# Syntax Field Error in Wattpad Stories and Its Relevance to Learning Indonesian Language

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**ABSTRACT**

This study aims to (1) describe the error in the syntax field, (2) the cause of the error in the syntax field, (3) the most dominant error in the syntax field in Wattpad stories, and (4) the relevance of syntactic field errors to learning. The study is descriptive qualitative. In collecting data, the authors use listening and note-taking techniques. The method used in analyzing the first aim is the distributional method with the replacement technique, while the second and third aims of the authors use equivalence with the conclusion technique. From the data that has been collected, there are seven syntactic errors in the Wattpad story, including 12 sentences with non-standard structures, 9 unclear sentences, 11 ambiguous sentences, 6 redundant sentences, 5 improper dictions, 2 contamination sentences, and 5 coherences. Wattpad is a web service site originating from Toronto, Canada. There are several fields of error analysis in Indonesian, such as spelling errors, morphology, syntax, semantics, and sociolinguistics. In speaking the Indonesian language, it cannot avoid mistakes in writing; it should pay attention to linguistic rules to not experience errors.

*Keywords: Syntax, cause, dominant.*

## 1. INTRODUCTION

Wattpad is a web service site originating from Toronto, Canada. Wattpad is an online community for writers and readers. The point is not much different from blogger. Everyone can create a free account to start writing on Wattpad or read stories shared on Wattpad as short stories, series, posts, or poems. It can also give comments and vote on each reading. To update the story, each author has a different schedule. Sometimes, some are every day, once a week, or waiting for votes from readers to meet the author's target. Besides, the author also occasionally updates based on mood. A person's mood does change in a few minutes or seconds. If a writer is not in the mood, then a writer will not get the idea or imagination to write the story.

Everyone can read Wattpad on a computer, phone, or tablet. One of its uniqueness is that most writers on Wattpad are young people and writing fan-fiction. This study is conducted because Wattpad is currently being talked about by teenagers and adults alike. This year, there are a lot of Wattpad stories that are made into novels and serialized. Finally, We chose to study stories on Wattpad because We don't think there are many studies on Wattpad, especially the language use in stories. The story studied in the current written study is a story.

The Indonesian language is the national and official language used by all Indonesian societies to communicate. Even so, many people are still wrong in using Indonesian language. Orally, Indonesian language is used to communicate, while in writing, Indonesian language is used to create literary works, scientific works, books, and others. In communicating using Indonesian language, people sometimes still mispronounce words or sentences; it becomes accustomed and normalized. Indeed, it is better if people are educated about the Indonesian language, so that they can speak or write Indonesian language better.

In Indonesian language learning education, it is beneficial to understand and master the rules of language, language use, and speech. Since elementary school, Indonesian language material has been taught to students; they should be able to use Indonesian language correctly and adequately. Ordinary people often think that Indonesian language is very simple because it is often used in communication. However, they do not know that the words or sentences are also not wholly correct. Sometimes, there is a language that they think is correct but turns out to be wrong when they say or write it.

Language errors often occur for the author does not pay attention to the rules and structure of the language. For the use of language in writing, the writers must be able to pay attention to the language used in their

writing; it must be based on the structure and rules of language. Language error analysis is a technique that uses linguistic theories and procedures to systematically identify, classify, and explain errors made by students studying a foreign or second language. The errors are systemic, consistent, and descriptive. The cause of language errors is due to the competence factor.

There are several fields of error analysis in Indonesian language, such as spelling errors, morphology, syntax, semantics, and sociolinguistics. In this study, the authors examine the syntactic field error analysis in Wattpad stories. Syntax errors are grammatical errors related to word order, phrase composition, clauses, coherence, and sentence logic. There are two types of errors at the syntactic level, namely phrase and sentence field errors. At the same time, the sentence field error includes no subject, no predicate, non-subject and non-predicate sentence, repetition of the subject, predicate and insertion between objects, illogical sentences, ambiguous sentences, omission of conjunctions, excessive use of conjunctions, misalignment, use of foreign words, and use of unnecessary question words.

Writing a story is an activity carried out by a writer to pour ideas into a story. Wattpad is a free website or application to read or write a story; with the Wattpad platform, we can read stories written by other people. In addition, we can also write ideas for stories on Wattpad, so that people around the world can read them. Currently, many Wattpad stories have been made into novels and made into series.

Writing stories on Wattpad can be an advantage for a writer because they have the opportunity to have their work published by a publisher. There are so many publishers on Wattpad that sometimes offer to let their stories be published. However, there are language errors in writing stories on Wattpad, both spelling and syntactic errors. The most common mistakes in Wattpad stories are errors in punctuation marks. The reader reading the story will interpret or use a different intonation than the writer intended. This is caused because the author of the story does not use punctuation correctly and adequately.

## 2. METHOD

The study is qualitative descriptive. Qualitative descriptive is used to describe an event, event, and phenomenon. [1] A descriptive study aims to form a systematic, factual, and accurate picture of the facts of the phenomenon under investigation. To collect data using the listening and note-taking techniques, namely listening to the use of language, then using the note-taking method to write the data. After that, the data are grouped and identified to obtain conclusions.

Writing data in this study using listening, the method of collecting data through language, [2]. The listening method is done by listening to sentences related to the

structure and rules of the language; after the listening method is done, the note-taking method is applied. Sudaryanto (2015: 205) note-taking technology is recording on a card and immediately following up using an elaboration. The note-taking technique is the data collected and analyzed according to the group.

In the first aim, the authors use the distributional method. According to Sudaryanto (2015: 18), the distributional method refers to using the senses to determine that the relevant part of the language is the target of the study itself. In this study, the authors analyze the error in the syntax field in Wattpad stories. The errors include word redundancy, irregularly structured sentences, ambiguous sentences, unclear sentences, imperfect words, sentence pollution, coherence, loan words used in sentences, sentence logic.

