



The Grammar Errors in Mandarin Speech Texts by Class XI IBB Students of SMA Nurul Jadid Paiton Probolinggo

SMA Nurul Jadid Paiton Probolinggo 十一年级 IBB 班学生汉语演讲稿中的语法错误

Ruhil Qudsiyah^{1*}, Karina Fefi Laksana Sakti¹, Tiksno Widyatmoko¹

¹Universitas Negeri Malang, Jl. Semarang No. 5 Malang, Jawa Timur 65145, Indonesia

*Corresponding author: tiksno.widyatmoko.fs@um.ac.id

Abstract: Grammar is the science of sentence construction. There are significant differences between Indonesian grammar and Chinese grammar in sentence structure. Students often face difficulties in composing speech texts according to Chinese grammar rules. This study aims to identify the forms of grammatical errors in Chinese speech texts and describe the factors that cause these errors made by students of class XI IBB SMA Nurul Jadid. This research method is descriptive qualitative with instruments in the form of speech text documents from 20 students. The results showed several forms of grammatical errors that often occur, such as the placement of adverbs of place, verbs, vocabulary usage, and punctuation. Factors causing these errors include lack of practice, limited mastery of vocabulary, and the habit of using Indonesian order patterns.

Keywords: errors, grammar, speech text

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摘要: 语法是关于句子结构的科学。印度尼西亚语和汉语在句子结构方面存在显著差异。学生在根据汉语语法规则撰写演讲稿时常常遇到困难。本研究旨在识别汉语演讲稿中出现的语法错误形式，并描述造成这些错误的因素，研究对象为 SMA Nurul Jadid 十一年级 IBB 班的学生。本研究采用描述性定性方法，研究工具为 20 位学生的演讲稿文本。研究结果显示，常见的语法错误包括地点副词的位置、动词的使用、词汇的运用以及标点符号的使用不当。造成这些错误的因素包括练习不足、词汇掌握有限以及习惯于使用印尼语的语序模式。

关键词: 错误、语法、演讲稿



1. INTRODUCTION

Mandarin is now increasingly in demand by many people. This can be seen from the increasing number of educational institutions in Indonesia that include Mandarin in their curriculum. One example is SMA Nurul Jadid Paiton Probolinggo, which not only offers English and Arabic, but also Mandarin. The school excels in developing foreign language skills, creating a supportive environment for learning these languages.

Mandarin has grammatical rules. Grammar is the science of language that regulates the way sentences are arranged (Makhmud & Rudiansyah, 2017). In Mandarin, grammar is known as 语法 [yǔfǎ] which according to 路副波 [Lù fù bō] in (Riya, 2016:2) grammar includes morphemes, words, phrases and sentences. Mastery of grammar is important for speakers to understand, analyze and use language effectively. In Indonesian, a single sentence follows the pattern of Subject + Predicate + Object + Adverb (SPOAdv) (Chaer in Makhmud & Rudiansyah, 2017: 197). Meanwhile, in Mandarin, explained by the Chinese linguist Zhōu Yǒuguāng, the structure of a Mandarin sentence is an arrangement of words that follow the rules of Mandarin grammar which has a Subject + Adverb + Predicate + Object (SAdvPO) pattern.

The researcher chose Mandarin speech texts as the focus of the research because students at Nurul Jadid High School had demonstrated adequate abilities in composing Mandarin speech texts. They have also learned four Mandarin language skills, namely listening, speaking, writing and reading. In fact, some of them have taken the HSK level 3 exam [hànyǔ shuǐpíng kǎoshì]. At school they are more emphasized on mastering speaking skills. However, even though they have good speaking skills, students still experience difficulties in using Mandarin grammar correctly when composing Mandarin speech texts. Because when compiling a speech text it must be in accordance with good and correct rules (Supriyatmoko in Satya, 2020). These grammatical errors made by beginners show the need for analysis of language errors to identify the location of the error and the causal factors. Therefore, an in-depth analysis of grammatical errors made by students is carried out in order to find the right solution to improve the quality of Mandarin learning

