



Forms of Affixation Morphological Errors in Speech Texts of Grade VIII Students SMP Swasta Cerdas Bangsa

Angelina Pascalia Ginting¹, Dairi Sapta Rindu Simanjuntak², Candra Ronitua Gultom³,
Jernyta Sihite⁴

¹²³⁴Prodi Pendidikan Bahasa dan Sastra Indonesia, Universitas Katolik Santo Thomas, Sumatera Utara, Indonesia

*E-mail: angellginting19@gmail.com,

ABSTRACT

This study aims to describe the forms of affixation morphological errors in speech texts written by eighth-grade students of the Smart Bangsa Private Junior High School. This study uses a qualitative descriptive method. The study was conducted at the Smart Bangsa Private Junior High School in the 2024/2025 academic year. The study population was 80 eighth-grade students' speech texts. The sample consisted of 75 texts selected purposively. Data collection on the forms of affixation morphological errors in speech texts was carried out through documentation techniques based on observation guide sheets. The observation guidelines were compiled using objective and systematic steps. Data analysis of the forms of affixation morphological errors in speech texts used the distribution method supplemented by advanced techniques, including the lesap technique and the ganti technique. The results of the study, based on the analysis of 75 data points, showed that only 23 data points contained affixation errors. The types of errors that appeared included errors in the use of prefixes, errors in the use of suffixes, and errors in the use of infixes. The most dominant error was in the use of prefixes. Meanwhile, errors in the use of infixes were not found. This finding shows that students still experience difficulties in applying the rules of affixation morphology correctly, especially in formal writing contexts such as speech texts.

Keywords: form, affixation, morphological errors, speech texts

Bentuk Kesalahan Morfologi Afiksasi dalam Teks Pidato Siswa Kelas VIII SMP Swasta Cerdas Bangsa

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan bentuk-bentuk kesalahan morfologi afiksasi dalam teks pidato yang ditulis oleh siswa kelas VIII SMP Swasta Cerdas Bangsa. Penelitian ini menggunakan metode deskriptif kualitatif. Penelitian dilaksanakan di SMP Swasta Cerdas Bangsa pada tahun ajaran 2024/2025. Populasi penelitian adalah 80 teks pidato siswa kelas VIII. Sampel ditetapkan sebanyak 75 teks yang dipilih secara purposive. Pengumpulan data bentuk-bentuk kesalahan morfologi afiksasi dalam teks pidato dilakukan melalui teknik dokumentasi berbasis lembar pedoman observasi. Pedoman observasi disusun menggunakan langkah objektif dan sistematis. Analisis data bentuk-bentuk kesalahan morfologi afiksasi dalam teks pidato menggunakan metode agih yang dilengkapi dengan teknik lanjutan berupa teknik lesap dan teknik ganti. Hasil penelitian, berdasarkan hasil analisis, dari 75 data yang dianalisis, hanya ditemukan 23 data yang mengandung kesalahan afiksasi. Jenis kesalahan yang muncul meliputi kesalahan penggunaan prefiks, kesalahan penggunaan sufiks, dan kesalahan penggunaan konfiks. Kesalahan paling dominan terdapat pada penggunaan prefiks. Sementara itu, kesalahan penggunaan infiks tidak ditemukan. Temuan ini menunjukkan bahwa siswa masih mengalami kesulitan dalam menerapkan kaidah morfologi afiksasi secara tepat, khususnya dalam konteks penulisan formal seperti teks pidato.

Kata kunci: bentuk, kesalahan morfologi, afiksasi, teks pidato

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INTRODUCTION

Writing skills are an integral part of mastering the Indonesian language that every student must possess. Writing skills can be applied as essential knowledge, as they can assist in communicating or teaching (Manik, 2024). Through writing skills, students not only develop critical and systematic thinking skills but also learn to convey ideas accurately and communicatively. One form of writing taught at the junior high school level is the speech text. According to Sinulingga (2019), a speech is a well-structured utterance intended to be delivered to others. This text not only requires the ability to organize ideas but also requires students to use language that conforms to rules, particularly in terms of morphology. Morphology, as the study of word structure, is crucial to master because even the slightest error in word formation can obscure the meaning of the message being conveyed (Ramlan, 2009:45; Chaer, 2012:158). In practice, students still frequently make errors in the use of affixes, such as translating "hubungi" into "nyampukan" or "cantik" into "indahan," indicating a weak understanding of the affixation process (Samsulhadi et al., 2024).

Such errors stem from students' lack of understanding of morphemes and word formation rules in Indonesian. This demonstrates that the affixation process, as part of morphology, is a complex linguistic aspect that needs to be taught explicitly. In the structural approach, introduced by Bloomfield (1933), morphology is understood as the arrangement of word forms based on their function and position within a linguistic unit, without considering the psychological aspects of the speaker. This approach helps view morphological errors as a form of structural deviation that can be identified and analyzed systematically. Correctly forming word combinations, phrases, or clauses will convey clear meaning to the reader (Gultom et al., 2024). Therefore, understanding and applying structural morphology is crucial in writing activities, mainly when students must produce formal texts such as speeches.

