



Analysis of Errors in the Use of Standard Language in Descriptive Texts for Grade VII Students of SMP Negeri 34 Surabaya

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ABSTRACT

This study aims to identify and describe the types of writing errors made by seventh-grade students at SMP Negeri 34 Surabaya in descriptive texts, including spelling errors, standard word choice, and effective sentences. This study uses S. Pit Corder's error analysis theory. The data sources for this study come from students' descriptive texts that contain errors or deviations from the EYD, KBBI, and standard grammar guidelines. The research data is presented in the form of error analysis using a descriptive-qualitative approach in the form of content analysis. The data collection techniques used were observation, interviews, and writing tests. The data analysis techniques used included reduction, data presentation, and conclusion drawing. The results of the study show that from 30 data sources, 505 errors were found, consisting of 444 spelling errors, including 210 errors in the use of capital letters and 26 errors in the use of italics; 46 errors in the use of periods and 62 errors in the use of commas; 17 errors in affixation, 21 errors in prepositions, and 72 errors in word abbreviations. Errors were also found in the selection of standard words (26 errors) and the construction of effective sentences (35 errors). The results of interviews with Indonesian language teachers show that the main cause of writing errors is students' lack of mastery and understanding of standard writing rules. Based on the results of the study, it can be concluded that students still lack understanding of the use of standard Indonesian grammar, so in-depth learning is needed to improve students' language skills.

Keywords : language errors, descriptive texts, student

Analisis Kesalahan Penggunaan Bahasa Baku dalam Teks Deskripsi bagi Siswa Kelas VII SMP Negeri 34 Surabaya

ABSTRAK

Penelitian ini bertujuan untuk mengidentifikasi dan mendeskripsikan jenis-jenis kesalahan penulisan yang dilakukan oleh siswa kelas VII SMP Negeri 34 Surabaya pada teks deskripsi meliputi kesalahan ejaan, pilihan kata baku, dan kalimat efektif. Penelitian ini menggunakan teori analisis kesalahan berbahasa (*error analysis*) S.Pit Corder. Sumber data penelitian ini berasal dari hasil penulisan teks deskripsi siswa yang terdapat kesalahan atau penyimpangan dari pedoman EYD, KBBI, dan tata bahasa baku. Data penelitian disajikan dalam bentuk analisis kesalahan berbahasa dengan pendekatan deskriptif-kualitatif berupa analisis isi. Teknik pengumpulan data yang digunakan yaitu observasi, wawancara, dan tes menulis. Teknik analisis data yang digunakan meliputi reduksi, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa dari 30 sumber data ditemukan 505 kesalahan yang terdiri dari kesalahan penulisan bidang ejaan sebanyak 444 meliputi, kesalahan penggunaan huruf kapital 210 dan huruf miring 26; kesalahan penggunaan tanda titik 46 dan tanda koma 62; penulisan afiksasi 17, preposisi 21, dan penyingkatan kata 72. Adanya kesalahan juga ditemukan dalam bidang pemilihan kata baku sebanyak 26 serta penyusunan kalimat efektif sebanyak 35 kesalahan. Hasil wawancara guru bahasa Indonesia menunjukkan bahwa faktor penyebab kesalahan penulisan didominasi akibat siswa kurang menguasai dan memahami terkait tata cara penulisan sesuai kaidah bahasa baku. Berdasarkan hasil penelitian dapat disimpulkan bahwa pemahaman siswa masih kurang terkait penggunaan tata bahasa baku bahasa Indonesia, sehingga perlu dilakukan pembelajaran mendalam untuk meningkatkan keterampilan berbahasa siswa.

