ANALYSIS OF SYNTACTIC AND SEMANTIC ERROR IN THE WRITING OF INDONESIAN LANGUAGE EDUCATION STUDENTS AT PELITA HARAPAN UNIVERSITY

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Abstract

Writing skills is a basic skill that must be possessed and continuously developed by students, especially Indonesian Language Education students. Learning activity as well as educating later on after becoming a teacher will be very touching with text and writing skills. Based on observation and research conducted by researchers in writing skills Indonesian Language Education class is still low. Therefore, this research intends to find syntax and semantic errors on students' writings so that they become educator's reference in designing writing learning. This research is applying qualitative descriptive methods with interactive data analysis by Miles & Huberman. The data is 10 students' writings that consisted of 172 sentences. The result of research showed the most errors at the semantic level, especially the pleonasm category was 95 errors. Followed by 68 word choice category error, 22 misconception, and 6 equivocal sentences. In syntax level I found 24 confusion sentences and 15 word form inaccuracy.

Keywords: Writing Skills, Syntax, Semantic

Abstrak

Artikel ini membahas perkembangan media digital untuk pembelajaran bahasa Indonesia di Indonesia. Artikel Keterampilan menulis merupakan keterampilan dasar yang harus dimiliki dan terus dikembangkan oleh mahasiswa, khususnya mahasiswa Pendidikan Bahasa Indonesia. Aktivitas belajar maupun mendidik nantinya setelah menjadi guru sangat bersentuhan dengan teks dan keterampilan menulis. Berdasarkan pengamatan dan penilaian yang dilakukan peneliti di kelas, keterampilan menulis mahasiswa Pendidikan Bahasa Indonesia masih rendah. Oleh karena itu, penelitian ini bertujuan menemukan kesalahan sintaksis dan semantik pada tulisan mahasiswa agar menjadi acuan pendidik dalam merancang pembelajaran menulis. Penelitian ini menerapkan metode deskriptif kualitatif dengan analisis struktural data interaktif milik Miles & Huberman. Data merupakan tulisan 10 mahasiswa yang terdiri dari 172 kalimat. Hasil penelitian menunjukkan kesalahan paling banyak pada tataran semantik, khususnya kategori pleonasme sebanyak 94 kesalahan. Disusul oleh kategori pilihan kata 68 kesalahan, 22 kesalahan nalar, dan 6 kalimat taksa. Pada tataran sintaksis ditemukan 24 kalimat rancu dan 15 ketidaktepatan bentuk kata..

Kata Kunci*: Keterampilan Menulis, Sintaksis, Semantik.*

INTRODUCTION

Writing activities are an effective choice in the learning process because of various advantages. Ak gift, et al (1988) describe eight benefits that can be extracted. Writing activities help a person recognize his abilities and potential and can also assess the

objectivity of his own ideas. The second advantage, writing activities will provide space for someone to express, develop, and organize thoughts. The third advantage, the ability to analyze, think critically and solve problems can be trained in writing activities. The fourth advantage, someone will be encouraged to be more active in collecting, managing, and absorbing information. The fifth advantage is that writing activities are also a means of practicing language in an orderly manner.

Various benefits of writing can be obtained if we understand that writing is a process. A good writing does not just appear but is born from stages. Abidin (2015) describes four stages; 1) the stage of acquiring ideas, the author utilizes sensitivity to react to various phenomena; 2) the idea processing stage, the writer utilizes the ability to think, feel, imagine, and contemplate; 3) the idea production stage, the author utilizes knowledge of language and knowledge of work conventions. The production stage also includes the editing process prior to the 4) broadcasting stage.

Syntax and semantics are branches of linguistics that PBI students must learn because they are part of the foundation of linguistics. These two branches of knowledge are also highly correlated with writing skills. Syntax is related to the grammatical use of language units, while semantics pays attention to the meaning contained in these language units. Mastery of syntax alone makes writing grammatically orderly, but not necessarily orderly meaning or not necessarily conveying the author's intention precisely. Writing that respects semantic rules alone can lead to ambiguity of meaning, ambiguity of meaning, or pleonasm, causing misunderstandings on the part of the reader. Therefore, writing must pay attention to the rules at the level of syntax and semantics.

