



Language Errors in Persuasive Speech Texts of Junior High School Students

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Article Info

Article history:

Received 3 March 2024

Received in revised form 3
April 2024

Accepted 17 April 2024

Keywords:

Language Errors

Syntax

Persuasive Speech Text

Abstract

The persuasive speech material of grade IX students from SMP Negeri 1 Widodaren was examined for grammatical errors. This study examines whether scientific language adheres to standardized principles using a descriptive qualitative analysis. Information is gathered via the process of seeing, documenting, and analyzing. The data revealed that the syntactic errors include both errors in phrase structures and sentence fields. The phrase structure was misused in a total of 9 instances, with 5 mistakes involving inappropriate prepositions, 4 errors involving excessive or redundant elements, 4 errors involving double sharpening, 3 errors involving excessive superlative forms, and 1 error involving wrong arrangement. The sentence field had eight instances of phrase ambiguity errors, four faults involving foreign words, and two errors where predicates were placed incorrectly. The sentence field had a total of 8 instances of ambiguity errors, 4 instances of foreign word mistakes, and 2 instances of predicates-inserted-tear errors. Based on conversations with Indonesian language teachers and many grade IX students, the linguistic errors found in persuasive speech texts for SMP Negeri 1 Widodaren students cannot be attributed to a single reason. The mistakes are caused by internal variables, such as the mastery of the mother language and the correctness of the learner, as well as external ones, such as a lack of vocabulary, comprehension of effective sentences, reading motivation, and a bad class atmosphere.

Introduction

Linguistic mistake is a transgression of the language system, indicating both a physical deviation and a manifestation of incomplete understanding and control over the system. George, in his study conducted by Nurkholis (2018), defines language mistake as the use of undesired kinds of speech, particularly those that are not preferred by program creators and language instructors. Dulay, Burt, and Krashen (Angreni & Sabardila, 2021) propose that there are a minimum of four principles that may be used to categorize linguistic mistakes. The four foundations, sometimes referred to as taxonomy, consist of taxonomy of language categories, surface techniques, comparative analysis, and communication consequences. However, the predominant sort of language mistake analysis that students often engage in while learning Indonesian is syntactic errors.

Syntax is a field within linguistics that focuses on analyzing the complex aspects of sentence construction. Syntax examines the grammatical connections between words, which together produce more complex structures such as phrases, clauses, and sentences. Nisa (2018) defines syntax as any mistake or variation from the established structure of phrases, clauses, and sentences, as well as inaccuracies in the usage of articles. Furthermore, according to Gani & Arsyad (2019), syntax is the specific field of linguistics that focuses on the internal structures of language, such as phrases, clauses, and sentences. Language faults in syntax are prevalent

in the writing activities of several pupils, particularly while composing persuasive speech writings.

Composing persuasive speech text is a writing task that involves conveying a message or information with the intention of influencing others' emotions to take official action in a certain direction. Furthermore, as stated by Ikhlasani et al. (2020) Writing persuasive speeches may be described as a kind of written communication that seeks to persuade people by conveying a certain idea or viewpoint. According to Adnyana et al. (2018), composing persuasive speech texts may assist students in articulating their thoughts, viewpoints, emotions, and in acquiring the skill of influencing others.

Students need the ability to compose compelling speech texts since writing is an integral part of classroom learning. One way a teacher might enhance students' persuasive speech writing abilities is by enhancing their writing instruction. Learning is a kind of communication that takes place inside a certain system, and the learning medium plays a crucial role as an essential aspect of that system (Assidik, 2018). Every instructor must take into account this comprehension, since it is insufficient to only grasp; providing examples and learning materials is very essential. By following this approach, students will get the necessary information and abilities to fulfill the requirements of the learning objectives.

Through the analysis of observations and interviews conducted with teachers and students at SMP Negeri 1 Widodaren, it has been determined that students commonly encounter challenges in grammar when composing persuasive speech texts. Specifically, these difficulties manifest in linguistic aspects, including the utilization of non-standard vocabulary, the inclusion of redundant words, the presence of ambiguous terms, and a deficiency in appropriate word choice. Furthermore, a study done by Septria et al. (2016) is pertinent to this topic. The study revealed that students' writings often had mistakes in grammar and spelling, as well as phrase faults such as the absence of sentence parts and misplacement of subjects.