Kata kunci: kesalahan berbahasa, teks deskripsi, siswa

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INTRODUCTION

Language serves as a means of communication used in various activities and for specific purposes based on the situation and conditions (Purwanti, 2020). Essentially, language is diverse in its use, with various forms of expression used (Hastuti, 2021). Language can be conveyed in two ways: spoken and written, both of which influence life. In written language, proper spelling and grammar are crucial. The use of each letter, word, phrase, and sentence must be observed in accordance with established regulations and guidelines. The important position and role of Indonesian in education underpins its inclusion as a compulsory subject for students at every level. In Indonesian language learning, four aspects of language skills are introduced as fundamental skills that must be mastered. These four aspects consist of listening, speaking, reading, and writing, all of which are interconnected in conveying meaning in language (Febrianti, 2023).

Based on Ministerial Regulation No. 22 of 2022 concerning Graduate Competency Standards for Secondary School Students, there are several important requirements that students must meet as indicators of achieving basic competencies. One of the main requirements focused on this is language proficiency (Minister, 2022). Therefore, language proficiency is a key pillar in developing graduates who are ready to face the challenges of education and life in the future.

It is crucial for students to master literacy skills, including analyzing texts and conveying responses based on information in written compositions, both illustrative and narrative. This requires mastery of language skills, a competency that must be mastered in education. The success of learning objectives in Indonesian language lessons is achieved through mastery of these four aspects, particularly writing skills. Mastery of writing skills is necessary to facilitate interaction and communication by conveying accurate information in writing (Sarumaha, 2022).

In the independent curriculum, as found in the Indonesian language learning process in the sev-

enth grade of junior high school in the odd semester, text-based learning is oriented so that students can master writing skills and think critically, one of which is through descriptive text writing (Hasan, 2022). Writing is the activity of expressing an idea or imagination in written form. The purpose of writing is not only to provide information but also to train students' ability to express ideas and thoughts in a structured manner through a series of words (Masruddin & Nasriandi, 2022). When writing, harmony between a unity of linguistic elements is required to produce a cohesive composition.

According to Sitorus (2024), writing is one of the most difficult (productive) language skills compared to other skills. Writing requires more than simply copying words and sentences, but also the ability to develop thoughts, ideas, or concepts in written form, thus enabling students to gain broader insights. Essentially, writing skills are inseparable and integral to the three other language skills, which play a complex role in writing activities.

According to S. Pit Corder in Alfin (2022), language errors are not something to be avoided, but rather a process that must be learned. Language errors can provide feedback to educators in the form of information that can be used as evaluation material to determine the effectiveness of the material taught and their teaching methods.

Stephen Pit Corder in Indihadi (2021) defines several terms to limit language error analysis, including: (1) Lapses, which are language errors that occur due to accidental or negligent use during speaking or writing; (2) Errors, which are systematic language errors that occur repeatedly with use that deviates from linguistic rules; and (3) Mistakes, which are errors in language use caused by the speaker's inaccuracy in certain situations or lack of concentration.

Problems experienced by students related to language errors in writing skills can be influenced by several factors, such as a lack of knowledge and understanding of linguistic aspects (Jumadi et al., 2023). While each individual possesses vary-



ing levels of competence, a person with normal abilities should be able to convey a message optimally, particularly through written language. Furthermore, the appropriateness of the teaching materials and the teaching methods employed by educators also contributes to improving students' writing skills.

Based on an interview with Ms. Titis Damar Gelis, an Indonesian language teacher in grade VII-C of SMP Negeri 34 Surabaya, a problem persists in classroom learning. Many students still make errors in writing, particularly in standard spelling, such as lettering, punctuation, and word formation. Furthermore, common errors include word choice (diction) and sentence structure.

In classroom learning, particularly in Indonesian language subjects, teachers still do not emphasize and teach proper spelling. The focus tends to be on writing skills, often neglecting fundamental aspects such as accuracy. This results in many students' writing errors. Based on the background of the problem above, this study aims to analyze and describe the form of spelling errors according to the EYD V reference in students' descriptive texts, the form of standard word choices (diction) according to the KBBI reference in students' descriptive texts, the form of errors in constructing effective sentences according to standard grammar in students' descriptive texts, and what factors cause errors in the use of standard language in the descriptive texts of class VII students of SMP Negeri 34 Surabaya.

