ANALYSIS OF MORPHOLOGICAL ERRORS IN EXPLANATORY TEXTS FOR STUDENTS OF SMPN 1 TEBING TINGGI

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Abstract-- This study aims to describe morphological errors in the writing of explanatory texts for students of SMP Negeri 1 Tebing Tinggi. The source of the data in this study was an explanatory text essay for class VIII students. The total number of texts is 42 texts. The method used in this study is a qualitative descriptive method. Errors in the level of language morphology in the explanatory text of class VIII SMPN 1 Tebing Tinggi were identified as many as 25 cases, namely 15 or 60% of affixation errors, 7 or 28% of reduplication errors, and 3 or 12% of compositional errors. Overall, the data shows that the errors in the language morphology level of the eighth grade students of SMPN 1 Tebing Tinggi of all the words produced by the students are 0.306% consisting of 0.183% affixation, 0.085% reduplication, and 0.036% composition. So it can be concluded that the student's morphological error assessment is included in the very good category with a value of 99.694%. The results showed that the language skills of the students of SMPN 1 Tebing Tinggi at the morphological level were very good.
Keywords: Morphology, Affixation, Reduplication, Composition, Explanatory Text

INTRODUCTION

In the process, not a few errors were found in the language. In line with that, an analysis of errors in language is needed to meet the quality of good and correct language speakers. Although familiar with the analysis of language errors, this study cannot be underestimated. Because, this study is a kind of control in linguistics. In practice, according to Sunaryo (in Nurhadi, 1995:30) who describes that language error analysis is talking about activities. The activity in question is how a student or group of students takes notes, identifies, describes, and evaluates which is based on language rules aimed at theoretical and practical. In a sense, Tarigan's statement (2019:60) is also almost the same, only the difference is the classification. The classification is based on the cause and the seriousness of the error. In line with this, Parera's theory (1997:143) adds that the analysis carried out is paired with the effects of interference or transfer at the phonological level, morphological level, syntactic level, and semantic level. Various theories described by experts, it can be concluded that the focus of the study on the analysis of language errors lies in the process or activity. Activities carried out to identify, classify errors, evaluate and find answers as solutions to existing linguistic problems.

Language teaching and language errors are interrelated. According to Tarigan (2019: 59) the relationship between the two is like water and fish. As fish can only live in water, language errors often occur and are found in language teaching. The contrastive analysis hypothesis states that language errors are caused by differences in the student's first language system with the second language system they are studying. The difference between the two languages can be used as a basis for predicting language errors that will be made by students.

Today, writing skills according to the language rules possessed by students are not evenly distributed. There are still many errors, especially in the morphological elements. These errors are not only found at the junior high school level but also at the high school level.

According to Setyawati (2019), both written and spoken variety can result in language errors in word formation or at the morphological level. Errors in language at the morphological level are usually caused by many things. Classification of language errors at the morphological level include the removal of affixes, sounds that do not melt when they should melt, sounds that melt when they shouldn't, replace morphs, abbreviate morphs (mem-, men-, meng-, meny-, and complain-), inappropriate use of affixes, improper determination of basic forms, improper placement of affixes in word combinations, and (i) improper repetition of compound words.

As explained in the results of research conducted by Uswati and Maulindah with the title "Morphological Errors in Explanatory Texts of Students of SMA Negeri 7 Cirebon" and research conducted by Prasetyo, et al with the title Analysis of Linguistic Errors in Explanatory Texts of Writings for Class XI Students of SMA Negeri 1 Petanahan In the Framework of Learning to Write Explanatory Texts for the 2017/2018 Academic Year". Both of them showed the same results, namely that there were still many errors in the morphology level of high school students when writing explanatory texts.

Based on the research results, if high school students still find many errors in writing such as in the affixation, reduplication, and composition sections, the writing results of junior high school students need to be investigated. Because high school students who are considered to have a higher class are still found to have some problems, then what about junior high school students who also have the same basic materials and competencies (KD), namely, demands in producing explanatory texts.

RESEARCH METHOD

Nazer (2013: 43) says the research method is the method used by researchers in collecting research data. The method used in this study is a qualitative descriptive method. This study seeks to describe an event in detail, systematically, carefully, and factually regarding the problem.