Corder (1974) in (Agustina, 2017:7) groups language errors into three categories: (1) lapses, (2) errors and (3) mistakes. Lapses occur when the speaker changes the way he conveys something before completing the sentence. Errors appear when the speaker violates grammatical rules, while mistakes occur because the speaker does not choose the right expression or word for a particular situation. The researcher chose the Corder approach because in preparing Mandarin speech texts students still made grammatical errors. Apart from that, students also often make mistakes in using punctuation marks. Punctuation in text serves to help readers understand intonation and pauses in writing. In contrast to spoken language, writers must master writing procedures that comply with PUEBI rules, including the correct use of punctuation (Hasrianti, 2021:214). Mistakes in using punctuation can cause misinterpretations of intonation and sentence meaning

Based on the researcher's interviews with the teacher who teaches Mandarin at Nurul Jadid High School, several factors were found that caused students to make grammatical errors in Mandarin speech texts. The first is the influence of the mother tongue. Not a few students still often translate the sentences in the text of the speech one by one without considering them back to



Mandarin grammar. For example, the sentence "I study Mandarin in class", if you follow the rules in Chinese grammar then the correct sentence should be 我在教室学习汉语 [wǒ zài jiàoshì xuéxí hànyǔ] because it follows the rules of grammar in Mandarin, namely Subject + Adverb + Predicate + Object (SAdvPO). However, there are still many students who write 我学习汉语在教室 [wǒ xuéxí hànyǔ zài jiàoshì] because it follows the Indonesian grammar pattern, namely Subject + Predicate + Object + Adv (SPOAdv). The next factor is the lack of student interest in Mandarin grammar material. They consider Mandarin grammar to be more difficult than Indonesian grammar, therefore some students are less interested in learning it. The results of these interviews encouraged researchers to conduct this research.

Before conducting this research, the researcher first conducted a review of previous research to obtain relevant references. The first research by Harvandaningtyas (2016) was entitled "*Analisis Kesalahan Tata Bahasa Kata Acak HSK 4 Mahasiswa Sastra Cina Universitas Brawijaya*" (Analysis of Grammatical Errors of Random Words HSK 4 Chinese Literature Students, Brawijaya University). The results of this research state that the factors causing student errors are a lack of understanding of Mandarin grammar and ineffective teaching methods. The second research was by Rahmania (2014) with the title "*Analisis Kesalahan Tata Bahasa Mandarin Pada Siaran Cara Sunday Mandarin di Radio FM Solo*" (Analysis of Mandarin Grammar Errors in Sunday Mandarin Broadcasts on Radio FM Solo). From this research, errors were found in the inappropriate use of question marks. What the research by Rahmania (2014) and Hervandaningtyas (2016) have in common with this research is that they both analyze grammatical errors and the factors that cause them. However, the difference lies in the research subject. Based on these two studies, the researcher is interested in discussing the article entitled "*Grammatical Errors in Mandarin Speech Texts by Class XI IBB Students at SMA Nurul Jadid Paiton Probolinggo*".

2. METHOD

This research uses a qualitative descriptive method because the data analyzed is not in the form of numbers, but words. Qualitative research produces analysis procedures without using qualification methods (Purwanza & Mufidah, 2022). This research was carried out at Nurul Jadid Paiton Probolinggo High School which is located on Jalan Kyai Haji Zaini Mun'im, Tanjung Lor Hamlet, Karanganyar, Paiton Probolinggo District. The subjects of this research were 20 class XI students specializing in Language and Culture (IBB) Nurul Jadid Paiton Probolinggo High School.

The data in this study are grammatical errors contained in Mandarin speech texts. Meanwhile, the data source in this research comes from documentation in the form of a Mandarin speech manuscript compiled by class XI students at SMA Nurul Jadid Paiton Probolinggo.

Research instruments are tools used to collect data in a study. In this research, the researcher acts as the main instrument and uses documentation sheets as a supporting instrument. The documentation sheet produces data in the form of grammatical errors in Mandarin speech texts.