In the first, this study uses a changing technique. The analysis technique replacing the linguistic elements of the data will produce speech in the form of ABCS, ABSD, ASCD, OR SBCD, if the original speech data is in ABCD. It depends on which element will be replaced. The substitution technique is used to determine the level of similarity of the class or category of replaced elements or substitute elements with substitute elements, especially if the replacement level is the same as the replaced level (Sudaryanto, 2015: 58). Meanwhile, the authors use equivalence with a conclusion technique in the second and third aims. Sudaryanto (2015: 15), equivalence method is a method with the determinants being outside and not part of the related language. Sudaryanto (2015: 31) after the linguistic unit of the relationship that is closely matched with the identity of the determinant. The second and third draw conclusions from the data of the first.

## 3. RESULTS AND DISCUSSION

### 3.1 Errors in Wattpad Stories

An article is a medium of communication between the writer and the reader. However, communication will only occur to the reader by explaining the words and word order according to the author's intent [3]. Syntax error analysis is an error related to sentence structure related to word order, phrase composition, clauses, coherence, and sentence logic. [4] Error analysis is a process based on error analysis of people who are learning with the object (ie, language) that has been targeted. The targeted language can be in the form of mother tongue as well as national and foreign languages. The form of syntactic error is an error that deviates from the structure of phrases, clauses, and improper use of particles. People say sentences to express thoughts, ideas, or feelings in language. To speak well, we are required to be able to compose sentences well. Sentence structure is the highest form in linguistics. The form of syntactic errors is divided into

nine: non-standard structured sentence errors, ambiguous sentences, unclear sentences, inappropriate diction in forming sentences, sentence contamination, coherence, redundant words, loan words used in sentences, and sentence logic. [5] From the study results, it can be seen that the rules applied are not appropriate and there are syntactic errors in the form of sentences.

### 3.1.1    Non-standard Structured Sentence

Non-standard structured sentence is the use of sentences whose structure is not in accordance with predetermined Indonesian language rules. Because the sentence structure deviates from the structure found in Indonesian. [6] writing errors are due to not paying attention to linguistic rules or General Guidelines for Indonesian Spelling. The writing must be in accordance with the rules in General Guidelines for Indonesian Spelling.

(1) *Merekalah yang sudah menemani Shava dikala Shava dilanda kesedihan ataupun kebahagiaan.* (They are the ones who had accompanied Shava when he was felt sadness or happiness)

(2) *Shava yang mulanya memejamkan mata dengan tenang terkejut seketika mendengar suara Rendi yang tiba tiba terdengar.* (Shava who initially closed his eyes calmly was surprised when she heard Rendi's voice immediately heard.)

(3) *Gimana nyampe belom?* (Have you arrived yet?)

(4) *Bangga gue sama lo.* (I am proud of you)

(5) *Bukannya kita pulang kerumah ngapa dibawa kesini?* (Doesn't we go home, why were we brought here?)

(6) *Iya Bang Shafa pamit ke kamar yah Abang juga harus istirahat.* (Yes, Bro Shafa said goodbye to the room, Brother also had to rest.)

(7) *Sudah sekitar 15 menit Shafa keluar dari kamar mandi dia membuka lemari milik shava dan disana Shafa terkaget kaget dengan warna baju Shava yang sangat cerah cerah.* (It has been about 15 minutes Shafa came out of the bathroom, he opened Shava's closet and there Shafa was surprised by the color of Shava's clothes, which were very bright.)

(8) *Iky yang ditarik tarik hanya bisa mengikuti saja dia benar benar sangat mengantuk namun rasa kantuknya hilang seketika ketika mencium aroma terong balado kesukaan nya.* (Iky who was pulled could only follow, he was really very sleepy, but his sleepiness disappeared instantly when he smelled the aroma of his favorite eggplant balado.)

(9) *Tak sadar ada seseorang di depan nya lalu Shafa menabrak seseorang itu.* (Not realizing there was someone in front of him, then Shafa crushed into someone.)

(10) *Iyalah gw ga buta kali ntah dulu gw bener bener bodoh milih pasangan.* (Yes, I was not blind before, I was really stupid in selecting a partner.)

(11) *Erik tersenyum lalu mengusap lembut rambut Shafa hingga Shafa terusik dari tidur nya dan terbangun.* (Erik smiled and gently stroked Shafa's hair till he was disturbed from his sleep and woke up.)

**(12)** **Tau** *sudah kayak kebakaran panas weh* *ruangan nya*. (**You know** it's like a hot fire **in the room**

Sentences (1) – (12) are known that the sentence structure is non-standard. In sentence (1) the irregularity of the sentence is the use of the word *"dikala"*. Because the word *"dikala"* means the time/when, it is used together with the word "*dilanda*" which means it is hitting, but the word is not appropriate to be used together with the word "*dikala*". Sentence (2) is said to be non-standard because of the inappropriate use of the word in the sentence. The sentence structure (3) is non-standard because it does not provide information on who is meant. Make the reader confused about who is meant and where. Here it is intended *sudah sampai* (had arrived*)*, the sentence has a question mark which means to ask. It should be shown who the sentence is meant for. Sentence (4) is a non-standard structured sentence. The sentence shows his pride for someone; the structure is not standard because *"Gue"* means *"Saya"* in the middle of the sentence. If the sentence is proud of me and you, it's like the word proud to be ownership, so it becomes a non-standard sentence.

