



ERROR ANALYSIS IN STUDENTS' CLASSROOM DISCUSSION AT MTS LKMD WAEMOLI

(Analisis Kesalahan Berbahasa Dalam Diskusi Siswa Kelas VIII MTS LKMD Waemoli)

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(Diterima: 09 Agustus; Direvisi 10 Agustus; Disetujui: Agustus 2020)

Abstract

This study the analysis of language errors in Indonesian subjects at MTs LKMD Waemoli, Buru Regency in class discussion activities. The research design used in this research is descriptive qualitative, namely collecting, processing, analyzing, and presenting data objectively about the object of research, namely language errors in class discussion activities of class VIII students of MTs LKMD Waemoli, Buru Regency, especially words, phrases, clauses, and the sentence. Data collection techniques are carried out to obtain the information needed in order to achieve the research objectives, the techniques used are observation techniques and recording techniques. The results showed that the form of language error analysis for grade VII students at MTs LKMD Waemoli, Buru Regency in class discussion activities was the use of words, use of phrases, use of clauses, and use of sentences. Based on the data obtained regarding the analysis of students' language errors in class discussions, it can be said that in the use of words there are 168 non-standard word uses, in the use of phrases there are 7 errors, the use of clause errors there are 13 errors and 10 errors in the use of sentences. The overall dialogue on the data in the analysis is 146 which is more wrong with the use of errors in words.

Keywords: language, error analysis, class discussion.

Abstrak

Penelitian ini mendiskripsikan analisis kesalahan berbahasa pada mata pelajaran bahasa Indonesia siswa MTs LKMD Waemoli Kabupaten Buru dalam kegiatan diskusi kelas. Desain penelitian yang digunakan dalam penelitian ini adalah deskriptif kualitatif, yakni mengumpulkan, mengolah, menganalisis, dan menyajikan data secara objektif mengenai objek penelitian, yaitu kesalahan berbahasa pada kegiatan diskusi kelas siswa kelas VIII MTs LKMD Waemoli Kabupaten Buru, khususnya kata, frasa, klausa, dan kalimatnya. Teknik pengumpulan data dilakukan untuk memperoleh informasi yang dibutuhkan dalam rangka mencapai tujuan penelitian, teknik yang digunakan yakni teknik observasi dan teknik rekaman. Hasil penelitian menunjukkan bahwa bentuk analisis kesalahan berbahasa siswa kelas VII MTs LKMD Waemoli Kabupaten Buru pada kegiatan diskusi kelas adalah penggunaan kata, penggunaan frasa, penggunaan klausa, dan penggunaan kalimat. Berdasarkan data yang diperoleh mengenai analisis kesalahan berbahasa siswa dalam diskusi kelas, dapat dikatakan bahwa dalam penggunaan kata terdapat 168 penggunaan kata yang tidak baku, pada penggunaan frasa terdapat 7 kesalahan, penggunaan kesalahan klausa terdapat 13 kesalahan dan kesalahan pada penggunaan kalimat sebanyak 10 kesalahan. keseluruhan dialog pada data yang di analisis tersebut adalah 146 yang lebih banyak kesalahan terdapat penggunaan kesalahan pada kata.

Kata kunci: Bahasa, analisa kesalahan, diskusi kelas

INTRODUCTION

Language allows humans to interact (communicate), share experiences, learn from each other and improve intellectual abilities. Language as belonging to humans plays an important role in life, so we are required to pay attention to it. Studying and studying is evidence of our attention to language, people can share information, thoughts, experiences, ideas, opinions, desires, and hopes for humans. Conversely, communication between fellow humans cannot be carried out well, especially to express moral attitudes and express emotional attitudes. In this connection, Indonesian language learning is directed to improve students' ability to communicate, both orally and in writing.