The variable studied in this problem is to analyze morphological errors in the writing of explanatory texts for class VIII SMPN1 Tebing Tinggi students in the 2020/2021 academic year. The research instrument was carried out with documentation and observation guidelines. Documentation guidelines are carried out by analyzing morphological errors in students' explanatory text writing, while observation is by taking data into the field. This research was reviewed by collecting data on morphological errors in students' explanatory text writing. As for in this study, the data analysis techniques carried out are as follows.

1. First, the researcher reads and understands students' writing,
2. Second, the researchers marked the results of student writing that contained morphological errors,
3. Third, researchers identify, classify, analyze, and describe any morphological errors contained in students' writing including affixation, reduplication, and compositional/compounding errors in student writing.
4. Fourth, the researcher calculates the percentage of morphological errors from each sample studied according to the type of deviation of the sample being studied, using a formula that has been modified for research purposes (Sudijono: 2010) with the formula:

$$PSP = \frac{SP}{XP} \times 100\%$$

Information:
PSP : Percentage of each type of morphological error in the sample.

SP : The number of errors of each type of deviation in the morphological plane in the sample.

XP : The number of words used.

5. Fifth, the researcher calculated the percentage of morphological errors as a whole (Sudijono, 2010) with the formula:

$$PSK = \frac{SK}{XK} \times 100\%$$

Information:

PSK : Total percentage of deviations overall.

SK : The total number of deviations from each type of deviation in the morphology field.

XK : The total number of word usages.

6. Sixth, the researcher determines which morphological writing deviations are mostly done by students in writing explanatory texts,

7. Seventh, the researcher determined the average number of morphological errors and then converted to table the percentage categories of each type of morphological error in the sample.

8. Eighth, the researcher discusses the results of the analysis, and

9. Ninth, the researcher concludes the results of data analysis.

FINDINGS AND DISCUSSION

A. Author's Social Background

The findings in this study indicate that there are 8153 words from 42 texts for students of SMPN 1 Tebing Tinggi. The total of 2091 words underwent a morphological process. There are 1883 words undergoing the process of affixation, reduplication of 71 words, and composition of 137 words.

After being analyzed, errors were found from various morphological fields. The data that identified morphological errors showed 15 cases of affixation errors, 7 cases of reduplication, and 3 cases of composition. In addition, in the formation of words in the writing of explanatory texts, the researchers found that there were other errors, namely prepositions which were often considered as affixes, totaling 52 cases. Here is the error data.

a. Error in Affixation

As many as 42 texts were analyzed, there were 31 student texts identified with morphological errors. From the 31 texts, 15 cases of affixation errors were found. However, the errors obtained are not many. Of the 1883 words identified as affixed words, the error percentage is 0.79%. These errors are menggerakan, scra, kebanyakaan, di tambah, di sertai, menggerakan,ilmuan, di sebabkan,berkuatan, mengangu, dihemat, di sebabkan, di lakukan, sebagai nya, tetimbundi tambah, di sertai, and tetimbun. The following is a discussion of errors in the affixation.

1) Data: Kemudian angin ***menggerakan*** awan melintasi berbagai macam dataran menuju ke udara yang lebih dingin.

   Analysis: In this sentence the form of *menggerakan* is wrong because the basic form is *gerak*. In the context of its meaning, the word move is something that makes it move to produce movement. This is a verb so giving the affix me- ..-an should be *menggerakkan*.

   Repair: *Menggerakkan*

2) Data: Seperti manusia berhubung satu sama lain ***scra*** langsung antar daerah.

