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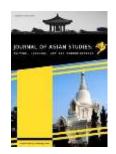and Communications

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DICTIONAL MISTAKES IN STUDENTS DISCUSSION ACTIVITIES OF SMP 1 PARIAMAN

KESALAHAN DIKSI PADA KEGIATAN DISKUSI SISWA SMP 1 PARIAMAN

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Abstract
This research is motivated by the lack of students' ability in the use of diction in terms of (1) accuracy of diction, and (2) suitability of diction. Qualitative research with descriptive method is used as the basis of research to achieve research objectives. The focus of this research is all the utterances spoken by students in the Indonesian language learning process in which there are diction errors. Efforts to collect data were carried out by recording all the utterances spoken by students in the Indonesian language learning process. Followed by recording and describing the speech produced by the speaker. The data on the use of diction were then analyzed based on the students' use of diction in discussions in terms of (1) the accuracy of the diction and (2) the suitability of the diction spoken. The results of the study found students' diction errors in terms of (1) accuracy of diction. Class VIII students of SMP Negeri 1 Pariaman are less able to distinguish words that are almost synonymous, pay less attention to words that are similar in spelling, use self-created words, pay less attention to the use of verbs that use prepositions, pay less attention to the use of common words and prepositions specific, and pay less attention to the continuity of word choice. (2) Diction suitability, VIII grade students of SMP Negeri 1 Pariaman use a lot of substandard language or elements in formal or official situations, use inappropriate scientific words, use slang words, use elements of conversational language in discussions, and use artificial language.
Key words *: mistakes, diction*

Abstract
Penelitian ini dilatarbelakangi oleh kurang kemampuan siswa dalam penggunaan diksi dari segi (1) ketepatan diksi, dan (2) kesesuaian diksi. Penelitian kualitatif dengan metode deskriptif dipakai sebagai dasar penelitian untuk mencapai tujuan penelitian. Fokus penelitian ini adalah semua tuturan yang dituturkan oleh siswa dalam proses pembelajaran bahasa Indonesia yang di dalamnya terdapat

kesalahan diksi. Usaha untuk mengumpulkan data dilakukan dengan cara merekam semua tuturan yang dituturkan siswa dalam proses pembelajaran bahasa Indonesia. Dilanjutkan dengan mencatat dan mendeskripsikan tuturan yang dihasilkan penutur tersebut. Data tentang penggunaan diksi kemudian dianalisis berdasarkan penggunaan diksi siswa dalam berdiskusi ditinjau dari segi (1) ketepatan diksi dan (2) kesesuaian diksi yang dituturkan. Hasil penelitian ditemukan kesalahan diksi siswa dari segi (1) ketepatan diksi. Siswa kelas VIII SMP Negeri 1 Pariaman kurang bisa membedakan kata-kata yang hampir bersinonim, kurang memperhatikan kata-kata yang mirip ejaannya, penggunaan kata-kata ciptaan sendiri, kurang memperhatikan penggunaan kata kerja yang menggunakan kata depan, kurang memperhatikan penggunaan kata umum dan kata khusus, dan kurang memperhatikan kelangsungan pilihan kata. (2) Kesesuaian diksi, siswa kelas VIII SMP Negeri 1 Pariaman banyak menggunakan bahasa atau unsur substandar dalam situasi formal atau resmi, penggunaan kata ilmiah yang kurang tepat, penggunaan kata-kata slang, penggunaan unsur bahasa percakapan dalam diskusi, dan penggunaan bahasa artifisial.
Kata Kunci *: kesalahan, diksi*

1. INTRODUCTION

Language is one of the most important elements of culture. In a community group, language becomes the characteristics of the community group. Language is used as a tool to communicate and share ideas with other members of society. Indonesian people generally still use local languages to communicate with their social environment. The existence of language differences in the social environment for communication creates a speaker who has the ability to master two or more languages. Speakers who are able to master two or more languages in communicating are called bilingual or multilingual.

Children as language users, of course, will also use the language used in their environment. In the area of West Sumatra, generally the first language (B1) of children is Minangkabau, and Indonesian as a second language (B2) is obtained through the learning process at school. There is a difference between the language used by a child in his family, namely Minangkabau language, and the language used in the school environment, namely Indonesian, makes children have the ability to master two languages at once, namely Minangkabau as the first language (B1) and Indonesian as the second language (B2).). The use of Minangkabau language as a first language (B1) alternately with Indonesian as a second language (B2) by children in communicating in their school environment is one of the causes of errors in a child's language. Apart from not being skilled in language, children are also not fully able to master a second language (B2).

