

## Analysis of Language Errors in Speech Texts of Grade VIII Students at SMP Negeri 29 Medan

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### A B S T R A C T

This study aims to identify language errors in speech texts written by eighth-grade students at SMP Negeri 29 Medan. The errors analyzed include morphological and syntactic errors. This study employed a descriptive qualitative method, in which the researcher directly observed the research object and produced data in the form of narrative texts. Data were collected through documentation, reading, and note-taking techniques. The data consisted of 96 speech texts written by students of classes VIII-1, VIII-2, and VIII-3 at SMP Negeri 29 Medan. The data analysis was conducted through three stages: data reduction, data display, and conclusion drawing/verification. The results showed that students made language errors at the morphological level, including affixation, reduplication, and composition errors. In addition, syntactic errors were found in phrases and sentences. The most dominant errors were morphological errors in affixation, with 202 errors or 50.75% of the total 398 language errors identified in the study.

**Keywords:** *Error Analysis, Language Errors, Speech Text*

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### INTRODUCTION

Speech writing skills have a very important role in language learning, especially in learning Indonesian. Through speech writing activities, students not only learn to express ideas and opinions in written form, but are also trained to think critically, systematically, and communicatively (Trismanto 2017). Writing a speech requires students to be able to choose appropriate words, arrange effective sentences, and organize ideas coherently so that the message can be understood easily by listeners. Therefore, speech writing activities become an important medium for developing students' overall language competence, both in linguistic and communicative aspects.

In Indonesian language learning, speech writing also functions as an exercise in applying proper and correct language rules. Students are expected to understand spelling, punctuation, sentence structure, diction, and paragraph organization in order to produce effective speech texts (Chaer 2014). These language components are essential because errors in language use may affect the clarity and meaning of the speech. Through continuous practice in speech writing, students become more aware of language accuracy and are able to minimize grammatical and syntactical mistakes in their writing (Tarigan and Tarigan 2021).

Furthermore, speech writing skills help students improve their ability to communicate ideas and opinions effectively. A well-written speech text serves as a guideline that supports students when delivering speeches in front of an audience (Hidayat 2017). Students who are able to prepare clear and organized speech texts tend to feel more confident when speaking publicly. This confidence is important because communication skills are needed not only in academic settings but also in social and professional life. Therefore, speech writing contributes significantly to the development of students' public speaking abilities.

Speech writing activities can also develop students' creativity and critical thinking skills. In the process of preparing a speech, students must search for relevant ideas, determine suitable topics, and formulate logical arguments to support their opinions. This process encourages students to think analytically and systematically in solving problems and presenting solutions (Rustandi, Sulistio, and Suryani 2023). Additionally, students learn to adapt their language and arguments based on the audience and purpose of the speech, which further strengthens their communicative competence.

Another important aspect of speech writing is its contribution to character building and moral education. Speech texts often contain educational, social, cultural, and national values that can shape students' attitudes and perspectives. Through writing speeches on topics such as discipline, honesty, nationalism, and social responsibility, students are indirectly encouraged to reflect on positive values in everyday life (Seno and Sumaryoto 2020). Thus, speech writing is not only a linguistic activity but also an educational tool that supports students' personal development.

In addition, speech writing activities can increase students' motivation and interest in learning Indonesian. When students are given opportunities to express their thoughts freely and creatively, they become more engaged in the learning process. Writing speeches on contemporary issues or topics related to students' experiences makes learning more meaningful and enjoyable. According to Nugroho (2018), students who actively participate in speech-related activities tend to show better enthusiasm and confidence in language learning. Therefore, teachers should provide varied and interesting speech-writing exercises to encourage students' active participation.

The use of speech writing in the classroom also supports the achievement of learning objectives in the Indonesian language curriculum. Speech writing integrates several language skills simultaneously, including reading, writing, listening, and speaking. Students often need to gather information from reading sources before composing speeches, and afterward they may present their speeches orally in class. This integrated learning process enables students to develop comprehensive language skills more effectively. Moreover, speech writing activities encourage collaborative learning when students discuss ideas, provide peer feedback, and revise their work together.