Sentence (5) is not standard because the choice of words is not standard to be used as a sentence. There is an interrogative sentence that should use a question mark. But there is no question mark so that the sentence becomes non-standard. The sentence should be 2 sentences. The non-standard sentence (6) is non-standard because the first letter must use a capital letter to write a person's name. In the middle of the sentence, it is a question sentence. It should be put a question mark so that the reader can easily interpret the reading. Sentence (7) is not standard because being surprised has the same meaning as *sangat kaget*. Even though you want to write surprised, you should use a (-) sign because it is a word that is repeated and brightly. [7] inaccurate errors in the preparation of sentences, causing sentences to have unclear meanings.

The non-standard form of sentence (8) uses the words *seketika* and *kesukaannya*. Because on the back, s*eketika* is written back *ketika*, it should

be *seketika* changed to *begitu saja*. The cause of the non-standard sentence (9) is that the word used is a bound form. If true, the writing on the word *tak sadar* should be *taksadar*. Furthermore, the words used are intra-sentence conjunctions that must be written preceded by a comma. Sentence (10) is a non-standard sentence. The non-standard sentence (11) is caused by the improper placement of the sentence structure, resulting in the sentence being non-standard. In sentence (12), there are non-standard words that use *nya* that should be combined, but they are not combined in writing.

(1a)    *Merekalah yang sudah menemani Shava **di saat** sedih ataupun bahagia.* (They are the ones who had accompanied Shava **when** he was felt sadness or happiness)

(2a)    *Shava yang awalnya memejamkan mata, dengan tenang **menjadi** terkejut **ketika** mendengar suara Rendi.* (Shava who initially closed his eyes calmly **was** surprised **when** she heard Rendi's voice immediately heard.)

(3a)    *Gimana **sudah** sampai **atau** belum?* (**Have** you arrived **yet?**)

(4a)    ***Gue bangga** sama lo.* (**I am proud** of you)

(13)    *Bukannya kita pulang **ke rumah? kenapa** dibawa **ke sini?*** (Doesn't we **go home, why** were we brought **here**?

(14)    *Iya bang, Shafa pamit ke kamar yah? Abang juga harus istirahat.* (Yes, Bro Shafa said goodbye to the room, Brother also had to rest.)

(5a)    *Sudah sekitar 15 menit Shava keluar dari kamar mandi. Dia membuka lemari milik Shafa dan di sana Shava **sangat kaget** dengan warna baju yang **cerah-cerah.*** (It has been about 15 minutes Shafa came out of the bathroom, he opened Shava's closet and there Shafa **was surprised** by the color of Shava's clothes, which were **very bright.**)

(6a)    *Iky hanya bisa mengikuti saat ditarik-tarik. Dia benar-benar sangat mengantuk namun rasa kantuknya hilang **begitu saja** ketika mencium aroma terong balado **kesukaannya.*** (Iky who was pulled could only follow, he was really very sleepy, but his sleepiness disappeared **instantly** when he smelled the aroma of **his favorite** eggplant balado.)

(7a)    ***Taksadar** ada seseorang di depannya, **Shafa tak sengaja menabraknya**.* (**Not realizing** there was someone in front of him, then **Shafa accidentally crushed into someone**.)

(15)    ***Iyalah,** gw ga buta kali. **Entahlah,** dulu gw bener-bener bodoh milih pasangan.* (**Yes,** I was not blind before, I was really stupid in selecting a partner.)

(8a)    *Erik tersenyum lalu mengusap lembut rambut Shafa, hingga terusik **dan terbangun dari tidurnya**.* (Erik smiled and gently stroked Shafa's hair till he was disturbed from his **sleep and woke up.**)

(9a)    ***Tahu,** sudah seperti kebakaran panas weh ruangannya*. (**You know** it's like a hot fire **in the room**)

### 3.1.2    Unclear Sentence

An unclear sentence is a sentence whose meaning is not clear. This ambiguity makes the listener or reader not understand the importance of the sentence in question. Sentences that are not clear are related to inappropriate word choices and non-standard structures.

(16)    *Shava memarkirkan motornya di parkiran markas Dia berjalan menuju ruangan ketua geng black hold yang dipimpin oleh pak boss Revan.* (Shava parked his motorbike in the headquarters parking lot. He walked to the black hold gang leader's room which was led by Revan's boss.)

(17)    *Shava tak kenal siapa pria ganteng di depannya ini mengapa pria ini menangisinya dan Shava sangat ingat jelas siapa dirinya.* (Shava does not know who the handsome man in front of him is why this man is crying for him and Shava remembers very clearly who he is.)

(18)    *Shafa dan erik masuk ke apart mereka tidak berdua disana ada pacar bang Iky di dalam sana.* (Shafa and Erik came to the apartment, they were not alone, there was Iky's girlfriend there).

(19)    *Saat Shafa dkk masuk ke kelas Caca dkk dan Abi dkk baru datang dan mereka menuju kantin.* (When Shafa et al. came to the class, Caca et al. and Abi at al. had just arrived and they headed for the canteen.)

(20)    *Sudah sudah sekarang buku halaman 99.* (Finished, it's now page 99 book.)

(21)    *Maafin ya bang Shafa sudah bikin abang khawatir.* (I am sorry, Shafa for making you worry.)

(22)    *Yaudah kita pulang yuuu abang sudah makan selesai makan kan?* (Let's go home, brother. Have you finished eating?)

(23)    *Erik pingsan iya pingsan bukan karena tonjokan dari Aiden melainkan shok ketika dia difitnah oleh Caca untung saja ada wanita cantik yang membebaskan fitnah itu.* (Erik fainted, he fainted not because of Aiden's jab but in chock when he was slandered by Caca. Fortunately, there was a beautiful woman who freed the slander.)

(24) *Abang Shafa pamit ya Abang kerja hari ini?* (Shafa's brother said goodbye, did you work today?)

Sentences with clear meanings:

(10a) *Shava memarkirkan motornya di parkiran markas***. Setelah itu,** *dia berjalan menuju ruang ketua geng yang dipimpin Revan.* (Shava parked his motorbike in the headquarters parking lot. **After that,** he walked to the black hold gang leader's room which was led by Revan's boss.)

