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MORPHOLOGY IN SPEECH STUDENTS OF AL-MAKSUM PRIVATE IT MIDDLE SCHOOL

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KEYWORDS

Morphology, Speech Students, SMP Al-Maksum

A B S T R A C T

This study aims to describe the types of connection errors, types of repetition errors and types of compound errors in the speech of grade VII students at Al-Maksum private information technology college. This study uses a qualitative descriptive research design with the research subjects being grade VII students at Al-Maksum private IT college. The subject of this study concerns morphological errors in students' speech. Data were collected using audio recording method. Data analysis is performed by transcribing data, arranging, collating, presenting, and drawing conclusions. The results showed that there were 62 arrangement errors, 46 repetition errors and no layout errors.



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INTRODUCTION

Morphology is very important in learning Indonesian because it plays an important role in the formation of morphemes and words that are the basis for the formation of expressions, clauses, sentences, paragraphs and speech. In a broad sense, morphology is a system of language in which the structure of words that form sentences changes naturally depending on the type of word or meaning desired by the speaker or writer. Thus, morphology has flexibility in the process of morphogenesis and word formation, both in free morphemes and bound morphemes (Rohmadi, 2009: 3). The analysis of linguistic errors in the field of morphology aims to identify errors. Especially errors in the area of forming words into good sentences. Good sentences can give rise to good thoughts in the listener and the speaker does not need to explain what he is saying. Research in the form of language errors has indeed been carried out by many previous researchers. There are those who research speech in oral form, but quite a few also research speech errors in written form. However, there are very few researchers specifically at the morphological level. Therefore, on this occasion the researcher will examine students' speech errors in oral form which are analyzed using morphological studies. Morphology according to Badudu (1976: 15) is "the science of language that discusses morphemes and how they turn into words".

Regarding the need to analyze linguistic errors in the field of morphology, according to Badudu (1982) and Tarigan & Sulistyarningsih (in Slamet, 2014: 2), they believe that linguistic errors in the field of morphology are divided into three groups, specifically can be arrangement errors, repetition errors and composition errors. The researchers chose to use Al-Maksum private IT college as the study site due to several considerations. Firstly, the school's students mainly come from North Sumatera village. As we know, North Sumatera Aga Village is a traditional village. The local language of the people is known to be very strong. Most likely, students are still influenced by the traditional language they use at home. Second, grade VII was chosen as the research object because grade VII students are new students, and may still be greatly influenced by their mother tongue used in communication with family and friends at school. Third, the number of students of Al-Maksum private IT college is very large so it will be easy for researchers to get data. The purpose of this study is to describe the types of word usage, rewriting and word usage errors in the speech of students at Al-Maksum private IT junior high school.

METHOD

Whether or not the research objectives are achieved depends greatly on the method used. Research methods used in this study include (1) research design, (2) research location, (3) research topics and objects, (4) collection methods and tools. Data collection and (5) data analysis techniques. The research design used in this study is a qualitative descriptive design. This descriptive research design was chosen because of its ability to fully describe morphological errors in students' speech. The subjects of this study were students of class VII of Al-Maksum private IT university. The object of this study is to analyze morphological errors in students' speech. This study was conducted at Al-Maksum private IT college. When collecting research data, the researchers used a snowballing strategy. This recording method is used to help researchers easily collect data in the form of students' pronunciation errors during the learning process. In snowball sampling, initial identification begins with a person or case that meets the search criteria. Then collect data multiple times until you feel that the data you are looking for is enough. The tool used in this study is a tool that takes the form of a cell phone and records results during data research in the classroom. Then, the data obtained in the form of students' pronunciation errors were analyzed using the following data analysis techniques. First, data in the form of records of students' pronunciation errors were transcribed using notes. The data is then entered into the data card. After that, the data is sorted again to filter out data that is only needed for research. The next step is data presentation. At this stage, data regarding speech errors of class VII students at Al-Maksum Private IT Middle School in the learning context will be presented in accordance with the data collection method that has been carried out, namely the recording method. After all the data has been analyzed, the final step is drawing conclusions. At this stage, we must answer problems regarding the form of speech errors in affixation, reduplication and word compounding