Based on these explanations, it can be concluded that speech writing skills are an essential component of Indonesian language learning. These skills help students improve linguistic competence, communication ability, creativity, critical thinking, self-confidence, and character development. Through speech writing practice, students are expected to become more capable of expressing ideas effectively in both written and oral communication. Therefore, teachers need to pay greater attention to developing students' speech writing skills through appropriate teaching strategies and continuous practice so that the objectives of Indonesian language education can be achieved optimally (Sugiyono 2017).

## METHOD

Research methods are tools, procedures, and techniques that are chosen in carrying out research which in this case are used in the data collection process. Language research methods are closely related to the purpose of language research which aims to collect and study data and study linguistic phenomena (Djajasudarma 2010). The method according to Sukiniarti (2016) in his book entitled *Research Methodology* is a careful, systematic, and considerate step in conducting research to achieve the goals of the research. The qualitative method as in the view of Moleong (2019) is a research method intended to understand the phenomenon of what is experienced by the research subject such as behavior, perception, motivation, and action holistically by describing it in the form of words and language in a special natural context and by utilizing various scientific methods.

This study uses a descriptive qualitative approach. Qualitative methodology in language research is a procedure that produces descriptive data in the form of written or oral data in a language community. Qualitative research is a type of research that uses humans as

tools (instruments) and is more concerned with process than results (Djajasudarma 2010). Humans as tools mean that there is no possibility of using other tools other than ageing, which means that only humans can relate to humans, responders, or other objects. Regarding this fact, it is very clear that researchers when collecting data in the field must participate in community activities, namely as observers.

## FINDINGS AND DISCUSSIONS

Based on the results of the analysis of the form of misuse of language at the morphological and syntactic level in the speech text of grade VIII students at SMP Negeri 29 Medan, the author will discuss morphological errors in the form of affixation errors (affixes), reduplication errors (word repetition), and composition errors (compounding) as well as syntactic errors in the form of phrase formation errors and sentence formation as follows.

### Language Errors of Morphological Status

Morphological errors are errors in using language due to wrong choice of affixes, wrong use of rewording, wrong arrangement of compound words. The analysis of language errors at the morphological level is divided into affixation errors, reduplication errors, and compounding (composition) errors. The analysis of language errors in the field of morphology is intended to identify errors, especially errors in the field of word formation into a good sentence.

#### Affixation Errors

Morphological errors in the field of affixation are the most common errors found in speech texts written by students. Affixing errors reached 202 errors, which when calculated in the form of percentages reached 50.75% of errors out of the total number of errors of 398 errors per 96 speech texts of students in grades VIII-1, VIII-2, and VIII-3 at SMP Negeri 29 Medan. The author found many mistakes in students in writing in the affixation process. This error consists of three types of affixes, namely errors in prefixes, errors in suffixes, and errors in the confix. In the process of prefix affixation, there are also several forms of errors, namely errors in the formation of the prefix *mem-*, the formation of the prefix *men-*, the formation of the prefix *meng-*, the formation of the prefix *ber-*, the formation of the prefix *ter-*, the formation of the prefix *di-*, the formation of the prefix *di+per-*, and the formation of the prefix *mem+per-*. In the process of suffix affixing there are several forms of errors, namely errors in the formation of the suffix *-i*, the formation of the suffix *-kan*, the formation of the suffix *-lah*, the formation of the suffix *-mu*, and the formation of the suffix *-*. In the process of confix affixation, there are several forms of errors, namely errors in the formation of *the confix me-kan*, the formation of *the confix men-i*, the formation of *the confix men-lah*, *the formation of the confix mem-i*, *the formation of the confix mem-kan*, *the formation of the confix meng-i*, *the formation of the confix of men-kan*, the formation of *the meny-kan confix*, the formation of *the ber-an confix*, *the formation of the i-i confix*, the formation of the *di-kan confix*, *the formation of the peny-an confix*, the formation of the *di+per-an confix*, and the formation of *the di-an+ confix*.

The most dominant errors in affix writing occur are errors in the formation of suffixes, followed by errors in the formation of prefixes, and then errors in the formation of confixes. Meanwhile, in the infix or insert, no errors were found. Overall, the number of errors in affixing is indeed a very large error based on the number of errors. This is seen from several types of errors such as separating affixes from root words, mistakes in changing root words when affixed, mistakes in giving affixes based on the context of the sentence, and omission of affixes that should have been written. These mistakes show that students' understanding of the affixation process is still quite low. Most students do not understand the difference between a prefix or prefix and a prefix or prefix. There are still many students who write prefixes as prepositions and conversely, they write prepositions as prefixes.

