THE ANALYSIS OF SYNTACTIC ERRORS IN STUDENTS’ EXPOSITION WRITING OF CLASS X AT SMA YAPIP SUNGGUMINASA IN GOWA REGENCY

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ABSTRACT
The research objectives are: (i) to describe phrase errors found in students’ expository writing of class X at SMA YAPIP Sungguminasa in Gowa Regency; and (ii) to describe sentence errors found in students’ expository writing of class X at SMA YAPIP Sungguminasa in Gowa Regency. The study used a qualitative descriptive design. Data collection techniques are techniques to read, take notes, and interview teachers and students. Data were analyzed by identifying, classifying, explaining, and evaluating. The results showed that (i) phrase errors include four types of prepositional phrase errors: verbal phrase errors, nominal phrase errors, and adjectival phrase errors; (ii) sentence errors include seven types: sentences with no subject, sentences with no subject and no predicate, illogical sentences, pleonasms, conjunctive disappearances, excessive conjunctions, and unnecessary usage of unquestioned words.

Keywords: Syntactic Students’, Exposition Writing

INTRODUCTION
Language is the most important communication tool in human life. With language, thoughts can be expressed, opinions exchanged, and relationships forged; even the way of life and thinking of other people can also be influenced. As a means of communication, language is a means of connecting individuals and regions around the world. This expression shows how important mastering a language is.

Indonesian language must be used as the language of instruction in national education. This means that in learning activities, each teacher and student is not required to use the Indonesian language as it is, but rather is required to use good and correct Indonesian. Indonesian language is meant to consist of five kinds of skills, namely listening, speaking, reading, writing, and viewing.

As one aspect of language skills, writing skills are taught in school. Writing skills are skills needed by students at school. Mastery is at the last level after listening, speaking, and reading skills. This is because writing skills are productive and expressive, besides speaking skills, among other language skills.

Productive skills are skills that produce. That is, writing activities are intended so that students are able to produce works from the results of their thoughts and imagination in written form. It is this productive skill that produces work that makes writing a skill that is difficult for students to master. However, writing skills are needed in everyday life.
Writing is a form of communication that is done indirectly. Through writing, a writer expresses his ideas and thoughts so that they reach the reader. Writing skills must be mastered by students because they will be needed in the future, such as when writing papers, scientific papers, journals, and so on. Through mastering writing skills, students are expected to be able to express their ideas, thoughts, and feelings in various types of writing, both nonfiction and fiction. Unfortunately, not everyone, especially students at school, has good writing skills, including those for writing objective essays such as expositions. Exposition is an explanatory tone of writing whose main purpose is to explain something to the reader. It is said to be objective because the exposition originates from a real incident, the contents of which are explained by the author to increase the reader's knowledge.

Writing activities that require skills in expressing ideas often make it difficult for students to do them, so there are still many errors in writing. These errors range from word-writing errors to sentence-writing errors. These errors are classified as errors in the syntax area.

Syntax is one of the branches of grammar that deals with the structures of phrases, clauses, and sentences (Ramlan, 2005:18). In this case, it is explained that syntax studies the elements found in interrelated words. However, in linking the elements of a sentence, there are usually structural deviations, and these deviations are called syntactic errors. Syntactic errors are errors or deviations from the structure of phrases, clauses, or sentences (Junus & Junus, 2010: 103).

Syntactic errors are related to syntactic functions in language, namely predicate, subject, object, complement, and adverb. As is well known, the structure of language is a syntagmatic arrangement of patterns, meaning the arrangement of patterns between subject, predicate, object, adverbs, and complements. Syntagmatic connection has determined the roles and functions of grammatical forms of language. This means that changing the location of the relationship will bring about differences in grammatical roles and functions. So, the location should not be exchanged haphazardly. This language structure then builds the integrity of a sentence so that it gives rise to the appropriate meaning. So, if there is a deviation in the structure of phrases, clauses, or sentences in an essay, in this case in the form of an expository essay, it can cause the language to have an ambiguous meaning and be difficult for the reader to understand.