(11a) *Shava tak* **mengenal** *pria ganteng ganteng didepannya ini, mengapa pria ini menangisi dirinya padahal ia ingat jelas siapa dirinya..* (Shava does not **know** who the handsome man in front of him is why this man is crying for him and Shava remembers very clearly who he is.)

(12a) *Shafa dan Erik masuk ke dalam apart, mereka tidak berdua* **karena di dalam sana ada pacar bang iky**. (Shafa and Erik came to the apartment, they were not alone **because there was Iky's girlfriens there**)

(13a) *Shafa dkk masuk ke kelas,* **sedangkan Caca dan Abi beserta teman-temannya** *yang baru datang langsung menuju kantin.* (When Shafa et al. came to the class, **while Caca et al. and Abi at al**. had just arrived and they headed for the canteen.)

(14a) *Sudah-sudah sekarang buka* **buku** *halaman 99.* (Finished, it's now page 99 **book**.)

(15a) *Maafin yah* **bang, Shafa** *sudah bikin abang khawatir.* (I am sorry, **brother, Shafa** for making you worry.)

(16a) *Yaudah kita pulang yuk, abang* **sudah selesai makan** *kan?* (Let's go home, brother. **Have you finished eating?**)

(17a) *Erik* **pingsan, tetapi** *bukan karena tonjokan dari Aiden. Melainkan Syok karena di fitnah oleh Caca,* **untungnya** *ada wanita cantik yang membebaskannya dari fitnah* **tersebut.** (Erik **fainted,** but it is not because of Aiden's jab but in chock when he was slandered by Caca. **Fortunately,** there was a beautiful woman who freed the slander.)

(25) **Abang,** *Shafa* **pamit.** *Abang kerja hari ini?* (Shafa's **brother said goodbye**, did you work today?)

Sentence (13) shows a sentence that is not clear because there is absolutely no punctuation mark which makes the sentence unclear when read. Before the word, *Dia* should be punctuated so that the reader can understand the meaning of the sentence. Because there are no punctuation marks, the reader cannot understand

the sentence's meaning. Sentence (14) is unclear because the sentence is without punctuation marks. Besides that there is a question word *mengapa*. Same with the sentence (13) which in writing requires punctuation marks to make the reader better understand the sentence's meaning. If sentence (14) does not use punctuation, then the sentence becomes unclear. The punctuation mark should be in front of the word *mengapa*. Sentence (15) includes sentences that are not clear.

Sentence (16) becomes unclear due to the use of inappropriate words in the sentence and the absence of punctuation marks that can help the reader understand the meaning in the sentence. Sentence (17) It becomes unclear because of the purpose of page 99 of the book. It makes the reader confused. It becomes meaningful if you add the word *buka*. The sentence's ambiguity (18) due to the absence of comma punctuation causes the sentence to be unclear because it is possible to call Shava with the rank of a brother. Sentence (19) becomes unclear because of the word *makan* before the word s*elesai*, because after the word *selesai* there is still another word *makan*. Sentence (20) is an unclear sentence. From sentence (21) it becomes unclear because the mention of *abang* is immediately followed by his name, so it becomes unclear. [8] This error makes it difficult to understand the essence or intent of the sentence, and the reader will have difficulty digesting the meaning of the reading because of the sentence's ambiguity.

### 3.1.3 Ambiguous Sentence

An ambiguous sentence is a sentence that has a double meaning. Because it has a double meaning, the sentence can confuse people who read it or hear it. The cause of sentence ambiguity is generally more than one description or attribute.

(26) *Shava sekarang menuju ke arah markas black hold nama geng yang dibuat oleh abang angkat Shava bernama Revan.* (Shava is currently heading towards the black hold headquarters, the name of a gang created by Shava's adoptive brother, Revan.)

(27) *Gua anterin ya* (I take you up)

(28) *Hanya keheningan yang terjadi di rumah sakit dan suara isakan kecil yang terdengar jelas di telinga Shava.* (Only silence in the hospital and the sound of small sobs that could be heard in Shava's ears.)

(29) *Iya bang Shafa pamit ke kamar yah Abang juga harus istirahat.* (Yes, Bro, Shafa said goodbye to his room, Brother also had to rest.)

(30) *Lo bisa ga si gausah ngagetik gue jantungan lama-lama kalo gini terus.* (Can you not give

me a heart attack if this continues for a long time.)

(31) *Shafa hanya bisa tersenyum menjawab ucapan Abang nya itu Shafa merasa kalau Shafa benar-benar di sayangi sama Abang nya itu.* (Shafa could only smile in response to his brother's words. Shafa felt that Shafa was truly loved by his brother.)

(32) *Shafa dan Erik masuk ke dalam apart mereka tidak berdua di sana ada pacar bang Iky di dalam sana.* (Shafa and Erik entered the apartment, they were not alone, there was Iky's boyfriend in there.)

(33) *Shafa Amira dan Erik kini berada di depan tivi mereka menonton sinetron sambil berbincang bincang tentang Amira yang di tembak riki.* (Shafa Amira and Erik are now in front of their television watching soap operas while talking about Amira who was shot by Riki.)

(34) *Batin Zidan dan Zidan tersenyum miring.* (Inner Zidan and Zidan smiled lopsidedly.)

(35) *Caca dkk Aiden dkk dan Abi dkk juga berada di kantin mereka memang sering berkumpul bersama.* (Caca et al. Aiden et al and Abi et al are also in the canteen, they often gather together.)

(36) *Paansi sudah lah orang kelas Erik juga ga sama sama kelas kita yuk bosen disini.* (What!! It is already happened, Erik's class is also not the same as our class, let's get bored here.)