Initial research conducted by the author through observations and interviews at the Smart Bangsa Private Junior High School (SMP Swasta Cerdas Bangsa) showed that of the 73% of students actively engaged in writing, the majority still made errors in the use of affixes, whether in the form of prefixes, suffixes, or confixes. These errors appeared in various speech assignments they produced, particularly during class exercises. Examples of these errors included the use of affixes inappropriate to the context, such as "mainan" instead of "main" or "bimbingin" instead of "ajaran." Words consistently exhibited morphological inconsistencies; even when the word formation was correct, there was still potential for deviations that indicated characteristics of morphological errors (Simanjuntak et al., 2024). This indicates that aspects of morphology are not yet well understood. These errors not only contribute to the inaccuracy of word form but also affect the clarity of the message conveyed in the speech text. This condition indicates that understanding morphology, particularly affixation, requires greater attention in the writing learning process.

Based on these conditions, this study is important to identify and analyze the types of morphological errors, especially affixation, in the speech texts of eighth-grade students at the Smart Bangsa Private Junior High School. This research is also expected to be a reflection material for teachers in developing more effective morphology learning strategies, as well as for students to be more aware of the language forms they use in formal written works.

Based on this background, the research problem is formulated as follows: "What are the forms of affixation morphological errors in speech texts of eighth-grade students at Smart Bangsa Private Junior High School in the 2024/2025 academic year?" This formulation is important because it directs the research focus on identifying specific forms of errors, namely at the affixation level in structural morphology. In line with this problem formulation, this study aims to describe



the forms and types of affixation morphological errors found in speech texts of eighth-grade students at Smart Bangsa Private Junior High School. This objective will help provide a clear picture of the extent to which students understand and use affixes in formal written language and also serve as a basis for improving morphology teaching strategies.

The benefits of this research are seen from several perspectives. For students, the results can help increase their awareness and skills in using morphemes and affixation appropriately, particularly in writing speech texts. For Indonesian language teachers, the results of this study can serve as a reference in designing a more contextual morphology learning approach based on students' actual errors. For future researchers, this study is expected to enrich the body of applied linguistics research in the field of morphology and serve as a basis for broader follow-up studies. For curriculum makers, this research can provide input in designing basic competencies and teaching materials that integrate a more intensive understanding of morphology into writing activities.

Theoretically, morphology is a branch of linguistics that studies the internal structure of words and how words are formed from morphemes (Ramlan, 2009). Morphology is the study of word structure and how words are formed and modified (Tarigan et al., 2024). One important process in morphology is affixation, namely the addition of affixes, which can be prefixes, infixes, suffixes, and confixes. This process is very dominant in word formation in Indonesian. Bloomfield (1933), in his structural approach, emphasized that word formation must be analyzed based on the formal form and the relationships between linguistic elements within the word structure. Therefore, the application of a structural morphological approach is highly appropriate for analyzing students' misuse of affixes, particularly in speech texts.

This research also considers various relevant previous studies. Research conducted by Tunggal (2023) concluded that fifth-grade elementary school students still make many errors in

morphology, particularly in the inappropriate use of affixes, the incorrect use of redundant words, and the formation of derivative words that do not conform to the rules. These results indicate that the understanding of morphology at the elementary level is still low and requires serious attention in Indonesian language learning. Furthermore, research (Sanjaya, 2023) concluded that Chinese students as second language Indonesian speakers also frequently made morphological errors, particularly in the use of affixes, the omission or addition of morphemes, and the inappropriate use of redundant words. This indicates that, despite having studied Indonesian formally, foreign speakers still face difficulties in understanding correct morphological structures, particularly in formal contexts such as speech texts.

Meanwhile, research by Prastikha (2024) concluded that Instagram social media users frequently made morphological errors in Indonesian language posts, which included the hyphenation of morphemes, the use of non-standard forms, and the insertion of informal language styles. These errors were primarily caused by the habit of abbreviating words and following slang styles, reflecting the influence of the digital environment on formal language skills. These three studies generally reinforce the importance of understanding morphology in educational and social contexts, and show that morphological errors can occur at various educational levels and speaker backgrounds.

METHOD

This research was conducted through three main procedures: orientation, focused exploration, and data validity checks. This study employed a descriptive qualitative method, aiming to systematically describe the forms of affixation errors in students' speeches. This approach allowed researchers to explore language phenomena naturally in the context of their use, without variable manipulation or special treatment of the research subjects.



The research was conducted at the Cerdas Bangsa Private Junior High School, located at Jalan Titi Kuning No. 30, Namo Rambe District, Deli Serdang Regency, North Sumatra Province.

The research population was 80 speech texts of class VIII students. The sample consisted of 75 eighth-grade students' speeches text, selected using purposive sampling, a technique for selecting samples based on considerations (Sugiyono, 2019), including the completeness of the text structure, readability, and the potential for affixation morphological errors in the text. Data were collected through documentation of students' writing.