	Analysis:	In this sentence, the word *scra* is something that needs to be discussed. The word identified the presence of homophone affixes, namely affixes that sound or sound the same but are two or more different morphemes. The word *scra* should be written correctly to be. The prefix se- is given to the word in a cara, that is, according to the se*cara*.
	Repair:	Secara
3)	Data:	Sekitar 50% dan semua bangunan rusak terkena tsunami, namun **kebanyakaan** korban disebabkan oleh tsunami yang menghantam pantai barat Aceh dan Sumatera Utara.
	Analysis:	The basic form of the word mostly is banyak. If the confix ke –an in the basic form is banyak, the word that is formed is kebanyakan. Because, the basic form is not banyaka.
	Repair:	Kebanyakan
4)	Data:	**Di tambah** lagi dengan selokan/parit yang mampet gara-gara sampah masyarakat di lingkungan tersebut.
	Analysis:	In this sentence, it can be seen that the affix di- (prefix) should not be spaced. The formation of the word added should not be separated. Morph di- is a prefix that indicates the meaning of the addition. The correct form is ditambah.
	Repair:	Ditambah
5)	Data:	Gempa itu **di sertai** gelombang pasang tsunami yang menyapu beberapa wilayah lepas pantai di Indonesia (Aceh dan Sumatera Utara), Sri Lanka, India,Bangladest, Malaysia, Maladewa dan Thailand.
	Analysis:	In this sentence, the morph of accompanied by is a prefix, so it must be combined. Morph di-i in the word as well is an affix, so the writing must be combined.
	Repair:	Disertai
6)	Data:	Angin matahari sebuah aliran partikel yang keluar dari matahari yang **menggerakan** sebagian atau sejumlah besar muatan listrik di atmosfer (Sabuk Van Allen).
	Analysis:	In this sentence, the word move becomes an error in the use of the affix. In addition to not according to the rules, it is also related to its meaning. The correct form is to move. The meaning of to move is to make move. This indicates that the word is a verb. And in line with that, according to the rules of the Indonesian language, the affix me-/+ gerak +-kan. This type is called simulfix.
	Repair:	Menggerakkan
7)	Data:	Para **ilmuan** biasa mengartikan dengan sebutan gelombang pasang dan gelombang laut akibat gempa.
	Analysis:	The use of suffixes in the basic form of science to show the meaning of an expert is not appropriate. The suffix that should be used is –wan. The suffix -wan comes from Sanskrit and has been accepted in Indonesian as a word-former which expresses the meaning of 'a person who has something (nature) as in its basic form'. The formation of words with the suffix -wan according to the rules or standards is ilmu + -wan to become a ilmuwan.

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	Repair:	Ilmuwan
8)	Data:	Tsunami merupakan gelombang laut yang datang secara tiba-tiba dengan kecepatan yang tinggi menuju kawasan pantai *di sebabkan* karena aktivitas *gunung merapi* atau gempa *dibawah laut*.
	Analysis:	In this sentence, the word "caused" is the highlight. The reason is that the imbuhan di- (prefix) in the word should not be spaced. The affix di-..-into the word cause is an affix that should be written in combination. The combined suffix di-kan (simulfix) given to the word cause gives meaning to the cause.
	Repair:	Disebabkan
9)	Data:	Risiko tsunami dapat dideteksi dengan sistem peringatan dini tsunami yg mengamati gempa-gempa *berkuatan* besar.
	Analysis:	In that sentence, the highlight of the error is the form of the word with a strong word. The suffix ke-an (confix) on a strong word makes the word meaningless. Because of its origin, the prefix has- + verb (kekuatan). Strength means having power. So that it becomes an affixed derivative form. The word with berkuatan has no meaning. There are errors that need to be corrected.
	Repair:	Berkekuatan
10)	Data:	Dampak kekeringan bisa *mengangu* kegiatan masyarakat seperti memasak, mandi, mencuci, dan sebagainya.
	Analysis:	In this sentence, the use of the prefix men- is incorrect. The exact form should be distracting. The wording is not correct. The basic form of the word disturbing is disturbing. So, when given an affix, the word that is formed is mengganggu because the prefix meets the phoneme /g/ to become meNG.
	Repair:	Mengganggu
11)	Data:	Penggunaan air juga sebaiknya lebih *dihemat* lagi untuk jaga-jaga apabila nanti kekeringan datang melanda
	Analysis:	In this sentence, the words are dihemat as if they are appropriate in the context of the circumstances in which they were built. However, it turns out that this is not in accordance with the rules and is not acceptable. The suffix di- in the basic form of hemat has no meaning or is unacceptable. This is caused by the word frugal which is an adjective (adjective). When an adjective is prefixed with di- + adjective, then according to the rules and its meaning, the word is not acceptable. So, it is better to replace it with frugality without being rewarded. With a note that the sentence must have a subject, for example the word 'use' in the sentence is changed to 'user'.
	Repair:	Berhemat
12)	Data:	Kabut asap ini *di sebabkan* terjadinya kebakaran hutan yang terjadi di riau dan memaparkan pusat kabut asap dan dampaknya terjadi di Labuhan

Bilik.

