first clause does not require its presence. Because it is more effective to include in the second clause and it is also easier to understand the intent or meaning. So the correct sentence form is:

(13a) "Pas takbiran saya jalan-jalan bersama teman ke rowo jombor. Saya pulang terlalu larut" (ASC/09)

(14) "Minggu tanggal 16 Juni 2024 saya bangun tidur jam 06.00 saya bangun" (AFOF/06)

The word saya bangun at the end of the sentence doesn't need to be written, because in the middle of the sentence it was written saya bangun tidur. The meaning of the word is actually the same, but it is more effective if the word I wake up is omitted. The correct form of the sentence is:

(14a) "Minggu tanggal 16 Juni 2024 saya bangun tidur jam 06.00" (AFOF/06)

(15) "Setelah itu saya pulang ke rumah setelah sampai di rumah sekitar jam 18.00" (ABP/05)

It can be seen in data (15) above that there are several repetitions of the word rumah so that the meaning of the sentence is slightly disturbed. The first word rumah should be deleted and replaced with the word and to make it more effective. The correct form of the sentence is as follows.

(15a) "Setelah itu saya pulang dan sampai di rumah sekitar jam 18.00" (ABP/05)

(16) "Keluarga besar saya memutuskan untuk mengadakan acara yang dimana tujuan acara tersebut bertujuan untuk mengenal silsilah keluarga besar saya dari sejak buyut" (AAF/04)

In data (16) above, precisely in the middle of the sentence, there is repetition of the goal word written repeatedly. This of course makes the sentence ineffective because it wastes words. The justification for this sentence is:

(16a) "Keluarga besar saya memutuskan untuk mengadakan acara yang bertujuan untuk mengenal silsilah keluarga besar saya dari sejak buyut" (AAF/04)

(17) "Keesokannya saya dimasakan bunda saya memasak sop iga sapi" (AFK/02)

You only need to choose one of the words masak in the sentence above so that it doesn't go to waste. Apart from that, only one of the words saya in this sentence was chosen to make it more effective. So the correct form of the sentence is as follows.

(17a) "Keesokannya saya dimasakan bunda sop iga sapi" (AFK/02)

(17b) "Keesokannya bunda saya memasak sop iga sapi" (AFK/02)

This research shows that errors in using the word redundant are very common in sentences written by students. This research reveals that inaccuracy in choosing words and unnecessary repetition cause a decrease in the quality of writing. The use of redundant words not only reduces the quality of the sentence but also hinders effective communication, which is the main goal in expository writing.

Other relevant research also supports this finding, such as research by Yulistio (2021) which shows that the use of redundant words among students often occurs in narrative and exposition texts. Yulistio explained that unnecessary repetition can cause sentences to feel long and inefficient, as well as reduce the writer's ability to convey information clearly and concisely. Therefore, it is important for writers, especially students, to pay more attention to language efficiency in writing. Understanding redundant sentences can help them to avoid wasting words and improve the quality of their writing.

CONSLUSION

Language errors are often found in scientific work, especially in student texts. Language errors include phonological, morphological, semantic and syntactic errors, which can affect the understanding of the message conveyed. In the context of expository text essays, these errors interfere with the clarity and effectiveness of conveying information. Therefore, it is important for students to improve their understanding of grammar and vocabulary to be able to write better, which has a positive impact on their academic performance. This research was conducted at SMP Negeri 4 Karanganom to identify and describe language errors in students' expository text essays, with the hope that it can help improve students' writing skills effectively. This research uses a qualitative descriptive method to understand students' language errors through expository text analysis. This method involves collecting data in the form of observation and documentation of essays by class VIII A students of SMP Negeri 4 Karanganom. The research focused on analyzing language errors found in students' essays, totaling 42 texts from 21 students. The analysis technique used is tapping and listening without being involved, as well as reflective analysis with reference to the Big Indonesian Dictionary (KBBI) and General Guidelines for Indonesian Spelling (PEUBI). Researchers identify, analyze and group language errors based on relevant references. These steps result in a better understanding of students' language skills and the types of errors that occur most frequently.

Based on the results of the analysis above, several errors were found in the exposition text essays of class VIII A students of SMP N 4 Karanganom. At the phonological level, there were 26 errors in the use of capital letters, 17 errors in the use of punctuation marks, and 14 errors in combining words. At the morphological level, there were errors in using the suffix -an in the amount of 1 data, writing prefixes me- the amount of 1 data, writing prefixes ber- the amount of 2 data, writing prefixes di- the amount of 1 data, writing combinations of prefixes di- the suffix -an in the amount of 2 data, and errors in writing prepositions in the amount of 10 data. Meanwhile, at the syntactic level, 2 data of unclear sentence errors were found and 17 data of redundant words were used. The results of the analysis show that the most errors are found at the phonological level, especially in errors in the use of capital letters. The total number of language errors in the expository text essays of class VIII A students of SMP N 4 Karanganom that were successfully analyzed was 93 pieces of data.

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