Data analysis was conducted using a descriptive qualitative method using the distribution method (Sudaryanto, 2015), a language analysis method whose determining tool is derived from the language itself. The analysis was conducted in three stages: data reduction, data presentation, and data verification. Distribution techniques such as the direct element division (BUL) technique, which breaks down the internal structure of a word into its constituent morphemes, were used. The removal technique, which involves removing one of the elements in a word (morpheme) to determine whether the word still has the correct grammatical meaning and function, was also used.

The replacement technique was also used in the analysis process, which involves replacing one of the morphemes in a word with another similar element to test the accuracy of the word's structure and meaning. Through this technique, researchers can assess whether the use of affix morphemes in words is appropriate in the correct morphological context. To facilitate the process of recording and grouping data, each morphological error found was given a special code.

The code consists of three main parts: the sample's sequence number, the initials of the error type, and the location of the error. For example, the code (01.KPre.P1.K1) indicates that the data is the fifth data (05), contains an error in the prefix (KPre), is in the first paragraph (P1), and is

included in the first sentence (K1). This coding system allows researchers to track each error systematically, efficiently, and easily analyze at the categorization and reporting stages.

RESULT

1. Referencing Errors

The following data shows the incorrect use of references in explanatory texts written by eleventh-grade students at Santo Petrus High School, Medan. There were seven such errors.

Data [1]* Namun, yang jelas, jika narkoba ini disalahgunakan serta **dikerjakan* oleh orang yang tidak memiliki wewenang maka akan menyebabkan dampak negatif.

[1] Namun, yang jelas, jika narkoba ini disalahgunakan serta *diedarkan* oleh orang yang tidak memiliki wewenang maka akan menyebabkan dampak negatif.(03.KR.P1.K3)

On the data [1]*Ditemukan kesalahan “*dikerjakan*”. Grammatically, the word is incorrectly used to refer to drugs, because drugs are not something that can be "worked with." The use of this verb creates a misalignment between the referent and the action pronoun. In this case, the word "worked" is replaced with a more relevant word, such as "distributed," which semantically corresponds to the illegal action of dealing with drugs. This correction demonstrates the effectiveness of the replacement technique in addressing the inaccurate reference by replacing the inappropriate element to create a coherent and meaningful sentence.

Data [2]* Ia bisa bereinkarnasi menjadi pribadi yang lebih baik.

[2] Seseorang bisa bereinkarnasi menjadi pribadi yang lebih baik. (13.KR.P1.K11)

On the data [2]* ditemukan kesalahan “*ia*” The sentence contains a grammatical cohesion error in the reference aspect, because the pronoun "ia" does not have a clear reference in the previous sentence or context. In discourse, the use of pronouns such as "ia" must refer to an entity that



has been previously mentioned so that the reader understands who is meant. This ambiguity causes the sentence to stand alone without clear meaning, making its meaning ambiguous. In a general context, "ia" can be replaced with a phrase such as "someone," so that the sentence becomes clear and contains a reference, thus, the relationship between elements in the discourse becomes harmonious and cohesive.

Data [3]* Sampah yang terus diabaikan dan menumpuk bisa menimbulkan **yang tidak enak* sehingga udara di sekitarnya akan tercemar dan menimbulkan berbagai jenis penyakit kronis seperti DBD dan muntaber.

- [3] Sampah yang terus diabaikan dan menumpuk bisa menimbulkan aroma *yang menyengat* sehingga udara di sekitarnya akan tercemar dan menimbulkan berbagai jenis penyakit kronis seperti DBD dan muntaber.
(16.KR.P2.K1)

On the data [3]* Ditemukan kesalahan "*yang tidak enak*" This sentence suffers from a grammatical cohesion error in the reference section. The phrase "yang tidak enak" should refer to a concrete object, for example, "aroma," but it is not explicitly mentioned earlier in the sentence. Therefore, the reference form is incomplete and unclear what is meant. This sentence fails to connect meaning coherently because the reference does not refer to a specific object. To correct this, the substitution technique is used, namely by replacing the inappropriate reference with a clearer lexical form, for example, "aroma yang pungent." By using the substitution technique, the reference becomes explicit and clarifies the meaning relationship between the parts of the sentence.

Data [4]* Tari *ini* sudah dilestarikan sejak zaman dahulu

- [4] Tari gantar sudah dilestarikan sejak zaman dahulu. (25.KR.P1.K2)

On the data [4]* Ditemukan kesalahan kohesi gramatikal bagian referensi, karena kata "ini" does not have an explicit reference in the previous sentence. In good discourse, the use of the word "ini" must clearly refer to a specific unit that has been mentioned previously. Without prior context, the reader does not know exactly what dance is meant, resulting in referential ambiguity. To correct this, the substitution technique is used, namely replacing the word "ini" with an explicit lexical explanation so that the meaning of the sentence is clear. For example, "gantar" By applying the substitution technique, the reference becomes clearer and strengthens the cohesion between sentences in the discourse.

Data [5]* *Proses ini* dimulai ketika panas matahari air dilaut, Sungai, dan danau sehingga air menguap menjadi uap air.