The researcher is interested in conducting a study on one of the classes at SMP Negeri 34 Surabaya, entitled "Analysis of Errors in the Use of Standard Language in Descriptive Texts of Grade VII Students of SMP Negeri 34 Surabaya." The researcher's reason for this research is to deepen the understanding of the types of errors frequently made by students in Indonesian language learning in the classroom, particularly in writing descriptive texts, and the factors that contribute to these errors.

Several previous studies have examined language errors, particularly in writing. First, a study

by Lestari (2022) entitled "Analysis of Improved Spelling Errors in Descriptive Texts by Grade VII Students of SMP Negeri 8 Tapung." The similarities between this study and the current study lie in the object and method: both examined descriptive texts using a qualitative approach. The difference between the two studies lies in the aspects examined: that study only examined spelling errors, while the current study examines errors in word choice and sentence usage.

Second, a study conducted by Way (2024) entitled "Analysis of Students' Language Errors in Writing Descriptive Texts in Grade VII of SMP Negeri 3 Kota Sorong." The similarities between this study and the current study lie in the object of the study, which both examined students' descriptive texts and the use of a qualitative research method. The differences between the two studies lie in the aspects analyzed: they only examined the various errors experienced by students, while the current study formulated and examined the causal factors of these errors.

Third, a study by Yanti (2022) entitled "Analysis of Morphological Language Errors in Writing Descriptive Texts by Grade VII Students of SMPN 7 Rambah Samo." The similarities between this study and the current study lie in the object of the study, which involved language errors in writing descriptive texts among seventh-grade students and the use of a qualitative descriptive research method.

The difference between these two studies lies in the aspects examined (Yanti, 2022). The study focused on morphology or word formation, while the present study explores several broader aspects, including spelling errors in standard language, diction errors, sentence structure errors, and an analysis of factors influencing students' errors in writing descriptive texts.

Broadly speaking, relevant research has only analyzed student writing and examined the types of errors. Therefore, the present study seeks to address the shortcomings of these studies by analyzing not only student writing but also the processes involved in analyzing the factors that

cause errors in student writing. This is done to prevent errors from recurring and impacting the quality of future writing, particularly in relation to education. Furthermore, it is hoped that the research results can be used as evaluation material to improve students' language skills in classroom learning by improving learning methods or using appropriate learning strategies, thus indirectly contributing to improving the quality of education in schools.

METHOD

The research method used in this study is a qualitative case study approach, as it involves in-depth study of a problem to understand complex phenomena. Furthermore, a descriptive content analysis method is employed, meaning the research is conducted to obtain descriptive data through in-depth observation and analysis, reinforced by interviews based on the perspectives of participants. Descriptive means that data obtained from participants is presented in the form of images or words presented in written form. Qualitative research presents the results of data analysis on the problem under study through descriptive sentences.

According to Sugiyono (2023), Razak (2017) qualitative research methods are an approach to exploration and exploration to understand the symptoms of a problem or phenomenon encountered in depth. Qualitative research methods are used to conduct research on natural objects, with the data results emphasizing meaning (Sugiyono, 2023). In this study, the researcher used a content analysis method, an approach that examines data in depth regarding the content or message within it using investigative techniques used as a way to analyze and understand texts objectively and systematically. This research was conducted at SMP Negeri 34 Surabaya with participants and informants from class VII-C. The researcher conducted the research at that location because many problems were found related to standard language errors in students' descriptive text writing. In this study, the data source used was the results of descriptive text writing written by class VII-C stu-

dents of SMP Negeri 34 Surabaya in the 2025/2026 academic year in the descriptive text learning in the odd semester, which were obtained directly through observation, interviews, and writing tests. Data sources are the main foundation in the research, because they can provide a valid and reliable picture to answer the problem formulation and achieve the research objectives.

The focus of the research lies in linguistic elements that are analyzed in depth to identify forms of language errors, including spelling, word choice (diction), and sentences in the writing results. The research data is grouped into four groups: (1) spelling data, including letters, punctuation, and words; (2) data on standard language word choice; (3) data on sentence construction; and (4) research data containing the results of interviews with Indonesian language teachers regarding the factors causing students' writing errors.