The technique used in this research is documentary note-taking. Documentary note-taking is a method for collecting data and information through archive books, writing, figures and images in the form of reports and information that supports research (Sugiyono, in Nilamsari 2014: 178). In



this case, the researcher collected documents in the form of Mandarin speech texts that had been worked on by students. This research only focuses on four forms of Mandarin grammatical errors, namely (1) errors in placing the adverb of place 状语 [zhuàngyǔ], (2) errors in verb placement, (3) errors in vocabulary usage, and (4) punctuation errors.

This research uses data analysis according to Miles & Huberman (Sugiyono, 2013) which includes three stages, the first stage is data reduction, namely sorting data and grouping the data to be analyzed. The researcher will read the text of the student's speech and mark grammatical errors. In the second stage, namely data presentation, the researcher compiled grammatical error data in the form of a documentation table. The final stage is drawing conclusions, the researcher concludes the results of the analysis from the data that has been collected.

The data that has been analyzed is checked for validity. In this research, the validity of the findings was checked by triangulation using the results of data analysis from documentation which was then taken to the triangulator to test its validity. The triangulator in this research was a Mandarin lecturer at the State University of Malang, namely Octi Rjegy Mardasari, B.A., MTC SOL.

3. FINDINGS AND DISCUSSION

The results and discussion consist of two parts, namely (1) the forms of grammatical errors in Mandarin speech texts and (2) the factors causing grammatical errors in Mandarin speech texts, which are described as follow:

a. Forms of Grammatical Errors in Mandarin Speech Texts

Of the 20 speech texts used as data in this study, they can be categorized into 4 forms of errors, namely: (1) errors in placing adverbs, (2) errors in placing verbs, (3) errors in using vocabulary, and (4) errors in punctuation.

(1) Misplacement of the Adverb of Place 状语 [zhuàngyǔ]

Adverbs are usually used to express information about place, time, and to explain adjectives, work, etc. (Suparto, 2003). From the results of data analysis, it was found that there were 4 speech texts that contained errors in the placement of adverbs of place. The first, in the text of the speech entitled 学习汉语很有趣 [Xuéxí Hànyǔ Hěn Yǒuqù] which means "learning Mandarin is very interesting" it is found several errors in the placement of the adverb of place or in Mandarin it is called 状语 [Zhuàngyǔ].

In the text of the speech, several students wrote 我学习汉语在新光高中 [wǒ xuéxí hànyǔ zài xīnguāng gāozhōng] which means "I studied Mandarin at Nurul Jadid High School". The sentence structure consists of subject 我 [Wǒ] + predicate 学习 [xuéxí] + object 汉语 [hànyǔ] + preposition 在 + adverb of place 新光高中 [xīnguāng gāozhōng] (SPOAdv). The correct sentence should be 我在新光高中学习汉语 [wǒ zài xīnguāng gāozhōng xuéxí hànyǔ] with the sentence structure subject 我 [Wǒ] + preposition 在 + adverb of place 新光高中 [xīnguāng gāozhōng] + predicate 学习 [xuéxí] + object 汉语 [hànyǔ] (SAdvPO), because the adverb in a Mandarin sentence is placed between the subject and the predicate (Chandra in Yan Khiong, 2021). Apart from that, the students also wrote the sentence 我学习在中国大学 [wǒ xuéxí zài zhōngguó



dàxué] which means "I studied at the Chinese campus". This error is similar to the previous sentence which both incorrectly placed the adverb of place or 状语 [zhuàngyǔ].

The correct sentence should be 我在中国大学学习 [wǒ zài zhōngguó dàxué xuéxí] namely the adverb where 中国大学 [zhōngguó dàxué] comes after the subject 我 [wǒ] and before the predicate 学习 [xuéxí]. Because, according to Mandarin grammar rules the preposition 在 [zài] and adverb of place 状语 [zhuàngyǔ] must be placed before the predicate or verb that indicates the location of the event or activity (Zhou, in Makhmud & Rudiansyah, 2017:198).