- [5] *Proses penguapan air* dimulai ketika panas matahari menyinari laut, sungai, dan danau sehingga air menguap menjadi uap air. (40.RK.P1.K2)

On the data [5] This sentence contains a referential error, particularly in the use of "proses ini" at the beginning of the sentence. The word "ini" should refer to a previously mentioned process. However, in this context, no such process is mentioned, making the reference unclear and confusing for the reader. To correct this, the substitution technique is used, namely replacing the phrase "proses ini" with an explicit description of the process in question, for example, "proses penguapan ini." By using the substitution technique, the unclear reference is replaced with a more explicit linguistic unit, making the meaning relationship clearer and the sentence cohesive.

Data [6]* Berada di bawah standar hidup mayoritas masyarakat.

- [6] Kemiskinan berada di bawah standar hidup mayoritas masyarakat.
(76.RK.P1.K2)

On the data [7]* The sentence contains a grammatical cohesion error in the reference section. The phrase "berada di bawah standar hidup



mayoritas masyarakat" does not have a clear referent (word referred to) before it. Because there is no subject or object marker that "berada" refers to, readers will have difficulty understanding what is meant. To correct this error, the substitution technique is used by adding an explicit referent. This addition provides clarity about who or what is meant to be below the standard of living of society. The application of the substitution technique adds the word "kemiskinan" as an explicit referent. The application of this technique improves the referential relationship in the sentence and increases the cohesive and grammatical connection between elements.

Data [7]* Ketika cahaya ini masuk ke tetesan air, ia dibiaskan (dibengkokkan) dan terurai menjadi spektrum warnanya.

[7] "Ketika cahaya ini masuk ke tetesan air, cahaya dibiaskan (dibengkokkan) dan terurai menjadi spektrum warnanya."
(66.KR.P1.K2)

On the data [7]* The sentence contains a grammatical cohesion error in the reference section. The word "ia" is used to refer to "this light," but its use as a subject in a scientific sentence creates ambiguity. The referent "ia" is not clear enough and is not commonly used for inanimate objects such as light, so it can interfere with the reader's understanding of the relationship between sentences. Sentence Improvement after correction: [7] "Ketika cahaya ini masuk ke tetesan air, cahaya dibiaskan (dibengkokkan) dan terurai menjadi spektrum warnanya." The application of this technique improves the referential relationship in the sentence and increases the cohesive and grammatical connection between elements.

2. Conjunction Error

The following is data on the use of inappropriate conjunctions in explanatory texts in essays by 11th-grade students of SMA Santo Petrus Medan. There were 26 conjunction errors and they were analyzed using the *lesap* technique and the *Agih* method from Sudaryanto.

Data [8]* Namun, *demikian* hendaknya warga yang ada di sekitar area tersebut selalu berhati-hati saat melewatinya.

[8] Namun, hendaknya warga yang ada di sekitar area tersebut selalu berhati-hati saat melewatinya.
(66.KK.P1.K2)

On the data [8]* The sentence contains a grammatical cohesion error in the conjunction aspect, namely the use of two conjunctions that have similar semantic functions, namely "namun" and "demikian." Both words function as markers of inter-sentence relationships that are contradictory or reinforcing, so that their simultaneous use creates repetition of meaning and disrupts the effectiveness of the discourse. Thus, the technique of eliminating one conjunction that has the same meaning can increase clarity and cohesion in the text..

Data [9]* Tak hanya itu *saja*, lingkungan yang ada di sekitarnya juga bisa memengaruhinya.

[9] Tak hanya itu *....., lingkungan yang ada di sekitarnya juga bisa memengaruhinya.
(01.KK.P2.K6)

On the data [9]* "Tak hanya itu saja, lingkungan yang ada di sekitarnya juga bisa memengaruhinya" contains a grammatical cohesion error in the conjunction aspect, namely the presence of redundant elements. The phrase "tak hanya itu saja" shows a double meaning because the words "tak hanya" and "saja" have the same emphatic function, so one of them can be removed. This error can be analyzed using the *lesap* technique, namely by removing unnecessary elements to test whether the sentence remains grammatical. After removing these elements, the sentence remains clear, coherent, and effective. Thus, the *lesap* technique proves that the element "saja" is unnecessary because it actually causes repetition that disrupts the integrity of the sentence.

Data [10]* Namun, *yang jelas*, jika narkoba ini disalahgunakan serta dikerjakan oleh orang yang tidak memiliki wewenang



maka akan menyebabkan dampak negatif.

- [10] Namun, *.... jika narkoba ini disalahgunakan serta diedarkan oleh orang yang tidak memiliki wewenang maka akan menyebabkan dampak negatif.” (03.KK.P1.K1)

On the data [10]* This sentence contains a grammatical cohesion error in the conjunction aspect, namely the use of two unnecessary discourse relationship markers, "namun" and "yang jelas." Both function as linking elements between sentences. To correct this, the "lesap" technique is used, which involves removing one of the unnecessary elements.