When children communicate in a second language, sometimes children are confused about finding equivalent words from the first language to the second language used in their school environment. The existence of diction used by children is not appropriate because of a lack of mastery of vocabulary in Indonesian due to the influence of their first language, namely Minangkabau. Children also do not know which diction is appropriate for communicating, one of which is caused by a lack of vocabulary mastery in the second language (B2). Children sometimes mix their first language with their second language (Wahyuni, 2015).

Diction in the Big Indonesian Dictionary is the choice of words that are appropriate and appropriate in their use to express ideas so that certain effects are obtained (as expected). Accuracy is the ability of a word to evoke the same idea in the imagination of the reader or listener, as the writer or speaker thinks or feels, so the writer or speaker must try as carefully as possible to achieve that intention. The accuracy of diction is the ability of a word to evoke the same idea in the imagination of the reader or listener as intended by the writer or speaker. According to Keraf (2005:88--89), there are ten things that need to be considered in the accuracy

of using diction, namely: (1) carefully distinguishing the meaning of denotation and connotation; (2) discriminate carefully synonymous words; (3) distinguish words that are similar in spelling; (4) avoid self-invented words; (5) be wary of using foreign endings; (6) verbs that use prepositions must be used idiomatically; (7) to guarantee the accuracy of diction, the writer or speaker must distinguish general words from special words; (8) using sense words that indicate special perceptions; (9) paying attention to changes in meaning of words that are already known; (10) pay attention to the continuity of word choice. (8) using sense words that indicate special perceptions; (9) paying attention to changes in meaning of words that are already known; (10) pay attention to the continuity of word choice. (8) using sense words that indicate special perceptions; (9) paying attention to changes in meaning of words that are already known; (10) pay attention to the continuity of word choice.

Appropriateness of diction is the use of appropriate diction in a particular context or situation. There are several diction suitability requirements as follows. Avoid as far as possible substandard language or elements in formal situations. Only use scientific words in special situations. In general situations, writers and speakers should use popular words. Avoid jargon in writing for general readers. The author or speaker as far as possible avoids using slang words. In writing, do not use the word conversation. Avoid obsolete expressions (dead idioms). Keep away from artificial words or language (Suryaningsih, 2017)

One of the learning processes that demands children's language skills is discussion. In this discussion, children are required to be more creative and active in using a second language (B2), namely Indonesian as the official language used in the school environment. The group discussion method in the Indonesian language learning process can help students think more critically. This discussion can also assess children's language skills, especially speaking (Johan, 2018; Firmasyah, 2017). In learning with this discussion method, children make more use of the choice of words or diction they master. (Purnamayani, et al. 2014)

The mixing of the first language with the second language when the child expresses his opinion causes mistakes in the meaning of the words he says. In addition, the diction he spoke was not in accordance with the context or situation of the discussion. Discussion according to Trianto (2007) is a scientific conversation by several people who are members of a group, to exchange opinions about a problem or jointly seek solutions to get answers and truth about a problem.

Based on this understanding, discussion learning has meaning, as a means to understand students' thoughts and how to process ideas and information taught through communication that occurs during learning. Thus discussion provides a social setting in which teachers can help students analyze their thought processes. Discussion is a learning method that exposes students to a problem. The main purpose of this method is to solve problems, answer questions, increase and understand students' knowledge, and to make decisions (Sanjaya, 2006). In carrying out the discussion students convey ideas, ideas and opinions on the topics discussed. In the process of discussion activities students use diction to convey these ideas.

2. **METHOD**

Based on the type of research, this is included in the descriptive style of qualitative. The researcher exposes the data or reality to a descriptive data analysis. This is because Researcher Expose Data or Reality to a Case in a Language Learning Program. What is described in the

study is an analysis of the readability of cultural material in BIPA Teaching Materials in International Programs in West Sumatra; the cultural material is in the form of cultural texts or local wisdom. The Analyzed Teaching Materials are Teaching Materials for BIPA 1 and BIPA 2 Levels. The data of this study are Indonesian texts and cultural materials in BIPA teaching materials. The source of this research data is in the form of teaching materials for BIPA teachers, reading skills, and communication of international learners. A research instrument is a tool used to measure natural and social phenomena observed (Sugiyono, 2010: 102). This research instrument is the recording and writing equipment used.