RESULTS AND DISCUSSION

In this research, the total data obtained was 108 errors from 70 students who made speech errors. In detail, the number of affixation errors was 62 data, reduplication errors were 46 data, and compounding errors (composition) were 0. The presentation of the discussion is combined with the research results. Forms of Affixation Errors in the Speech of Class VII Students at Al-Maksum Private IT Middle School and Their Discussion. Based on the results of observations, researchers found 62 student speech errors at Al-Maksum Private IT Middle School from twelve forms of affixation errors. The forms of affixation errors are, (1) deletion of the prefix *me-*, (2) simulfix errors, (3) deletion of the prefix *ter-*, (4) deletion of the prefix *ber-*, (5) deletion of the prefix *se-*, (6) addition of the prefix *se-*, (7) omission of the prefix *per-*, (8) omission of the prefix *di-*, (9) inaccurate use of the prefix *di-*, (10) errors in the use of suffixes (11) errors in the use of confixes, and (12) errors in the use of joining affixes. These errors vary. The following is an excerpt from a student's speech which contains affixation errors. Removal of the prefix *me-*. The affixation error found in students' speech was the omission of the prefix *me-*.

1. Yesterday Komang didn't bring books to my house. (01 (VII-1)). The words in bold in the speech above are errors in the formation of affixation, namely the omission of the prefix *me-*. The word *bring* should have the prefix *me-* so that it becomes the word

carry. This is because the word bring is a verb. The statement should be corrected as follows. Yesterday Komang didn't bring books to my house. Apart from the utterance above, the omission of the prefix me- was found in eight other utterances.

2. Who will you be?
3. Wow, in the evening his father built a house, he opened a new house.
4. Group two starts.
5. My father also saves in a cooperative.
6. I also felt that, bro.
7. Arnita only goes to school to show off her new shoes. HUUUU
8. Don't those rabbits wear headbands?

The eight utterances above also experienced affixation errors, namely the omission of the prefix me-, the same as the error in data (01). The improvements to these sentences are as follows. (2a) Who are you? (3a) Wow, Dusk, his father built him a new house, Buk. (4a) Group two starts. (5a) My father also saves at the cooperative. (6a) I felt that too, Buk. (7a) Arnita only goes to school to show off her new shoes. HUUUU... (8a) Aren't the rabbits wearing headbands? Simulfix Error. There were eleven mistakes made by students. The following statements contain errors. (1) Ma'am, Komang cheated. (2) Now I understand, Mom. (3) When Mount Agung erupted, my family fled to Denpasar, Buk. (4) Yes, Mom, we swept it earlier but it's still dirty. (5) Oh, he's wearing dry clothes. (6) Don't peek at my homework. (7) Oh, look, if someone is angry, they will definitely rub their chest. (8) Just being hit a little bit and already crying. Whining! (9) I like drawing animals, Yan. (10) At that time the squirrel was combing its fur, Thum. (11) Excuse me, Buk, I want to look for Yuni. In sentence (1), the word cheating comes from the word cheating which is given an affix in the form of the prefix me-. When the word cheating is given the prefix me- it becomes cheating. The correction to the speech is: (1a) Ma'am, Komang is cheating. Similar errors also occurred in ten other utterances. Therefore, the improvements to these utterances are as follows. (2a) Now I understand, Buk. (3a) When Mount Agung erupted, my family fled to Denpasar, Buk. (4a) Yes ma'am, we swept it earlier but it was still dirty. (5a) Oh, he's wearing his clothes to wipe. (6a) Don't peek at my homework. (7a) Oh, look, if someone is angry, they will definitely rub their chest. (8a) Just being hit a little bit and already crying. Whining! (9a) I like drawing animals, Yan. (10a) At that time the squirrel was combing its fur, right? (11a) Excuse me, Buk, I want to look for Yuni. Omission of prefix ter-. The next affixation error is the omission of the prefix ter-.

The function of this prefix is to form passive adjectives or verbs. There were six errors in omitting prefixes in the speech of class VII students at Al-Maksum Private IT Middle School. The following is the statement. (1) Just laugh, bro. (2) Thump, Nyoman's clothes got inked. (3) I usually come in the morning. (4) There are artists who were born with a stutter like Ajis. What's that name? (5) The wolf felt touched by the closeness of Cici and her best friend. (6) The book has been burned and I don't know. The utterances above contain affixation errors in the deletion of the prefix ter-. In sentence 1 for example. The word laugh should be pronounced laughing. So the improvements are as follows. (1a) Just laugh, bro. Likewise with other utterances that have the same error as data number (1). (2a) Thump, Nyoman's clothes are stained with ink. (3a) I'm used to coming early. (4a) There are artists who were born with a stutter like Ajis. What's that name? (5a) The wolf was moved to see the closeness of Cici and her best friend. (6a) the book was burned and I didn't know. Removal of the prefix ber-. Another speech error is the omission of the prefix ber. There are ten errors in students' speech. The following is an incorrect speech

utterance. (1) I've been around the field 3 times. Buk, are you cooking again? (2) Buk Suryani also sells Tiens medicine, right? (3) I intend to ask, ma'am, but don't know what to ask. (4) Elementary! You go to school without capital. (5) He had entered BK because he had a fight with class VIII. (6) Basically, Dhani has talent in the field of gossiping. (7) If you get a direct sentence, it means we have a different discussion. (8) Don't bother Eka! He is concentrating on the race. (9) He said he wanted to swim in Mumbul, so? (10) I hope my friends can understand this.