Data [11]* *Di mana* hanya bayangannya saja yang tampak saat pertunjukan

- [11] *Sehingga* hanya bayangannya saja yang tampak saat pertunjukan.
(05.KK.P2.K5)

On the data [11]* This sentence contains a grammatical cohesion error in the conjunction aspect, namely the use of "di mana" which is functionally incorrect. Grammatically, "di mana" functions as a place marker, but in this context it is used to connect ideas or descriptions that do not refer to a place, so the relationship is illogical and does not comply with the rules of inter-sentence cohesion. To correct this, the replacement technique is used, namely by replacing the conjunction "di mana" with a connecting element that is appropriate in meaning and function. This conjunction can be replaced, for example, with "sehingga" if you want to show a relationship of effect. Thus, the replacement technique in this context is used selectively only on the incorrect conjunction element, so that the sentence structure remains effective and cohesive.

Data [12]* Pelangi muncul karena cahaya membias *dan* menyimpang menjauhi partikel.

- [12] Pelangi muncul karena cahaya membias *sehingga* menyimpang menjauhi partikel.”(08.KK.P3.K1)

On the data [12]* The sentence contains a grammatical cohesion error in the conjunction

aspect, namely in the use of the word "dan" which connects two verbs: "membias" and "menyimpang menjauhi partikel." Although semantically the two processes are interrelated, the use of the conjunction "dan" gives the impression that the two actions occur separately, whereas in a scientific context, refraction and deviation are a series of optical events that are sequential or cause each other. To correct this, the replacement technique is used, namely by replacing the conjunction "dan" with a conjunction that is more appropriate in meaning, so that the relationship between the processes becomes clearer and more logical. In this case, the word "dan" can be replaced with "sehingga" to indicate the sequence or effect of the events. By replacing the inappropriate conjunction, the sentence structure becomes more coherent and the logical relationship between the processes is easier to understand.

Data [13]* Namun, *demikian* hendaknya warga yang ada di sekitar area tersebut selalu berhati-hati saat melewatinya.

- [13] Namun, hendaknya warga yang ada di sekitar area tersebut selalu berhati-hati saat melewatinya.
(10.KK.P3.K2)

On the data [13]* This sentence contains a grammatical cohesion error in the conjunction aspect, characterized by the simultaneous use of two discourse conjunctions, namely "namun" and "juga." Both of these conjunctions function as connectors between discourses or sentences, making their simultaneous use redundant and disrupting the flow and cohesion of the discourse. To correct this, the "lesap" technique is used, which involves removing one of the unnecessary conjunctions without changing the core meaning. In this case, the word "demikian" is omitted because it is already functionally represented by the word "demikian," which more appropriately signifies the contrast or opposition in the discourse. The application of this "lesap" technique demonstrates that removing excessive conjunctions can clarify sentence structure and increase cohesion between sentences.

Data [14]* Sementara sampah anorganik yaitu jenis sampah yang sulit untuk diuraikan, misalnya Botol kaleng plastik dan jenisnya.

- [14] Sementara Sampah anorganik yaitu jenis sampah yang sulit untuk diuraikan, misalnya botol, kaleng, dan plastik
(11.KK.P1.K5)

On the data [14] A sentence containing a grammatical cohesion error in the conjunction aspect. This error is evident in the excessive use of the phrase "dan jenisnya" because the previous examples are already sufficiently representative of the inorganic waste category. To overcome this, the technique of eliminating elements that do not contribute to the meaning of the sentence or actually interfere with the effectiveness of the structure. In this case, the phrase "dan jenisnya" is removed. The application of this technique shows that eliminating inappropriate conjunctions and excessive words can strengthen the cohesion between sentence components, so that the message is conveyed more clearly and efficiently.

Data [15]* Namun, yang jelas, jika narkoba ini disalahgunakan serta dikerjakan oleh orang yang tidak memiliki wewenang maka akan menyebabkan dampak negatif.

- [15] Namun, *.... jika narkoba ini disalahgunakan serta diedarkan oleh orang yang tidak memiliki wewenang maka akan menyebabkan dampak negatif." (30.KK.P1.K2)

On the data [15]* This sentence contains grammatical cohesion errors in the conjunction aspect, namely the use of two unnecessary elements to mark discourse relationships, namely "namun" and "yang jelas". Both function as links between sentences. To improve it, the removal technique is used, namely by removing one of the elements that is not needed. In this case, the phrase "yang jelas" is deleted, so that after the deletion, the sentence remains grammatically and meaningfully intact, but is more concise and

effective. Thus, the lost technique helps maintain discourse coherence and efficiency.

Data [17]* Selain dari sebab tersebut, angin puting beliung terjadi akibat arus udara yang berada di dalam awan mengalami kenaikan yang begitu kuat.

- [17] Angin puting beliung terjadi akibat arus udara yang berada di dalam awan mengalami kenaikan yang begitu kuat. (33.KK.P2.K5)

On the data [17]* The sentence contains grammatical cohesion errors in the conjunction section, specifically in the use of two causal relationship markers, namely "selain dari sebab tersebut" and "akibat." These two conjunctions semantically have a similar function, namely, indicating a cause-and-effect relationship, so their presence in one sentence structure becomes redundant and confusing. This reduces the cohesion between clauses in the discourse. To correct this, the technique of elimination is used, namely by removing one of the unnecessary conjunctions without changing the primary meaning of the sentence. In this case, the phrase "selain dari sebab tersebut" is removed because the causal relationship is already clear enough through the conjunction "akibat" in the main clause. By applying the technique of eliminating the phrase selain dari sebab tersebut", namely, removing the words "selain dari sebab tersebut", the sentence becomes more focused, effective, and cohesive. The redundant elements are removed so that the sentence structure does not experience overlapping conjunction functions, and the causal relationship that is intended to be conveyed becomes clearer.

