

Analysis of Structural Errors and Linguistic Rules in Observation Report Texts among Grade X Students at MAN 1 Sijunjung

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Abstract

This study aims to describe and analyze structural and linguistic rule errors in Observation Report Texts (LHO) written by tenth-grade students at MAN 1 Sijunjung. This study employed a descriptive qualitative approach. Data were collected through documentation techniques in the form of 25 student-written LHO texts, which were then analyzed using linguistic error analysis techniques, including identification, classification, and evaluation. The results showed that the majority of students had not been able to compose complete and standardized LHO texts. In terms of structure, 64% of the texts were classified as incomplete, with the most dominant error being the absence of the benefits description section. In terms of linguistic rules, 80% of the texts were categorized as inadequate or inaccurate. The most prominent patterns of linguistic errors included spelling and typographical errors, the use of spoken language and interference from the local Minangkabau language, the dominance of subjective opinions that violated the principle of textual objectivity, and unclear sentence structures. These findings indicate that students still experience difficulties in distinguishing the characteristics of LHO texts from narrative or opinion texts and have not optimally applied the rules of the Enhanced Indonesian Spelling System (EYD). This study recommends strengthening writing instruction with a focus on the principles of objectivity, standardized language, and the completeness of the logical structure of LHO texts.

Keywords: *Structural Errors, Linguistic Rules, Observation Report Text, MAN 1 Sijunjung Students.*

A. INTRODUCTION

Language is the primary means of communication in human life, serving as a medium for conveying thoughts, ideas, and feelings. In the field of education, proficiency in proper and correct Indonesian is a very important competency, particularly in writing skills. According to Harista *et al* (2025) writing is one of the productive language skills that requires an in-depth understanding of linguistic rules, including phonology, morphology, syntax, and semantics. One type of writing taught in schools is the observation report text, which presents factual information obtained from observations of an object in a systematic and objective manner (Zahara *et al.*, 2025). However, in practice, many students experience difficulties in writing observation report texts accurately, particularly in terms of structural organization and the use of language in accordance with established rules. This indicates weaknesses in the mastery of structure and linguistic rules, which should serve as the foundation of writing skills.

Difficulties in writing observation report texts have been identified in several previous studies. Meliza dan Afrita (2024), through an analysis of 26 observation report texts written by tenth-grade students at SMA Negeri 1 Enam Lingkung, identified problems with structure and language use, with 85 inaccuracies among 214 sentences related to word economy, standard word usage, and spelling. These findings are consistent with the study by Alfarizi dan Emidar (2025), which found that students still experienced difficulties in organizing text structure, developing content, and applying spelling rules in observation report texts. Similar problems were also observed in the observation report texts written by students at MAN 1 Sijunjung. The results of the preliminary examination indicated errors in structure and the application of linguistic rules that could affect the clarity of information conveyed. This condition provided the basis for conducting this study to describe structural and linguistic rule errors in observation report texts written by tenth-grade students at MAN 1 Sijunjung using a descriptive qualitative approach.

The purpose of this study is to describe and analyze structural and linguistic rule errors in LHO texts. Thus, this study is expected to contribute to improving the quality of Indonesian language learning, particularly in the writing of LHO texts. Theoretically, this study is based on the examination of text structure and linguistic rules in Observation Report Texts (LHO). Text structure refers to the arrangement or framework for presenting a text in a logical and systematic manner. In LHO texts, this structure generally consists of a general statement (definition), a description of parts, and a description of benefits.

(Kementerian Pendidikan dan Kebudayaan, 2017). Meanwhile, linguistic rules concern the rules for using proper and correct Indonesian in accordance with the characteristics of LHO texts. These include the accurate use of technical terms (specific words), definitional sentences, descriptive sentences, and appropriate conjunctions to establish coherence between sentences and paragraphs. Mastery of these structural and linguistic rules serves as the main foundation for identifying inaccuracies or deviations found in students' writing, both in terms of text framework organization and the application of Indonesian writing conventions.