Data collection techniques in this study included observation, interviews, written tests, and documentation. Observations were conducted directly at the research location to obtain a picture of students' attitudes, behavior, and interactions in the classroom using observation sheets. Interviews were used to elicit information that could not be obtained through observation, particularly regarding the attitudes, opinions, experiences, and insights of the informants, as determined by the interview sheets. These two techniques complement each other in providing contextual and in-depth data.

In addition, a written test was used to measure the descriptive writing skills of grade VII-C students at SMP Negeri 34 Surabaya. The test was administered after the material was explained, with the theme "favorite tourist spots" to encourage students to be more expressive and focused on the content of their writing. Students' writing was then analyzed to identify errors in spelling, diction, and sentence structure. Documentation techniques served to collect and store students' writing as written research data. The research steps included providing materials, assigning writing assign-



ments, checking the writing, and recording any errors found.

The analysis technique used was inductive content analysis to examine the forms of errors in standard language use in students' descriptive texts. Qualitative data analysis was conducted through the compilation and processing of field data in a structured manner so that the information obtained could be understood in depth and conveyed accurately.

Based on the Miles and Huberman model, qualitative data analysis is conducted through three stages: data reduction, data presentation, and conclusion drawing. Data reduction aims to simplify and focus the data by selecting information relevant to the research. The data is then presented in narrative form or charts for easier understanding and analysis. The final stage is drawing conclusions based on the results of systematic data analysis, resulting in valid research findings with a strong empirical basis and relevance to the theoretical framework used.

RESULTS

1. Spelling Errors

Spelling errors in students' descriptive texts are based on linguistic rules in accordance with the Enhanced Spelling System (EYD). In the descriptive texts produced by students, spelling errors found included letter usage, such as capital letters and italics; punctuation, such as periods and commas; and word spelling, such as affixes, prepositions, and abbreviations. Several data presentations indicate spelling errors in students' descriptive texts, as follows.

1.1 Use of Capital Letters

Data 01/ANF/PH1

pantai kenjeran adalah pantai yg terkenal di surabaya, jawa timur

Kenjeran Beach is a famous beach in Surabaya, East Java

Data 01/ANF/PH1 Data 01/ANF/PH1 shows that there is an error in capitalizing the name and

location of a place, such as the words "Kenjeran Beach and Surabaya, East Java" which are underlined in the data above, which should be written using capital letters at the beginning of each word as "Kenjeran Beach is a famous beach in Surabaya, East Java".

Data 03/AAR/PH3

Terdapat deretan kaFe dan restoran yg menyajikan hidangan kas bali dengan keindahan alam dan fasilitas lengkap, pantai kuta menjadi simbol pariwisata bali yg tak pernah kehilangan pesonanya

Based on data from 03/AAR/PH3, there are numerous errors in capitalization, particularly in the spelling of place names and geographic areas, such as "Kuta Beach and Bali." Furthermore, words at the beginning of a sentence after a period and at the beginning of a sentence should be capitalized, such as the error in the word "dengan." An error was also found in the word "kaFe," which should be written in all lowercase letters without capitalizing the middle of the word.

Data 08/ACP/PH8

Fasilitas di pantai popoh cukup lengkap, seperti warung Makan, tempat duduk, dan persewaan Atv.

Popoh Beach offers quite comprehensive facilities, including food stalls, seating, and ATV rentals.

Data 08/ACP/PH8 shows that several underlined words are incorrectly capitalized, as they do not comply with EYD (Indonesian Spelling Standards). For example, the word "pantai popoh," which is a place name, should begin with a capital letter. The word "makan" does not need to be capitalized, and the abbreviation "ATV" should be written in all capital letters.

1.2 Use of Italics

Data 16/FR/PH16

Harga tiket Kbs adalah 15.000 per orang

untuk weekday dan weekend.

The Kbs ticket price is 15,000 per person for weekdays and weekends.

