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Syntactical Error Analysis on Fieldwork Report Made by the Vocational High School Students

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Abstract: The study aimed to describe syntactical error on fieldwork report made by the students of SMK Semesta Bumiayu. It was descriptive qualitative research. The data were fieldwork report arranged by the students of SMK Semesta Bumiayu as many as 38 documents. Those were taken by reading and note-taking techniques, validated by content validation, and analyzed by agih method. The result showed that there were 97 syntactical errors coming from the fieldwork report like (1) inappropriate preposition of 7.21%, (2) redudancy of 13.40%, (3) double plural of 15.46%, (4) superlative form of 9.30%, (5) polysyndeton of 24.74%, (6) asyndeton of 11.34%, (7) foreign terms of 18.55%.

Kata Kunci: language error; syntactic; fieldwork report

I. INTRODUCTION

Language is a tool to interact in conveying thoughts, ideas, concepts, or feelings felt by the humans. Generally, language has significant role and position in education or even in human life. According to Arifin and Hadi, (in Istinganah, 2012) Bahasa Indonesia has been set as a national language, stated in article 36, the 1945 constitution of the Republic of Indonesia. Therefore, Indonesians must use Indonesian language properly and correctly. Good Indonesian language is in accordance with prevailing social norms. Correct Indonesian language is used according to the applicable rules. Thus, good and correct Indonesian language is the use of language which is suitable with prevailing social norms and the applicable rules (Arifin dan Hadi, in Istinganah, 2012).

Fieldwork practice is one of the activities in the form of education, training, and learning in industry field which is relevant to the students' competence. The implementation of the fieldwork practice provides knowledge and work experience. The students can learn of how to get a job, have a relevant job in accordance with the students' interests and talents.

Language error is a wrong action of the use of language both in spoken and written. Markhamah and Sabardila (in

Ariningsih, Sumarwati and Saddhono, 2012) differentiate the term of language error and mistake. Language error can be defined as systematic and consistent deviations describing the students' ability at a certain stage (it is usually not perfect yet). Language mistake is a unsystematical deviation in a performance area or language behaviour.

Chaer (2012:18) says that there are types of language error such as semantics, syntac, phonology, morphology, and discourse. The language error often happens in a certain thing related to regularity in language rules like language classroom learning, essay writing, and interaction between educators and students. It not only prioritizes communication between the speakers and the interlocutors but also trains the mastery of one's language.

In line with that, (Septiana, Sumarwati and Suyitno, 2015) convey that the use of good and correct Indonesian language is a description of the language users on Indonesian language spoken. If it is still a language carelessness, shows that the speakers have less positive outlook on Indonesian language. Language errors is dominated by second language learners or foreign learners. However, native speakers also experience language errors. A study about language error showed that common errors in language are spelling, morphology, semantics, and syntac (Anjarsari, Suwandi, Mulyono, 2013).

Setyawati, (in Dawa, Kaleka and Pingge, 2020) reports that syntactical errors describe errors in phrases and sentences. Language error in phrases caused by some things: (a) the effect of local language, (b) the use of inappropriate preposition, (c) word order errors, (d) the use of excessive elements or redundancy, (e) the use of excessive superlative, (f) having double plural, and (g) the use of inappropriate reciprocity. Then, language error in sentences can be classified based on the causative factors namely (a) unsubject in a sentence, (b) unpredicted in a sentence, (c) stumped sentence (has no subject and predicate), (d) having infix between predicate and object, (e) illogical sentence, (f) ambiguous sentence, (g) omission of conjunctions or asyndeton, (h) the use of excessive conjunctions or polysyndeton, (i) non-parallel sentence, (j) the use of foreign terms, and (k) the use of unnecessary word.

According to Corder (in Hasanudin, 2017), terms to limit language errors are: 1) Lapses, the speakers switch their way to convey something before the whole speech has been conveyed. In written cycle, the type is called by “slip of the pen”. It happens because of inadvertence of the speakers, 2) Error, the speakers break the rules of language (breaches of code), 3) Mistake, the speakers have no appropriate words or expressions in a certain situation.