#### Prefix Errors

Prefix errors in the affixing process in 96 texts of grade VIII students at SMP Negeri 29 Medan amounted to 63 errors. This error is in the form of a mistake in the use of the prefix *di-*

with the prefix *di-* as in T1 (P5, K1), the word *discussed* is written into *the discussion*. This separation is carried out as a result of students' lack of understanding of the functions of prefixes and prepositions or prepositions. Prefixes should basically be written in a series of prefixes with the root word they follow. This is the same as what happens with T1 (P5, K2) which is the word *in the content*, T2 (P3, K1) which is the word *in watch*, T28 (P1, K1) the word *in the made*, and several other errors. Based on the opinion of Napitupulu (2022) who states that the prefix *di-* when combined with any root word, will not undergo changes in its basic form, including the provision of unnecessary spaces. This shows the weakness of students in identifying the use of a preposition that must be written separately from the word after it when it is in a noun and expresses a statement. While *di-* whose word after it is a verb, its status is as a suffix or prefix that expresses a passive meaning and must be written in conjunction with the word after it.

Other errors can also be seen from the omission of prefixes by students on words that should be prefixed. This is found in T56 (P3, K3), which is the word *holding* which should be written *to hold*. The prefix *me-* and the allomorphic prefix *me-* such as *men-*, *mem-*, *meng-*, and *meny-*, have rules in the form of the determination of the root word seen from the initial phoneme. The prefix *me-* is used in the initial phonemes /l/, /m/, /n/, /r/, /w/, and /y/. The prefix *mem-* for the root words with the initial phonemes /b/, /f/, and /p/. The prefix *men-* for the root word has the initial phonemes /d/, /j/, /t/, and /c/. The prefix *meng-* for the root words with the initial phonemes /g/, /h/, /k/, /q/, and /x/, as well as the living phonemes /a/, /e/, /i/, /o/, /u/. While the prefix *meny-* for the root word with the initial phonem /s/. Based on these rules, for the writing of the allomorphic prefix *me-*, it should not be written carelessly. In addition, according to the writing rules, for the initial phonemes /k/, /t/, /s/, and /p/ that are prefixed, there will be a delusion. Errors related to dilution are also found in students' writing results such as in T10 (P3, K2) on the word *consuming* which should have occurred in the phoneme /k/ from the root word *consumption* but was ignored by students. The word *consume* should be written *consuming*.

Furthermore, there is an error in the form of omitting the prefix *men-* in the written root word. Students write only basic words as a predicate or caption in the sentences they write. This can be found in the word *guard* in T27 (P3, K1) which is supposed to be written *guard*. The word *jaga* is indeed a basic word as well as a word that can stand on its own. However, in official or formal writing, it is correct to write a predicate using an affix which of course must be reviewed with the context of the sentence written. Another example is the word *pronounce* in T24 (P7, K3) which is a command word and does not match the context of the sentence written. The word *pronounce* should be written to be *pronounced* according to the formality of the writing. This error was also found in T3 (P1, K3) for the word *happy* that should have been written *happy*, T18 (P1, K3) for the word "love" that should have been written *loving*, and other errors.

Another mistake in this prefix section is the mistake of the appropriate root word in KBBI. This error can be seen from T10 (P5, K3), which is the word *appeal* that should be written *to appeal* because the correct root word is *iimappeal*, not *appeal*. The word *risk* that should be written *risk* with the root word *risk* in T26 (P2, K2).

These mistakes in writing prefixes occur due to students' negligence to the truth of writing rules and students' lack of knowledge and understanding so that they are used to the wrong things. Such as the removal of prefixes which is often done because there is a saving of language that actually does not need to be done. Setyawati (Napitupulu 2022) clearly states that transitive active sentences that are positioned as predicates in sentences must be prefixed, be it the prefix *meN-*, the prefix *ber-*, or the prefix *ter-*.