Unambiguous sentences:

(18a) *Saat ini Shava menuju ke arah markas **black hold**, nama dari geng yang telah dibuat oleh abang **angkatnya yang** bernama Revan.* (Shava is currently heading towards the **black hold** headquarters, the name of a gang created by Shava's **adoptive brother**, Revan

(19a) *Gua anterin ya?* (I take you up, ya?)

(23b) *Gua anterin!* (I take you up!)

(20a) *Saat keadaan sedang hening Shava mendengar suara isakan kecil.* (When the condition was quiet, Shava heard a small sob.

(37) *Iya bang, Shafa pamit ke kamar ya, abang juga harus istirahat.* (Yes, Bro, Shafa said goodbye to his room, Brother also had to rest.)

(21a) *Lo bisa nggak sih, nggak usah ngagetin gue? Lama-lama gue jantungan kalau lo gini terus.* (Can you not give me a heart attack if this continues for a long time.)

(22a) *Shafa hanya bisa tersenyum untuk membalas ucapan abangnya itu, Shafa merasa **kalau dirinya benar-benar** disayangi oleh abangnya itu.* (Shafa could only smile in response to his brother's words. Shafa felt **that she was truly loved** by his brother.)

(23a) *Shafa dan Erik masuk ke dalam **apart, mereka** tidak berdua karena di dalam sana ada pacar bang Iky.* (Shafa and Erik **entered the apartment, they** were not alone, there was Iky's boyfriend in there.)

(24a) ***Shafa, Amira dan Erik** kini berada di depan tivi, mereka menonton sinetron sambil mengobrol tentang Amira yang di tembak Riki.* (**Shafa Amira and Erik** are now in front of their television watching soap operas while talking about Amira who was shot by Riki.)

(25a) *Batin Zidan **sembari** tersenyum miring.* (Inner Zidan and Zidan **while** smiled lopsidedly.)

(26a) ***Caca, Aiden, serta Abi dkk** juga berada di kantin, mereka memang sering berkumpul bersama.* (**Caca, Aiden, and Abi et al** are also in the canteen, they often gather together.)

(27a) *Apaan sih, sudah lah kan kelas Erik juga **beda sama** kelas kita. Yuk, bosen disini.* (What!! It is already happened, Erik's class is also **not the same as** our class, let's get bored here.)

Sentence (22) becomes ambiguous because it has two meanings, which makes the reader confused in interpreting it. First, *black hold* is the name of a gang created by Shava's adoptive brother. Second, Shava will be heading to the gang's headquarters created by Shava's adoptive brother. In sentence (23), it becomes ambiguous because the sentence has two meanings, namely between questions or statements. Because there are no accompanying punctuation marks, and the sentences are less clear. Here, punctuation marks are used to indicate if the sentence is a question or statement sentence. Sentence (24) becomes ambiguous because in the sentence it is written if the hospital is quiet, but in the following sentence, it is written that Shava heard a small sob. If the hospital is silent, it means absolutely no sound is heard. The sentence's ambiguity (25) because there are no punctuation marks to clarify the reading. The reader can interpret Shafa who said goodbye to the room / Shafa who said goodbye to the room. [9] In writing sentences, it turns out that there are still errors. The form of the error is in the inefficient use of sentences so that they have a double meaning.

Data (26) is ambiguous because it has two meanings. It takes a long time to have a heart attack. [10] is an ambiguous sentence because there is a plural in the use

of the word. The use of words is enough as an indicator to describe. In the second sentence (27) the term used is ambiguous. It can be a standard/nonstandard form depending on the intended meaning. In sentence (28) the ambiguity lies in the apart, it is the apart of Shafa and Erik/ in the apart, there are not only the two of them. Sentence (29) becomes ambiguous because Shafa and Amira are two different people, so they must use a comma when pronouncing their name. *Zidan* has been mentioned in the initial sentence, so for the next word, *Zidan* does not need to be mentioned again because it will be redundant (30). Data (31) the use of more than one et al. in one sentence is a redundant sentence, it is enough to use one word to describe their friends. Sentence (32) is ambiguous because the word *sama* is arranged in sequence but has different meanings. [11] the sentence is ambiguous because it has a double meaning or more than one meaning. The sentence contains two meanings because it has more than one meaning, making it difficult for readers to understand the reading.

### 3.1.4    Redundant Sentence

A redundant sentence is a sentence that is excessive, resulting in inefficient, useless, and useless. The use of redundant words is the use of words that are not needed in a sentence.

(38)   *Ia mengendarai motornya dengan kecepatan sedang dia Sangat menikmati udara di malam hari.* (He rides his motorbike at a moderate speed. He really enjoys the air at night.)

(39)   *Dia berjalan menuju ruang ketua geng black hold yang dipimpin oleh pak boss* **Revan**. (He walked towards the black hole gang leader's room led by Revan'**s** boss.)

(40)   *Merekalah yang sudah menemani Shava dikala Shava dilanda kesedihan ataupun kebahagiaan.* (They are the ones who have accompanied Shava when Shava was hit by sadness or happiness.)

(41)   *Algra sudah tau sudah tau beberapa macam kepribadian lain yang ada dirinya saat kumat.* (Algra already knows that he knows several other types of personalities that he has when he recurs.)

(42)   *Saat Shafa* **dan** *dkk masuk ke kelas Caca* **dkk** *dan Abi* **dkk** *baru datang dan mereka menuju kantin.* (When Shafa and et al entered the class, Caca et al and Abi et al had just arrived and they headed for the canteen.)

(43)   *Iya cantik kamu random banget si tadi pake saya tadi gue tadi pake aku asli gemesin parah.* (Yes, you're beautiful, you're really random, earlier it uses mine, then mine, and now I am. It is really cranky.)