Based on the study result by (Wiyanti, Setiawati, and Sumadyo, 2017), syntactical error still happens in expository essay writing especially on diction and sentence aspect. The preliminary study to the teachers of SMK Semesta Bumiayu showed that they often found language errors in arranging report like the use of diction, clause, and sentence. Syntactical error analysis gives advantages especially in arranging fieldwork report. By the analysis, it describes some language errors in arranging fieldwork report and can be an evaluation and reflection for the next report. Referring to the explanation above, the researchers formulate a problem as follows: how is syntactical errors on the fieldwork report arranged by the students of SMK Semesta Bumiayu?

II. METHOD

The research is a descriptive qualitative method. A qualitative study is used to investigate natural objects with the researcher as the research instrument and emphasize the meaning (Sugiyono, 2014:11). Descriptive means obtained sample is pictures and or words in written form (Moleong, 2017:11). Therefore, the study is a descriptive qualitative with quote as research sample aims to describe something in detail.

The research data are 38 fieldwork reports arranged by the students of SMK Semesta Bumiayu in the year of

2020/2021. It was conducted from April to Agustus 2021. Those data are taken by applying reading and note-taking techniques. Reading technique is read the report repeatedly and carefully which is in accordance with the research objective. Note-taking techniques is used to express a problem contained in the report/text.

The research uses content validity obtained from theoretical review of syntactical error on the fieldwork report arranged by the students of SMK Semesta Bumiayu. The data are analysed by apportion method (agih method), the significant tool is part of the relevant language, to answer the problem by sorting out the language elements in the language (Muhammad, 2011). It is to find out syntactical error based on the error form and the causative factors.

III. RESULT AND DISCUSSION

Syntactical errors on fieldwork report arranged by the students of SMK Semesta Bumiayu could be seen on the following table.

No	Aspects of Syntactical errors	Number of Error	Percentage
1	Inappropriate preposition	7	7.21 %
2	Redudancy	13	13.40 %
3	Double plural	15	15.46%
4	Superlative form	9	9.30%
5	Polysyndeton	24	24.74%
6	Asyndeton	11	11.34%
7	Foreign term	18	18.55%
Total		97	100%

Based on the table above, there are 97 syntactical errors consisting of 1) 7.21% of inappropriate preposition, 2) 13.40% of redudancy, 3) 15.46% of double plural, 4) 9.30% of superlative form, 5) 24.74% of polysyndeton, 6) 11.34% of asyndeton, 7) 18.55% of foreign terms.

The findings of syntactical errors in this study are quite a lot so that not all types of errors are described here. The researchers just explained some language errors as example.

a. Inappropriate preposition

There are 7 findings in inappropriate preposition on the fieldwork report written by the students of SMK Semesta Bumiayu. Here, some examples of the error:

(1) *Alangkah baiknya PKL tidak hanya di rumah sakit atau puskesmas saja, tetapi juga pada laboratorium klinik besar.*

(2) Terima kasih kepada guru pembimbing yang telah memberikan arahnya **ke** siswa-siswi yang sedang PKL.

The use of inappropriate preposition often happens in prepositional phrase that tells about place, time and manner. Preposition of **pada** on data (1) is incorrect, it should be changed to **di** because it shows place. Preposition of **ke** on data (2) should be **kepada** because it tells manner. The followings are the right sentences:

(1) Alangkah baiknya PKL tidak hanya di rumah sakit atau puskesmas saja, tetapi juga **di** laboratorium klinik besar.

(2) Terima kasih kepada guru pembimbing yang telah memberikan arahnya **kepada** siswa-siswi yang sedang PKL.

b. Redundancy

Redundancy or the use of excessive elements existed on the fieldwork report by the students of SMK Semesta Bumiayu are 13 errors.

(3) Seluruh **staf dan karyawan** rumah sakit yang telah membantu proses berjalannya PKL selama ini.

(4) Berusaha membekali diri lebih baik lagi **agar supaya** tidak merepotkan pihak PKL.