Data [18]* Namun, demikian hendaknya warga yang ada di sekitar area tersebut selalu berhati-hati saat melewatinya.

- [18] Namun, hendaknya warga yang ada di sekitar area tersebut selalu berhati-hati saat melewatinya.
(16.KK.P2.K3)

On the data [18]* This sentence contains a conjunction error, namely the use of two



conjunctions with similar semantic functions, namely "namun" and "demikian." Both words function as markers of inter-sentence relationships that are either contradictory or reinforcing, so their simultaneous use creates repetition of meaning and disrupts the effectiveness of the discourse. This error can be analyzed using the "lesap" technique, which involves removing one of the conjunctions to test whether the sentence structure and meaning are maintained. In this case, the word "namun" is removed. Thus, the "lesap" technique proves that removing one of the conjunctions with the same meaning can improve clarity and cohesion in the text.

Data [19]* *Selain dari sebab tersebut, angin putting beliung terjadi akibat arus udara yang herada di dalam awan mengalami kenaikan yang begitu kuat*

[19] Angin puting beliung terjadi akibat arus udara yang berada di dalam awan mengalami kenaikan yang begitu kuat.
(15/KK.P2.K5)

On the data [19]* The sentence contains a grammatical cohesion error in the conjunction section, specifically in the use of two causal relationship markers, namely "selain dari sebab tersebut" and "akibat." These two conjunctions semantically have a similar function, namely indicating a cause-and-effect relationship, so their presence in one sentence structure is redundant and confusing. This reduces the cohesion between clauses in the discourse. To fix this, the technique of omission is used, namely by removing one of the unnecessary conjunctions without changing the main meaning of the sentence. In this case, the phrase "selain dari sebab tersebut" is omitted because the causal relationship is already clear enough through the conjunction "akibat" in the main clause. By applying the technique of omission, namely removing the phrase "selain dari sebab tersebut", the sentence becomes more cohesive.

Data [20]* *Cahaya putih matahari terdiri dari berbagai warna, dan saat cahaya ini*

dibiaskan oleh tetesan air.

[20] *Cahaya putih matahari terdiri dari berbagai warna saat cahaya ini dibiaskan oleh tetesan air.
(24/KK.P1.K2)*

On the data [20] The sentence contains a grammatical cohesion error in the conjunction section, namely the use of the conjunction "dan" to connect two clauses that are not parallel or incomplete. The second clause "dan saat cahaya ini dibiaskan oleh tetesan air" does not have a complete predicate, thus forming a sentence fragment. This causes the sentence to be incoherent and ineffective. To fix this, the technique of lesap is used, namely by removing the conjunction "dan" so that the sentence can stand alone as a complete unit of meaning.

Data [21]* *Lempeng ini terus bergerak dan kadang-kadang saling bertabrakan atau bergeser*

[21] *Lempeng ini terus bergerak, yang kadang-kadang menyebabkan saling bertabrakan atau bergeser.”
(63.KK.P1.K1)*

On the data [21] The sentence suffers from an error in the use of conjunctions, as the phrase "dan kadang saling bertabrakan atau bergeser" creates ambiguity about the sequence and logical relationship. The conjunctions "dan" and "atau" are used close together without a clear sequence marker. The correction is made by replacing the conjunctions to reflect the alternative and temporal relationships being conveyed. Using the substitution technique, the relationship between the actions becomes more cohesive and logical in meaning.

Data [22]* *Ketika awan tidak mampu lagi menahan berat air maka titik-titik air tersebut akan jatuh ke bumi sebagai hujan*

[22] *Ketika awan tidak mampu lagi menahan berat air, titik-titik air tersebut akan jatuh ke bumi sebagai hujan.
(59.KK.P3.K1)*

On the data [22]* The sentence above contains a grammatical cohesion error in the



conjunction section, characterized by the excessive use of two conjunctions: "ketika" and "maka" The conjunction "ketika" already indicates a sufficient cause-and-effect or temporal relationship, making the addition of "maka" redundant. To correct this error, the "lesap" technique is used, which involves removing one of the unnecessary conjunctions without changing the sentence's main meaning. In this case, the word "maka" is omitted because its function is already represented by the temporal/causal relationship structure formed by the conjunction "ketika"

Data [23]* Semakin banyak uap air yang berkumpul awan menjadi tebal dan gelap.