The benefits of this study are divided into two categories: theoretical and practical benefits. Theoretically, this study is expected to enrich the literature on language education, particularly research on Indonesian language learning related to the mastery of structural and linguistic rules in Observation Report Texts (LHO). Practically, the findings of this study can serve as a reference for teachers in evaluating students' writing abilities, improving teaching methods for writing LHO texts, developing more targeted teaching materials, and providing students with more specific feedback regarding structure and linguistic rules. In addition, this study can also serve as a reference for future researchers who wish to further examine the application of structural and linguistic rules in writing LHO texts at the secondary education level.

Based on these considerations, this study is expected to make a meaningful contribution to optimizing students' abilities to understand and apply structural and

linguistic rules in Observation Report Texts (LHO), in line with the demands of the national curriculum, which emphasizes critical thinking skills and effective communication. The ability to compose LHO texts accurately not only enables students to convey ideas clearly but also helps develop logical and structured thinking patterns. In terms of practical application, the findings of this study can serve as guidelines for teachers in designing more relevant learning strategies, preparing appropriate teaching materials, and developing more measurable assessment instruments. In other words, this study emphasizes that the assessment of students' writing abilities should not rely solely on content but should also consider structural and linguistic aspects as essential elements in establishing effective communication.

B. LITERATURE REVIEW

1. Definition of Observation Report Text

Observation Report Text (LHO) is one type of text studied in the Indonesian language curriculum at the secondary school level. Etymologically, this text derives from the words "report," "result," and "observation." Kosasih (2014) defines an observation report text as a text that provides general information about something based on facts obtained from direct observation.

In line with this, Hotimah (2022) mphasizes that an observation report text is a text that serves to provide relevant information about an object or situation following an in-depth investigation or research. The information presented in this text is factual and objective, meaning that it is not based on assumptions or the writer's subjective opinions, but purely on what is seen, heard, and experienced during the observation.

Based on the opinions of the experts above, it can be concluded that an observation report text is a text systematically organized to present the results of direct observations of an object (animal, plant, natural phenomenon, or social phenomenon) in a factual, objective, and universal manner.

2. Structure of Observation Report Text

The structure of an observation report text consists of the sections that make up the text so that information about the observed object can be conveyed systematically. This structure is necessary to ensure that the observation results are presented in an organized manner, beginning with general information and progressing to more specific information about the observed object. Understanding the structure of an observation report text is important in analytical activities because it can be used to determine the completeness and organization of information presented in a text.

Hotimah (2022) explains that the structure of an observation report consists of three sections, namely the general statement or general definition, the description of parts or reported aspects, and the description of benefits. The general statement or general definition provides initial information about the object that is the focus of the report. Next, the description of parts or reported aspects contains a more detailed account of the object based on the aspects or parts observed. Meanwhile, the

description of benefits provides information about the benefits or uses of the reported object.

This view is consistent with Aulia (2023), who explains that an observation report text generally has a structure consisting of a general statement or classification, a description of parts, and a description of benefits or conclusion. The general statement or classification provides an overall description of the observed object. This information is then developed through the description of parts, which explains the object in greater detail. Furthermore, the description of benefits or conclusion provides information about the benefits or uses of the observed object.

Based on these two opinions, there is a similarity regarding the three main sections in the structure of an observation report text. The apparent differences mainly lie in the terminology used. Hotimah (2022) uses the terms general statement or general definition, description of parts or specific aspects, and description of benefits, whereas Aulia (2023) uses the terms general statement or classification, description of parts, and description of benefits or conclusion. Although there are differences in terminology, both sources essentially share the same concept, namely presenting information by beginning with a general introduction to the object, continuing with a more detailed description of the object, and ending with information about its benefits or a concluding section.

a. General Statement or General Definition/Classification

The general statement or general definition/classification is the opening section of an observation report text. This section serves to introduce or provide a general overview of the observed object. The information presented may include the definition, identity, grouping, or classification of the object so that readers gain an initial understanding of the object that is the focus of the report. According to Hotimah (2022), the general statement or general definition is the section that provides an overview of the reported object. Meanwhile, Aulia (2023) refers to this section as the general statement or classification, which introduces the object being examined. Thus, the general statement serves as the basis for readers to understand the object before receiving a more detailed explanation in the subsequent sections.