### Suffix Errors

Suffix errors in the affixation process in 96 texts of grade VIII students at SMP Negeri 29 Medan amounted to 76 errors and were the most errors in the affixing section, from prefixes and confixes. One of the suffixation mistakes is the addition of unnecessary phonemes to the suffix itself. This error can be seen in T18 (P3, K3) and T23 (P1, K4), which are the words

*sayangin* that should be written *sayang*. Dear root words that are given the suffix *-i* should not have any additions anymore. Suffixes have no variation in form when used including unnecessary addition of phonemes. Other errors are also seen from changes in the root word that should not need to be given any changes. For example, in T26 (P4, K1) for the word *jahui* which should be written *away* because the root word is *far*, open *jahu*.

The next mistake in writing suffixes is the separation of the root word with the suffix that follows it. The suffix must be written in a series of basic words without being separated or spaced between them. This mistake is the most common mistake made by students, for example in T19 (P1, K2), which is a *chain word* that should be written *in a sequence*, T43 (P3, K1) for the word *avoid is* what should be written *avoid*, T17 (P4, K2) for the word of his child that should be written *by his child*, T29 (P3, K2) for the word *mischief* that should be written *in mischief*. The *negative word* should be written *negative* on T93 (P4, K1), as well as other similar errors. This quite serious mistake really needs to be noticed by students.

Then there is also a mistake in the omission of phonemes in the suffix, namely the suffix */n/* and the suffix */k/*. This happens because the word before the suffix ends in the suffix */n/* or the suffix */k/* which makes students ignore it. For example, T7 (P4, K2) for the word *attention* and T7 (P5, K1), which is the word "*mai*" that omits the phoneme */n/* in its suffix. His words of *attention* must be written into *his attention* and his words of *hope* become *his play*. Another error also occurred in T18 (P3, K3) for the word *victim* that the victim should have written. The omission of the phoneme */k/* occurs in the writing of the suffix *-kan* in T7 (P5, K1), which is a word *wearing* that has a good root word according to the context of the sentence that should be written to be *pleasant* without eliminating the phoneme */k/*.

Another mistake that is no less important is the writing of the suffix as a pronoun for possession addressed to God Almighty. Suffixes are usually written with noncapital phonemes, but there are exceptions for God. His suffix that refers to God should be written as *Him* by giving a hyphen (-) between the root word and the suffix. This error is found in T30 (P2, K2) for *his gift* that should have been written as *His gift*. There are also in T69 (P1, K2) for the word *mercy* which should be written *His mercy*, and in T71 (P2, K1) for the word *his guidance* which should be written as *His guidance*.

Suffixes have their own role in forming sentences. A suffix is a bound form that forms a function or meaning. A root word or adjective will certainly undergo a change in meaning if it is combined with a certain suffix, be it the suffix *-i*, *-lah*, *-an*, *-kan*, or *his*. Suffixes are basically needed to clarify the meaning of a word in sentences such as its suffix which is used to express task and pronouns of possession, it is the suffix that is used to refine the word command, to show politeness, and emphasize expression, the suffix *-i* which is useful to indicate repetition, giving something, or causing something, the suffix *-an* which is usually used to produce a noun that indicates the result of an action, as well as the suffix *-kan* which is used to produce a verb that indicates the cause, process of creation, or the occurrence of an event. So from this information, it is necessary to clearly know the importance of suffixes in the words in the sentence to be written.

### Infix Error

Based on the data that has been analyzed, no errors were found in the aspect of the infix or insert, be it the infix *-em-*, *-el-*, or *-er-*. This happens because the use of words that have an infix affixation is very rare, and most people don't even use it. So there is no further discussion related to this.

### Confission Errors

There were 63 errors in the affixation process in 96 texts of grade VIII students at SMP Negeri 29 Medan. The forms of errors in this confix affixing are in the form of separating affixes from root words or adjectives as in T18 (P2, K2), namely the word *do kan* that should be written as *doing* because the confix must be written in line with the root word used. It is the same with the error in T28 (P2, K1) for the word *men so kan* which should be coupled to *make* without any spaces in between. This error also occurs in T28 (P3, K1) for the word *exemplifying kan* which

should be written *to exemplify*, T44 (P5, K1) for the word *descending kan* which should be *descending*, and other errors.