Data collection techniques are first observation; researchers made field observations of several institutions that conduct international programs, namely Andalas University, Padang State University, Padang Panjang Indonesian Art Institute, and Padang State Islamic University. After that, the researcher interviews the teacher while asking for teaching materials as research documentation data. And researchers conduct Focus Group Discussions (FGDs) with international teachers and learners. The analysis is carried out theory, and data analysis format is made according to the readability of a text. In data analysis techniques, researchers use listening techniques and note-taking techniques. The listening technique is a technique that is the object of research whose purpose is to obtain concrete data (Sudaryanto, 1993:135). The listening method is used in providing data using conducting language usage (Mahsun 2006:92). This method has an advanced technique: note-taking. Things that have been listened to are later transcribed into identifiable written data. In this data analysis, researchers calculate existing data on each discourse text.

3. RESULTS AND DISCUSSION

During the implementation of the discussion process, the diction spoken by students generally made many mistakes, both in terms of the accuracy and appropriateness of the diction. The following will explain diction errors made by students during discussion activities in the learning process in class.

1. Diction Accuracy

In accordance with the theoretical studies discussed, there are ten kinds of diction accuracy requirements that must be considered by students so that the diction used by students while holding the discussion is correct. Based on the results of research in the field, there were several mistakes made by students that were not in accordance with the diction accuracy requirements stated earlier. The following will discuss the mistakes made by students in terms of the accuracy of diction.

Use of synonymous words

Synonymous words do not always have a complementary distribution. Therefore, the writer or speaker must be careful in choosing words from the many existing synonyms to convey what he wants, so as not to cause different interpretations. The data obtained from the results of research in the field, found 44 sentences whose diction was not correct in terms of the use of synonymous words. This inappropriate use of synonyms occurs due to differences in emotive meanings or sense values and cognitive meanings or knowledge produced by these words. In addition, this error also occurs due to students' lack of mastery of the correct synonyms in the

Indonesian vocabulary, so that students are unable to use the correct equivalent words in the sentences they speak.

Distinguishing Words with Similar Spelling

If the writer himself is not able to distinguish words that are similar in spelling, then it will bring unwanted consequences, namely misunderstanding. Similar words in his writings include: that-below,-carry, interferences, cartoons, prepositions, corporations, and so on. The data obtained from the research results, found 7 sentences whose diction is not correct in terms of the use of words that are similar in spelling. Spelling mistakes made by students are in terms of speech sound and cutting up a word. Spelling errors made by these students occurred because of the habit of students who were in a hurry in the narrative of sentences when speaking. Habits like that cause students to often make mistakes that are sometimes not realized and affect the meaning of the sentences they say. In addition, the lack of mastery of B1 and B2 languages also influences this error.

Use of own words

Language always grows and develops according to developments in society. First of all, language development can be seen from the increase in the number of new words. However, that does not mean that everyone can create new words at will. New words usually appear for the first time because they are used by famous people or famous authors. The acceptance of these new words depends on the acceptance of the community towards that word.

The next error in using student diction is the use of self-composed words which occur due to the influence of language development that occurs from time to time. From the data obtained in the field, there is 1 sentence whose diction or word choice violates the requirements for the accuracy of this diction. Errors in the use of self-composed words occur because of the influence of students' everyday language in their interactions.

Use of verbs that use prepositions

The use of prepositions in each word chosen also affects the accuracy of the choice of words chosen. Remembering will not remember, hoping not expecting, dangerous, dangerous for, endangering something not harmful to something, afraid of, afraid of something (locative). The research data found that as many as 12 diction sentences were incorrect in terms of the use of verbs that use prepositions. This diction error occurs because of the lack of knowledge of students about ways to use verbs that use prepositions.

Distinguish general meaning and special meaning

In general, to achieve precise understanding, it is better to choose specific words than general words. General words and special words are distinguished based on the extent or extent of the scope of meaning they contain. The more specific a word or term is, the closer the point of similarity or meeting between the reader and the writer is, conversely, the more common the word used by the speaker, the farther the meeting point between the speaker and the reader or listener is.