One of the main characteristics of humans is being able to speak. Speaking skills should be taught from an early age because speaking skills are very much for the success of a person in his profession. However, there are still many people who do not realize it and think that the completeness of speaking tools is sufficient to guarantee someone to do good speech acts. Whether we realize it or not, the purpose of speaking is not only to convey as many words as possible, but other people can understand what is being said and want to do what the speaker wants.

Speaking is one aspect of language skills. Other skill aspects are listening, reading, and writing. (Risman: 2018) The four aspects can be said to be four but one, one but four. The relationship between the four aspects of language is expressed in the term chess-singular. This means that there is a close relationship between speaking with listening, speaking with reading, and speaking with writing (Tarigan, et al., In Iye: 2018).

Most people when speaking usually don't pay attention to where and what they are doing at that time, even though we all know that communication will run smoothly

if used in the right place and atmosphere. If an agricultural engineer wants to convey how to grow rice with the best quality, then he must master the language of his audience first, especially if the audience is elderly farmers, in fact they only know the local language.

This is also the reason for researchers to research language error analysis in the speaking aspect. The researcher chose MTs LKMD Waemoli, Buru Regency, because the researcher had previously consulted with the Language and Literature Teacher at the school on November 25, 2019 regarding discussion activities in the class he handled. In addition, the researcher has made direct observations on class discussion activities at the school, the researcher found that the use of official language in discussion activities is still lacking, for example in the use of word choices that should not be said in official forums such as in discussion activities, for example, the use of said se, to, kamong, katong, etc. The researcher chose class VIII because the KTSP contained the competence to discuss the values contained in the short story. Therefore, the researcher is interested in examining the Analysis of Language Error Class VIII Students of MTs LKMD Waemoli, Buru Regency in discussion activities.

LITERATURE REVIEW

Language error analysis

Error analysis is a study or analysis of mistakes made by students (learners) in foreign or second language lessons (Iye 2019). That is, a study that discusses or describes language errors made by students or foreign (second language) students in language learning.

In contrast to the opinion (Kridalaksana 1993: 13), which states that analysis of error analysis in language teaching is a technique for measuring the progress of language learning by

recording and clarifying the mistakes made by a person or group.

According to (Susiati: 2018) states that there are five steps for language error analysis. Rare is to collect samples, identify, explain errors, classify errors; evaluate errors. Based on the language error analysis work steps, definitions or limitations of language error analysis can be drawn up. Language error analysis is a work procedure commonly used by language researchers or teachers, which includes collecting error samples, identifying errors in the sample, explaining the errors, classifying the errors, and evaluating the severity of the errors.

Based on the opinion of these experts, it can be concluded that language error analysis is a work procedure which is a confirmation (conversation) that saves from standard norms then the error is identified to present data as a source of error.

Classroom Discussion

Discussion is an activity in a group by exchanging ideas about a matter or problem. Discussion participants try to solve problems or seek answers from their participants, the discussion can be grouped into small groups or large groups (Tolla, 1998: 72).

(Hasibuan, 1999: 20), argues that discussion is a process of seeing two or more individuals who interact verbally and face each other regarding certain goals or objectives by exchanging information, defending opinions, or solving problems. Furthermore, the definition of discussion is also expressed by (Zainuddin, 1992: 89), namely the exchange of opinions to obtain complete information, explanations, thoughts or knowledge that are used to solve the main problem or problem. (Pateda and Palubuhu, 1993: 161), argues that

discussion is a scientific meeting that discusses a problem in a particular discipline. The discussion was led by a moderator who organized the course of the discussion and presented several experts. After the experts discussed, participants were given the opportunity to express their opinions about the content of the opinions put forward by the experts.

In essence a discussion is a conversation in advanced form. The manner, content and weight of the conversation are higher than ordinary conversation. In practice, discussions can take various forms (Tarigan, 1990: 226). Furthermore, at the same source, (Tarigan, 1990: 286), argues that the method or technique of discussion is a way of mastering teaching materials through a vehicle for exchanging opinions, arguing based on experience and knowledge that is already owned to solve a problem.