The underlined words in data 16/FR/PH16 are foreign words that have not been incorporated into standard Indonesian. Therefore, according to EYD rules, they should be italicized. Although the words "weekday and weekend" are commonly used in everyday life, they are not yet standardized in standard Indonesian, so they are still italicized, following the current spelling, as "weekday and weekend."

Data 26/MSA/PH26

Pengunjung bisa menikmati wahana permainan seperti sky bike, flying fox, kereta mini dan komidi putar.

Visitors can enjoy rides such as sky bike, flying fox, mini train and merry-go-round.

The data contains a spelling error that is not much different from some of the previous data, namely the error of writing italics in foreign words that have not been absorbed into standard Indonesian, including the words "sky bike and flying fox." Based on EYD rules, words in foreign languages that are not officially included in the KBBI must be written in italics, as "sky bike and flying fox."

1.3 Use of Periods

Data 05/AAJ/TB5

Pantai Parangtritis merupakan Pantai yang paling terkenal di Yogyakarta.

Parangtritis Beach is the most famous beach in Yogyakarta.

Based on the sentence writing in data 05/AAJ/TB5, the inaccuracy of the period is evident at the end of the sentence. According to EYD guidelines, the period should be written together with the last word without using a space. This inaccuracy is not just an error, but an error that occurs throughout all student writing, so learning improvements are needed.

Data 07/AKE/TB7

gunung Bromo adalah salah satu gunung berapi aktif yg terletak di provinsi Jawa Timur, Indonesia

Mount Bromo is an active volcano located in East Java province, Indonesia.

The sentence in data 07/AKE/TB7 contains an error in the omission of a period (.) at the end of the sentence. According to EYD regulations, after a complete sentence has been written that meets the criteria for a sentence, namely containing a subject and predicate, a period is required. This is crucial because it serves as a marker for the end of a statement in writing, making it easier for readers to clearly understand the sentence's content. Therefore, based on linguistic aspects and standard writing procedures according to EYD, the use of a period at the end of a sentence is essential to maintain grammatical consistency and clarity in written communication.

As seen in the identification results, the majority of errors in each data item were more than one. Therefore, it can be concluded that many students do not yet fully understand the rules for writing according to proper standard Indonesian grammar. Therefore, appropriate instruction is needed to improve students' understanding of standard Indonesian grammar.

1.4 Use of Commas

Data 08/ACP/TB8

Jika mau berkunjung dipantai ini enakya dihari libur (,) karena pantai ini sangat jauh melewati gunung hutan (,) tapi saat perjalanan sangat bagus

If you want to visit this beach, it's best to do it on a holiday (,) because this beach is very far through the mountains and forests (,) but the journey is very nice.

The 08/ACP/TB8 data entry contains an error due to the omission of a comma, such as before the word "because," which indicates a causal relationship. According to the EYD (Indonesian



Standard of Ethics), a comma separates subordinate clauses that precede subordinate clauses, especially those that include reasons. One example is the use of a comma before the word "because." Furthermore, a comma is also required before conjunctions in compound sentences that indicate opposition. In the above data, a comma should be used before the word "but."

Data 11/CW/TB11

Di Taman ini ada beberapa bagian umum dari taman bermain meliputi ayunan (,) prosotan (,) jugkit-jungkit (,) dan area permainan yang aman.

In this park there are several general parts of the playground including swings (,) slides (,) seesaws (,) and safe play areas.

Data 11/CW/TB11 shows a spelling error, namely the omission of a comma. According to EYD, a detailed sentence, as indicated by the word "including," requires a comma to separate each element of the detailed sentence. However, the sentence does not include a comma, which should be written after the words "ayangan," "prosotan," and "jungkat-jungkit."

1.5 Word Writing

Data 05/AAY/PK5

Pemandangan Parangtritis sangat mempesona Pantai ini dipercayai sebagai salah satu gerbang menuju laut selatan yg di yakini sebagai wilayah Nyi Roro Kidul

The view of Parangtritis is truly enchanting. This beach is believed to be one of the gateways to the southern sea, believed to be the domain of Nyi Roro Kidul.