Bold words are synonym; the use of two words that have same meaning in a sentence is considered redundant. The words of **staf dan karyawan** and **agar supaya** have same meaning. It should choose one of them.

(3a) Seluruh **staf** rumah sakit yang telah membantu proses berjalannya PKL selama ini.

(3b) Seluruh **karyawan** rumah sakit yang telah membantu proses berjalannya PKL selama ini.

(4a) Berusaha membekali diri lebih baik lagi **agar** tidak merepotkan pihak PKL.

(4b) Berusaha membekali diri lebih baik lagi **supaya** tidak merepotkan pihak PKL

c. Double plural

There are 15 errors in double plural. The followings are the examples of the errors.

(5) Hal ini sangat penting karena akan memberikan pengalaman dan melatih mental **para siswa-siswi** dalam menghadapi berbagai macam persoalan yang akan terjadi di dunia kerja.

(6) Para **pegawai-pegawai** agar lebih disiplin lagi dalam hal waktu.

para siswa-siswa and **para pegawai-pegawai** are double plural. The students should write just one of the words. The followings are the right sentences:

(5a) Hal ini sangat penting karena akan memberikan pengalaman dan melatih mental **para siswa** dalam menghadapi berbagai macam persoalan yang akan terjadi di dunia kerja.

(5b) Hal ini sangat penting karena akan memberikan pengalaman dan melatih mental **siswa-siswi** dalam

menghadapi berbagai macam persoalan yang akan terjadi di dunia kerja.

(6a) **Para pegawai** agar lebih disiplin lagi dalam hal waktu.

(6b) **Pegawai-pegawai** agar lebih disiplin lagi dalam hal waktu.

d. Superlative form

Superlative form is used to describe an object which is at the upper or lower limit of the quality. In Indonesian language, superlative form is adjective added by adverb of *amat*, *sangat*, *sekali*, *paling* or affix *ter-*. If there are two adverbs to explain the adjective in a sentence, it will be an excessive superlative form. There are 9 errors related to superlative form on the fieldwork report written by the students of SMK Semesta Bumiayu. Here are the examples.

(7) Kami **sangat senang sekali** dengan adanya kegiatan PKL ini, sehingga kami dapat menambah keterampilan, dan pengetahuan dalam bidang kesehatan khususnya obat-obatan.

(8) Terima kasih kepada pembimbing PKL yang sudah **sangat baik sekali** memberikan arahan dan bimbingannya selama ada di tempat PKL.

sangat senang sekali and **sangat baik sekali** are examples of excessive superlative form. **Sangat** and **sekali** are adverbs to express superlative form. The students should choose one of them.

(7a) Kami **sangat senang** dengan adanya kegiatan PKL ini, sehingga kami dapat menambah keterampilan, dan pengetahuan dalam bidang kesehatan khususnya obat-obatan.

(7b) Kami **senang sekali** dengan adanya kegiatan PKL ini, sehingga kami dapat menambah keterampilan, dan pengetahuan dalam bidang kesehatan khususnya obat-obatan.

(8a) Terima kasih kepada pembimbing PKL yang sudah **sangat baik** memberikan arahan dan bimbingannya selama ada di tempat PKL.

(8b) Terima kasih kepada pembimbing PKL yang sudah **baik sekali** memberikan arahan dan bimbingannya selama ada di tempat PKL.

e. Polysyndeton

The use of excessive conjunctions or polysyndeton is concerned multiple interpretations by the readers. It needs accuracy in arranging each sentence to avoid polysyndeton. The followings are 2 examples of 24 errors produced by the students of SMK Semesta Bumiayu in arranging fieldwork report.

(9) Pengetahuan yang diperoleh dari sekolah tidak selamanya sama dengan apa yang ada di lapangan. **Oleh karena itu, maka** program PKL memberikan pengetahuan kepada siswa tentang proses yang terjadi di lapangan secara nyata.

(10) **Dan dengan** adanya praktik kerja lapangan di apotek kami dapat merasakan bagaimana pelaksanaan praktik langsung di dunia kerja.