In teaching language, discussion techniques are often used because they greatly support speaking skills. The skills of questioning, communicating, interpreting, and concluding are highly developed through the application of discussion techniques. Gilstrap and Martin (in Iye: 2020) state that the discussion technique is an activity in which a number of people discuss together through an exchange of opinions on a topic or problem to find answers about a problem based on all possible facts. Source (Depdikbud in Djumingin, 2007), the discussion technique is a way of mastering the content of lessons through the discourse of exchanging opinions based on knowledge and experience gained, in order to solve a problem. Meanwhile, the writer argues that the discussion is a forum / group of individuals or groups that talk about solving a problem or problem being faced.

The objectives of the discussion according to (Gilstrap and Martin in Djuming, 2007: 75-76) are as follows: Developing skills in asking questions, communicating, interpreting, and concluding, Developing positive attitudes towards schools, teachers and fields of study, Developing problem-solving skills and self-concepts a more positive, improve student success in expressing opinions and Developing attitudes towards controversial issues.

Discussion activities can be an effort to improve students' speaking skills through expressing ideas, ideas, and opinions about a problem. According to (Zamzani, et al, 2010: 2) politeness is a behavior that is expressed in a good or ethical way. Polite is a cultural phenomenon, so what is considered polite by culture may not be the case with other cultures. The purpose of politeness, which means discussion politeness, is to make the atmosphere of interaction pleasant, not threatening and effective.

METHOD

In this study, according to the title "Analysis of Language Errors in Class Discussion Activities in Class VIII Students of MTs LKMD Waemoli, Buru Regency", the variable is the analysis of language errors in discussion activities.

The research design used in this research is descriptive qualitative, namely collecting, processing, analyzing, and presenting data objectively about the object of research, namely language errors in class discussion activities of class VIII students of MTs LKMD Waemoli, Buru Regency, especially words, phrases, clauses, and the sentence.

The data of this research are the students' language procedures in the form of the use of words, phrases, clauses and sentences in class discussion activities.

Data collection techniques were carried out to obtain the information needed

in order to achieve the research objectives, namely observation techniques and recording techniques.

The data analysis technique steps are as follows: a) Presentation of data, namely sorting the data by type, both from observations and recording; b) Interpretation and assessment of the language error analysis of class VIII students of MTs LKMD Waemoli, Buru Regency, in class discussion activities; c) Drawing conclusions about the analysis of language errors of grade VIII students at MTs LKMD Waemoli, Buru Regency, to provide interpretation and assessment of language errors in class discussion activities, adjusted to the language form of students regarding words, phrases, clauses, and sentences, based on KBBI, and PUEBI.

RESULTS AND DISCUSSION

Based on the presentation of the data found, it can be described about the analysis of language errors of grade VIII students at MTs LKMD Waemoli. In accordance with the results of data analysis, it can be said that grade VIII students of MTs LKMD Waemoli do not pay attention to the use of good and correct language in

class discussion activities. This can be seen in the form of disclosure used when students want to speak during class discussions. Analysis of students' language errors during the discussion, it can be concluded that the analysis of language errors for class VIII students of MTs LKMD Waemoli, Buru Regency during class discussions in the use of words, phrases, clauses, and sentences, there are still many errors, it can be seen in the following data.

a. The Word

Errors in the use of words in class discussion activities can be seen in the following data;

Data 1.

Moderator: Okay good so no
wasting time!

The data above includes the wrong word in the use of the word okay, the word okay should be replaced with the word yes.

Data 2.

Moderator: So as not to waste time

I just go ahead and invite the speaker, the head speaker.

For the presenters....

The data above shows that the use of the word sodara is non-standard, the word "sodara" in standard Indonesian is brother so it can be said that the moderator used a non-standard word.

Data 3.