PBI students batch 2017 who are the subjects of this study have received basic knowledge of languages, such as Indonesian Grammar, General Linguistics, Phonology, and Reading. During the semester of the research, research subjects will receive Syntax, Semantics, and Writing courses. This makes research more meaningful because research results can be followed up directly in the learning process in the course. The results of data processing become a reference for lecturers for learning in the next semester or for conducting further research.

Due to time and ability limitations, this study analyzed four categories of semantic errors and two categories of syntactic errors. This study aims to identify forms and patterns

of language errors at the level of syntax and semantics in the writing of Indonesian Language Education students.

Writing is an activity to communicate indirectly. Readers cannot see the author's facial expressions and body gestures or the intonation and pauses in the author's voice when conveying his meaning. Language that is less organized still has a high probability of being interpreted correctly by the recipient of the information if it is conveyed orally because it is assisted by facial expressions, gestures, intonation and pauses. In contrast to communication through writing where the recipient of the information does not see the expression or hear the author's voice. Therefore, writers must be proficient in using grammar and language structure and word choice (Tarigan, 2008). Proficiency in using the grammar and structure of language as well as the choice of words is not obtained automatically, it needs practice and practice. Therefore, writing corresponds to a skill in which the ability to develop continuously according to the amount of practice. So, writing skills are abilities that continue to develop in conveying ideas and intentions by optimizing the use of grammar and structure of language and choice of words.

Someone who is skilled at writing prose is not necessarily adept at writing a scientific research article. Both require different abilities because the characteristics of writing and the organization of ideas are also different. Scientific articles tend to use passive sentences and word choices that contain denotative meanings, while prose pays attention to the development of the imagination and builds the emotions of the reader so that connotative language units become choices. This causes the skill set that must be possessed by writers to be different when writing works of fiction and non-fiction. In this study will focus on the skills of writing non-fiction texts in accordance with the subjects that will be obtained by research subjects.

Non-fiction texts in this study are writings that present facts or opinions in a systematic and logical manner, packaged in plain language, and are not imaginative. Nonfiction texts are very diverse, including essays, articles, books, scientific journals, dictionaries, biographies, newspapers, papers, proposals, research reports, and others. The writing that will be studied in this study is in the form of a simple essay consisting of three to four paragraphs. This type of writing is seen as representing the skills of writing non-fiction texts because they have the same characteristics. In addition, this research

needs to limit the length of the writing so that it is relevant to the time and ability of the researcher.

Normally, language error analysis research is carried out on subjects who are foreign speakers or the language becomes a second or third language for them. However, this research is still considered relevant because the majority of research subjects come from regions in Indonesia where the mother tongue is the local language. Second, because the students' writing skills are still minimal. Third, this study examines errors at the language level which are quite complex; between words in sentences, between sentences in paragraphs, and between paragraphs in one text.

Syntax comes from the Greek, namely sun means with and tattein means place. Verhaar (2012) mentions that syntax is "...a grammar that discusses the relationship between words in speech." This definition emphasizes the relationship between words. Ramlan in Putrayasa (2014) explains that syntax is a branch of linguistics that studies the ins and outs of discourse, sentences, clauses, and phrases. Stryker in Putrayasa (2014) argues that syntax is the study of patterns used to combine words into sentences. It can be concluded, syntax is the science that examines the pattern of arrangement of words into phrases, clauses, and sentences by paying attention to functions, categories, and roles. Syntactic errors are errors at the level of function, category, or role in a unit of language.

Semantics comes from the Greek, namely sema means sign or symbol (noun) or semaino means marking or symbolizing (verb). Semantics is a science that examines the meaning of language units (Parera, 1990). Syntax focuses on the grammatical structure while semantics focuses on the meaning generated by the grammatical structure. In this study, types of errors and meaning relations will be analyzed at the levels of words, phrases, clauses, and sentences.

Research by Kusumaningsih, et al (2017) found 128 sentences out of 20 student writings containing syntax errors. These errors are dominated by noun phrase errors. This study focuses more on word or phrase level errors so it pays less attention to errors at the sentence level or language errors in larger units. Nisa (2018) examines language errors in news published in newspapers. At the semantic level, this study found errors in word choice. The choice of words used contains a connotative meaning so that it obscures the intention of the news which should use denotative language units. This study pays

attention to the context of sentences and paragraphs so that errors in form and meaning can be found.

This research can give students and lecturers an overview of language errors that often occur in writing. This research data can also be a reference for lecturers to design learning that answers or provides writing training to reduce wrong language behavior.