Examples of language errors in students' persuasive speech texts in previous studies.

“Pertama marilah kita panjatkan puja dan puji syukur kita ke Tuhan Yang Maha Esa” (Sari et al., 2022)

The sentence was found to be an incorrect prepositional error. The preposition *to* should be omitted because in that context the preposition *to* simply states a place, or it can be replaced by the preposition *to*. The correction of the above sentence is as follows.

“Pertama marilah kita panjatkan puja dan puji syukur kepada Tuhan Yang Maha Esa”

“Tidak terasa hari ini passed quickly” (Achsani, 2021)

The arrangement of the sentence is not in accordance with KBBI because it uses a foreign language. The word *passed quickly* comes from English which means to pass quickly. The correction of the sentence is as follows.

“Tidak terasa hari ini berlalu dengan cepat”

“Orang yang rajin itu menemukan ide untuk membuat saluran air agar dia tidak lelah untuk membawa airnya” (Handayani et al., 2021)

The use of the preposition is not appropriate because it uses the same two prepositions, so the sentence contains exaggerated prepositions. The word *for* the second should have been replaced with *at the moment*. The correction of the above sentence is as follows.

“Orang yang rajin itu menemukan ide untuk membuat saluran air agar dia tidak lelah pada saat membawa airnya”

A study done by Ros Amalia et al. (2023) examined linguistic faults in learning texts from 36 student samples, specifically focusing on morphological flaws. In a recent study done by Tina Indri Astuti (2021), it was shown that the cover letters of class XII students had a total of 570 faults in letter use. A study done by Debi et al. (2021) found that Joko Widodo's address at the UN general assembly, published in the September 23, 2020 edition of the Kompas.com site, included 8 linguistic faults. Furthermore, a study done by Khikmawati & Assidik (2021) revealed a significant prevalence of typographical mistakes, particularly in spelling, in official correspondence within Karangmalang Village, Kudus Regency, during the year 2020. The study undertaken by Nur Qoyyimah & Sabardila (2021) examines the morphological, syntactic, and phonological faults in the speech of pupils who portray themselves as elected Regents in Blora Regency.

Methods

This study used a qualitative descriptive research design to assess the adherence to established norms in the language used in scientific activity. The primary objective of this research was to examine the linguistic faults present in the persuasive speech text writing abilities of students in the ninth grade. The study was carried out in SMP Negeri 1 Widodaren, situated in Walikukun Village, RT.03, RW.05, Widodaren District, Ngawi Regency, East Java. The study project started in April 2023 and lasted for a duration of six months, concluding in September of the same year. The focus of this research is the persuasive speech text of grade IX students, specifically examining language faults and its connection to Indonesian learning. The participants in this research consisted of grade IX students and Indonesian instructors who taught in class IX at SMP Negeri 1 Widodaren.

The data in this research is qualitative, meaning it is derived directly from the informants or resource individuals involved. The research used language faults in persuasive speech text writing abilities of grade IX students as the primary data. The research data sources include educators, learners, and persuasive speech texts authored by students. Data gathering methods include conducting interviews with instructors who teach Indonesian topics and grade IX students, followed by observations and recording. The accuracy of the data in this research was ensured by the use of triangulation methods. Triangulation strategies are used to assess the reliability of data by corroborating it with the same source using several methods (Alfansyur & Mariyani, 2020). This research included triangulation approaches, which involved using many methodologies, data sources, or perspectives to get a more thorough knowledge of the phenomenon under investigation.

Results and Discussion

The persuasive speech written by grade IX students of SMP Negeri 1 Widodaren identified language problems in the syntactic domain, namely mistakes in the use of phrase structures and errors in the sentence domain. Regarding phrase structure, a total of 9 faults were identified. These errors were caused by the impact of regional languages. Additionally, there were 5 errors related to the incorrect use of prepositions, 4 errors involving the excessive or repetitive use of components, 4 errors of double sharpening, 3 errors resulting from the excessive use of superlative forms, and 1 error related to inappropriate arrangement. The sentence field had a total of 8 ambiguous phrase mistakes, 4 errors in the usage of foreign words, and 2 errors in the placement of predicates and inserted turns.