Many types of errors in syntax have been found by several previous researchers in various regions, so similar research needs to be carried out again because talking about language errors will never be finished if there is no awareness from all parties to use good and correct Indonesian. This study has similarities with previous research, namely discussing language errors and focusing on syntax errors, while the difference is the object and location of this syntax error analysis research, namely exposition essays made by class X students of SMA YAPIP Sungguminasa, Gowa Regency.

YAPIP Sungguminasa High School is a private high school located in Sungguminasa Gowa Regency and is under the auspices of the Science Development Foundation. Based on the results of observations made by researchers, until now, no one has ever conducted research on syntax errors in the
school. In addition, students at this school still combine Makassar and Indonesian in their learning activities.

METHOD

This type of research is included in the category of qualitative research with a qualitative descriptive design. The focus of this research is syntactic errors, which are focused on phrase and sentence errors in the exposition writing of class X SMA YAPIP Sungguminasa, Gowa Regency. The data were sourced from the sentences in the student exposition essays, totaling 41 extracts. The instrument used in the research is the researcher himself. Data collection techniques include reading, taking notes, and interviewing teachers and students. The data validity check in this study used source triangulation. Data is analyzed by identifying, classifying, explaining, and evaluating.

FINDINGS AND DISCUSSION

Phrase Errors in Students’ Exposition Writing of Class X at SMA YAPIP Sungguminasa in Gowa Regency

There were four types of phrasal errors in the exposition writing of class X at SMA YAPIP Sungguminasa, Gowa Regency, namely (a) prepositional phrasing errors, (b) verbal phrasing errors, (c) nominal phrasing errors, and (d) adjective phrasing errors.

Prepositional Phrase Error

The inaccuracy of using certain prepositions in prepositional phrases is found in exposition essays from class X SMA YAPIP Sungguminasa, Gowa Regency. The wrong use of prepositions can be seen in the following sentences.

(1) Hal itu tentunya akan sangat melatih siswa untuk menjadi seorang jurnalis yang handal di masa yang akan datang. (21/P-1/K-6)

(2) Of course, this will greatly train students to become reliable journalists in the future. (21/P-1/K-6)

Use of prepositions in this is imprecise because of the preposition in in KBBI online (2023) it means a preposition that marks a place, while what is marked in sentence (1) is time. The wrong sentence above can be corrected as follows.

(1a) Of course, this will greatly train students to become reliable journalists in the future.

Nominal Phrase Error

Nominal phrase errors are found in student exposition wording due to inappropriate wording due to the influence of local/foreign languages. The nominal phrase error is found in the exposition essay of class X SMA YAPIP Sungguminasa, Gowa Regency, as in the following sentence.

(2) Dodol has various flavors and various places have their own khas dodol. (39/P-1/K-3)

Nominal phrase khas dodol including inappropriate wording because of the words explained, namely dodol located behind the word that explains it, namely word khas, even though said khas this is an adjective or adjective category
and is not included in the group of words that are excluded in the D-M law (explained-explains). Supposedly, the phrases in this sentence are corrected to be as follows.

(2a) Dodol has various flavors and various places have their own dodol khas.

Verbal Phrase Errors

Verbal phrase errors were found in students' exposition essays. This error can be caused by several things. Errors in verbal phrases found in the exposition essays of class X students of SMA YAPIP Sungguminasa, Gowa Regency, are as follows.

(3) …because by protecting our environment guaranteed life not accompanied by disaster. (16/P-2/K-4)

Verbal phrases guaranteed life wrong because of the wrong word order. Phrase guaranteed life is an absorption of the English language that is secure life which when translated directly into Indonesian has meaning guaranteed life, even though this phrase must follow the D-M law when translated namely the word explained (life) is located in front of the word that explains it (guaranteed). The sentences above can be corrected into the following sentences.

(3a) … because by protecting the environment we are guaranteed not to be accompanied by disaster.

Adjective Phrase Errors

Errors in adjective phrases contained in student exposition essays are caused by the excessive use of superlative forms. The superlative form is a form that means the most in a comparison. Adjective phrase errors due to excessive use of superlative forms such as the following.

(4) It is known that education is something that very important not only for ourselves as students but also for the future. (22/P-1/K-5)

Phrase very important use the superlative form very and extremely which are considered inefficient because they both show the most meaning, to improve these adjective phrases can be done by separating each adverb where the double or one of the superlative forms is omitted. The sentences above can be corrected into the following sentences.