Bold words in sentence (9) and (10) are excessive conjunctions causing the incoherent sentence. The students should use one of the words.

(9) Pengetahuan yang diperoleh dari sekolah tidak selamanya sama dengan apa yang ada di lapangan. **Oleh karena itu**, program PKL memberikan pengetahuan kepada siswa tentang proses yang terjadi di lapangan secara nyata.

(10) **Dengan** adanya praktik kerja lapangan di apotek kami dapat merasakan bagaimana pelaksanaan praktik langsung di dunia kerja.

f. *Asyndeton*

Asyndeton or omission of conjunctions is in the fieldwork report composed by the students of SMK Semesta Bumiayu numbered 11 errors. The following are the examples of asyndeton in the fieldwork report.

(11) Letak rumah sakit strategis mudah dijangkau oleh masyarakat.

(12) Obat-obatan yang baru masuk diletakan di belakang, obat-obatan yang lama diletakan di depan agar obat tidak kedaluwarsa sebelum digunakan.

Sentence (11) and (12) are not effective because the conjunction should be exist are omitted. The followings are the right sentences.

(11) Letak rumah sakit strategis **sehingga** mudah dijangkau oleh masyarakat.

(12) Obat-obatan yang baru masuk diletakan di belakang, **sedangkan** obat-obatan yang lama diletakan di depan agar obat tidak kedaluwarsa sebelum digunakan.

g. *Foreign term*

There are 18 errors in the use of foreign terms. Here are the examples of the errors.

(13) **Link and match** antara sekolah dan instansi dunia kerja.

(14) Kita perlu melakukan pengelompokan barang menjadi dua yaitu **fast moving and slow moving**.

Bold words are foreign terms written on the fieldwork report by the students of SMK Semesta Bumiayu. The foreign terms can be changed to Indonesian terms like **Link and match** becomes **menghubungkan dan mencocokkan**, **fast moving and slow moving** as **bergerak cepat dan bergerak lambat**.

(11) **Menghubungkan dan mencocokkan** antara sekolah dan instansi dunia kerja.

(12) Kita perlu melakukan pengelompokan barang menjadi dua yaitu **bergerak cepat dan bergerak lambat**.

Language errors at the syntactical level often occur in written language. (Alber & Febria, R, 2018) the results of this study there are errors in the use of redundant or redundant elements and the use of inappropriate prepositions. Meanwhile, language errors in the field of

sentences include unsubject sentences, non-predicate sentences, non-subject and predicate sentences such as the use of words, illogical sentences, excessive use of conjunctions, non-parallel sequences, use of foreign terms, and use of unnecessary question words.

In line with the results of research research results (Setiawan, 2016) These errors are (1) single sentences that are not grammatical, (2) single sentences that are not coherent, (3) single sentences that are not effective, and (4) single sentences that are influenced by Madurese. Syntactical errors in equivalent compound sentences are (1) ungrammatical sentences, (2) uncoordinated sentences, (3) ineffective sentences, and (4) equivalent compound sentences. Research result (Septiani, P., Suwandi, S., & Setiawan, B., 2019), It can be concluded that the causes of language errors are as follows: (1) errors in taking elements, (2) obscuring meaning due to errors in selecting dictions that affect English, (3) errors in the perception of fitness, and (4) compiling English terms.

IV. CONCLUSION

Based on the reserach result, 97 of 38 documents show syntactical errors. Those are (1) 7 errors in inappropriate preposition, (2) 13 errors in redudancy, (3) 15 errors in double plural, (4) 9 errors in superlative form, (5) 24 errors in polysyndeton, (6) 11 errors in asyndeton, and (7) 18 errors in the use of foreign term.

From the research result, the researchers suggest that the students needs to more understand about the correct use of language in accordance with the General Guidelines for Indonesian Spelling (PUEBI); the teachers should more focus on the language errors produced by the students and the findings can be an evaluation so that the next fieldwork report can be better; the school or the coordinator of fieldwork activity should involve Indonesian teachers in arranging fieldwork report aims to minimize the language errors.

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