Misuse of phrase structure

A phrase is a syntactic unit next to clauses and sentences and can be made up of two or more words. A phrase is a grammatical unit consisting of two or more words and crossing the limit of a callusal function (Ulfah et al., 2022). Language errors that commonly occur in the field of

phrases are often found in spoken or written language, errors in the use of phrase structure consist of the influence of regional languages, inappropriate prepositions, excessive or redundant use of elements, double sharpening, excessive use of superlative forms, and improper arrangement.

Cultural diversity and regional languages have a role and influence on the language obtained by a person at the next stage, especially formal or official language, namely Indonesian. The use of regional languages that are not used in their context can lead to misunderstandings. In regional languages in Indonesia there are also some words that are the same in writing and pronunciation but have different meanings. The following is an example of the misuse of phrase structure caused by the influence of regional languages in the text of students' persuasive speech.

Table 1. The influence of regional languages

No	Form of Errors in Bahasa	Correction in Bahasa
1	<i>Cara menjaga kesehatan tubuh agar tidak gampang jatuh sakit itu perlu kita ketahui.</i>	<i>Cara menjaga kesehatan tubuh agar tidak mudah jatuh sakit itu perlu kita ketahui.</i>
2	<i>Sholawat serta salam tak lupa kita haturkan kepada junjungan kita</i>	<i>Sholawat serta salam tidak lupa kita ucapkan kepada junjungan kita</i>
3	<i>Serta sumber daya alamnya yang kian hari semakin sedikit</i>	<i>Serta sumber daya alamnya yang semakin lama semakin sedikit</i>
4	<i>Ada halnya kita bersedekah tidak usah menunggu memiliki uang banyak</i>	<i>Ada halnya kita bersedekah tidak perlu menunggu memiliki uang banyak</i>
5	<i>Tetapi anak2 zaman sekarang malah pada merokok</i>	<i>Tetapi anak-anak zaman sekarang suka merokok</i>
6	<i>Kalo kalian bermalas-malasan belum tentu sukses ada ditubuh kamu</i>	<i>Kalau kalian bermalas-malasan belum tentu sukses ada ditubuh kamu</i>
7	<i>Seperti yang kita tau kesetiakawanan sosial adalah rasa solidaritas social</i>	<i>Seperti yang kita ketahui kesetiakawanan sosial adalah rasa solidaritas social</i>
8	<i>Kito sendiri sangat menyesal dengan munculnya perilaku negative pelajar</i>	<i>Kita sendiri sangat menyesal dengan munculnya perilaku negative pelajar</i>
9	<i>Dan yang paling polnya lagi adalah nikmat hidayah</i>	<i>Dan yang paling besar lagi adalah nikmat hidayah</i>

Prepositions in sentences serve to string together parts in sentences, so that the sentence becomes a complete and easy to understand sentence. Errors in using prepositions can result in ineffective use of words and will cause incoherence between sentences and paragraphs (Sugiarti & Ngaisah, 2019). Improper use of preposition often occurs in prepositional phrases that state place, time, and purpose. Here is an inappropriate use of prepositions in the text of students' persuasive speeches.

Table 2. Improper use of prepositions

No	Form of Errors in Bahasa	Correction in Bahasa
1	<i>Pada kesempatan kali ini marilah kita panjatkan puji syukur kehadirat Allah swt. yang telah memerikan rahmat dan hidayahnya kepada kita sehingga bisa berkumpul pada acara ini</i>	<i>Pada kesempatan kali ini marilah kita panjatkan puji syukur kehadirat Allah swt. yang telah memerikan rahmat dan hidayah-Nya kepada kita sehingga <u>dapat</u> berkumpul pada acara ini</i>
2	<i>Dengan mode belajar game mereka akan senang <u>dan</u> tidak membosankan</i>	<i>Dengan mode belajar game mereka akan senang sehingga tidak merasa bosan</i>
3	<i>Pencemaran lingkungan seperti <u>pembuangan limbah sembarangan tempat</u></i>	<i>Pencemaran lingkungan seperti pembuangan limbah di sembarangan tempat</i>
4	<i>Dengan bekal pendidikan kita bisa menjadikan bangsa ini sejahtera maju <u>dan sama dengan</u> bangsa lain.</i>	<i>Dengan bekal pendidikan kita bisa menjadikan bangsa ini sejahtera dan maju seperti bangsa lain</i>
5	<i>Disini saya <u>mau</u> mempresentasikan sebuah pidato dengan tema menjaga kebersihan</i>	<i>Disini saya akan mempresentasikan sebuah pidato dengan tema menjaga kebersihan</i>