METHOD

This study uses a qualitative approach with analytical methods. Qualitative research was conducted because researchers wanted to explore phenomena that cannot be quantified and are descriptive in nature (Satori & Komariah, 2014). The object of research is student writing in the form of essays consisting of three to four paragraphs. This data was obtained from learning to write in the Writing course. The data analysis technique uses the Miles & Huberman model, namely the interactive model (Satori & Komariah, 2014). This data analysis technique allows researchers to return to the data collection stage when needed. The data analysis phase is described below.

a. Data reduction

In qualitative research, the data obtained will be very large. This stage will group data into categories of syntax and semantic errors, reduce data that is not in accordance with the research objectives, and code data (coding).

b. Data presentation

The next stage is presenting data in the form of tables and words (description)

c. Conclusion drawing and verification

This stage conveys initial conclusions, verifies with data, theory, and previous research so that the final conclusions become credible. For more details, can be seen in the following chart.
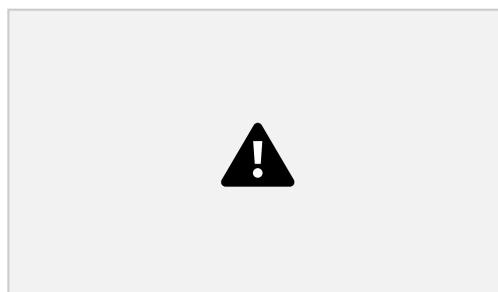
Chart 1. Miles and Huberman's Data Analysis

RESULT AND DISCUSSION

The findings from the analysis of 10 student writings with a total of 172 sentences show syntax errors and semantic errors which lead to sentence ineffectiveness. There are four categories of semantic errors and two categories of syntactic errors at the sentence level. The pleonasm category semantic error is the most frequently found error. At the syntactic level, ambiguous sentences dominate, namely 24 sentences out of a total of 172 sentences. The following shows the quantity of syntax and semantic errors.

Table 1. of Syntactic and Semantic Errors

Data Corpus	Syntax Error		Semantic Error			
	Contamination and Ambiguity	Incorrect word form	Pleonasme	ambiguity	Error of Reason	Word Choice
D1	1	1	9	0	2	6
D4	3	0	13	0	4	5
D7	1	3	7	3	4	6
D9	1	1	8	0	0	3
D16	0	1	20	0	2	7
D18	3	4	11	0	3	12
D27	2	2	12	1	2	6
D28	4	1	0	0	2	10
D29	3	1	2	2	1	7
D30	6	1	12	0	2	6
Jumlah	**24**	**15**	**94**	**6**	**22**	**68**

Based on the table above, it can be found that the semantic errors in the word choice category are spread throughout the writing with a range of 3-12 per article. Pleonasm errors are the most but the range of numbers in each writing is not evenly distributed, there are even writings that do not contain pleonasm errors. The fewest ambiguous sentences or taxa were found, six of the 172 total sentences studied. At the word level, errors in choosing words and word form errors were less than errors at the sentence level. Data with code D18 contains the most errors from other data. Only ambiguous sentences were not found in this data. Data D9 contains the fewest errors, only 13 errors with pleonasm sentences dominating. There are no errors of reason and ambiguity in the sentences.

1) **Analysis**

a) **Semantic Error**

1) **Redundancy**

Pleonasm is a semantic error that uses language units excessively. A word should not need to be used in certain sentences because the meaning to be conveyed is complete without that word. Pleonasm can be justified in certain purposes and texts. For example, prose texts use pleonasms to reinforce meaning or emphasize meaning (Putrayasa, 2010). In non-literary texts, efficient and straightforward language is needed because the main purpose is to convey information or explain an object. Zamzani (1985) describes two language follow objectives, namely technical goals and effective goals. In effective purposes do not apply extravagant norms. For example, in literary works, propaganda, campaigns, advertisements, and the like. Technical goals impose extravagant norms with measures of degree of information, probability, and functional load of linguistic forms. Therefore, pleonasms should be avoided in academic texts such as essays, papers, research reports, and so on. The following table lists the abstracted forms of pleonasm errors (similar errors are not repeated in this table).