Data from research results in the field found as many as 10 sentences whose diction was not correct in terms of the use of general words and special words. This error occurs due to a lack of mastery of student vocabulary, so students are unable to use proper diction. Students tend to use diction with general words and special words that are not appropriate to explain a concept, so that listeners are not able to quickly understand the speaker's intent.

Continuity of Word Choice

The continuity of word choice can be disrupted if a speaker uses too many words for purposes that can be expressed briefly, or uses vague words, which can lead to ambiguity or multiple meanings. The data obtained from the results of research in the field, there are 66 sentences whose diction is not correct in terms of the continuity of word choice. Students' diction errors in paying attention to the continuity of the choice of words they use occur because students want to clarify the main thoughts of the sentences they convey. However, the lack of students' ability to choose the right words and directly describe their thoughts, students tend to use convoluted word choices to convey their thoughts.

2. Diction Conformity

Based on the results of research in the field, it was found that the use of student diction was not in accordance with the diction suitability requirements as discussed in chapter II. The following will discuss errors in the use of student diction during discussions in terms of diction conformity requirements.

Use of substandard varieties

The standard language is a kind of dialect and can be limited to the utterances of people who occupy positions or sufficient social status in society. Sub-standard language is the language used or used by people who do not get high positions or positions in society. So, the use of both types of language depends on the social layer of the language user. However, the context or situation of an official discussion depicting educated people has lost their social class due to the use of this diction. So that it seems that the diction is taking place in the environment of people who do not use Indonesian properly.

Data from research in the field found as many as 87 sentences whose diction did not match the context of the discussion due to the use of language or substandard elements. Student diction errors, in this case the use of language or substandard elements, occur due to the influence of students' habits of using their local language in daily conversations.

Use of special terms

In general situations, writers and speakers should use popular words. The biggest part of the vocabulary of a language consists of words that are commonly used by all levels of society, both educated and ordinary people. Because it is known by all levels of society, the word is called a popular word. Words that are commonly used by educated people, especially in scientific writing, official meetings, special discussions, are called scientific words. From the research data in the field, it was found that there were 6 sentences whose diction was not in accordance with the official context of the discussion. Students use popular words in formal situations.

Use of Slang Words

The use of these slang words is a variation of language for association which is generally used by young people for their own environment. So, slang tends to be unknown to other parties in speech community groups. Data from research in the field, only found 1 sentence whose diction used slang words. This error occurs because of the influence of everyday student language in their environment.

Using Conversational Words

Conversational words are words that are used in conversation or daily interaction of educated people. A form of conversational language is the use of abbreviations such as dok, prof, and cap, which respectively mean doctor, professor, and captain. In general or scientific language, the use of conversational language should be avoided. Data from research results in the field, found as many as 4 sentences whose diction uses conversational language. This error occurs due to the influence of students' everyday language.

Use of Artificial Words or Language.

The purpose of using words or artistic language is to beautify the word and hide the meaning of the word itself. Data from research in the field found 12 sentences whose diction did not match the context of the discussion due to the use of artificial language or hiding the true meaning.

4. CONCLUSION

From the results of research in the field, it can be concluded that in the use of diction by class VIII students of SMP Negeri 1 Pariaman there are still some errors in the use of diction, namely, first, in terms of the accuracy of diction, class VIII students of SMP Negeri 1 Pariaman are unable to distinguish words that are almost synonymous, pays little attention to words that are similar in spelling, uses self-created words, pays little attention to the use of verbs that use prepositions, pays little attention to the use of general words and special words to describe an intention, and lastly pays little attention to the use of continuity of word choice .

*Second,*In terms of the appropriateness of diction, Grade VIII students of SMP Negeri 1 Pariaman use a lot of language or substandard elements in formal or official situations, use of popular words that are not appropriate in the context of official discussions, use of slang words in the context of official discussions , the use of elements of conversational language in the context of official discussions, and the use of artificial language or artistic language that hides the true meaning. Diction errors in terms of the accuracy and appropriateness of word choice occur because they are influenced by several factors. First, the lack of mastery of student diction in scientific variety. Second, the tendency of students to use a variety that is often used in everyday life or conversational language to express thoughts in discussions.

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