The excessive use of elements is characterized by the use of synonymous words in one sentence. This makes a sentence ineffective or not in accordance with the rules of Indonesian (Mahligha et al., 2021). Here is a mistake in writing the text of a student's persuasive speech caused by excessive or redundant use of elements.

Table 3. Excessive or redundant use of elements

No	Form of Errors in Bahasa	Correction in Bahasa
1	<i><u>Yang terhormat bapak ibu guru yang saya hormati</u> serta teman” yang saya cintai</i>	<i>Yang saya hormati bapak dan ibu guru serta teman-teman yang saya cintai</i>
2	<i>Maka kita harus menjaga lingkungan kita <u>baik-baik</u> agar menghasilkan keuntungan bagi kita</i>	<i>Maka kita harus menjaga lingkungan kita dengan baik agar menghasilkan keuntungan bagi kita</i>
3	<i>Alhamdulillah pada pagi hari ini kita dapat <u>berkumpul bersama</u> dalam keadaan sehat</i>	<i>Alhamdulillah pada pagi hari ini kita dapat berkumpul dalam keadaan sehat</i>
4	<i>Kami mohon untuk bapak atau ibu untuk melakukan <u>gotong royong bersama</u></i>	<i>Kami mohon untuk bapak atau ibu untuk melakukan gotong royong</i>

Double sharpening is often found and appears in everyday language usage and sometimes there are misuses in the use of double sharpening. In a sentence only one plural marker is needed or a plural marker is not needed if the word has been repeated (Mahasiswa, 2023). The following is an error in double sharpening found in the text of a student's persuasive speech.

Table 4. Double Sharpening

No	Form of Errors in Bahasa	Correction in Bahasa
1	<i>Terimakasih untuk jasa-jasa <u>para guru-guru</u></i>	<i>Terima kasih untuk jasa-jasa para guru</i>
2	<i><u>Hari ini</u> kita dapat berkumpul <u>hari ini</u> dengan keadaan sehat wal afiat</i>	<i>Pada hari ini kita dapat berkumpul dengan keadaan sehat wal afiat</i>
3	<i><u>Mereka berfikir belajar itu tidak berguna dan hanya membuang-buang waktu saja</u></i>	<i>Mereka berpikir belajar itu tidak berguna dan hanya membuang waktu saja</i>
4	<i><u>Yang kami hormati kepala sekolah SMP 1 Widodaren</u></i>	<i>Yang saya hormati kepala SMP 1 Widodaren</i>

The use of superlative forms is a form that means "most" in a comparison. The form can be produced with an adjective very, very, once, or at most. If two adverbials are used simultaneously to describe an adjective in a sentence, a superlative occurs. This superlative adjective is called a polymorphemic adjective, which is an adjective consisting of two basic morphemes plus an affix, repetition, compounding, or combination (Muta'allim et al., 2020). The following is a misuse of superlative forms found in the text of students' persuasive speech.

Table 5. Excessive use of superlative forms

No	Form of Errors in Bahasa	Correction in Bahasa
1	<i>Menjaga kebersihan sekitar terdapat <u>banyak sekali</u> manfaat bagi kita</i>	<i>Menjaga kebersihan sekitar terdapat banyak manfaat bagi kita</i>
2	<i>Dilingkungan kita <u>sangat banyak sekali</u> pencemaran yang bermacam-macam</i>	<i>Dilingkungan kita saat ini sangat banyak pencemaran</i>
3	<i>Pertama mari kita panjatkan puja dan puji syukur kepada Allah yang telah memberikan <u>banyak sekali</u> limpahan rahmat</i>	<i>Pertama mari kita panjatkan puja dan puji syukur kepada Allah yang telah memberikan banyak limpahan rahmat</i>

Some students have difficulty understanding the language used when making persuasive speech texts, this has an impact on the use of sentences that are not in accordance with Indonesian rules so it is difficult to understand. The following is an example of improper arrangement found in the text of a student's persuasive speech.