Sentences that do not use the word redundant:

(28a)   *Ia mengendarai motornya dengan kecepatan sedang sambil menikmati udara di malam hari.* (He rides his motorbike at a moderate speed. He really enjoys the air at night.)

(44)   *Dia berjalan menuju ruang ketua geng black hold yang Revan pimpin.* (He walked towards the black hole gang leader's room led by Revan'**s** boss.)

(45)   *Mereka telah menemani Shava saat dilanda kesedihan ataupun kebahagiaan.* (They are the ones who have accompanied Shava when Shava was hit by sadness or happiness.)

(29a)   *Algra sudah tau beberapa macam kepribadian lain yang dirinya saat kumat.* (Algra already knows that he knows several other types of personalities that he has when he recurs.)

(30a)   *Saat Shafa dkk masuk ke kelas, Caca dkk dan Abi dkk baru datang dan mereka menuju kantin.* (When Shafa and et al entered the class, Caca et al and Abi et al had just arrived and they headed for the canteen.)

(31a)   *Iya cantik, kamu random banget sih.* **Tadi pakai saya, terus gue, sekarang aku,** *asli gemesin banget.* (Yes, you're beautiful, you're really random, **earlier it uses mine, then mine, and now I am**. It is really cranky.)

The redundant sentence (33) occurs because of the words *Ia* and *dia* in one sentence. If you want to use the two words, you should put a comma; if you don't have a punctuation mark, just use one of them, *Ia* or *dia*. Because the two words have the same meaning, word usage is a waste. In sentence (34) it is a redundant sentence. The waste in a sentence (34) is in the words of *ruang ketua* and *pak boss*. It is said to be redundant because the chairman's room has shown that it is the leader/boss of the gang in question. It has been explained that if the gang leader is Revan, there is no need to use the words "*dipimpin"* and *"Pak boss" "Revan"* is a person's name that is not written in italics and in bold. If it is rewritten with the word sir boss at the end of the sentence, it is included in the word redundant. [12] Excessive use of components is indicated by using synonymous words in a sentence. This makes the sentence inefficient.

Sentence (35) is redundant because two names are written in one sentence. If it's in one sentence, let alone close together, it's better if the name is written only once. If it is written twice then it is included in a redundant sentence. Sentence (36) is a redundant sentence because the word *sudah tau* is repeated twice in its pronunciation. That, including the waste of words. *Sudah* tau is already spoken once, so it doesn't need to say it again, because the second word is useless. Sentence (37) is a redundant sentence because *dkk* is an expression *"dan kawan-kawan"* so there is no need for words in front of it and because it doesn't work.

Sentence (38) uses many words *tadi*, causing the sentence to be redundant. [13] The use of redundant elements usually occurs in words containing the same meaning or synonyms that are used simultaneously in a sentence.

### 3.1.5    Improper Diction in Forming Sentence

Diction is a choice of words. Diction is the choice of words and pronunciation clarity to describe a certain effect in public speaking or composing. Inaccuracy in the choice of words used in the sentence will cause the sentence's meaning to be unclear.

(46)    *Shafa langsung tersenyum ketika bajunya datang dan segera dia memakai baju yang baru saja ia pesan.* (Shafa immediately smiled when her clothes arrived and immediately she put on the clothes she had just ordered.)

(47)    *Shafa hanya bisa tersenyum menjawab ucapan Abang nya itu Shafa merasa kalo Shafa benar benar disayangi sama Abang nya itu.* (Shafa only smile in response to his brother's words. Shafa felt that Shafa was really loved by his brother.)

(48)    *Shafa memberhentikan mobilnya di depan Indomaret untuk membeli cemilan dan eskrim tentunya Erik menunggu Shafa didalam mobil.* (Shafa stopped his car in front of Indomaret to buy snacks and ice cream. Of course, Erik was waiting for Shafa in the car.)

(49)    *Shafa melihat sekeliling dan tak sengaja bertemu Abi dkk.* (Shafa looked around and accidentally met Abi et al.)

(50)    *Erik mengantar Shafa ke kelas **dan** mengacak-acak rambut Shafa.* (Erik took Shafa to class **and** ruffled Shafa's hair.)

Correct diction in the sentence:

(32a)    *Shafa langsung tersenyum ketika baju nya datang dan dia segera memakai baju yang **tadi** ia pesan.* (Shafa immediately smiled when her clothes arrived and immediately she put on the clothes she had **just** ordered.)

(33a)    *Shafa hanya bisa tersenyum **untuk membalas** ucapan abangnya itu, Shafa merasa kalau dirinya benar-benar disayangi oleh abangnya itu.* (Shafa only smile **in response** to his brother's words. Shafa felt that Shafa was really loved by his brother.)

(34a)    *Shafa memberhentikan mobilnya di depan Indomaret untuk membeli **camilan** dan es krim tentunya Erik menunggu **di dalam** mobil.* (Shafa stopped his car in front of Indomaret to buy **snacks** and ice cream. Of course, Erik was waiting for Shafa **in** the car.)

(35a)    *Saat sedang melihat sekeliling Shafa tak sengaja **melihat** Abi dkk.* (Shafa looked around and accidentally **met** Abi et al.)

(36a)    *Erik mengantarkan Shafa ke kelas **sambil** mengacak-acak rambut Shafa.* (Erik took Shafa to class **and** ruffled Shafa's hair.)

The word just in a sentence (39) is not quite right. The right word *tadi.* Because the word *baru saja* means to indicate if the activity was done a few seconds or minutes ago. In sentence (40) the word *menjawab* is less appropriate to use. The more appropriate word to complete the sentence (40) is *untuk membalas.* Meanwhile, in sentence (41) the inappropriate words used are *cemilan* and *didalam* The word is inappropriate because it is a non-standard word, so the corrections are snack and inside. Diction is not correct from sentence (42) because if they *bertemu*, they look at each other and know each other if both are in the same place, then the correct word for the sentence is *melihat.* Sentence (43) is an incorrect diction because the word *dan* is not appropriate if it is connected with the elements of the sentence above. [14] choosing the right word according to its meaning is necessary for compiling a sentence.