Furthermore, there is a confix error in the form of omitting one or two of the suffixes that should be used. As in T1 (P5, K1), which is the word *obedience* which should be the word *obey* as a predicate in a sentence. This is also found in T22 (P3, K1), which is the word *to tell* that should be written *to tell*, in T62 (P4, K2) for the word *give* that should be written *to give* by adding the suffix *-kan*, in T88 (P1, K3) for the word *to talk* which should be prefixed *to be to speak*.

Then there is an error in the form of neglecting the phonemes /k/, /t/, /s/, and /p/ as the initial phonemes of the root word. This error is found in T16 (P2, K1) with the word *command* that should have been written *to command* as a result of the decomposition of the initial phoneme /p/ in the root word *of the command*. There is also an error in the form of a mistake in writing the root word in this confix process as in T42 (P2, K2), namely the word *concern* which should be written *concerned* because the root word is *concerned*, not *concerning*.

Another mistake is the mistake of using prefixes and suffixes that do not match the context of the sentence being written. Mistakes such as using the confix are supposed to use the confix *meng-kan*, instead use *di-kan*, or vice versa. For example, in T49 (P2, K1) for the word *worried* that should be written *is worried* if adjusted to the context of the sentence and the next word that follows it. Another example is in T91 (P3, K2), namely the word *consequent* which should be the word *consequential*.

### Reduplication Error

The reduplication errors in this study reached 64 errors with a total percentage of 16.08% of the total number of errors of 398 errors per 96 speech texts of students in grades VIII-1, VIII-2, and VIII-3 at SMP Negeri 29 Medan. Errors in the reduplication process are found in the four types of word repetition, namely complete reduplication, affixed complete reduplication, partial reduplication, and phoneme altered reduplication. In this reduplication error, the most dominant error is the error in the repetition of the word whole or in its entirety. This is clearly a fatal mistake because many students replace the function of hyphens (-) with the number 2, quotation marks ("), square marks (²) and hyphens (—). In addition, student mistakes are also found in the omission of hyphens, and the provision of spaces for the repetition of words.

Based on the writing rules, it is explained that all repetitions must be written using a hyphen (-), not with another sign. In addition, it is not allowed to give spaces when writing rewording, whether the reword is complete, intact with affix, partial, or reword changes phonemes.

### Whole Reduplication Error

Complete reduplication errors in the repetition process in 96 texts of grade VIII students at SMP Negeri 29 Medan amounted to 47 errors and were the most errors in reduplication errors. The error in this repetition is in the form of substitution for the use of the conjunction (-). A complete reduplication is a repetition that repeats its entire basic form without making any physical changes to the word. Reduplication or repetition is marked with a hyphen (-) and is not allowed to use the number 2, quotation marks ("), or squares (²). This error is seen in T2 (P2, K2), namely *the word odd2*, T10 (P1, K3); (P2, K1) for the word *friend"*, and *the word child2* in T25 (P3, K3). The words *strange*, *friends"*, and *children* should be written to be *strange*, *friends*, and *children*. These errors are the ones that dominate intact reduplication errors. This error is also found in T30 (P4, K1) for the word *"tense"* which should be written *tense*, T61 (P3, K1) for the word *teacher2* that should be written by *teachers*, T72 (P1, K3) for the word *staff2* that should be written by the *staff*, and other similar errors. In addition, there is a complete repetition error that uses a hyphen (-), replacing a hyphen (-) as in T74 (P3, K1), which is the word *things that should be written* in the letter.

Next is a complete reduplication error in the separation between the root word and the hyphen as in T74 (P2, K1) and T74 (P3, K1), namely *the final word - the end* and *the problem -*

problem. A complete reduplication itself must be written in a series of prefixes or nouns with a connecting mark connecting the two. The final words – *the end* and *the problem* – should be written into *the end* and *the problems*. Another error in writing complete reduplication is the elimination of hyphens, namely in T54 (P3, K1); (P4, K1) and T77 (P2, K2), which are words of *friends* written without anyone connecting them as a sign of repetition. The word *friend friend* should be written as *friends*.

### Affixed Whole Reduplication Error

Intact reduplication errors with affixes in the repetition process in 96 texts of grade VIII students at SMP Negeri 29 Medan amounted to 16 errors. The error of complete reduplication with affixes is in the form of the use of non-hyphenated marks to shorten the repetition of words such as using the number 2, quotation marks ("), or squares (²). In T10 (P3, K2), the word *medicine* should be written as *medicine*, not using double quotation marks. The same thing happened to T50 (P3, K4), which is the word *try* that should be written to *try it*. Saving on word repetition is not correct to be used in accordance with linguistic rules.