Table 6. Improper arrangement

No	Form of Errors in Bahasa	Correction in Bahasa
1	<i>Sesudah bergotong royong nanti kita akan melakukan pendaftaran lomba panjat pinang bagi yang mengikuti</i>	<i>Bagi yang mengikuti lomba panjat pinang dapat melakukan pendaftaran setelah gotong royong</i>

Errors in Sentence Fields

A sentence is a series of words arranged according to applicable rules and arranged according to certain patterns. In addition, sentences are also referred to as a language that can relatively standalone by having a final intonation pattern containing phrases and clauses (Nurhayati, 2019). A sentence can be called incorrect because its arrangement is not in accordance with language rules. The causes of errors in the sentence field are the presence of ambiguous sentences, the use of foreign terms, and between predicates and inserted objects.

Ambiguity sentences are sentences that contain multiple meanings of language units caused by the grammatical structure of language units that cause double interpretation. Ambiguous

sentences are ineffective sentences so that they can damage language structure (Mukhlis, 2022). The following are sentences of ambiguity found in the text of students' persuasive speeches.

Table 7. Sentence ambiguity

No	Form of Errors in Bahasa	Correction in Bahasa
1	<i>Maka dari itu untuk mencegah <u>hal itu</u> terjadi marilah <u>kita semua</u> untuk menjauhi <u>tentang</u> narkoba/narkotika</i>	<i>Untuk mencegah hal itu terjadi marilah kita menjauhi narkoba/narkotika</i>
2	<i>Jika ada kesalahan kata maupun pada saat menyampaikan saya mohon maaf sebesar-besarnya</i>	<i>Mohon maaf jika terdapat kesalahan kata yang saya sampaikan</i>
3	<i>Kalau ada salah saya berucap maupun tingkah laku saya mohon maaf</i>	<i>Mohon maaf jika terdapat kesalahan kata maupun tingkah laku yang saya lakukan baik dengan sengaja maupun tidak sengaja.</i>
4	<i>Kita sebagai warga Indonesia anak mudanya kurang maju dalam hal pendidikan atau belajar</i>	<i>Kita sebagai anak muda Indonesia kurang maju dalam hal pendidikan dan belajar</i>
5	<i>Jika adanya sampah/lingkungan yang penuh dengan sampah maka dapat menyebabkan banjir jika di lingkungan sungai</i>	<i>Lingkungan sungai yang penuh dengan sampah dapat menyebabkan banjir</i>
6	<i>Demikian yang dapat saya sampaikan jika ada salah kata mohon dimaafkan dan segala kekurangan</i>	<i>Demikian yang dapat saya sampaikan jika ada salah kata dan kekurangan saat menyampaikan pidato ini saya mohon maaf</i>
7	<i>Untuk menyampaikan sepatah dua patah kata <u>patah</u> dalam rangka perpisahan ini</i>	<i>Untuk menyampaikan sepatah dua patah kata dalam rangka perpisahan ini</i>
8	<i>Yang saya hormati bapak/ibu guru <u>selaku</u> guru <u>b.indo</u></i>	<i>Yang saya hormati bapak/ibu guru bahasa Indonesia</i>

Many mistakes in the use of foreign terms are made by students during learning, it occurs because of the strategies they use in acquiring a second language, one of which is English. Many students think that the use of English in everyday life will make them look cool. However, Indonesian used simultaneously with English or other foreign languages can cause a sentence not to be in accordance with the rules of Indonesian (Ramadhiyanti, 2021). Here is the use of foreign terms found in the text of students' persuasive speech.