The text of the second speech is entitled 学习汉语 [Xuéxí Hànyǔ] which means "learning Mandarin". A number of students wrote the sentence 学习汉语在新光高中 [xuéxí hànyǔ zài xīnguāng gāozhōng] which means "studying Mandarin at Nurul Jadid High School". The error in this sentence lies in the placement of the adverb of place 新光高中 [xīnguāng gāozhōng] which is placed after the object 汉语 [hànyǔ]. In Mandarin, according to Chandra (2016:131), adverbs are placed in front of the predicate 学习 [xuéxí] and the object 汉语 [hànyǔ]. So, the correct sentence should be 在新光高中学习汉语 [zài xīnguāng gāozhōng xuéxí hànyǔ].

The third speech text also conveyed errors in the placement of adverbs of place in the speech text entitled 在新光高中学习汉语 [zài xīnguāng gāozhōng xuéxí Hànyǔ] which means "learning Mandarin at Nurul Jadid High School". The students wrote the sentence 我学习在中国大学 [wǒ xuéxí zài zhōngguó dàxué] which means "I studied at a Chinese campus". The mistake made by the students is the placement of the adverb of place 在中国大学 [zài zhōngguó dàxué] which is placed after the predicate word 学习 [xuéxí]. The adverb of place 在中国大学 [zài zhōngguó dàxué] should be placed before the predicate/verb 学习 [xuéxí] and after the subject 我 [wǒ] which refers to the opinion of Priliandani (2015) in (Celline, 2021) that adverbs in Mandarin can be placed between the subject and the verb. Therefore, the correct sentence is 我在中国大学学习 [wǒ zài zhōngguó dàxué xuéxí] which means "I studied at a Chinese campus".

The text of the fourth speech entitled 学习语言使用快的办法 [xuéxí yǔyán shǐyòng Kuài de bànfǎ] which means "learning language using fast methods" where the researcher also found errors in placing adverbs of place in sentences 我们学习汉语在新光高中 [wǒmen xuéxí hànyǔ zài xīnguāng gāozhōng]. The structural error in this sentence lies in the adverb of place 新光高中 [xīnguāng gāozhōng] which is placed after the predicate word 学习 [xuéxí]. So, the correct sentence is 我们在新光高中学习汉语 [wǒmen zài xīnguāng gāozhōng xuéxí hànyǔ].

The fifth text entitled 学习汉语 [xuéxí hànyǔ] which means "learning Mandarin" where several students write a sentence 我有表演在宿舍 [wǒ yǒu biǎoyǎn zài sùshè] which means "I have a performance in the dormitory". The error in this sentence lies in the placement of the adverb of place which should be before the predicate (Yongxin, 2005). Therefore, the correct sentence 我在宿舍有表演 [wǒ zài sùshè yǒu biǎoyǎn].



(2) *Verb Placement Mistakes*

From the results of the data analysis that was carried out, the researcher found 4 speech texts that contained verb placement errors. The first text entitled 学汉语为将来 [xué hànǔ wèi jiānglái] which means "learning Mandarin for the future" where the student writes the sentence 我每天说话使用汉语 [wǒ měitiān shuōhuà shǐyòng hànǔ] which means "I speak Mandarin everyday". In this sentence, the placement of the adverb is correct, but the placement of the verb 使 [shǐyòng] is wrong, or it means "to use what is placed after the adverb of place 每天 [měitiān] which means every day". In general, the position of an adverb in Mandarin in a sentence is before the predicate, verb or adjective. The correct sentence should be 我每天使用汉语说话 [wǒ měitiān shǐyòng hànǔ shuōhuà], because in Mandarin the verb 使 [shǐyòng] is placed after the adverb 每天[měitiān].