The formation of words such as traveling, selling, intention, capital, fight, talent, difference, concentration, swimming, and hope are errors in students' speech. The improvements to the speech utterance are as follows. (1) I've been around the field 3 times, bro, are you cooking again? (2) Buk Suryani also sells Tiens medicine, right? (3) I intend to ask, ma'am, but I don't know what to ask (4) Damn! You go to school without capital. (5) He was admitted to BK because he had a fight with class VIII. (6) Basically, Dhani is talented in the field of gossiping. (7) If you get a direct sentence, it means we have a different discussion. (8) Don't bother Eka! He was concentrating on the race. (9) He said he wanted to swim in Mumbul, so? (10) I hope friends can understand this. Omission of prefix *se-*. and Adding the prefix *se-*.

The deletion of the prefix *se-* and the addition of the prefix *se-* are also found in the speech errors of class VII students. As for the error in omitting the prefix *se-*, there was only one statement which read "At dusk I went to the bathroom, I also left class, Buk." There was an omission of the prefix *se-*. Prefixes need to be added to the word *time* so that the word functions as an adverb so that the word becomes *when*. Therefore, the corrected statement is "when Dusk goes to the bathroom I also leave class, Buk." Researchers also found errors in adding the prefix *se-* in the speech of class VII students at Al-Maksum Private IT Middle School. The error can be found in the statement which reads "My family and I have been there, sir. There is an addition of the prefix *se-* to words in the same family. The use of prefixes in the same family in this sentence makes the sentence unacceptable in Indonesian. Just use the word family. Therefore, as for improving the speech, "my family and I have been there, Buk." Omission of the prefix *per-*. The next affixation error is the omission of the prefix *per-*. There are two utterances that contain this error. The following is his statement. (1) Now schools have been tightened, Buk. Do not wear short socks. (2) Quickly take notes! I'm going to rest now. In the speech data (1) the word *tightened* should be changed to "tightened" as is the case with data (2). The word *fast* should be changed to *speed up*. The prefix *per-* functions to form verbs. The meaning obtained from the prefix *per-* is to make something more. Therefore, the correction of the sentence is: (1a) Now schools have been tightened, Buk. Do not wear short socks. (2a) Speed up your notes! I'm going to rest now. Omission of the Prefix *di-* and Inaccuracy of Use of the Prefix *di-*. There are affixation errors in the form of omitting the prefix *di-* and inaccurate use of prefixes in students' speech. There are only two errors in the speech. The two sayings are: (1) "When do you collect your assignments, Buk?" The root of the word *gathering* is *gather*. The prefix should be added to the word *gathering*. This is because the prefix *di-* functions to express action. Therefore, improvements to data 1's speech are as follows. (1a) "When is the assignment due, Buk?" The next error is the inaccurate use of the prefix *di-*. The speech error in question is (2) "Under the mango tree I saw Mr. Agus' motorbike parked." The word *parking* should have the prefix *di-* because it is a passive verb. To form a passive verb, the word *parking* in the sentence requires the prefix *di-* so that the word becomes *parked*. Thus, the revised speech is as follows: (2a) "Under the mango tree I saw Mr. Agus' motorbike parked."