A general statement or classification can be identified by the presence of information that introduces the object in general terms (Muniroh, 2021). This section does not yet focus on an in-depth description of the object's characteristics or parts, but rather provides initial information that serves as the foundation for the discussion. Therefore, the presence of a general statement or classification helps readers identify the object to be discussed and understand the direction of the description in the observation report text.

b. Description of Parts or Specific Aspects

The description of parts or specific aspects is the section that presents more detailed information about the observed object. After the object is introduced generally in the general statement section, the information is then developed through descriptions of the object's parts, features, characteristics, conditions, or specific aspects related to the object. Hotimah (2022) refers to this section as the description of

parts or reported aspects. This section contains descriptions of the aspects or parts of the object that are the focus of the observation. In line with this view, Aulia (2023) explains that the description of parts contains a more detailed account of the object or the parts being observed.

The description of parts serves to clarify and develop the information presented in the general statement section (Dewi, 2023). The information in this section is more specific and detailed because the object is described based on the aspects observed. Thus, the description of parts enables readers to obtain a more comprehensive picture of the reported object.

c. Description of Benefits or Conclusion

The description of benefits or conclusion is the section that completes the information in an observation report text (Laia, 2023). This section relates to the benefits or uses of the observed object. Information about these benefits provides readers with an understanding of the object's functions or uses in human life, the environment, or other contexts related to the object. Hotimah (2022) includes the description of benefits as the third section in the structure of an observation report. Meanwhile, Aulia (2023) uses the term description of benefits or conclusion. The difference in terminology indicates variations in how the final section of the text is named, but both still position benefits or concluding information as the section that completes the description of the object.

The description of benefits or conclusion serves to provide additional information related to the object after it has been explained generally and in detail. This section may indicate the benefits, functions, or uses of the observed object so that the information presented in the text becomes more complete. Thus, the description of benefits or conclusion completes all the information presented in the preceding sections.

Based on the discussion above, it can be concluded that the structure of an observation report text consists of (1) a general statement or general definition/classification, (2) a description of parts or specific aspects, and (3) a description of benefits or conclusion. The general statement or general definition/classification serves to introduce and provide an initial overview of the object, the description of parts or reported aspects serves to explain the object in greater detail based on specific parts or aspects, while the description of benefits or conclusion serves to provide information about the benefits, uses, or concluding section related to the object. These three sections form a unified structure that supports the systematic presentation of observation results.

3. Linguistic Rules of Exposition Text

Linguistic rules are an important part of composing observation report texts because they relate to how information about the observed object is conveyed. The language used must be able to describe the object clearly so that the information obtained from the observation can be understood by readers. Nasution (2021) explains that observation report texts have several linguistic rules, namely the use of noun

phrases, relational verbs, active verbs, technical terms, conjunctions, and descriptive sentences.