The text of the next speech is entitled 在新光高中学习汉语 [Zài xīguāngzhōngxuéxì hànǔ] which means "I'm used to speaking Mandarin everyday". The error in this sentence is in the form of an error in placing the verb in the word 习惯 [xíguàn] which is placed after the adverb 每天 [měitiān]. The adverb 每天 [měitiān] should be placed before the verb 习惯 [xíguàn] in accordance with the opinion of Claudia Ross in her book (Ross, 2005) entitled "*Modern Mandarin Chinese Grammar: A Practical Guide*" which states that the position of an adverb in a Mandarin sentence precedes the predicate verb or adjective. So, the correct sentence is 我每天习惯了说汉语 [wǒ měitiān xíguàn le shuō hànǔ] which means "I am used to speaking Mandarin everyday".

The text of the third speech is entitled 来我们学习汉语 [Lái wǒmen xuéxì hànǔ] which means "Let's learn Mandarin" several students write 说汉语时声调错 [shuō hànǔ shí shēngdiào cuò] which means "when speaking Mandarin the tone is wrong" there is an error placement the verb 错 [cuò] which is placed after the object 声调 [shēngdiào], because in Mandarin the verb is placed after the adverb of time 时 [shí], and the word 了 [le] is added because it has happened or is in the past. So, the correct sentence is 说汉语时说错了声调 [shuō hànǔ shí shuō cuò le shēngdiào].



The researcher also found errors in the placement of verbs in the speech text entitled 学习汉语很有趣 [Xuéxí hànyǔ hěn yǒuqù] which means "Learning Mandarin is very interesting". In this text, several students write the sentence 而且，当我们觉得难学时 [érqiě, dàngwǒmen juéde nán xué shí] which means "when we find it difficult to study", there is an error in the placement of the verb 学 [xué] which is placed before the adverb of time 时 [shí]. This verb should be placed after the word 当 [dàng] which means "when" and followed by the word 时 [shí] which is an adverb of time. In their book entitled *"Chinese: A Comprehensive Grammar"* Po Ching & Rimmington (2004) state that adverbs indicating place, time, frequency and manner are usually placed before the verb in Mandarin sentence. Therefore, the correct sentence is 而且，当学时我们觉得难 [érqiě, dàng xuéshí wǒmen juéde nán].

(3) Vocabulary Usage Mistakes

In language errors, lexicon errors are also often found. Lexicon errors are errors in using inappropriate vocabulary (Tarigan, 1988:200). After analyzing the data, the researcher found 5 speech texts that contained vocabulary usage errors. The text of the first speech is entitled 学习汉语很有趣 [Xuéxí hànyǔ hěn yǒuqù] which means "Learning Mandarin is very interesting". The researcher found mistakes made by the students in the form of vocabulary usage. The students wrote the sentence 学习汉语告诉我们容易找工作 [xuéxí hànyǔ gàosù wǒmen róngyì zhǎo gōngzuò] which means "learning Mandarin makes it easy for us to find work". The students write the word 告诉 [gàosù] which in *Tionghoa-Indonesia Practical Dictionary* by Dian Rakyat in 2001 means "to tell". In this case the sentence has wrong meaning. The students should be able to use the word 会让 [huì ràng] which means "able to give". So, if put together into the sentence 学习汉语会让我们容易找工作 [xuéxí hànyǔ huì ràngwǒmen róngyì zhǎo gōngzuò] which means "learning Mandarin can make it easier for us to find work" has a clear meaning.

The text of the second speech is entitled 学汉语为将来 [xué hànyǔ wèi jiānglái] which means "learning Mandarin for the future" where the students write the sentence 第一次我学习汉语很难过 [dì yī cì wǒ xuéxí hànyǔ hěnnánguò] which means "the first time I learned Mandarin I had a lot of trouble". The error in using vocabulary in this sentence is the use of the word 难过 [nánguò] which means "trouble". Even though this word also means "difficulty", this word is usually used as an adjective that means "sadness". Meanwhile, in the context of this sentence,



the difficulty referred to is difficult as a verb. Therefore, the correct sentence is 第一次我学习汉语，我觉得很难 [dì yī cì wǒ xuéxí hànyǔ, wǒ juéde hěnnán]. Therefore again, the correct use of vocabulary is the word 难[nán] which means "difficult". This error in using the word 难过 [nánguò] is also found in the speech text entitled 使用歌曲学习汉语 [shǐyòng gēqǔ xuéxí hànyǔ] which means "learning Mandarin using songs" in the sentence 我感觉写汉字很难过[wǒ gǎnjué xiě hànzi hěn nánguò] which means "I feel writing Mandarin characters is very difficult". In this sentence, the word 难过 [nánguò] should be replaced with the word 难 [nán] so that it becomes 我感觉写汉字很难 [wǒ gǎnjué xiě hànzi hěn nán] which means "I find writing Mandarin characters is very difficult".