### 3.1.6    Contamination Sentence

The word contamination is taken from the English *contamination* (pollution). In the Indonesian Language Dictionary, contamination means contamination, joining several word forms to give rise to a new, unusual form.

(51)    *Shava masih tak kuat untuk berbicara namun ia harus paksa untuk mulutnya bersuara walaupun sangat susah.* (Shava is still unable to speak but he has to force his mouth to speak even though it is very difficult.)

(52)    *Shafa kini duduk diranjang kamar yang sudah dimiliki Shava mereka berhadapan sangat dekat dan disana Shafa menceritakan semuanya dan dimana Shafa juga dibunuh.* (Shafa is now sitting on the bed in the room that has been owned by Shafa, they are very close to each other and there Shafa tells everything and where Shafa was also killed.)

Uncontaminated sentence Shava is still not strong enough to speak, but he has to force his mouth to speak even though it is very difficult.

(37a)    *Shafa kini duduk di ranjang kamar yang **menjadi milik** Shava, mereka berhadapan sangat dekat dan disana Shafa menceritakan semuanya, dimana Shafa dibunuh.* (Shafa is now sitting on the bed in the room that **belongs to** Shava, they are very close together and there Shafa tells everything where Shafa was killed.)

Sentence (44) includes contamination of the *mulutnya bersuara*, it is better *untuk* place the word

after the word mouth. In sentence (45) because the sentence is included in the language error in the syntactic field, namely sentence contamination, [15]. Contamination occurs in the word *dimiliki* because the word is a passive form of the word *memiliki*, so the use in expressing the change of ownership is not appropriate.

### 3.1.7 Coherence

According to the Indonesian Language Dictionary, coherence is the arrangement of a description or view so that its parts are related to others, logical, orderly, and consistent relationships. When writing a sentence, you must pay attention to the coherence of the relationship between one element and another.

(53) *Shafa langsung tersenyum ketika bajunya datang dan segera dia memakai baju yang baru saja ia pesan.* (Shafa immediately smiled when her clothes arrived and immediately she put on the clothes she had just ordered.)

(54) *Shafa berlari lari kecil keluar kamar dia mencari Abangnya ke mana mana namun dia tak menemukan pria ganteng itu.* (Shafa jogged out of the room looking for her brother everywhere but she couldn't find the handsome man.)

(55) *Shafa kaget ketika minum dia mendengar pertanyaan konyol dari Amira ya Shafa tersedak.* (Shafa was shocked when he drank he heard a silly question from Amira, yes, Shafa choked.)

(56) Duh kok panas ya Ac nya apa dimatiin? (It is so hot. Is the air conditioner turned off?)

(57) *Tau udah kayak kebakaran panas weh ruangan nya.* (You know it is like hot fire in the room)

Compare with the following coherence sentences:

(38a) *Shafa langsung tersenyum ketika baju nya datang dan dia segera memakai baju yang baru saja ia pesan*. (Shafa immediately smiled when her clothes arrived and immediately she put on the clothes she had just ordered.)

(39a) *Shafa berlari keluar kamar, dia mencari Abangnya kemana-mana namun dia tak menemukan pria ganteng itu.* (Shafa jogged out of the room looking for her brother everywhere but she couldn't find the handsome man.)

(40a) *Ketika minum Shafa tersedak karena kaget mendengar pertanyaan konyol dari Amira.* (Shafa was shocked when he drank he heard a silly question from Amira, yes, Shafa choked.)

(41a) *Duh kok panas ya, apa AC-nya dimatikan?* (It is so hot. Is the air conditioner turned off?)

(42a) *Tahu, panas weh ruangannya sudah seperti kebakaran.* (You know it is like hot fire in the room)

Sentence (46) is not coherent because the use of the word *segera* in the sentence above is not appropriate because *segera* is an adverb, if it is in front of the subject, therefore, it is not justified. The lack of coherence in the sentence (47) is due to the incoherence of the relationship between *berlari lari ekcil* and *keluar kamar*, a coherent sentence is *berlari keluar kamar*. Sentence coherence (48) is disturbed because of the inappropriate placement of word elements. In sentence (49) the interrogative sentence structure is not coherent. Giyanti (2019: 33) because the use of the question word in an interrogative sentence must be at the beginning of the sentence. Sentence (50) is incoherent due to improper word placement. Errors in references and the realization of objects, subjects, and events are not under the references expected by the speaker or writer [16].

### 3.2 Causes of Syntax Field Errors

In language, people say sentences to express thoughts, ideas, or feelings. To use language well, we must compose good sentences and master the rules of sentence structure (syntax). Because sentence structure is important in linguistics (Markhamah, 2014:72). [17] it is also necessary to distinguish the use and type of syntax itself. The syntax is related to the designation of the subject, predicate, object, and explanation. The syntax type is related to the designation of nouns, verbs, adjectives, pronouns, or the word class (part of speech). Pateda (1989:58) states that syntactic errors are closely related to morphological errors because sentences consist of words. This is why the syntax error field is related to several things that have to do with good sentence structure. Refers to irregular sentences, ambiguous sentences, unclear sentences, improper sentence formation, redundant sentences, loan words are used in sentences, sentence logic. [18] Language errors that often occur in the community, among others, are the development and use of Indonesian, leading to the use of standard language.