Data 05/AAY/PK5 shows an error in the spelling of the word "mempesona." The word is formed by adding the prefix meNg- to the root word pesona. According to EYD rules, if the prefix meNg- meets one of the letters k, t, s, or p, and the next letter is a vowel, it must merge and should be written "memesona."

In addition, there is a typo in the abbreviation "yg" which should be written in full "yang" as it is in a formal context. There is also a typo in the word "di-" which is a prefix and should be combined with the base word to become "diyakini".

Data 09/BA/PK9

Pantai suramadu, sebuah permata dipesisir jawa timur

Dan terdapat jajanan juga loh yang tersedia disamping pantai itu. Dengan suara ombak dan angin yang kencang membuat ngantuk

The sentence writing in data 09/BA/PK9 shows several errors. As seen in the word "dipesisir, disengage," the position (di) functions as a preposition indicating location and direction, so it should be written separately from the next word as "di pantai, di samping." Furthermore, there is an error in the word "ngantuk." According to EYD rules, if the prefix "meng-" is paired with the root word "Tidur", it should be written as "mengantuk."

2. Errors in Standard Word Choice

Standard words serve as a framework for determining spelling errors, language usage, and a person's understanding and mastery of language. Correcting standard words will make the writing easier to understand, more accurate, and clearer. A guideline that can be used is the use of the Big Indonesian Dictionary (KBBI) to distinguish between standard and non-standard word choices. After conducting research and going through the data identification process, several errors in the use of standard words were found in the descriptive essays written by seventh-grade students at SMP Negeri 34 Surabaya, as evidenced by the following excerpts.

Data 02/APM/KB1

Liburan yang berkualitas akan membawa semangat baru saat kembali ke aktifitas sehari-hari.

A quality vacation will bring new enthusiasm when returning to daily activities.

There is a crucial spelling error in the 02/APM/KB1 data. The spelling of "aktifitas" (activities) is a non-standard word. Although pronounced the same, it is incorrectly written and does not conform to standard Indonesian. According to the Big Indonesian Dictionary (KBBI), the correct word for this error should be "aktif," derived from the root word aktif (active) and the suffix -itas, in accordance with Indonesian word formation patterns.

Data 06/AK/KB4

candi Borobudur, dengan segala kemegahannya, adalah lebih dari sekedar monumen bersejarah.

Borobudur temple, with all its splendor, is more than just a historical monument.

The sentence in data 06/AK/KB4 shows an error in the word "sekedar." This word is not listed in the KBBI (Big Indonesian Dictionary), making it non-standard. This error stems from a recurring habit, often pronounced "sebenar" (merely). This demonstrates that a lack of understanding leads to repeated errors, eventually becoming a habit. In the KBBI, the standard word should be "sekadar."

Data 12/DS/KB7

Pantai tiga warna yang terkenal dengan keunikan air lautnya yang memiliki gradasi tiga warna yaitu warna biru, warna hijau, dan warna coklat kemerahan.

The three-colored beach is famous for its unique seawater which has three color gradations, namely blue, green, and reddish brown.

According to the word marked in the sentence in data 12/DS/KB7, there is a spelling error in the word "choklat." This spelling error often occurs

due to the omission of the letter "e" in the pronunciation, so that speaking habits can influence the spelling. The correct standard word according to the KBBI should be written "chokelat." Although the pronunciation tends to sound like "coklat" (the omission of the letter "e"), the spelling should conform to the standard word as found in the Big Indonesian Dictionary (KBBI).

Data 17/FAJ/KB8

Tempat ini menawarkan pemandangan hamparan bunga beraneka ragam replika bangunan ala luar negri seperti korea dan Eropa.

This place offers a view of a variety of flower beds and replicas of foreign-style buildings such as Korean and European.