The text of the third speech entitled 学习汉语 [xuéxí hànyǔ] which means "learning Mandarin" also contains vocabulary usage errors. The students write the sentence 我学汉语在 HSK 书[wǒ xué hànyǔ zài HSK shū] which means "I learned Mandarin in books". According to Chaer (2006:122) the preposition "in" is used with the rules to express "place of being" which is placed in front of nouns that express place (Wikarti, 2015). So, in this sentence it is less appropriate because the "in" used does not indicate a place. The word 在 [zài] should be replaced by the word 从 [cóng] which in the *Kamus Praktis Tionghoa-Indonesian* has the meaning "from". So, the correct sentence is 我从 HSK 书学汉语 [wǒ cóng HSK shūxué hànyǔ] which means "I learned Mandarin from HSK books".

The fourth text is entitled 简单方法学会外语 [jiǎndān fāngfǎ xué huì wàiyǔ] which means "learning foreign languages easily", the students write the sentence 这样他们会获得他们的想 [zhèyàng tāmen huì huòdé tāmen de xiǎng] . The error in this sentence lies in the word 想 [xiǎng] which does not match the context of the sentence in the question. The students want to interpret the words "desire/dream", but use the vocabulary incorrectly. They actually can replace the word 想 with 梦想 [mèngxiǎng] which in the HSK level 3 book means "dream/desire". Apart from that, the word 获得 [huòdé] can be replaced with the word 实现 [shíxiàn] which means "to achieve" which is more suitable for the word pursue a dream. So the correct sentence is 这样他们会实现他们的梦想 [zhèyàng tāmen huì shíxiàn tāmen de mèngxiǎng].



The fifth text is entitled 学习汉语 [xuéxí hànyǔ] which means “learning Mandarin”. The students write the sentence 我有多么梦想 [wǒ yǒu duōme mèngxiǎng] which means "what a dream I have". The error in this sentence lies in the use of the word 多么 [duōme] which in HSK level 3 has the meaning "very" which is usually used in an emphasis sentence to express a high degree, for example 这个风景有多么美 [zhège fēngjǐng yǒu duōme měi] which means "What a beautiful view this is." The word “duōme” should be replaced with 那么多[nàme duō] which means so many, therefore the correct sentence is 我有那么多梦想 [wǒ yǒu nàme duō mèngxiǎng] which means I have so many dreams.

(4) Punctuation Errors

Punctuation is a sign that a writer use to make it easier for readers to understand the content of a piece of writing. Punctuation errors are the use of inappropriate punctuation marks (Endah, 2015). From the results of the analysis, 5 punctuation errors were found in the speech texts made by students. The text of the first speech is entitled 健康食品，健康身体 [jiànkāng shípǐn, jiànkāng shēntǐ] which means "healthy food, healthy body" the students write the sentence 所以来我们保持健康 [suǒyǐ lái wǒmen bǎochí jiànkāng] which means "so let's take care of our health". The error in this sentence is the lack of punctuation in the form of a comma 逗号 [dòuhào] after the word 所以 [suǒyǐ] to give a break to the sentence that follows. Therefore, the correct sentence is 所以，来我们保持健康 [suǒyǐ, lái wǒmen bǎochí jiànkāng].

In the text of the speech entitled 我的爱好 [Wǒ de àihào] which means "My hobby" the students write the sentence 我的爱好是画画 [wǒ de àihào shì huà huà] which means "my hobby is drawing". In this sentence, they do not write a period punctuation mark 句号 [jùhào] after the word 画画 [huà huà] to mark the end of the sentence. The period in Mandarin has a different form from the period in other languages. The dot shape in Mandarin is a small, full-width circle that occupies one character. The correct sentence is 我的爱好是画画。 [wǒ de àihào shì huà huà].