Analysis: In this sentence, the word di sebabkan is indicated by a morphological error of language. The reason is in KBBI the word sebab is a noun (word class). Affix di-.; passive + sebab +-kan ;transitive. This means that the word is caused by a transitive verb form. the word cause produces the meaning of the reason for something because of what. Cause is not a preposition, but a prefix so that the writing must be combined. If you look for it on the online KKBI, you can't find this word form. The provision of affixes can be said to have not been inputted, as well as in the KBBI Thesaurus in the network. However, if we look at the printed literature, such as the Third Edition of Standard Indonesian Grammar, it can still be found. That is, the word formation being analyzed is not wrong because it doesn't exist but is wrong because it is not written correctly.

Repair: Disebabkan

13) Data: Untuk melindungi diri dari resiko gejala kabut asap yang terjadi *dilabuhan bilik* walau banyak **di lakukan** tindakan pencegahan dengan secepat mungkin.

Analysis: In this sentence, the word "di lakukan" becomes something that needs to be discussed. The word laku is a bound morpheme that must be combined with another morpheme or morpheme. In the word di-..-kan + laku is an affix and must be combined. So that the correct writing is done.

Repair: Dilakukan

14) Data: Ilmu pengetahuan, budaya, dn **sebagai nya** yg terjadi di sekitar memiliki hubungan sebab akibat.

Analysis: In this sentence, the word *sebagainya* is a preposition to express the same thing. Meanwhile, the morpheme is a bound morpheme which implies similar things such as science and culture. So in its proper formation it should not be separated, namely as + as +. In addition, there are still free morphemes that are spelled incorrectly as in the sentence above.

Repair: Sebagainya

15) Data: Selain itu kerugian materi seperti kehilangan rumah, tanah, harta benda yang harus direlakan karena **tetimbun** oleh longsoran?

Analysis: In this sentence there is an error in the morphology of the language, namely the word *tertimbun*. Morphemes will have allomorphs to become te- if they meet a root word with the initial phoneme /r/ and (ii) attached to a root word whose first syllable contains the element [er]. Vice versa. So the word *tetimbun* is piled up and must be corrected.

Repair: Tertimbun

b. Error in Reduplication

Reduplication errors or word repetitions are an important highlight in terms of writing. In this study, eleven cases of reduplication errors were found. There are ten errors caused by the abbreviation of writing, namely: butir2, masing2, tiba2, hati2, orang2, sehingga-hingga, dan sehari2. Here's a discussion of the error.

1) Data: Pelangi atau bianglala adalah fenomena alam yang terjadi karena pembiasan cahaya matahari oleh ***butir2***air.

   Analysis: In the sentence there is an abbreviation of the form of repetition of words that uses the square sign /2/. This certainly does not reflect the use of language that is good and correct. The word grain gives the meaning that the rainbow occurs due to the refraction of sunlight by small spheres of water. Abbreviation in reduplication writing can cause meaninglessness of a word. With this abbreviation, the morphological process of the reduplication field is not clear. It is true that repetition of words can be shortened. However, this is provided that the word is a compound word. However, the abbreviations are not as above.

   Repair: Butir-butir

2) Data: Dan ***masing2*** ujungnya mengarah pada titik yang berbeda.

   Analysis: In the sentence there is an abbreviation of the form of repetition of words that uses the square sign /2/. This certainly does not reflect the use of language that is good and correct. Each word should not be abbreviated. Each morpheme is a bound morpheme which if it is not repeated the word is meaningless. However, when it is repeated the meaning is different for each person. Abbreviation in reduplication writing can cause meaninglessness of a word form. With this abbreviation, the morphological process of the reduplication field is not clear. It is true that repetition of words can be shortened. However, this is provided that the word is a compound word. However, the abbreviation is not as above.

   Repai: Masing-masing

3) Data: Gerhana adalah fenomena alam tetapi dalam sejarahnya sering dianggap sebagai pertanda atau firasat dan dapat memicu rasa takut karena matahari tampak hilang dan langit menjadi gelap secara ***tiba2*** karena tempat dan waktu gerhana matahari masa lalu dapat diketahui melalui perhitungan astronomi.