(4a) It is known that education is a thing very important not only for ourselves as students but also for the future. (22/P-1/K-5)

(4b) It is known that education is a thing extremely important not only for ourselves as students but also for the future. (22/P-1/K-5)

Sentence Errors in Students’ Exposition Writing of Class X at SMA YAPIP Sungguminasa in Gowa Regency

There were seven types of sentence errors found in exposition writing by students of class X at SMA YAPIP Sungguminasa, Gowa Regency, namely: sentences without a subject, sentences without a subject and without a predicate, sentences that are illogical, pleonasms, omission of conjunctions, excessive use of
conjunctions, and use of question words. unnecessary. The following is an explanation of the error in the sentence.

**Unsubject Sentences**

Sentences must at least consist of a subject and a predicate, except for imperative sentences or utterances which are answers to questions. The non-subject sentences found in the exposition essays of class X students of SMA YAPIP Sungguminasa, Gowa Regency are as follows.

(5) *Tea is a drink that can smell sweet so that we can enjoy tea. Serve with snacks or cakes.* (2/P-1/K-1)

Sentence Serve with snacks or cakes is not correct because it directly shows the predicate without any subject starting it. To find out the subject of the sentence, the previous sentence must be read and what is served with snacks or cakes is *Tea*, so it can be concluded that the subject in this sentence is the word *tea*. Sentence Serve with snacks or cakes can be justified if this sentence expresses an order, but the final intonation in the form of a full stop (.) and not an exclamation point (!) indicates that this sentence is included in the news sentence. The example sentences above would be good if they were written as follows.

(5a) *Tea can be served with snacks or cake.*

**Sentences without a subject and without a predicate**

Sentences without a subject and without a predicate are often found in exposition essays by students of class X SMA YAPIP Sunggu-Minasa, Gowa Regency, such as the following sentence.

(6) *This solo sausage food is much liked by the public. Because this solo sausage is very easy to make.* (7/P-1/K-3)

If you look closely, the sentence above (which is preceded by the words in italics) is incorrect because the sentence has no subject and no predicate. This sentence is a sentence structure that is broken into pieces and is still a clause of the previous sentence because it is started by a conjunction. Thus, the sentence above can be corrected into the following sentence.

(6a) *This solo sausage food is much liked by the public because solo sausage is very easy to make.*

**Illogical Sentences**

An illogical sentence is a sentence that doesn't make sense. In the exposition essay of class X SMA YAPIP Sungguminasa, Gowa Regency, several illogical sentences were found as follows.

(7) *After the water boils pour it into the bottom of the pan containing the sago.* (35/P-3/K-1)

In sentence (7), After the water boils pour it into the bottom of the pan containing the sago very illogical because the word down means outside the pot, so boiling water that is poured under the pot will not enter the pot, even though the meaning of this sentence is to pour boiling water into the pot. The corrected sentence can be changed into the following sentence.

(7a) *After the water boils, pour into a pan containing sago.*
Pleonasm

Pleonasms are the use of more words than necessary. The form of pleonasm is the use of two words with the same meaning used at the same time in a sentence. Sentences containing pleonasm are as follows.

(8) Starting from supporting facilities KBM activities (Teaching and Learning Activities) as for factors related to the environment. (22/P-2/K-3)

In sentence (8), said activity used twice because of abbreviation KBM that is Teaching and learning activities already have the word activity, so that there is no pleonasm then said activity at the beginning that is not the abbreviation KBM must be removed. This corrective sentence can be changed to the following sentence.

(8a) Starting from the supporting facilities KBM (Teaching and Learning Activities) as for factors related to the environment.

Missing Conjunctions

In the exposition writing of class X SMA YAPIP Sungguminasa, Gowa Regency, there are several sentences that have omitted conjunctions which make the sentences ineffective (not standard), as in the sentence below.

(9) … then add the prawns and stir tomatoes, enter the broth, celery .... (8/P-3/K-1)

In sentence (9), said tomato and stir does not have a conjunction so this sentence becomes ineffective. In this sentence, a conjunction can be used Then to connect words tomato and stir such, because the word Then in the KBBI online (2023) it includes a verb which means to continue or continue and according to the context of the sentence to stir the ingredients that have been explained previously. Correction of the sentence above can be changed into the following sentence.