Mistakes in Using Suffixes. The next affixation error is the addition and inappropriate use of suffixes. Errors in the use of suffixes found in student speech data were in the form of (1) errors in adding the suffix -an (2) omissions (3) errors in adding the suffix -i (4) inaccurate use of the suffix -i. There is one error in the form of adding the suffix -an to students' speech. This error can be found in the following statement, "When I'm on holiday I just play on my cellphone." In the word holiday, the suffix -an should not be added. This is because without the suffix -an in the word holiday, the meaning or purpose of the speech can already be known, namely that the person concerned is currently on holiday. So, the fix is as follows. "On my day off I just play on my cellphone." The next speech error is the omission of the suffix -an. The speech that contains this error is as follows. "At Mek Joli, guests are only given a drink." The basic word drinking should have the suffix -an. The meaning of the word 'drink' tends to be in the form of a verb and after being given the suffix -an becomes a noun. The following is a correction of the statement. "At Mek Joli guests are only given drinks." Errors in removing suffixes also occur with the suffix -kan. The following is a student's utterance that contains the suffix -kan error. "I was laughed at by Komang" the word laughed is an error in using the suffix -in. The ending used should be the suffix -kan. So the correction is, "I was laughed at by Komang. Apart from the suffix -an, there is also an affixation error in the form of an error in adding the suffix -i. The following is a speech error. (1) "It's true that at home, Buk Mila is sleeping, I'm being blown by a gentle breeze." The word blown has the basic form of blow. There should be no need to add the suffix -i because without the suffix, the word is already acceptable and the meaning can be understood. Another error is the inaccurate use of the suffix -i. The utterance that contains the error is (1) "Hey, please fill in the marker, Ms. Teacher."

The word isiii is an incorrect use of the suffix -i. The word isiii should be changed to isi. Therefore, the correction is as follows "Uh, please fill in the marker, Ms. Teacher." The sentence containing the -i suffix error is "Next week the school will have a cleaning. Does that mean it's a study holiday, right? The word pawn is an incorrect formation of a word with the suffix -i. This word has the basic form of exist so the correct suffix is the suffix -kan. So the corrected statement is "Next week the school will have a clean-up. Does that mean it's a study holiday, right?" **Confix Deleted Error.** The next error found in students' speech is the error of omitting confixes. From the existing data, it was found that the confixes ber -an, ke -an, and per -an were removed. The following data contains this error. (1) It was in the forest that they first became acquainted. (2) The land near Setra belongs to my uncle, you know. (3) When is the fable stage? So that speech can be intended to form a verb, it is necessary to add the confix ber-an. The word get to know is the basic form of the word get to know which is found in data (1) so that it becomes acquainted. In speech data (2) the word has becomes possessive. Then in data (3) there is an error in forming the word stage. The word stage should be changed to "performance". The improvements to speech data (1) - (3) are as follows. (1a) It was in the forest that they first became acquainted. (2a) The land near Setra belongs to my uncle, you know. (3a) When is the fable performed?

Forms of Reduplication Errors in Speech

There are five (5) types of reduplication errors in students' speech, namely, (1) complete repetition, (2) partial repetition, (3) repetition of roots with sound changes, (4) repetition of bases with affixes, and (5) reduplication of noun bases. Below we will present data on speech utterances that contain these errors. **Entire Repetition Error.** There are four student utterances that contain repetition errors throughout, namely: (1) he hid behind a bush when the wolf approached. (2) Why do you borrow books at night? (3) It's dawn at my school, Buk. The word bush in the data (1) The use of the word bush in this speech is not

appropriate, because the word bush makes the sentence unacceptable and is a pseudo-word. Therefore, it should be changed to bushes because they have a unified meaning. Next, in data (2) and (3), namely the words evening and dawn. The forms of the words night and dawn in the speech above are not correct. Basic nouns, especially in root form, when duplicated will have the grammatical meaning of 'moment' or 'time'. In this case the repetition is carried out with a complete loop. Therefore it should be said at night and early in the morning. Partial Repetition Error. Some repetition errors are also found in the speech of Banjar State Middle School students. There are three speech errors in partial repetition. Below we will show these errors. (1) He only occasionally skips to the canteen, Buk. (2) Even the men say Buk, there are a lot of them. (3) The wolf passed through the trees in the forest without paying attention to its surroundings. The words (1) sometimes, (2) men, and (3) trees are incorrect forms of the words. These three data should experience partial repetition. Data (1) should be occasional, data (2) should be men, and data (3) should be trees. Repetition Errors with Sound Changes. Repetition errors with sound changes are also found in students' speech errors. There are six utterances that contain this error. Each error will be analyzed as follows. (1) Can you stay in your chair? I noticed you were coming back and forth earlier. (2) The students here are a bit naughty, Buk. Haha... (3) In Cici the squirrel's house you can find lots of fresh vegetables, fruit and fish. (4) In my opinion, the dancer's body movements are less flexible. (5) There have been many cases of clothes being scribbled on, right? (6) Dani's eyes blinked. Hahaha... There are two types of sound changes found in this speech. First, there is a change in vowel sounds and second, there is a change in consonant sounds (1). The word back and forth is repetition with phoneme variations but the phoneme repetition is not precise. Back-and-forth speech should go back and forth because it includes repetition with vowel variations. Likewise with data (2) students should become student, data (4) swaying should become sway, data (5) scribbled should become scribble and data (6) blinks. the flashing should be blinking. In contrast to the data above, data (3) has an error in the form of the consonant sound. Following is his statement. "In Cici the squirrel's house you can find lots of fresh vegetables, fruit and fish." The word vegetables above is wrong. The consonant sound of the word should be changed. What has been changed is the second word. So it becomes a vegetable. The improvements to the spoken sentences are: (3a) in Cici the squirrel's house you can find lots of fresh vegetables, fruit and fish.