The next mistake is the separation of the affix from the repeated word as in T19 (P3, K2), namely *the word lung*. This is a mistake as it has been explained in the affixation section that the suffix should not be written separately from the word it follows. The word *lungs* should be written into *lungs*.

In T22 (P3, K2) it also includes word repetition errors, namely errors in writing words *that* should be written *in a follow* because the word *followed does* not include complete reduplication, but complete reduplication with affix. The next mistake is the elimination of hyphens in the reword. This is seen in T32 (P4, K1), which is a joint word that should be written together as a sign of a repetition of the word. The error also occurs in T54 (P4, K1), the word *caution* that should be hyphenated, becomes *careful*.

### Partial Reduplication Error

Based on the data that has been analyzed, there is one error in the aspect of partial reduplication, namely rewriting words with writing with spaces that are not needed. This is found in T62 (P2, K1), which is *the first word* that should be written *first* because in the repetition of words, it is not allowed to write a non-consonant between the root word and the hyphen, and with the bound word that follows it.

### Phoneme Change Reduplication Error

Based on the data that has been analyzed, no errors were found in the aspect of reduplication of changing phonemes. This happens because the use of words that undergo phoneme repetition is very rare, in fact, most data does not contain such repetition. So there is no further discussion related to this.

### Composition Errors

Composition errors in the speech texts of grade VIII students at SMP Negeri 29 Medan consisted of 12 out of a total percentage of 3.01% of the total number of errors of 398 errors per 96 speech texts of students in grades VIII-1, VIII-2, and VIII-3 at SMP Negeri 29 Medan. Some errors found in the compounding of these words are compound words that should be written separately, but students write them in series. There are also compound words that should be written in a series and instead written separately by students. In accordance with the rules of writing, compounded words must be written separately if each word is a free morpheme and can stand alone, while a compound word that is separated occurs because one of the elements used is a bound word that cannot stand alone as a word.

Based on the groups of words that have been classified in composition writing, there are four groups of classification errors in composition writing in this study, namely the classification of nouns and adjectives (KB-KS), verbs and verbs (KK-KK), nouns (KB-KB), and nouns only (KB).

These errors were found in T1 (P5, K1) which wrote the word *parent* becoming *a parent*. Composition or compounding consists of combined elements of words which are usually

called compound words that must be written separately if each word is a free morpheme or a word that can stand alone. In accordance with the rules of the Indonesian language, the *word parent* is a compound word that must be separated because it is not a suffix or a derivative word that has been integrated, which consists of nouns and adjectives. The same type of error occurs in T2 (P4, K2) and T8 (P4, K2), which is the word *thank you* that should be written as a compound word *thank you*, and several other similar errors.

Another mistake is the separation of compound words that should be combined as in T29 (P3, K2), compound words *between schools*. In accordance with the rules of the Indonesian language, the word *school* is indeed a word that can stand alone, but not with the word *between-* which must be written in a series and attached to the word it follows in accordance with the rules of writing. The word *interschool* means between two or more schools. So that the word *between schools* cannot be separated and must be written as *interschool*. The same error is found in T29 (P3, K2), the compound word *between villages* which should be *between villages*, in T82 (P5, K4), the word compound *extra-curricular* should be written as *extracurricular*, and T 93 (P2, K2), the compound word *between students* should be *between students*.

## Language Errors at the Syntactic Level

### Errors in Phrases

Mistakes in writing phrases in student speech texts reached 27 errors with a percentage of 6.78% of the total number of errors of 398 errors per 96 speech texts of students in grades VIII-1, VIII-2, and VIII-3 at SMP Negeri 29 Medan. In the process of forming phrases, students make mistakes in the form of excessive use of elements, inaccuracies in the use of prepositions, excessive use of superlative forms, and double locking. This mistake occurs due to the student's lack of knowledge of the meaning of sentences based on the phrases written in them.