   Analysis: In the sentence there is an abbreviation of the form of repetition of words that uses the square sign /2/. This certainly does not reflect the use of language that is good and correct. If the word is suddenly not repeated perfectly then the sentence will become a taxa. Of course the words suddenly and suddenly are different things. Arrived means it has come while suddenly is suddenly. Abbreviation in reduplication writing can cause meaninglessness of a word form. With this abbreviation, the morphological process of the reduplication field is not clear. It is true that repetition of words can be shortened. However, this is provided that the word is a compound word. However, the abbreviation is not as above.

   Repair: Tiba-tiba

4) Data: *Diberbagai* negara *diseluruh* dunia, sungai yang rawan banjir dikendalikan *dgn* **hati²**.

   Analysis: In the sentence there is an abbreviation of the form of repetition of words that uses the square sign /2/. This certainly does not reflect the use of language that is good and correct. The difference in the meaning of the

heart with caution is very different. The heart can mean the organ of the body, the heart, the inner part, the inner nature of man, or what is felt in the mind. While careful means alert. So things like this need to be observed and should not be taken lightly. Abbreviation in reduplication writing can cause meaninglessness of a word form. With this abbreviation, the morphological process of the reduplication field is not clear. It is true that repetition of words can be shortened. However, this is provided that the word is a compound word. However, the abbreviation is not done as above.

Repair:	Hati-hati

5) Data: *Meski kerusakan akibat banjir dpt dihindari dgn pindah menjauh dari sungai dan badan air yang lain, **orang^2**menetap dan bekerja dekat air untuk mencari nafkah dan memanfaatkannya biaya murah serta perjalanan dan perdagangan yang lancar dekat perairan.*

Analysis: In the sentence there is an abbreviation of the form of repetition of words that uses the square sign /2/. This certainly does not reflect the use of language that is good and correct. In terms of the meaning of the number, the word people indicate a single number. It is different if it is repeated, it shows the plural context. Abbreviation in reduplication writing can cause meaninglessness of a word form. With this abbreviation, the morphological process of the reduplication field is not clear. It is true that repetition of words can be shortened. However, this is provided that the word is a compound word. However, the abbreviation is not done as above.

Repair: Orang-orang

6) Data: *Sehingga-hingga sekarang gunung berapi masih menjadi hal yang menyeramkan untuk manusia karena luar biasanya gunung berapi sampai bisa mengakibatkan terbentuknya pulau dan danau bahkan bisa menutupi atmosfer bumi yang menyebabkan perubahan suhu yang ekstrim.*

Analysis: In this sentence there is an error in repeating the word. The word up means to become or limit. By doing repetitions that add morphs at the beginning of the word, it is enough and there is no need to add the word up again. Because it can cause meaninglessness of a word form.

Repair: Sehingga

7) Data: Kemiskinan terjadi sebab beberapa faktor salah satunya adalah keterbatasan kelengkapan pendidikan dan pemenuhan kebutuhan *sehari2,* bangkrut, musibah, perbedaan, struktur sosial juga menjadi faktor masalah kemiskinan.
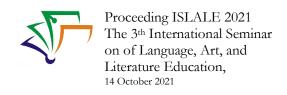
Analysis: In this sentence, everyday forms need to be analyzed. Sepada day is a prefix combined with the word hari which is partially repeated and has the meaning every day; every day. It's just that the abbreviation in reduplication writing can cause meaninglessness of a word and misperceptions in interpreting it become everyday. Of course this is an error that must be corrected.

Repair: Sehari-hari

c. Error in Composition

The results showed that there were 3 cases of morphological errors in the composition of the explanatory text of the students of SMPN 1 Tebing Tinggi. The error was caused by improper writing. Of the 137 identified compositions, 3 compositions were found to have errors, namely mau pun, ataupunatom, dan gunung merapi. Here's a discussion of the error.