Tabel 2. Semantic Error in Redundancy

No	Error Form	Error location	Repair
1	The plural is stated twice	**explained a lot of issues, academics, parents, teachers, students and also schools**	Presents many issues, academics, parents, for teachers, students and schools
2	Repeat words/phrases with the same meaning	**give his argument by giving a statement, along with, have a synergy, want to want**	Give a statement, along with, have synergy, want
3	Excessive use of particles and numerals	**and also, stating that, is that, giving a contribution, collaboration from academics, also that, At this opportunity, namely March 17 2019, it will be held again, one of which is regarding education,**	And, stating, is, making a contribution, academic collaboration, too, on March 17 2019 it will be held again, one of which is regarding

		the aim is to increase, regarding costs for their children's education , the quality of each generation, The population is this much, the solution to the problem	education, the aim of increasing, about the cost of education of their children, the quality of each generation, this large population, solving problems

After identifying the errors in the pleonasm category, the researcher grouped these errors into three forms. The plural expressed twice is the most pleonasm found. Adding a dependent form, adjective, or plural adverb to a repeated or plural word creates pleonasm. For example the following sentence.

D1K1	The Vice Presidential Candidate Debate which took place on Sunday, March 17 2019 presented many issues directly related to society.
D16K 7	Based on the vision and mission presented by the two candidate pairs regarding education, candidate pair one places more emphasis on increasing scholarships for the nation's young generation so that parents don't have to worry about the cost of their children's education.

In D1K1, the pronoun "issues" has a plural meaning so it doesn't need the adjective "many". This sentence can be corrected by removing the word "many" or the word "issue" does not need to be repeated. "Parents" can mean a pair, namely father and mother, but can also mean more than a pair of mother and father. The content of meaning in words is very dependent on the context of the sentence or the wider language unit. In sentence D1K7, "parents" refers to a large number of fathers and/or mothers because the context talks about "nation". Therefore, there is no need to use "para" before the word "parents". Errors like this often occur in words that can have plural meanings without adding another word or repeating it. For example, the word "human", "student", "student", and others.

The second form of error from the pleonasm category is repeating words/phrases that mean the same thing. Chaer (2009) mentions that each word has a different meaning. Different forms of words, different meanings. However, this research highlights the

element of "meaning", one of the four aspects of meaning (Pateda, 2001). An effective sentence or unit of language is a unit of language that is brief in form and dense in meaning. The following is an example of the use of words/phrases/clauses with the same meaning that are redundant.

D4K6	In the first stage, Candidate Pair number two gave his argument by giving a statement that education must collaborate with innovation.
D16K 1	As is well known, on April 17 2019 all Indonesian people will elect the President and Vice President along with members of the legislature simultaneously.

In D4K6 there are clauses "give their arguments" and "give statements". These two clauses have the same meaning. Using either one is enough to get the point across. "with" and "with" mean the same thing in certain contexts. In D16K1, the word "with" is no longer appropriate to use, just "with" is enough because it already conveys the meaning of two things that take place at the same time or are held simultaneously.

The third form of error from the pleonasm category is the excessive use of particles and numerals. The excessive use of this type of word is deliberately separated from the excessive use of other types of words because errors of this type are often made, requiring special discussion. Particles are word classes that include articles, prepositions, conjunctions, and interjections, while numeralia are word classes that show numbers or quantities (KBBI, edition V).

D18K 7	Ma'ruf's humanist attitude aims to change the nation's education so that the quality of the Indonesian nation is not looked down upon by other countries.
D16K 8	Candidate pair one will also develop research by allocating all funds to form a national research agency so that research is more effective and will also provide an endowment fund for research in education, so that it will create an advanced Indonesia, especially in the field of education.

The use of "from" and "for" in sentences D18K7 is declared pleonasm because without these two particles the meaning of the sentence is full. "Ma'ruf's humanist attitude…" is the subject of the sentence. The insertion of "from" obscures the function and without "from" the meaning is full. "…aims to change…" already contains a complete

meaning so there is no need for "to". "aimed at" already contains the meaning of "to". In D16K8, "also", "will" are used many times even "also", "will", and "and" are used together. "also" is synonymous with "and" so effective sentences do not need to juxtapose the two words. Simply use one.

1) **Ambiguity or Ambiguity**

An ambiguity is a unit of language that contains more than one meaning because it is grammatical, not lexical. Taxa sentences can be in accordance with the rules of language syntactically but the meaning contained is more than one so that it can cause misunderstanding to the reader. This study found ambiguity as the least error, only six out of 172 sentences. These errors were found in three of the writings, the other seven writings did not contain this form error.