- a. Use of noun phrases. A noun phrase is a group of words that functions as a noun in a text. Its use is related to naming the observed object. Noun phrases can be expanded with words that indicate classification or description so that the object being discussed can be explained more specifically.
- b. Use of relational verbs. Relational verbs are used to express the relationship between the object being discussed and the information provided. The use of these verbs is particularly evident when the writer classifies an object. Words that can be used include *is*, *namely*, *that is*, *classified*, *divided*, *consists of*, *called*, *includes*, and *constitutes*.
- c. Use of active verbs. Active verbs are used to explain the activities, behaviors, or habits of the observed object. The use of these verbs helps convey information about the actions performed by the object more clearly.
- d. Use of technical terms. Technical terms refer to specialized vocabulary used in a particular field of knowledge. In observation report texts, technical terms are used to provide information about an object from a scientific perspective. The use of these terms is also adapted to the object being observed.
- e. Use of conjunctions. Conjunctions are used to connect words, phrases, clauses, or sentence elements so that the relationships between pieces of information in the text become clear. Nasution (2021) classifies the conjunctions used in observation report texts into additive, contrastive, comparative, and alternative conjunctions.
- f. Use of descriptive sentences. Descriptive sentences serve to provide a picture of the characteristics of the observed object. These descriptions may relate to the object's properties or physical characteristics, such as size, color, shape, and height. Thus, readers gain a clearer picture of the reported object.

C. METHOD

This study employed a descriptive qualitative approach. According to Lumbu *et al* (2026) this approach is a research method that aims to describe phenomena or conditions of an object naturally, systematically, and factually without manipulating variables, in which the researcher acts as the primary instrument in data collection and interpretation. This approach was selected because the study aims to describe and analyze language errors in observation report texts in depth and detail based on actual data. Thus, a descriptive qualitative approach enables researchers to explore linguistic phenomena contextually in accordance with the actual conditions in the field. The subjects of this study were tenth-grade students at MAN 1 Sijunjung in the 2024/2025 academic year. The population consisted of all tenth-grade students, while the sample was selected using purposive sampling, namely students who had participated in learning activities on observation report texts and had produced written texts. The sample analyzed consisted of 25 observation report texts.

Data collection was carried out through documentation by collecting students' written work in the form of observation report texts. The primary instrument in this study was the researcher, who acted as the key instrument in interpreting the data, supported by a language error analysis sheet. This analysis sheet was developed based on two main indicators, namely (1) structural errors in observation report texts, including incompleteness or inaccuracies in organizing the general statement, description of parts, and description of benefits sections, and (2) linguistic rule errors, including the use of relational verbs, material verbs, definitional sentences, descriptive sentences, and denotative words and scientific terms. The collected data were analyzed using language error analysis techniques, which included identifying errors, classifying errors, explaining the causes of errors, and evaluating the impact of errors on text readability. The data were analyzed manually by examining each student's text, grouping errors according to structural and linguistic rule categories, and then explaining their characteristics and possible causes.

This study was conducted at MAN 1 Sijunjung. The researcher was present at the school to obtain data and interact with the subject teacher to understand the context of the learning activities conducted. In addition to students' texts, supporting data were obtained through informal interviews with the Indonesian language teacher as an informant who helped confirm the understanding of the context of the errors identified. To ensure data validity, the researcher employed source triangulation by comparing the analysis results with the teacher's perspectives and references to linguistic theories. The researcher also repeatedly checked the data and documented the decision-making process during the analysis to ensure transparency.

D. RESULTS AND DISCUSSION

1. Analysis of Structural Errors in Observation Report Texts

The standard structure of an observation report text (LHO) consists of three main sections, namely the general statement (classification), description of parts, and description of benefits. Based on the analysis of 25 texts written by tenth-grade students at MAN 1 Sijunjung, it was found that the majority of students had not been able to organize these three structural sections completely and sequentially.

Quantitatively, of the 25 texts analyzed, 9 texts (36%) were classified as having a complete structure, while 16 texts (64%) were classified as incomplete. The details of the structural errors identified in each student's text are presented in the following table.

Table 1. Analysis of Structural Errors in Students' Observation Report Texts (LHO)

Student Code	Text Title	Structural Completeness	Description/Analysis
S1	Mushalla	Complete	Contains GS, DP, and DB. (Note: DB is still mixed with subjective opinions.)