Affixed Basic Repetition Errors.

Affixed repetition errors are the most common errors found in students' speech. There are 24 errors. The affix errors used are varied, such as the prefix me-, the prefix ber-, the prefix ter-, the joining prefix me-kan, the confix ber-an, and the joining affix me -i. Below we will analyze these errors. 1. The root with the prefix me- There was an error in repeating the root with the prefix me- in seven students' utterances. The sentences are: (1) Dhani likes to ask for money, Buk. (2) Cici and her friends jumped up and down with joy because they found a packet of bread. (3) Don't like repetition. It's been a long time! (4) Wolves are very clever at deception. (5) Thump, Tu Agus kicked me, Thump (6) You're so big you're still sucking on a pencil. (7) Don't like pointing fingers at people! The root with the prefix me is like the statement above, there are 2 ways of duplication. According to Chaer (2015: 184), the first method, which is progressive, means repetition in the forward direction or to the right; and secondly it is regressive, meaning repetition backwards or to the left. The speech error above uses the first method, which is progressive, which means repetition in the front or right direction. So that data (1) the word repeat begging becomes begging, (2) the word jump jump becomes jumping, (3) the word repeat becomes repeat, data (4) the word trick

becomes cheating. , (5) the word kicking becomes kicking, (6) the rephrasing suction should become sucking, and the data for (7) the rephrasing pointing becomes pointing. 2. Roots with the prefix ber-. Errors in the use of the root with the prefix ber- are also found in students' speech. There are seven errors. The following is a speech error. (1) Quickly tidy everything up! We're getting ready to go home. (2) I haven't understood direct sentences for months. (3) I'm not good at saying Thump, just tell someone else. (4) Komang's bracelet sparkles like an artist. (5) It's been weeks since I finished making indirect sentences. (6) I packed Buk from 5 am. (7) Taking photos with family is better. Prefixes have two types of root repetition. First, the prefix ber- is first added to the root, then part of it is done and only the root is repeated. This can be found in the data (1) the repeated word ready gets the prefix be- gets ready, (3) saying should become words (6) pack-pack becomes packing, and (7) taking photos should become becomes photo-photo because the shape of the root is photo. Furthermore, utterances that use the second method of repair are in sentences (2) for monthly repetitions, (4) for sparkling repetitions, and (5) for weekly repetitions. These words should be corrected by repeating simultaneously with the addition of the prefix ber- so that (1) months becomes months because the form of months is not acceptable, (4) luster becomes sparkling, and (5) weeks -weeks became weeks. 3. Repetition of Prefixed Roots. Prefixed root errors also occur when students speak but there is only one error. His words read, "I was so panicked that Dinda stopped talking." In this speech, the word halting is not appropriate to use. It should have the prefix ter- to form a more acceptable verb. So the repairs were "so panicky that Dinda was stumbling when she spoke.

CONCLUSION

Based on the results of data analysis, it can be concluded as follows. There are 62 speech errors from eleven forms of affixation errors. These errors vary. The forms of affixation errors are: (1) deletion of the prefix me-, (2) abbreviation of morph, (3) deletion of the prefix ter-, (4) deletion of the prefix ber-, (5) deletion and addition of the prefix se-, (6) omission of the prefix per-, (7) omission and inaccuracy in the use of the prefix di-, (8) errors in the use of the suffix (9) errors in the use of confixes, (10) sounds that are not melted, and (11) errors in the use of joining affixes. Based on data obtained by researchers during research, there are five types of reduplication errors, namely, (1) complete repetition, (2) partial repetition, (3) root repetition with sound changes, (4) affixed base repetition, and (5) reduplication noun basis. This research did not find any word compounding errors in students' speech so no data was analyzed. Researchers only found speech data from students who used compound words correctly. This is because students are able to use compound words correctly. The suggestions that the author can convey are: for teachers and students, it is hoped that this research can be used as a guide and evaluation material in speaking, for schools to conduct outreach about the good and correct use of Indonesian, and for other researchers, this research is expected to become a reference and can be refined again through similar research.

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