D29K14	One of the topics above has opened the minds of the Indonesian people.
D7K4	Technological research innovation becomes a consolidated investment so that academic businesses and the government have a synergy, not just in size and number but synergistic allocations with the business world and the academic system.
D7K9	Agreed to create an endowment fund for educational research, namely future research will succeed in advancing the country and towards the ten year challenge.

D29K14 is the first sentence of the third paragraph in D29's text. The first and second paragraphs discuss more than one topic, including research, the business world, and government policy. "one of the topics above…" becomes a clause with multiple meanings because it is not clear which topic it refers to. If the context of this sentence is traced, the author's intention refers to a research topic that is not often discussed by the public. The sentence can be corrected "The research topic in the debate has opened the minds of the Indonesian people."

D7K4 is a complex sentence with an error, but only the ambiguity error form will be discussed in this section. The "his" in "allocation" can refer to innovation or investment. This error is caused by the omission of the word "fund" from the sentence. The ambiguity is most evident in the part "…created an educational research endowment …" in sentence D7K9. This clause has many meanings, such as "endowment fund for educational-themed

research" or "endowment fund for educational institutions". It can also give rise to the meaning of "endowment fund for research". If what is meant is "creating an endowment for research" then improvements can be made such as "Agreed to create an endowment for research in order to advance the country and meet the ten year challenge."

1) **Error of Reason**

Quantitatively, the sentences that contain reasoning errors are few, only 22 sentences. Pleonasm errors are nearly four times that number. However, logical fallacies are a type of error that seriously confuses the meaning of a sentence. The impact on the delivery of ideas is more negative than other types of semantic errors.

D1K16	Research opens opportunities for Indonesian children to conduct research that can hone their skills, making them creators and researchers, not just recipients of information.
D4K2	This educational theme raises a qualified way of thinking in order to be able to answer correctly and in accordance with current realities.
D30K1 0	The preventive steps that the two vice presidential candidates will take in response to the two candidate pairs are clearly different.

"Research" in D1K16 is synonymous with research, so it is not logical to say that research opens up opportunities for someone to do research. Things that can increase research opportunities are the provision of facilities, infrastructure, and funds. If the information, motivation, and competence of the younger generation is a problem, the solution is to disseminate information, increase its usefulness, and provide assistance to novice researchers. Illogical research becomes the subject of actors to open up research opportunities. This sentence can be corrected, "Research activities are a place to hone the ability of the younger generation to create, not just receive information." If what is meant is an increase in research opportunities, the following sentence can be a fix "Increasing the research budget can open up greater opportunities for the public to conduct research."

If you look closely, D4K2's sentence places "the theme of education" as the subject of the actor who "gives rise to a qualified way of thinking". Is it possible that the theme of education gives rise to a way of thinking? Educational themes can be discussed, discussed,

or developed into writing. The educational theme is not human or some kind of endeavor. Mentioning the theme of education can bring up a qualified way of thinking that certainly goes against reason. Efforts to educate can improve one's thinking skills but not the theme of education. Qualified is an adjective attached to a skill or skill. Always explain things related to performance. The use of the word "qualified" in this sentence is inappropriate because the word "way" in the sentence above raises the meaning not of skill or performance, but of a rule or style of thinking.

Sentence D30K10 clearly goes against reason because the participants in the debate were the two vice presidential candidates in question, there were no other debate participants so it was not clear who was meant by "the two pairs of candidates". Who responds to whom and whose response is different from whose response. If what is meant is that the two debate participants conveyed different responses, the sentence can be corrected, "The two vice-presidential candidates conveyed different responses."

2) **Word Choice**

Inaccuracy in the meaning of words is the second most common error in the findings of this study. Imprecision in the meaning of words is different from inaccurate word forms. The inaccuracy of the meaning of words becomes a semantic study because it looks at the appropriateness of the words used to convey a meaning in a sentence. Incorrect tenses are morphological errors. This study found 68 mistakes using words in sentences. The types of words that are most frequently used incorrectly are loanwords and conjunctions.