The mistake of forming a phrase in the form of excessive use of elements means that students include unnecessary elements and even disturbing elements in the written sentence, namely the phrase itself. This can be seen in T1 (P5, K1), which is the phrase *here as well*. The combination of particles and words *that* actually have the same meaning in the context of the sentence that is written, is not correct to be written together. Particle *also* has a meaning which, if combined with the word *also*, will become excessive. So the writer has to choose one between the particles and the word *to* be used. Another example is in T3 (P1, K3) and T37 (P2, K2) who wrote the words *of the Principal of SMP Negeri 29 Medan*. The phrase "*Mr. principal*" is a phrase that describes a principal who serves in the school. Meanwhile, *junior high school* itself stands for *Junior High School*. So that when combined, there will be two *school* words written together. This is not correct writing because there are elements that are not necessary. The phrase *Mr. Principal of SMP Negeri 29 Medan* can be accurately translated as *Mr. Principal of SMP Negeri 29 Medan*.

The next mistake is the inaccuracy of the use of prepositions or prepositions. In the text of the student's speech, there are many errors in this aspect such as T5 (P3, K1) which contains content *in the era* that should be *in the era*, T6 (P3, K2) which contains content *in the era* that should be *in the era*. This example falls into the misuse of prepositions because prepositions are used for words that indicate a place, not a situation.

Phrase errors occur in the excessive use of superlative forms such as in T9 (P2, K1) which contains *very highly increased* phrases that show a fairly high increase, but using one of the superlative forms alone is actually enough without using both. Then on T10 (P2, K1) which shows a language error in the form of double locking. The text contains the *phrases of teenagers*. The word *has* more than one meaning. So when used, the word *teenager* does not need to be duplicated or repeated, namely being *teenagers* or *teenagers* only. This error also occurs in T20 (P2, K3), which is the phrase *of several gangs* that should be written into *several gangs* or *gangs*.

### Errors in Sentences

Sentence formation errors consist of sentences with irregular structures, untitled sentences, unpredicated sentences and the use of inappropriate predicates, tail sentences (unsubject and unpredicated), double subjects, unnecessary insertions of words between

predicates and objects, illogical sentences, sentences that have ambiguous meanings, omitted conjunctions, excessive conjunction writing, unparallel sentence sequences, the use of question words in sentences that are not questions, and ineffective sentences.

The sentence formation errors found in the speech texts of 96 grade VIII students of SMP Negeri 29 Medan consisted of 93 errors with a total percentage of 23.36% of the total number of errors of 398 errors per 96 speech texts of students of grades VIII-1, VIII-2, and VIII-3 at SMP Negeri 29 Medan. These mistakes occur due to the student's lack of understanding of the meaning and purpose of the speech he writes. For example, in T2 (P1, K2) the category of sentence errors with an irregular structure that writes *that I respect you and all citizens*. This sentence is a clear form of error because it does not show the function of a sentence filled with phrases properly and correctly. The writer should write it down to be *Mr. and Mrs. and all the citizens I respect* to be able to find phrases that stand as subjects, predicates, and other functions of sentences.

Another mistake is even in the form of omitting the subject in sentences such as in T67 (P9, K2) which writes *sorry if there are words that are not pleased*, in which the sentence does not have the subject element as the main pillar of the sentence after the predicate. The writer must never forget the existence of the subject so that he can write it so *I apologize if there are words that are not pleasing to him*. The next mistake is the inaccuracy of the use of predicates as in T8 (P2, K3) where writing words *affects* the sentence pieces *affects negatives* that should be changed to *negative effects*.

Furthermore, there is a language error in the form of a buntung sentence, namely a sentence without a subject and predicate. This error is found in T4 (P4, K2). An *apology sentence if there is an unpleasant word* is a sentence that starts from the object to the description. While the correct sentence is a sentence that has a subject and a predicate. So the improvement of the sentence is *that I apologize if there are words that are not pleasing*. The same error occurred on T55 (P3, K1) which contained *thanks for its attention* which should have been written so *I thank you for your attention*.

Another sentence writing error is the doubling of the subject that occurred in T15 (P2, K1) which contains *juvenile delinquency is a threat to the comfort of society* which is clearly a wrong and unclear sentence. The subject in the sentence should be between *juvenile delinquency* or *brawl*, not both. However, there are also two predicates, namely the word *is* and *destructive*. So that more effective sentences can be written into *juvenile delinquency such as brawls can damage the comfort of society*.