S2	Classroom	Complete	Contains GS, DP, and DB. (Note: The DP section does not clearly detail the object.)
S3	Volleyball Court	Incomplete	GS and DP are limited; DB is absent.
S4	Volleyball Court	Incomplete	GS and DB are absent; the text goes directly into DP.
S5	Mushalla	Incomplete	Contains GS and DB, but DP is not fully developed.
S6	Volleyball Court	Incomplete	Contains GS and DP; DB is absent.
S7	Classroom	Incomplete	Predominantly DP; GS and DB are absent.
S8	Mushalla	Complete	Contains GS, DP, and DB in full.
S9	Mushalla	Complete	Contains GS, DP, and DB in full.
S10	Volleyball Court	Complete	Contains GS, DP, and DB in full.
S11	Mushalla	Complete	Contains GS, DP, and DB in full.
S12	Mushalla	Complete	Contains GS, DP, and DB in full.
S13	Volleyball Court	Incomplete	DP is inadequate; DB is absent.
S14	Classroom	Incomplete	Predominantly DP; GS and DB are absent.
S15	Mushalla	Complete	Contains GS, DP, and DB in full.
S16	Mushalla	Incomplete	GS is present; DP and DB are unbalanced and mixed with personal opinions.
S17	Mushalla	Incomplete	Contains GS and DP; DB is absent.
S18	Classroom	Incomplete	Predominantly DP; GS and DB are absent.
S19	Classroom	Incomplete	Predominantly DP; GS and DB are not developed.
S20	Classroom	Incomplete	Narrative text (personal experience); GS and DB are absent.
S21	Classroom	Incomplete	Predominantly DP; DB is absent.
S22	Mushalla	Incomplete	Predominantly DP; GS and DB are absent.
S23	Volleyball Court	Complete	Contains GS, DP, and DB in a complete and coherent sequence.
S24	Classroom	Incomplete	Contains GS and DP; DB is absent (the object's function is mixed into DP).
S25	Mushalla	Incomplete	Contains GS and DP; DB is absent.

Notes:

GS: General Statement

DP: Description of Parts

DB: Description of Benefits

The table above shows that the most dominant structural error is the absence of the Description of Benefits (DM) section. Of the 16 incomplete texts, 12 of them

(S3, S4, S6, S7, S13, S14, S17, S18, S19, S21, S22, S24, and S25) end immediately after detailing the physical facilities (Description of Parts). Students tend to consider explanations of the specific functions of facilities (such as the functions of tables or ablution areas) as the end of the text, whereas, according to the rules of LHO texts, these still fall within the scope of the Description of Parts (DB). The Description of Benefits (DM) should explain the object's uses in a universal and conceptual manner.

In addition, a pattern of errors involving the absence of the General Statement (PU) was identified. In texts S7, S14, S18, and S22, students directly described the physical details of the object without first providing a general definition or classification. A unique finding was also observed in S20, where the student began the text in a narrative style (describing the journey to the classroom), which violates the characteristics of LHO texts, which should be directly informative and objective.

Although 9 texts (S1, S2, S8, S9, S10, S11, S12, S15, and S23) were structurally classified as complete, structural completeness does not necessarily guarantee that the texts are free from errors. As seen in S1, S2, and S16, the content still contains personal opinions or ambiguous descriptions. This indicates that students' understanding of text structure remains limited to memorizing the framework, without yet understanding the linguistic principles and objectivity that must be present in each section.

2. Analysis of Linguistic Rule Errors in Observation Report Texts

The following table presents the analysis of linguistic rule errors identified in students' observation report texts. The analysis focuses on identifying and classifying errors in students' use of language rules to provide an overview of their linguistic accuracy in writing observation report texts.