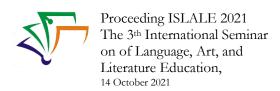|		
1)	Data:	Pelangi juga tidak akan terlihat *dimalam hari* **mau pun** saat mendung, ini menandakan jelas kalau pelangi adalah peristiwa alam karena pembiasaan cahaya.
	Analysis:	In this sentence, even the use of particles, if combined with the word want, cannot be separated. Because conjunctions cannot be separated. Because it has been agreed that the form or not should be separated. This refers to the Indonesian language system itself.
	Repair:	Maupun
2)	Data:	Warna-warna yang dihasilkan aurora disebabkan adanya bentukan partikel dan molekul **ataupunatom** yang berbeda.
	Analysis:	In that sentence the word atupunatom is the form that needs to be discussed. With the unification of the word or-or-atom, the word is meaningless. The word /atom/ should be separated from the word /or/. Because the word or is a conjunction which must be written separately from the word atom. Writing conjunctions should not be combined with other words.
	Repair:	Ataupun atom
3)	Data:	Tsunami merupakan gelombang laut yang datang secara tiba-tiba dengan kecepatan yang tinggi menuju kawasan pantai *di sebabkan* karena aktivitas **gunung merapi** atau gempa *dibawah laut*.
	Analysis:	In this sentence the form of the word Gunung Merapi is the highlight that needs to be discussed. The use of me on volcanoes is meaningless according to the context of the writing. It should be affixed with-. Mount Merapi is the name of a volcano in Indonesia. Based on the condition of the context of the sentence, the writing of Mount Merapi is not in accordance with the meaning of the sentence. Mount Merapi should be interpreted as the name of the most active volcan in Indonesia. So it must be replaced with berapi.
	Repair:	Gunung berapi

d. Preposition Use Error Case Finding

It is undeniable that misperceptions are still happening in terms of understanding the use of affixes with prepositions in producing a text. Often omissions and confusion hit how good and correct writing should be in terms of giving affixes and prepositions. This is also found in students' explanatory text writing. class VIII SMPN 1 Tebing Tinggi. There were 52 errors identified from the 42 texts analyzed. Although it was not the main discussion at the morphological level, it was deemed necessary to convey this in order to be an improvement in the future. The error is *dimasyarakat, dizaman, didalam, disekitar, disiang hari, dimalam hari, diantara, disepanjang, didasarnya,didekatnya, dimana, dipermukaan, ketempat, diantaranya, keatas, dipikiran, diaceh, disebelah, disomalia, kemanusia, disekitarnya, didasar, disekitar, keberbagai, diatas, disuatu, disungai, dibalik, didalam, didalam, disekitarnya, disekitarnya, didalam, dibawah, dibawah,* **disekitar, disepanjang, dibawah laut, kedaratan, didasar laut, disekitar, dimana, diantaranya, didaerah, didasar, dikawasan, dimana, kedepannya, ditempat, dilabuhan bilik, ketempat, and**

didekat.

e.   Morphological Error Percentage

Errors at the level of language morphology in the explanatory text of class VIII SMPN 1 Tebing Tinggi students identified 25 cases, namely 15 or 60% affixation errors, 7 or 28% reduplication errors, and 3 or 12% compositional errors. Overall, the data shows that the errors in the language morphology level of the eighth grade students of SMPN 1 Tebing Tinggi of all the words produced by the students are 0.306% consisting of 0.183% affixation, 0.085% reduplication, and 0.036% composition. So it can be concluded that the student's morphological error assessment is included in the very good category with a value of 99.694%.

Table 2 Percentage of Morphological Error Assessment of Students of SMPN 1 Tebing Tinggi

Field	Percentage	Category
Affixation	99,817%	Very good
Reduplication	99,915%	Very good
Composition	99,964%	Very good

CONCLUSION

Based on the research results that have been described and analyzed in the previous chapter, it can be concluded that the findings in this study indicate that there are 8153 words from 42 texts for SMPN 1 Tebing Tinggi students. A total of 2091 words underwent a morphological process. There are 1883 words undergoing the process of affixation, reduplication of 71 words, and composition of 137 words.

Errors in the level of language morphology in the explanatory text of class VIII SMPN 1 Tebing Tinggi were identified as many as 25 cases, namely 15 or 60% of affixation errors, 7 or 28% of reduplication errors, and 3 or 12% of compositional errors. Overall, the data shows that the errors at the language morphology level of the eighth grade students of SMPN 1 Tebing Tinggi of all the words produced by the students are 0.306% consisting of 0.183% affixation, 0.085% reduplication, and 0.036% composition. So it can be concluded that the student's morphological error assessment is included in the very good category with a value of 99.694%.

In addition to affixation errors, reduplication and composition of the data indicate that there are quite a lot of errors in the use of prepositions. This error is not discussed in the title of this study, but the researcher feels the need to convey it so that it becomes material for improvement. Because the perception of prepositions that are considered as affixes must be evaluated and corrected immediately so that the quality of the language of the country's children becomes quality so that quality communication occurs as well.

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