[23] Semakin banyak uap air yang berkumpul, *maka* awan menjadi tebal dan gelap. (37.KK.P3.1)

On the data [23] The sentence contains a grammatical cohesion error in the conjunction section. The sentence structure is incorrect because there is no conjunction connecting the clause "Semakin banyak uap air yang berkumpul" with the clause "awan menjadi tebal dan gelap." The causal or proportional relationship that is intended to be conveyed is unclear. To correct this error, the insertion technique is used by inserting the appropriate conjunction to connect the two clauses, namely "maka". The addition of "maka" will show an explicit causal or proportional relationship between the amount of water vapor and the condition of the clouds. The application of the insertion technique by adding the conjunction "maka" corrects the unclear relationship between the clauses and makes the sentence more cohesive and grammatical.

Data [24]* Ada kalanya sebagian area bumi berhadapan dengan pancaran matahari. *Inilah yang membuat* area bumi tersebut mengalami siang hari.

[24] Ada kalanya sebagian area bumi berhadapan dengan pancaran matahari sehingga area bumi tersebut mengalami siang hari. (49.KK.P1.K5)

On the data [24]* This sentence contains a grammatical cohesion error in the conjunction

section. These two separate sentences actually have a strong cause-and-effect relationship, but they are separated by a period and the use of the phrase "Inilah yang membuat." This makes the flow of information less smooth and efficient. To show the causal relationship more explicitly and concisely, an appropriate conjunction is needed. To correct this error, the substitution technique is used by replacing the period and the phrase "Inilah yang membuat" with the conjunction "sehingga." This directly connects the cause clause with the effect clause, creating a cohesive whole. Applying the substitution technique corrects the fragmented sentence and makes the logical relationship between the clauses clearer and more cohesive, as well as increasing the sentence's efficiency.

Data [25]* Kebakaran hutan adalah bencana alam atau ulah manusia *dimana* api membakar area vegetasi di hutan, lahan gambut, atau padang rumput secara terkendali.

[25] Kebakaran hutan adalah bencana alam atau ulah manusia *yang* apinya membakar area vegetasi di hutan, lahan gambut, atau padang rumput. (58.KK.P1K1)

On the data [25]* This sentence contains grammatical cohesion errors in the conjunction part. Using the word "di mana" as a conjunction to refer to "bencana alam atau ulah manusia" is inappropriate. To explain how the disaster occurred or what was involved in it, a more appropriate conjunction such as "yang" is needed. To correct this error, the replace technique and the fade technique are used. The conjunction "di mana" will be replaced with a more appropriate conjunction, and the phrase "secara terkendali" will be removed because it contradicts the meaning of forest fires. The application of replace and disappear techniques corrects inaccurate use of conjunctions and eliminates contradictory information, making sentences more cohesive, accurate and grammatical.

Data [26]* Banjir sering terjadi akibat curah hujan yang tinggi drainase yang buruk.



[26] Banjir sering terjadi akibat curah hujan yang tinggi dan drainase yang buruk. (53.KK.P1.K2)

On the data [26]* The sentence contains a grammatical cohesion error in the conjunction section. There are two causal clauses or phrases ("curah hujan yang tinggi" and "drainase yang buruk") that are not connected by an appropriate conjunction. The absence of a connecting conjunction between these two causes makes the sentence ungrammatical and difficult to understand as a cohesive unit. To correct this error, the insertion technique is used by inserting an appropriate conjunction, namely "dan", to connect the two causes. The addition of the conjunction "dan" will explicitly show that both factors (high rainfall and poor drainage) together contribute to the flood. The application of the replacement technique by adding the conjunction "dan" corrects the unclear relationship between the causal phrases and makes the sentence more cohesive, grammatical, and easy to understand.

Data [27]* *Karena itu*, akan tetapi banyak warga masih mengeluhkan kurangnya perhatian dan lambatnya proses evakuasi.

[27] Akan tetapi, banyak warga masih mengeluhkan kurangnya perhatian dan lambatnya proses evakuasi. (86.KK.P3.K2)

On the data [27] This sentence contains a grammatical cohesion error in the conjunctions. The use of two conjunctions, "karena itu" (causal) and "akan tetapi" (oppositional) in one structure, creates a logical contradiction. The two conjunctions cannot coexist because they have different and contradictory functions. To correct this, the technique of omission is used, which involves removing one of the conjunctions to create a clear and logical relationship between the clauses. This technique clarifies the conflicting relationship and strengthens the cohesion between the clauses.

Data [28]*Penyebab alami meliputi hujan lebat yang berkepanjangan sehingga

kapasitas sungai, danau, atau sistem drainase tidak mampu menampung volume air; pencairan salju atau es yang cepat; atau pasang surut air laut yang tinggi.

[28] Penyebab alami meliputi hujan lebat yang berkepanjangan yang menyebabkan kapasitas sungai, danau, atau sistem drainase tidak mampu menampung volume air; pencairan salju atau es yang cepat; atau pasang surut air laut yang tinggi. (77.KK.P1.K3)

On the data [28]* The sentence contains a grammatical cohesion error in the conjunction section. The use of the conjunction "sehingga" in the first phrase implies a cause-and-effect relationship in the middle of the list, whereas "meliputi" is more appropriately followed by parallel elements (not a causal relationship). This disrupts the structural alignment and breaks the logic of the list. To correct this, use the replacement technique by changing the conjunction "sehingga" to "yang menyebabkan" or rearranging it so that all elements remain equal. This technique strengthens the harmony of the list elements and clarifies grammatical cohesion.