Evidence of spelling errors in data 17/FAJ/KB8 is shown by a pattern that is not significantly different from the previous data. The use of the word "negri" in the sentence is incorrect, because the standard word in the KBBI should be written "negeri." This error is influenced by the habit of omitting or merging the letter e in pronunciation, resulting in an error in the writing. Based on this analysis, awareness of the use of correct spelling is needed, because it plays a crucial role in ensuring clear writing in accordance with applicable language standards.

3. Sentence Inaccuracy

Sentence construction errors are deviations in the arrangement of sentence elements that can lead to unclear and illogical meaning. Just as one of the requirements for a sentence is that it must contain a subject and predicate, compound sentences require the presence of objects, adverbs, and complements, all of which must be written correctly for a sentence to be clearly understood. Based on the identification results, several ineffective sentence structures were identified by students in their descriptive texts, as follows.



Data 03/AAR/PKL2

Banyak juga para turis-turis yg berkunjung ke pantai kuta, pantai kuta bukan hanya tempat untuk menikmati keindahan laut, tetapi juga pusat kegiatan budaya dan hiburan

This sentence violates one of the principles of effective sentences, namely economy. The use of the words "many" and "para" alongside "tourists" is excessive. Either word, "many" or "para," should represent the number of visiting tourists, as they all have the same meaning. Based on the analysis, a more appropriate sentence would be written as follows.

Banyak turis yang berkunjung ke Pantai Kuta, karena selain menawarkan keindahan laut, pantai ini juga menjadi pusat kegiatan budaya dan hiburan.

Many tourists visit Kuta Beach, because besides offering the beauty of the sea, this beach is also a center for cultural and entertainment activities.

Data 25/MAR/PKL19

TPI atau yang dikenal Taman pondok indah adalah tempat bermain atau tempat berkeliling-berkeliling. Ada ikan lele, ikan sepat, ikan mujair, ikan betek, ikan gabus, gatul

Data 25/MAR/PKL19 shows inconsistencies with the principles of effective sentence writing, such as the accuracy and economy of underlined words. The writing of abbreviated names that are given explanations should be sufficiently distinguished by the use of parentheses in the word (TPI), and the accuracy of the choice of the word keliling-berkeliling which is standardly more appropriate to be written once without having to be repeated. In addition, the writing of detailed words of types of objects, animals, and so on, only needs to be written with one general word (superordinate) that represents the type (hyponym), such as the use of the word ikan. Based on this

analysis, suggestions for improvements that can be made are as follows.

Taman Pondok Indah (TPI) merupakan tempat bermain sekaligus bersantai dan berkeliling. Terdapat berbagai jenis ikan, seperti lele, sepat, mujair, betek, gabus, dan gatul.

Taman Pondok Indah (TPI) is a place to play, relax, and explore. It boasts a variety of fish species, including catfish, sepat, tilapia, betek, snakehead, and gabus.

4. Factors Causing Errors in Using Standard Language

Based on the interview results, the teacher explained that students still lack a thorough understanding of proper writing procedures, as evidenced by the following quote.

Okay, regarding proper writing rules, it just so happens that students at SMPN 34 Surabaya still lack a thorough understanding of the rules, as evidenced by their writing during the lesson.

The quote above confirms that the majority of students at SMPN 34 Surabaya, especially those in grades VII-C, still lack a thorough understanding of proper writing procedures according to guidelines or proper language rules. This identification was made based on their daily learning experiences. Students only know how to write letters, word by word, and form sentences. However, their writing is limited to what they know without paying attention to the applicable language rules. This lack of understanding of standard Indonesian grammar, including spelling (EYD), standard word choice (KBBI), and effective sentences, leads to errors in their writing.

In my opinion, it's simply a lack of understanding and mastery of proper writing procedures, Ms.

The interview results quoted above by the source, an Indonesian language teacher in grade VII-C, demonstrate that the difficulties causing students' writing errors are influenced by a lack of understanding and weak mastery of grammar in

writing according to standard rules. This indicates that students' ability to apply proper writing rules still needs improvement through more targeted learning and ongoing practice, both in-class and outside-class activities, such as extracurricular writing activities, as confirmed by the following quote.