(9a) … then add the prawns and tomatoes then stir, enter the broth, celery

Excessive Use of Conjunctions

The inaccuracy of class X SMA YAPIP Sungguminasa Gowa Regency in using language can result in excessive conjunctions as in the following sentences.

(10) Currently many programs are made for which the government has been trying to do.... (27/P-3/K-1)

In sentence (10), there are two different conjunctions, namely the conjunction for and which. Conjunction for including redundant because the meaning is not related to the sentence, so it's better conjunction for omitted and only use conjunctions which. Correction of these sentences can be written as follows.

(10a) Currently many programs are made which the government has been trying to do....

Unnecessary Use of Question Words

The use of interrogative words as connectors or contained in news sentences (not interrogative sentences) is not found in Indonesian language rules.
In the exposition essay of class X SMA YAPIP Sungguminasa, Gowa Regency, several sentences using interrogative words in news sentences were found, such as the following sentences.

(11) Apart from that, it also trains students How socialize and cooperate with colleagues. (21/P-2/K-1)

In sentence (11), the question word How in line with the shape how, even if you pay close attention to the question word How does not affect the meaning of the sentence even though the word How removed. This sentence can be corrected by removing the question word into sentences like the following.

(11a) Apart from that, it also trains students to socialize and work together with colleagues.

Analysis of Teacher and Student Interview Data Regarding Syntactic Errors

Data collection activities carried out by researchers, besides analyzing student exposition essays, were interviews. Interviews were conducted with four Indonesian teachers and class X students. The number of students interviewed was only four because the student answers were all the same, so the researcher assumed that the sample of students interviewed was saturated according to theory. Snowball sampling (rolling ball). So the researcher concluded that all students would give the same answer.

Based on the results of the interviews, the teacher stated that he had given explanations regarding phrases, clauses, and sentences; however, students who paid less attention during the learning process or students who did not want to try to find out caused students not to understand the question, so the answers had not been taught.

Discussion

Phrase Errors in Students’ Exposition Writing of Class X at SMA YAPIP Sungguminasa in Gowa Regency

Based on the students’ exposition essay, four types of phrasal errors were found. The four types of phrasal errors found in the students’ exposition essays accounted for as many as 16 sentences of the total number of syntactic errors. Phrase errors in exposition essays of class X SMA YAPIP Sungguminasa, Gowa Regency, include: prepositional phrase errors (7 sentences), nominal phrase errors (3 sentences), verbal phrase errors (3 sentences), and adjectival phrase errors (3 sentences).

Based on the research results, it can be seen that prepositional phrase errors have the highest frequency compared to other phrase errors. This shows that students have not been able to distinguish the use of various types of prepositions used to mark places, times, directions, or destinations when writing expository essays.

Other types of phrasing errors found in the exposition essays of class X students at SMA YAPIP Sungguminasa, Gowa Regency, were nominal phrasing errors, verbal phrasing errors, and adjectival phrasing errors. The nominal phrase error is caused by an incorrect word order that originates from a foreign language translation into Indonesian. The laws of the Indonesian language are D-M
(explained—explains), according to what was coined by Sutan Takdir Alisjahbana in the book Indonesian New Grammar, that both in compound words and in sentences, everything that explains is always behind what is explained (Alisjahbana in Lanin, 2016). However, the D-M law has exceptions in the form of several groups of words that, although they explain something, are always or often located in front of the words they explain, namely numerals, prepositions, adverbs, and compound words of absorption from foreign languages, while foreign language laws, namely M-D (explains—explained), that are different from Indonesian language rules cause language errors.

Errors in verbal phrases found in exposition essays by students of class X SMA YAPIP Sungguminasa Gowa Regency are caused by several things, including incorrect word order, wrong reciprocal form, and double plurality, and errors in adjective phrases found in exposition essays by students of class X at SMA YAPIP Sungguminasa Gowa Regency are caused more by superlative forms that are exaggerated.