Table 8. Use of foreign terms

No	Form of Errors in Bahasa	Correction in Bahasa
1	<i><u>Stop</u> narkoba, supaya bangsa kita maju</i>	<i>Berhenti narkoba, supaya bangsa kita maju</i>
2	<i>Banyak anak dibawah umur yang sudah mengenal rokok, narkoba, <u>free sex</u>, dan terlibat banyak tindakan kriminal lainnya</i>	<i>Banyak anak dibawah umur yang sudah mengenal rokok, narkoba, seks bebas, dan terlibat banyak tindakan kriminal lainnya</i>

3	<i>Saya ingin mengajak teman-teman untuk mengikuti program <u>double track</u></i>	<i>Saya ingin mengajak teman-teman untuk mengikuti program pendidikan formal dan keterampilan wirausaha</i>
4	<i>Program tersebut terdiri dari tata boga, multimedia, tata rias, dan entrepreneurship</i>	<i>Program tersebut terdiri dari tata boga, multimedia, tata rias, dan kewirausahaan</i>

Errors called between predicates and inserted objects can occur when in a transitional active sentence. The sentence has an object and transitive verbs need not be followed by prepositions as an introduction to the object such as: *above*, *about* or *will* (Fadila et al., 2023). An error between the predicate and the inserted object is found in the following text of the student's persuasive speech.

Table 9. Between predicate and inserted object

No	Bentuk Kesalahan	Pembenaran
1	<i>Warga Widodaren belum sadar akan dampak buruk membuang sampah sembarangan</i>	<i>Warga Widodaren belum sadar dampak buruk membuang sampah sembarangan</i>
2	<i>Pertemuan minggu depan akan membahas tentang kebersihan lingkungan sekolah</i>	<i>Pertemuan minggu depan akan membahas kebersihan lingkungan sekolah</i>

Causes of Language Errors in Persuasive Speech Text of Class IX Students of SMP Negeri 1 Widodaren

Based on the results of interviews with Indonesian language teachers and several grade IX students, language errors in writing persuasive speech texts for grade IX students of SMP Negeri 1 Widodaren cannot be separated from the causative factors. The factors causing these errors are internal factors, namely the influence of mastery of the mother tongue and both students and external, namely lack of student accuracy, lack of mastery of vocabulary and understanding of effective sentences, lack of motivation in reading, and a class atmosphere that is not conducive.

Internal Factors

Internal factors that cause language errors are mastery of the student's mother tongue and second language. According to Slameto in (Syafi'i et al., 2018) Internal factors are factors contained in someone who is learning. The influence of regional or foreign languages results in errors in word selection or diction (Siregar, 2022). According to the teacher Indonesian grade IX SMP Negeri 1 Widodaren, students still think that the regional language they use every day is not a foreign language so there are no provisions or things that must be considered in using it. Students tend to mix Indonesian with everyday language so that it has become a habit of students in the process of writing activities without paying attention to good and correct language rules. Even though regional languages such as Javanese and Minangkabau are also included in foreign languages, let alone English.

External factors

External factors that cause language errors are factors that come from outside students such as lack of student accuracy, lack of vocabulary mastery and effective sentence understanding, lack of motivation in reading, and a class atmosphere that is not conducive.

Lack of Student Rigor

Lack of accuracy in writing students is one of the factors causing language errors among students. Errors that can occur due to inaccuracy, namely writing errors. Most of the students who became resource persons said that one of the factors that influenced errors in writing activities was lack of accuracy and impatience. Students tend to want to finish doing assignments quickly so they don't check again whether there are writing errors or not. Inaccuracy in writing is also revealed by teachers as one of the factors causing language errors.

Lack of Vocabulary Mastery and Effective Sentence Comprehension

Lack of vocabulary mastery is caused by many students who do not understand the systematics and structure in writing sentences so that the meaning of sentences becomes unclear or ineffective. In addition, there are also many dictions or word choices that are not right and do not use standard vocabulary. According to Tarigan in (Samini & Suendarti, 2020) The quality of a person's language obviously depends on the quantity and quality of vocabulary he has. The richer the vocabulary we have, the more likely we are to be skilled in language and understand effective sentences.