Yes, it does exist, but these skills aren't actually applied to all students. Only those who are willing to participate.

The interview results quoted above explain that in-depth learning regarding writing procedures through out-of-class activities has not been implemented universally. These activities are only attended by students who are interested in writing, so opportunities to deepen their writing skills are not evenly distributed among all students. Ideally, deepening the writing procedures through activities outside of class learning can be applied to all students, so that they have the same opportunity to improve their language skills, especially writing according to appropriate language.

DISCUSSION

The research results indicate that students' knowledge and skills in writing remain low, as evidenced by the numerous errors they make. Writing errors were analyzed using standard Indonesian grammar. The most common errors were in spelling, particularly the use of capital letters and punctuation. Spelling errors refer to the Enhanced Spelling Guidelines (EYD) Edition V, 2022. Repeated inaccuracies in writing constitute an error. The term "error," according to S. Pit Corder, refers to a systematic error due to competency factors that must be addressed immediately to prevent ongoing problems (Nafinuddin, 2022).

Furthermore, inaccuracies were found in the spelling of standard Indonesian words. These deviations were analyzed using the Big Indonesian Dictionary (KBBI), which has been used as a guideline. Based on the analysis, only a few inaccuracies were found in the spelling of standard words, indicating that students generally have a

sufficient basic understanding of standard word usage, although minor errors still occur in their application. This aligns with the term "mistake" from Corder's theory in Alfin (2022), which refers to a momentary lapse in performance and must be corrected immediately to prevent it from becoming a habit and leading to a difficult-to-overcome error. This type of error does not entirely reflect a student's lack of understanding of language rules, but rather is more likely an unintentional error. Therefore, mistakes need to be corrected immediately to prevent them from recurring and developing into systematic errors that are more difficult to overcome in the long term.

In addition to errors in spelling and word choice (diction), inaccuracies in sentence structure were also found, leading to ineffectiveness. This ineffectiveness is evident in sentences that are too long and convoluted, the excessive use of sentence elements, and a lack of clarity in the relationships between elements within sentences. As a result, the student's intended message is less effectively conveyed and has the potential to create ambiguity for the reader. In general, the most common sentence structure error is word wasting or redundancy. Redundancy occurs when an idea is expressed repeatedly within a single sentence without emphasizing the necessary meaning (Syafi' & Septiana, 2023).

Based on interviews with Indonesian language teachers, it was discovered that students' writing errors are influenced by their low level of linguistic comprehension. This low level of comprehension prevents students from mastering and optimally applying standard Indonesian grammar in their writing (Ginting, 2020). As a result, students often experience difficulties in using spelling, word choice, and sentence structure in accordance with applicable guidelines. This situation indicates that a lack of understanding of linguistic rules is a major factor influencing the emergence of spelling errors in students' written work.



CONCLUSION

Students' ability to understand and master writing procedures according to applicable linguistic rules is still relatively low. Students find it difficult to write using standard grammar according to the EYD (Indonesian Standard English) and KBBI (Indonesian Dictionary). This is evident in the results of students' descriptive texts, which still contain numerous errors, such as spelling errors, word choice, and effective sentence construction.

- 1) Data identification and analysis indicate that spelling errors are the most common error made by students. They do not yet fully understand writing procedures that comply with EYD V regularity, resulting in repeated errors in a systematic pattern in each sentence.
- 2) Errors in word choice (diction) are also still quite common in students' writing. Students tend to write words based on spoken language influences without considering the correct and standard rules as stated in the Big Indonesian Dictionary (KBBI).
- 3) Inaccuracies in effective sentence construction are also still common. Students' writing tends to be convoluted and results in word redundancy, thus contradicting the principle of effective sentences, namely economy.
- 4) According to interviews with Indonesian language teachers, the causes of writing errors are that students find writing difficult. This is influenced by students' lack of ability and mastery of standard writing procedures according to applicable linguistic rules.

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