Table 2. Analysis of Linguistic Rule Errors in Students' Observation Report Texts (LHO)

Student Code	Text Title/Observation Object	Linguistic Accuracy	Description/Linguistic Analysis
S1	Mushalla	Inaccurate to Some Extent	Contains spelling errors in loanwords (musholla/mushollah, at-quran).
S2	Classroom	Inaccurate	Uses local terms, nonstandard spelling (sekretamir), and ineffective sentences.
S3	Volleyball Court	Inaccurate	Uses overly casual/spoken language ("ya"), nonstandard spelling, and lacks relational verbs for definitions.
S4	Volleyball Court	Inaccurate	Uses capital letters throughout the entire text and contains excessive sentence repetition.

S5	Mushalla	Inaccurate to Some Extent	The use of definitional phrases is appropriate, but the text contains personal opinions/complaints at the end and nonstandard abbreviations (dpt, yg).
S6	Volleyball Court	Inaccurate to Some Extent	The foreign term has not been adapted according to the Indonesian dictionary (KBBI) (volly ball), and capitalization of the institution's name is incorrect.
S7	Classroom	Inaccurate	The text is formatted as bullet points/notes listing damage and does not form a complete LHO paragraph.
S8	Mushalla	Accurate	The structure and linguistic rules are complete, although there is a minor spelling error in a loanword (mushollah).
S9	Mushalla	Accurate	The use of religious terms, relational verbs, and descriptive sentences is highly coherent and standardized.
S10	Volleyball Court	Inaccurate	Uses very informal language ("OKEY") and places conjunctions at the beginning of sentences.
S11	Mushalla	Inaccurate to Some Extent	The language is relatively rich, but the text begins with a spoken greeting that is less appropriate for a formal LHO text.
S12	Mushalla	Inaccurate to Some Extent	Contains repeated use of the coordinating conjunction Dan at the beginning of new sentences.
S13	Volleyball Court	Accurate	The use of noun phrases and descriptive sentences about the surrounding atmosphere is vivid and clear.
S14	Classroom	Inaccurate	Physical descriptive sentences are mixed with theoretical notes from other material.
S15	Mushalla	Inaccurate to Some Extent	The personal storytelling/experiential style does not sufficiently meet the objective nature of LHO texts.
S16	Mushalla	Inaccurate to	Definitional relational verbs are

		Some Extent	present, but the text contains many nonstandard abbreviations, spelling errors, merged prepositions, and personal complaints/opinions.
S17	Mushalla	Inaccurate to Some Extent	Definitional relational verbs are present, but the text begins with a personal phrase and contains spelling/loanword errors, merged prepositions, conjunctions at the beginning of sentences, and predominantly subjective opinions/suggestions/criticism.
S18	Classroom	Inaccurate to Some Extent	Uses nonstandard abbreviations (yg) and repeatedly uses the conjunctions <i>dan</i> and <i>kemudian</i> .
S19	Classroom	Inaccurate to Some Extent	Still uses local dialect terms, begins and ends with personal statements and spoken greetings, and contains loanword spelling errors.
S20	Classroom	Inaccurate to Some Extent	Still uses local dialect terms as the name of the observation object.
S21	Classroom	Inaccurate to Some Extent	The description of the route to the object uses a personal narrative writing style.
S22	Mushalla	Inaccurate to Some Extent	No definitional relational verbs appear at the beginning of the text; contains spelling/loanword errors, merged prepositions, excessive repetition of sentence content in the second section, and repeated use of conjunctions/connective expressions.
S23	Volleyball Court	Inaccurate to Some Extent	The text structure is highly coherent and complete, but it contains a typographical error (Voii), a spelling error (disekolah), and incorrect capitalization at the beginning of a sentence.
S24	Classroom	Accurate	Uses definitional relational verbs effectively in multiple instances, with standardized and coherent sentence structures.
S25	Mushalla	Accurate	Uses specific religious terms

			appropriately, applies relational verbs correctly, and presents structured descriptive sentences.
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Based on the analysis of 25 students' Observation Report Texts (LHO) (S1-S25), variations were found in the levels of accuracy in applying linguistic rules. Overall, the analysis classified students' abilities into three categories: Accurate, comprising 5 students (20%); Inaccurate to Some Extent, comprising 14 students (56%); and Inaccurate, comprising 6 students (24%). The predominance of the Inaccurate to Some Extent and Inaccurate categories, which together account for 80%, indicates that most students still experience difficulties in composing formal, standardized, and fact-based scientific report texts.