**Sentence Errors in Exposition Essays of Class X Students of YAPIP Sungguminasa High School, Gowa Regency**

The types of sentence errors contained in student exposition essays accounted for 50 sentences of the total number of syntax errors. Based on students' exposition essays, seven types of sentence errors were found. The seven types of sentence errors found in student exposition essays are: sentences without a subject (3 sentences), sentences without a subject and without a predicate (15 sentences), sentences that are illogical (9 sentences), pleonasms (9 sentences), omission of conjunctions (6 sentences), excessive use of conjunctions (5 sentences), and unnecessary use of interrogative words (7 sentences).

Based on these results, it can be seen that errors caused by sentences without a subject and without a predicate have the highest frequency compared to other sentence errors. This shows that the ability of students to compose sentences that have subjects and predicates in expository essays is still low.

Sentence errors caused by sentences without a subject and without a predicate occur due to a lack of students' knowledge regarding the use of conjunctions in sentences. In the book Indonesian Standard Grammar (Alwi et al., 2003:296), Conjunctions are words that connect two equal units of language: a word for a word, a phrase for a phrase, or a clause for a clause. In addition, in the science of syntax, the conjunction can be used as an intermediary to expand a range of syntactic units that are at an equal or even not equal level (Putri, 2019, p. 137). It should be noted that there are some forms of conjunctions that only function as prepositions (in conjunction with words and phrases) like format, to, from, at, and so on; some forms only function as conjunctives (in relation to a clause) like formal though, if, even though, whereas, and so on; and there are forms that function both as prepositions and as conjunctions such as form because, after, since, before, etc.

Judging from the syntactic behavior in sentences, according to Alwi et al. (2003: 302), conjunctions are divided into four groups: coordinating conjunctions that combine words or clauses of equal value; correlative conjunctions that form
phrases or sentences with the same syntactic status; subordinate conjunctions that form clauses; and inter-sentence conjunctions, namely conjunctions that combine two sentences, but each is a separate sentence. In accordance with this understanding, it can be seen that a single sentence may not be preceded by a conjunction, except for sentences preceded by a conjunction between sentences. However, students' lack of knowledge or habits that often occur in society make them not realize the mistakes in the expository essays they write. Another type of sentence error is pleonasm, which can be caused by students who do not understand the meaning of the words spoken or written, so words that have the same meaning are used in one sentence.

Sentence errors in the exposition writing of class X SMA YAPIP Sungguminasa Gowa Regency with the third highest frequency are sentences that are illogical. As with the previous sentence error, the error due to this illogical sentence is caused by the student's ignorance or carelessness in choosing the words he wrote, so that the resulting meaning does not make sense or is not logical.

Another type of sentence error that is often found in students' exposition essays is the omission of conjunctions and the use of unnecessary question words. The omission of conjunctions occurs because of oral habits in society that express a thing but can still be understood by others even though they don't use conjunctions because they still use tone intonation as a pause for expressions. Even in standard written language, the use of conjunctions is needed to facilitate the reader's understanding of the meaning of a piece of writing, and this is what students follow when writing essays.

Other sentence error that has a frequency comparable to the omission of conjunctions is the use of an unnecessary question word. It is heavily influenced by foreign languages. The use of unnecessary question words is often found in writing or in news broadcasts. The question word should not be used in news or command sentences because the function of interrogative sentences is to make a sentence to get an answer, and that answer is what is said in the news sentence. The interrogative words that are widely used in news sentences are where, which, and how. This question word is a direct translation of English. Question Mark where, which, and how in English it is commonly used even though what is stated is not a question sentence but a news sentence, and because question words are often used in everyday conversation in various fields, it makes students not realize that using question words is a language error.

CONCLUSION

Based on the results of research and discussion, the following conclusions can be drawn: 1) Phrase errors in students’ exposition writing of class X at SMA YAPIP Sungguminasa in Gowa Regency include four types: prepositional phrase errors, verbal phrase errors, nominal phrase errors, and adjective phrase errors. 2) Sentence errors in students ‘exposition writing of class X at SMA YAPIP Sungguminasa in Gowa Regency include seven types: sentences without a subject, sentences without a subject and without a predicate, sentences that are
logical, pleonasm, omission of conjunctions, excessive use of conjunctions, and the use of unnecessary question words.

REFERENCE