Syntactic errors have been described which are errors, deviations, violations, oversights of a rule set out at the syntactic level (the science of language that discusses the intricacies of phrases, clauses, sentences, or arrangements as well as the bonds between words and words or with units of language). The larger unit or between the larger units in the language whose smallest unit is the word), [19]. In the ANAKES book (Markhamah, 2014: 76-78), language learning has several possibilities that can occur, including causes that come from the students themselves and from outside the students. Possible causes of syntax errors are from outside the students. These factors influence the occurrence of sentence errors with non-standard

structures, ambiguous sentences, unclear sentences, redundant sentences, inappropriate diction, sentence contamination, coherence, loan words, and sentence logic. Factors that cause language errors are influenced by the previous language or mother tongue that is inherent and ingrained, lack of vocabulary mastery, the influence of environmental factors, and students' lack of understanding in writing [20].

### 3.3 Most Dominant Syntax Field Errors in Wattpad Stories

Based on the analysis above, it can be concluded that in writing the Wattpad story entitled *Transmigration* with the author @UsermageranWlee from parts 1-36 there are many errors in writing. In speaking Indonesian, of course, you cannot avoid mistakes. In writing, you must pay attention to linguistic rules, so you don't experience errors in writing. There are 4 areas of Indonesian language errors, one of which is a syntax error. The syntactic error itself is divided into nine errors: non-standard structured sentences, ambiguous sentences, unclear sentences, inappropriate diction in forming sentences, sentence contamination, coherence, use of redundant words, loan words used in sentences, and sentence logic.

The most errors in the *Transmigration* are sentences with non-standard structures, followed by ambiguous sentences, unclear sentences, inappropriate diction, coherence, and sentence contamination. Writing that is not following linguistic rules causes the reader to find it challenging to understand the meaning that the author wants to convey because the sentence becomes unstructured. Based on the data that has been analyzed in 3.1, it can be concluded that the most dominant error is in the percentage in figure 1.
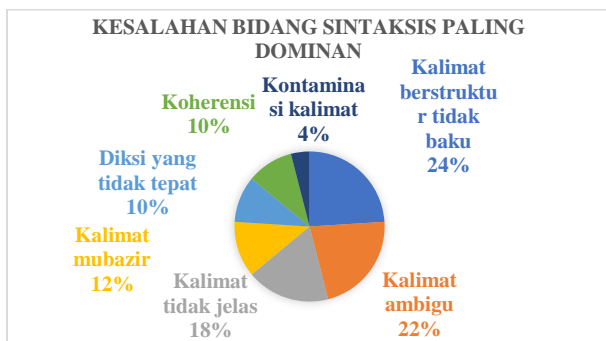


**Figure 1.** Percentage of syntax errors in wattpad stories.

### 3.4 Relevance of Syntactic Field Errors to Learning

The occurrence of non-standard sentences can be caused because the sentence structure is not under the rules and linguistic structure, but also because it is not following the Enhanced Spelling System. The relationship of non-standard sentences with Indonesian language learning can be related to SC 3.12 class VII in semester 2. The contents of these essential competencies are studying the elements and language of personal letters and official letters that are read and heard. Because in making personal or official letters, you are required to use sentences that are by the Enhanced Spelling System and the wording is standard. Redundant sentences are included in pleonasm, which means using more than one word. Pleonasm is a language error in using excessive words in a sentence that is not needed. In learning Indonesian, pleonasm (words are redundant) is included in the language style. The language style is included in SC 3.14 class VII in semester 2. The contents of its basic competence are to study the structure and language of folk poetry (rhymes, poetry, and forms of local folk poetry) that are read and heard. In making folk poetry, it is necessary to choose words that have deep meanings, including the use of language styles in poetry.

Similar to the wordiness of figurative language, diction is also needed to make rhymes, poems, and poems. Diction is the choice of words that must be the same and appropriate in their use, used to express ideas. Concerning learning Indonesian, diction is included in the category of poetry learning in SC 3.13 and 3.14 in grade VII. Next, there are ambiguous sentences in the syntax error. Like non-standard sentences, ambiguous sentences are also related to the Enhanced Spelling System. With learning Indonesian, ambiguous sentences are included in SC 3.12, a lesson from class VII semester 2.

Its relevance coherence in learning Indonesian is a teaching material for learning procedure text. The design of developing procedure text learning is included in SC 3.2 for class XI. Coherence also means a semantic relationship between sentences or parts of a discourse. With this, it can be concluded that syntactic errors can be related to Indonesian language learning in schools. To relate syntax errors to learning, it must be by the lesson plan design. Syntax errors not only exist in one basic competency but are also spread across several basic competencies with different classes. Its relevance as teaching materials in schools according to basic competencies and their respective grade levels.

## 4. CONCLUSION

Wattpad is a web service site originating from Toronto, Canada. There are several error fields analysis in Indonesian, such as spelling errors, morphology, syntax, semantics, and sociolinguistics. Syntax errors are grammatical errors related to word order, phrase composition, clauses, coherence, and sentence logic. Analysis of syntactic errors is an error related to sentence structure related to word order, phrase composition, clauses, coherence, and sentence logic. The form of syntactic error is an error that deviates from

the structure of phrases, clauses, and improper use of particles.

Non-standard structured sentences are sentences whose structure does not follow predetermined Indonesian language rules. This is why the syntax error field is related to several things that have to do with good sentence structure. Refers to irregular sentences, ambiguous sentences, unclear sentences, improper sentence formation, redundant sentences, loan words are used in sentence logic. These factors influence the occurrence of sentence errors with non-standard structures, ambiguous sentences, unclear sentences, redundant sentences, inappropriate diction, sentence contamination, coherence, loan words, and sentence logic. In speaking Indonesian, of course, you cannot avoid mistakes. In writing, you must pay attention to linguistic rules, so you don't experience errors in writing.

## AUTHORS' CONTRIBUTION

Authors plan the study, carry out the study, collect data, analyze data, and write results in articles.

## ACKNOWLEDGMENT

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