The next, in the text of the speech entitled 学汉语的经验 [xué hànyǔ de jīngyàn] which means "experience learning Mandarin" the students write the sentence 汉语有声母韵母和声调 [hànyǔ yǒu shēngmǔ yùnmǔ hé shēngdiào] which means "in Mandarin there are consonants, vowels and tones". The error in this sentence is missing the comma punctuation mark 逗号 [dòuhào] after the word 声母 [shēngmǔ] to give a break to the next word. So the correct sentence should be 汉语有声母，韵母，和声调。 [hànyǔ yǒu shēngmǔ, yùnmǔ, hé shēngdiào].

In the text of the speech entitled 学汉语的办法 [Xué hànyǔ de bànfǎ] which means "How to learn Mandarin" the students write the sentence 你们对汉语有感兴趣吗 [nǐmen duì hànyǔ yǒu gǎn xìngqù ma] which means "Are you interested in Mandarin?" The error in this sentence is not adding a question mark 问号 [wèn hào] after the word 吗 [ma] which is used for interrogative sentences or questions. So the correct sentence is 你们对汉语有感兴趣吗？你们对汉语有感兴趣吗 [nǐmen duì hànyǔ yǒu gǎn xìngqù ma?].



Errors in the use of punctuation marks are also found in the text of the speech entitled 保持清洁的办法 [Bǎochí qīngjié de bànfǎ] which means "How to maintain cleanliness". Where the students write the sentence 演讲将结束了 [yǎnjiǎng jiāng jiéshùle] which means "the speech ends or is finished". The error in this sentence is missing a period 句号 [jùhào] after the word 了 [le] which functions as a mark at the end of the sentence. So the correct sentence is 演讲将结束了 [yǎnjiǎng jiāng jiéshùle].

b. The Factors Causing Grammatical Errors in Mandarin Speech Texts

From the results of data analysis, it shows that there are several factors that cause grammatical errors in Mandarin speech texts made by the students, namely (1) errors in the placement of adverbs. The factor that causes them to make errors in placing adverbs is because they lack practice and practicing the material taught by the teacher. Apart from that, they are still getting used to the structure of Indonesian sentences, (2) factors that cause verb placement errors. This error occurs because the students do not understand the sentence structure patterns in Mandarin and are still used to sentence structure in Indonesian. Apart from that, they also lack practice and reinforcement which can cause them to forget or misuse sentence patterns and word order in Mandarin grammar, (3) a factor that causes errors in vocabulary use. This error occurs because of limited mastery of vocabulary so that students do not have sufficient vocabulary to compose speech texts, and (4) a factor that causes punctuation errors. This error occurs because the students lack focus and thoroughness when compose their speech text so they do not include full stops, commas and question marks in the speech text.

4. CONCLUSIONS AND SUGGESTIONS

From the results and discussion, it can be concluded that there are several grammatical errors made by the students of XI IBB 3 SMA Nurul Jadid. This error occurs because there are several factors, namely because they are still used to the structure of the Indonesian language, they lack practice and practicing the material that has been given by the teacher. Meanwhile, errors in using vocabulary are caused by the students' limited mastery of the vocabulary they know. Furthermore, they lack of focus and accuracy when drafting speech texts is also another factor that causes them to make punctuation errors. Thus, an in-depth understanding of Mandarin grammar is not only relevant for improving language skills but also for improving communication skills. It is also hoped that the teacher will improve Mandarin teaching methods by providing interactive and varied teaching strategies, so that the students are interested in learning Mandarin grammar more deeply.

Suggestions for the students, is that, to practice more and pay attention to punctuation, periods, commas and question marks when composing Mandarin speech texts. It is also hoped that the results of this research can become a reference for future researchers in the efforts to improve effective and efficient Mandarin language learning.



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