D1K5	Candidate for Vice President number 2 gave a response, namely building Indonesian society by providing an education system that consolidates employment opportunities.
D18K4	Ma'ruf's revitalization attitude is highly appreciated because of the goal he wants to carry out to develop children's education and moreover use strategies that are truly effective and of good quality.
D27K5	In line with the opinion of candidate pair 02, in my opinion the talent search that will be carried out is good to do because it has the potential to give birth to a generation that has skills and skills in their field, is qualified, and is capable of competence.
D28K1 9	The assessment rests with the people who will use their right to vote to see whose work program guarantees and whose work program depends on something that is not constant.

"Consolidation" means to strengthen or strengthen by uniting two or more parties. Often used to express the union of two or more companies to make them stronger from an economic standpoint. Sentence D1K5 mentions "education system" consolidating with employment. The system is a device or arrangement that is orderly and even standard as a basis for running something and employment is a place or work space. The education system is neither a party nor a place or space so it is impossible to consolidate with employment. If what is meant is that the education system needs to be reviewed so that graduates meet the needs of the job market, this sentence can be corrected, "Candidate for vice president serial number 02 responded that building Indonesian society can be done with an education system that is adapted to job market needs."

The word "revitalization" is used incorrectly in sentence D18K4 because the word "revitalization" means an effort to revive or reactivate. This word is a noun whose form is the activity or activities carried out by the subject. In sentence D18K4 the word revitalization becomes an adjective attached to "Ma'ruf" or "Ma'ruf's attitude". The word revitalization is more appropriate not to be used in that sentence so that the subject of the sentence becomes "Ma'ruf's attitude...". Tracing the sentences in D18's writing, the mistake in using the word "revitalization" is caused by the blurring of the author's understanding of the meaning and significance of "revitalization".

D27K5 contains a word choice error because it uses the word "competent". Competence is an ability that exists within a person. "competent" means having the ability. "capable of competence" is a unit of language whose meaning is obscure, it is not clear what the author meant. This error can occur because the writer does not properly understand the meaning of "competence" and the difference between it and "competition". The sentence above becomes clearer if the word "competent" is changed to "competent".

Constant is a word that means fixed or unchanging with respect to motion, temperature, or weight. The context of sentence D28K19 is not discussing movement or movement but the work program promised by the debate participants. Constant is the wrong word choice because a constant promise means a silent promise, not moving, no progress. "constant" is the wrong word choice in the sentence. "constant" can be replaced with "consistent" to express "keep promises" or "do what has been planned".

2. **Syntax Error**

a) **Alignment/Parallel Error**

In this data, 4 or 11.42% indicates that the sentences are not parallel, that is, the verbs used are not parallel. For example, the sentence "Candidate for Vice President number 1 plans to pool research funds that were previously divided between ministries and institutions so that there is one coordination." The structure of ministries and institutions should be ministries and institutions. The terms of an effective sentence have a parallel structure, namely the equivalence of the verb elements. This is in line with the description of the effective sentence requirements as described by Putrayasa (2010). As an example, "We have prayed and tried. The verbs in the sentence are not equivalent. To pray is an intransitive verb, while to endeavor is a transitive verb. The use of these different verbs cannot be in one unit. Therefore, these two words must be changed into the same verb form, namely pray and try or pray and try. Thus, an effective sentence is "We have prayed and tried" or "We have prayed and tried."

The errors that occur in student writing indicate that students' understanding and awareness of effective sentences is still lacking. In connection with this error rate, several causal factors can be described, among others, first is the habit of students writing sentences in the form of direct speech. That is, direct speech sentences are written without a good and correct selection process. Because the direct speech sentence is written, it causes the writing of the sentence elements to be wrong. For example the placement of a comma that is not right. Second, because they feel that students are native speakers of Indonesian, they ignore the rules of writing and tend to focus on the process of communication/putting importance on aspects of understanding, not on good language structure. The third is the demographic factor of students who come from outside Java with a different level of understanding than students who come from Java. This is influenced by the local culture as well as the results of learning Indonesian/student academic abilities.

CONCLUSION

The conclusions of the research are described as follows.

1. Errors at the semantic level, especially the pleonasm category, are the most common. This is related to speech behavior in Indonesian culture that emphasizes politeness rather than efficiency or efficiency.

2. Errors in word choice at the semantic level indicate low student insight and minimal reading activities.

3. Reasoning errors and ambiguity were not found indicating that the ability to convey ideas and thoughts through writing was good enough.

4. At the syntactic level, 24 ambiguous sentences and 15 incorrect word forms were found.

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