Sentence errors in the form of illogical sentences can be seen in T6 (P1, K2) which writes peace greetings to God Almighty. This sentence is an illogical sentence, which is illogical because the greeting should not be addressed to God, but to humans who hear or are in the place where the speech will be read. The illogical sentence is also found in T22 (P3, K3) which writes *that in addition to tauran, teenagers also follow drugs*. The word *follow* should be used for things that lead to things in the form of treatment or things that move and can be followed, while *drugs* are inanimate objects. This sentence would be logical if the predicate was changed to *consuming* or the object could be changed to *people who use drugs*. In addition to being illogical, there are also sentences that have ambiguous meanings such as in T4 (P1, K4). *I would like to thank him for his permission to give me the opportunity to speak here*. The sentence shows as if the party who gives the opportunity is *the permission* itself, when in fact it is the listening party such as school leaders or teachers. For this reason, in order not to make an ambiguous meaning, it can be written so *I would like to thank you for the permission given to me to make a speech here*.

The next mistake is the use of improper conjunctions and even the elimination of conjunctions. There are sentences that should use conjunctions instead only separated by commas. There are also sentences that have excessive conjunctions. In addition, there is an error in the form of the use of the word question in sentences that are not questions such as the question *how and where or where*. The most common sentence mistakes are those that are written ineffectively. The mistakes that have been described above are mistakes that occur due

to students' lack of understanding of the rules of good and correct writing. Another factor is that students are less trained in the writing process so they are not used to writing well.

### **Tendency of Language Errors in Student Speech Texts**

There are quite a lot of language errors in the speech texts of grade VIII students at SMP Negeri 29 Medan, namely in total there are 398 errors per 96 speech texts of students in grades VIII-1, VIII-2, and VIII-3. The language errors are divided into morphological errors in the form of affix, reduplication, and composition errors, as well as syntactic levels in the form of phrase and sentence errors.

Language errors in the speech text of grade VIII students at SMP Negeri 29 Medan at the morphological level amounted to 278 errors, including 202 (50.75%) affixation errors, 64 (16.08%) reduplication errors, and 12 (3.01%) composition errors. Morphological errors when percentaged reached 69.84% of the total errors.

Meanwhile, there were 120 errors in the language at the syntactic level, including 27 (6.78%) phrasing errors and 93 (23.36%) sentence writing errors. Syntax errors accounted for 30.15% of the total number of errors.

Through the number of error percentages, it can be found that the most dominant or more likely mistakes made by students are errors in morphology with a total of 278 (69.84%) errors. At the morphological level, students were also more likely to make mistakes in writing affixes or affixes with a total of 202 (50.75%) errors. As for the syntax level, where the number of errors is no more dominant than morphological errors, students are more likely to make mistakes in sentence writing, which is as many as 93 (23.36%) errors.

The misuse of language that occurs in the speech text of grade VIII students at SMP Negeri 29 Medan based on its morphological and syntactic level is due to students' lack of understanding of the rules in writing good and correct Indonesian rules, the influence factor of the mother tongue (B1) which is more often used in daily informal life, and environmental factors that accustom students to using incorrect language. These language errors show that students still have low knowledge of good and correct Indonesian writing, both grammatically and meaningfully. The large number of errors requires teachers not to ignore students' ability in language writing activities.

## **CONCLUSION**

This study examined morphological and syntactic errors in speech texts written by eighth-grade students of SMP Negeri 29 Medan. The findings indicate that students made errors at both the morphological and syntactic levels. Morphological errors included mistakes in affixation, reduplication, and composition, while syntactic errors involved incorrect phrase and sentence construction. Among these categories, affixation errors were the most frequent, reflecting students' difficulties in applying Indonesian word-formation rules accurately. At the syntactic level, sentence construction errors were more dominant than phrase errors, including ineffective sentences, missing sentence elements, ambiguity, and inappropriate conjunction use. Quantitatively, morphological errors accounted for 278 cases (69.84%), whereas syntactic errors totaled 120 cases (30.15%). Affixation errors represented the largest proportion with 202 cases (50.75%), followed by sentence errors with 93 cases (23.36%). These findings suggest that students require greater instruction and practice in morphology and syntax to improve the accuracy and effectiveness of their written language, particularly in speech-text writing.

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