In the Accurate category (20%), consisting of S8, S9, S13, S24, and S25, linguistic rules were applied formally, coherently, and objectively. Students in this group successfully used definitional relational verbs (*adalah, merupakan*) appropriately, including multiple instances at the beginning of the text, employed descriptive noun phrases clearly and vividly, and used standardized technical/religious terms (*saf, ukhuwah islamiyyah*). All descriptive sentences were presented factually and systematically based on the observed objects without incorporating personal opinions.

In the Inaccurate to Some Extent category (56%), comprising S1, S5, S6, S11, S12, S15, S16, S17, S18, S19, S20, S21, S22, and S23, the main difficulties involved spelling (EYD/KBBI), sentence structure accuracy, and textual objectivity. Numerous spelling errors were found in religious loanwords (*musholla/mushollah, at-quran, mushala, musollah, pembatas shap*) and foreign terms that had not been adapted (*volly ball*), as well as typographical errors (*Voii*) and incorrectly joined prepositions (*disekolah, didalamnya, disaat*). In addition, the conciseness of students' reports was compromised by spoken greetings at the beginning of texts, personal storytelling/experiential styles, descriptions of personal journeys to locations, nonstandard abbreviations (*yg*), repeated use of coordinating conjunctions (*dan, kemudian*) at the beginning of new sentences, and the use of local dialect terms (*lokal* to refer to a classroom).

Meanwhile, in the Inaccurate category (24%), comprising S2, S3, S4, S7, S10, and S14, the errors were fundamental and deviated from the characteristics of LHO texts. Students used spoken/informal language (such as "*ya*" and "*OKEY*"), did not use definitional relational verbs, and placed conjunctions at the beginning of sentences. Some students also presented their texts in bullet-point formats or lists of damage reports rather than complete paragraphs, mixed physical descriptions with theoretical notes from other material, or wrote their entire texts in capital letters (FULL CAPS), accompanied by excessive sentence repetition.

The high cumulative rate of linguistic inaccuracies among students (80%) can be attributed to several main factors. First, interference from spoken language, local dialects, and nonformal language habits carried over into academic writing. Second, misconceptions regarding the principle of objectivity in LHO texts, whereby students

were unable to distinguish between objectively reporting physical facts and writing personal narratives, perceptions, or complaints. Third, students' limited understanding of standard grammar, particularly in constructing definitional sentences, structuring inter-sentence conjunctions, and consistently applying standardized spelling in accordance with PUEBI/EYD.

E. CONCLUSION

Based on the results of the analysis, it can be concluded that the majority of Grade X students at MAN 1 Sijunjung still experience difficulties in composing Observation Report Texts (LHO) in accordance with the established rules. Structurally, 64% of the texts were classified as incomplete, with the most dominant errors being the absence of the description of benefits section and the use of an unobjective narrative style. In terms of language, 80% of the texts were categorized as partially or completely inaccurate, as indicated by spelling errors, interference from spoken language and local dialects, and the dominance of subjective opinions. These errors were primarily caused by students' misconceptions regarding the principle of objectivity in LHO texts, mother-tongue interference, and insufficient mastery of standard grammar and spelling rules (EYD).

Based on these conclusions, Indonesian language teachers are advised to place greater emphasis on the concepts of objectivity and structural completeness in LHO texts, particularly the description of benefits section, and to provide more text-editing exercises to reduce interference from spoken language and local dialects. Students are expected to develop the habit of reading simple scientific texts and regularly reviewing their writing to ensure that their texts are free from personal opinions and nonstandard words. Future research may further examine pedagogical factors or specific learning strategies to address local-language interference in academic writing.

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