Sudents 1: *Su mengerti ka balong.*

(Understanded or Yet)

In data 3, it can be seen that students spontaneously say sum understand "Ka balong", the word sumaham can be pronounced in conjunction between su and the word understand. The word su here is like the word already, but the pronunciation is shortened, while the word kabalong, the word here is like an auxiliary word so the root word is "balong", the word balong means not yet. So the conclusion of the student's pronunciation is whether they understand it or not.

b. Phrase

The error in the phrase appears in the data as follows;

Data 1. Moderator: *apakah itu sa.*

Should be (was that all)

Data 2. Students: "*sumengerti kabalong*"

It should (Already understand or not yet)

Data 3. Students: *katong seng tau.*

Should (we don't know)

Data 4. Students: *Coba ulangdo.*

Should be (Try repeating first)

The data above is errors in the use of proper and correct phrases because of non-standard phrases. If the phrases in the data above are correct in good and correct

Indonesian, then these phrases are included in standard phrases.

c. Clause

Data 1.

Moderator: Can you repeat it

Data 1 above, the moderator responds to the discussion forum participants with what clauses can be repeated. This clause is a wrong clause, the moderator should say what can be repeated, the clause is wrong because there is one word that is not standard so that the clause is declared wrong in the word repeat.

Data 2.

Students: *sabar dolo katong ada*

cari. (Be patient first we are looking for it)

The clauses above in the words "*dolo* and *katong*", if students use standard words, then the clause is the correct clause because the word *dolo* in the big Indonesian dictionary is first and *katong* which means us or us.

Data 3.

Students: *Antu batul seng tau.* (He's right don't know)

This data is the use of the wrong clause because there are some non-standard words in the clause, which are in the word "*antu*", which is like a liaison or village dialect which can also mean it is true, "*batul*" means true and *seng* means not the correct clause in the data above is I really don't know. The clause above is often pronounced because many auxiliary words are used by the speaker in official forums.

d. Sentence

Data 1.

Moderator : *oosu mengerti samua sumengerti ka?* (I understand everything)

The data above is a language error during the class discussion, the moderator should say in the use of official language that everyone has understood it or not, but

the moderator does not pay attention to the use of good and correct language.

Data 2.

Students : *lakatong balom tau lakatong Tanya.* (We don't know yet so we are asking)

The conversation data is the use of unofficial language in Indonesian which is good and correct. Students do not pay attention to the use of good language, students should say we don't know yet then we ask questions. The use of this unofficial language is influenced by everyday language that is often spoken.

Data 3.

Moderator : *Atau hanya menguji katongsa?* (Are you just asking testing questions)

The data above is also an incorrect sentence usage. If only the word *katongsa* is replaced with our word, then the sentence is a good and correct sentence, but the moderator uses village dialogue too often so that he doesn't pay attention to good and official sentences in discussion activities.

CONCLUSION

Judging from the use of good and correct language when speaking in official forums, it can be concluded that the analysis of language errors of grade VIII students at MTs LKMD Waemoli, Buru Regency, in class discussions on the use of words, phrases, clauses and sentences is still not good because it does not pay attention to standard words. The mistakes made by students in the use of words, phrases, clauses, and sentences when speaking during the discussion were seen in the use of non-standard or unofficial words.

Based on the presentation of the results of the data analysis and discussion, it can be concluded about the analysis of language errors for class VIII students of MTs LKMD Waemoli in class discussion activities. In the use of words, phrases, clauses and use of sentences, it still has to be

considered because the data presented from the results of the researcher's analysis, there are 168 errors in word usage, there are 7 error phrases, 13 errors in clauses, and errors in using sentences are 10 of them. The total number of dialogues in discussion activities is 146 dialogues.

Thus, it can be concluded that the mistakes during the discussion of class VIII students of MTs LKMD Waemoli, Buru Regency, were more using errors in word usage. The words that are most often spoken are the words *kamong*, *katong*, *samua* and the use of auxiliary words such as *su*, *ka*, and *la*. These auxiliary words are influenced by the habits of the discussion participants because the discussion participants are mostly people from the coast or from the village. This can be seen from the data that has been discussed.

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