Lack of Motivation in Reading

According to teachers, Indonesian in this modern era makes students more lazy to read books, they prefer to read through mobile phones and then quote from the internet to do assignments. According to him, students' love of reading affects the ability to get ideas. Students who like to read will easily get ideas so that they can pour these ideas into writing, while students who are less fond of reading books will take a lot of time to think of their writing ideas so that a lot of time is wasted. In addition to the times, the lack of environment factors that make reading culture also affect students' reading motivation.

Unconducive Class Atmosphere

A class atmosphere that is not conducive is one of the causes of language errors in the text of students' persuasive speeches. According to one of the students who was a resource person when writing persuasive speech texts, the classroom conditions at that time were quite crowded so that it interfered with his concentration on writing. In addition, according to teachers, Indonesian writing and composing during the day also affect students' concentration. If learning to write and compose is done after the first break or before noon, the concentration and thought process of students decreases.

Efforts to Overcome Language Errors in the Text of Persuasive Speech of Class IX Students of SMP Negeri 1 Widodaren

The existence of language errors in persuasive speech texts made by students must be overcome so that the same errors are not repeated in the future, at least these errors can be reduced as little as possible. The following are efforts that teachers and students can make to reduce language errors in persuasive speech texts.

Improve Mastery of Language Rules

From the results of interviews with Indonesian teachers and grade IX students of SMP Negeri 1 Widodaren increasing mastery of language rules can be done by giving back material about language rules. The provision of material on language rules must be devoted to a certain time so that students can understand correctly the correct use of language rules and also to avoid the same mistakes from being repeated again. Or the teacher reminds the material about language rules to students every day before starting the lesson.

Increasing Writing Practice

Writing and composing such persuasive speech texts requires a good command of language. From the results of interviews with teachers Indonesian grade IX SMP Negeri 1 Widodaren, it can be seen that the efforts made to overcome the factors that cause language errors are to improve practice through assignments then observe student writing at each stage then provide careful correction of the student's writing. With this writing practice, students will be more skilled and thorough in writing so that writing will become better.

Fostering Student Motivation in Writing Activities

Writing can be done anywhere and anytime. Writing activities can not only be done during learning activities at school, but many students never take time outside of school activities to write. To anticipate this, teachers must more often provide motivations to students to often do writing exercises. With these efforts, it is hoped that students can be motivated to understand more about language standards in writing activities (Saputra et al., 2020).

Building a Conducive Class Atmosphere

Creating a classroom as a learning community certainly involves the role of teachers carefully and responsibly in designing a classroom learning atmosphere that is not boring. The classroom community is a group of individuals who have differences and abilities in learning, besides that the class also has limited boundaries that will limit the range of exploration and space for members of the learning community so that the role of teachers in reconstructing the learning climate is needed (Wahid et al., 2018). With a conducive classroom atmosphere, students can concentrate on writing and composing activities. By concentrating, students can minimize language errors in the persuasive speech text they make.

Conclusion

Based on the results of research analysis of language errors in the persuasive speech text of grade IX students of SMP Negeri 1 Widodaren, it can be concluded as follows.

Language errors in students' persuasive speech texts on the use of phrase structures were found: (1) 9 errors due to the influence of regional languages, (2) 5 errors of improper prepositions, (3) 4 errors of excessive or redundant use of elements, (4) 4 errors of double sharpening, (5) 3 errors of excessive use of superlative forms, and (6) 1 improper arrangement. While errors in the sentence field, namely: (1) 8 ambiguity sentence errors, (2) 4 errors in the use of foreign terms, and (3) 2 errors between predicates and inserted torn.

Based on the results of interviews with Indonesian language teachers and several grade IX students, language errors in writing persuasive speech texts for grade IX students of SMP Negeri 1 Widodaren cannot be separated from the causative factors. The factors causing these errors are internal factors, namely the influence of mastery of the mother tongue and both students and external, namely lack of student accuracy, lack of mastery of vocabulary and understanding of effective sentences, lack of motivation in reading, and a class atmosphere that is not conducive.

Efforts that can be made by Indonesian teachers and grade IX students of SMP Negeri 1 Widodaren to overcome the occurrence of language errors in persuasive speech texts are by increasing mastery of language rules, increasing writing practice, fostering student motivation in writing, and building a conducive classroom atmosphere.

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