Data [29] Dan juga aktivitas manusia seperti deforestasi yang mengurangi kemampuan tanah menahan air dan penggunaan air yang tidak efisien.

[29] Selain itu, aktivitas manusia seperti deforestasi yang mengurangi kemampuan tanah menahan air dan penggunaan air yang tidak efisien juga menjadi penyebab banjir." (79.KK.P1.K4)

On the data [29]* The sentence "Dan juga aktivitas manusia seperti deforestasi yang mengurangi kemampuan tanah menahan air dan penggunaan air yang tidak efisien." This sentence is a fragment, because it is only part of a larger structure without a main clause. The use of the conjunction "dan juga" at the beginning of the sentence is inappropriate because it is not logically



connected to the previous sentence. Furthermore, there are two conjunctions at once "dan" and "juga" which are redundant, disrupting the cohesion and clarity of the relationship between the parts. With the substitution technique, the initial conjunction becomes explicit, the relationship between sentences becomes logical, and the sentence changes from a fragment to a cohesive whole structure.

Data [30]* Awalnya mereka mencoba-coba, lalu mengonsumsi secara rutin, dan kemudian, keempat mereka mulai menjual barang-barang rumah untuk membeli narkoba.

[30] Awalnya mereka mencoba-coba, lalu mengonsumsi secara rutin, hingga akhirnya mereka mulai menjual barang-barang rumah untuk membeli narkoba. (69.KK.P2.K4)

On the data [30] The error occurs due to the use of nested conjunctions ("dan kemudian") and the awkward structure of keempat mereka." This makes the narrative flow ineffective and lacks cohesion. The substitution technique is used to rearrange the conjunctions and subject structure to make the sentence more cohesive. This technique makes the sequence of events more logical and the sentence structure smoother.

Data [31]* Magma batuan cair panas, naik ke permukaan, seringkali disertai dengan gas dan abu vulkanik.

[31] Magma, yaitu batuan cair panas, naik ke permukaan dan seringkali disertai dengan gas serta abu vulkanik. (68.KK.P1.K3)

On the data [31]* The sentence lacks an explicit conjunction explaining the relationship between magma movement and the emergence of volcanic gas and ash. The desired relationship is one of addition or consequence, but this is not clearly indicated by a conjunction, thus blurring the connection between the ideas. The technique used for analysis is the insertion technique. Improvements are made by inserting an additive

or causal conjunction that indicates the connection between the two clauses. This insertion technique creates a more cohesive relationship between the ideas and makes the sentence more structurally complete.

Data [32]* Setelah itu, sebelumnya mereka enggan masuk sekolah dan menghindari pergaulan.

[32],Sebelumnya, mereka enggan masuk sekolah dan menghindari pergaulan. (73.KK.P2.K2)

On the data [32]* This sentence uses two conflicting time adverbs, "setelah itu" and "sebelumnya," simultaneously. This causes the temporal conjunctions to overlap and confuse the reader about the sequence of events. The technique used to analyze this is the "lesap" technique. One of the time adverbs must be removed to maintain clarity in the sequence of events. This technique allows the sentence to become clearer chronologically and avoids temporal contradictions.

DISCUSSION

Kesalahan berbahasa dalam teks pidato bagi siswa kelas VIII diperkirakan karena beberapa faktor. Faktor-faktor yang dimaksud diuraikan di bawah ini.

Pertama, faktor pengetahuan kebahasaan. Pengetahuan kebahasaan yang relatif rendah diyakini berpengaruh terhadap keterampilan menulis teks naratif seperti teks pidato. Chaplen (1974) and Farr (1979) menyebutkan bahwa aspek pengetahuan berhubungan erat dengan aspek keterampilan berbahasa.

Kedua, faktor sikap bahasa. Setiap orang yang memiliki sikap bahasa negatif cenderung menggunakan bahasa yang salah. Kondisi ini berbanding terbalik dengan aspek pengetahuan yang dimiliki pembaca itu sendiri (Langan & Mahamod, 2011; Peng & Jinah, 2020).

CONCLUSION

Based on the analysis of 90 explanatory texts written by eleventh-grade students at SMA Santo



Medan, it can be concluded that the most dominant grammatical errors are errors in the use of grammatical cohesion elements, particularly references and conjunctions. Reference errors include the use of pronouns that lack an explicit reference, the use of referents that are inappropriate to the context, and the inaccuracy of pronouns for inanimate objects. Meanwhile, conjunction errors include the excessive use of double conjunctions, the use of semantically inappropriate conjunctions, and the absence of conjunctions needed to connect clauses.

The analysis shows that these errors occur due to students' poor understanding of the function and structure of grammatical cohesion in building cohesion between sentences and ideas in a text. This results in the explanatory texts written by students lacking coherence and cohesion in discourse. Therefore, writing instruction is needed that focuses more on the understanding and appropriate use of grammatical cohesion elements so that students can construct more effective, logical, and communicative texts.

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