

Language Errors Analysis in Fiction and Nonfiction Comparison Material for Grade VII Textbooks

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Abstract

This study aims to analyze language errors in comparative fiction and nonfiction material in the Indonesian Language Textbook for Junior High School Grade VII, pages 154–156. The study uses a descriptive qualitative approach with content analysis. Data were collected through purposive sampling and categorized into four types of errors: spelling, diction, syntax, and semantics. The results show that there are 23 language errors, consisting of 10 spelling errors, 5 diction errors, 6 syntax errors, and 2 semantic errors. The dominant spelling errors are capitalization that does not comply with PUEBI, while diction and semantic errors reflect inappropriate word choice and misleading meaning. Syntax errors include ineffective and non-parallel sentence structures. These findings indicate that errors in textbooks directly impact students' understanding and attitudes toward the text. Therefore, a comprehensive revision is necessary to ensure that textbooks comply with language standards and pedagogical objectives.

Keywords: *language errors, textbooks, Indonesian language*

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Abstrak

Penelitian ini bertujuan menganalisis kesalahan bahasa dalam materi perbandingan fiksi dan nonfiksi pada Buku Bahasa Indonesia untuk SMP Kelas VII halaman 154–156. Penelitian menggunakan pendekatan kualitatif deskriptif dengan metode analisis isi. Data dikumpulkan melalui teknik purposive sampling dan dikategorikan dalam empat jenis kesalahan: ejaan, diksi, sintaksis, dan semantis. Hasil menunjukkan terdapat 23 kesalahan bahasa, terdiri dari 10 kesalahan ejaan, 5 diksi, 6 sintaksis, dan 2 semantik. Kesalahan ejaan dominan berupa kapitalisasi yang tidak sesuai PUEBI, sedangkan kesalahan diksi dan semantis mencerminkan pemilihan kata yang tidak tepat dan penyampaian makna yang menyesatkan. Kesalahan sintaksis meliputi struktur kalimat tidak efektif dan tidak paralel. Temuan ini menunjukkan bahwa kesalahan dalam buku teks berdampak langsung pada pemahaman dan sikap siswa terhadap teks. Oleh karena itu, revisi menyeluruh diperlukan agar buku teks memenuhi kaidah bahasa dan tujuan pedagogis.

Kata kunci: *kesalahan berbahasa, buku pelajaran, Bahasa Indonesia*

Introduction

Good and proper language skills are one of the important indicators of student literacy achievement at the junior high school level. As stated by Alyafatin et al. (2024), good Indonesian language skills are one of the keys to success in education and career. Indonesian language as a core subject at this level aims not only to develop communication skills but also to enhance critical and logical thinking abilities through mastery of various text types. One of the main topics taught to seventh-grade students is understanding and comparing fictional and non-fictional texts. This material is designed so that students can recognize the linguistic characteristics and framework of each type of text and understand their communicative role in the context of everyday life. In Indonesian language learning, textbooks are one of the learning resources for teachers and students (Giyanti et al., 2019).

In this context, the Indonesian Language textbook for seventh grade junior high school published by the Ministry of Education, Culture, Research, and Technology in 2021 has become one of the national references used in Indonesian language learning. This book clearly presents material comparing fiction and non-fiction texts, particularly in Chapter V, pages 155–156, which explains the differences between the two types of texts based on content, structure, and style. This material is crucial as it serves as the foundational basis for students to distinguish the characteristics of imaginative narrative discourse (fiction) and factual informative discourse (non-fiction). However, from an initial observation of this section, there are indications of language errors in the presentation of the material, such as the inappropriate use of terms, ambiguous sentences, and inconsistent sentence structures that can interfere with students' understanding.

The phenomenon of language errors in textbooks is not new in the world of education. Previous studies have shown that many textbooks, especially Indonesian language textbooks, contain various errors, both in terms of grammar, semantics, and pragmatics. For example, a study conducted by Susanto (2019) showed that several Indonesian language textbooks for junior high school students contained errors in the spelling of affixed words, the use of spelling that did not comply with the General Guidelines for Indonesian Spelling (PUEBI), and ineffective sentences. Meanwhile, Sari and Anwar (2021) emphasize that the clarity and accuracy of sentence structure in textbooks directly impact readability and the effectiveness of the learning process. Textbooks containing informal language or ambiguous explanations can cause students to misunderstand the concepts being taught, including distinguishing between fiction and nonfiction texts, which should have clear boundaries in meaning and form. This research is also consistent with Rafanida A., et.

al (2024), who state that language errors in nonfiction texts, such as conjunction errors, punctuation errors, writing that does not conform to the KBBI (Big Indonesian Dictionary), and wordiness can confuse students and hinder their comprehension process. Because this is very important, as stated by Kusumawati and Fadilla (2024), language that is used according to the rules in books can strengthen students' understanding of the book's content.

Unfortunately, although there have been many studies discussing the linguistic quality of textbooks in general, there are still very few, if any, studies that specifically review linguistic errors in comparative fiction and nonfiction materials. This is despite the fact that this material is highly susceptible to misconceptions because it involves two types of texts with very different characteristics that are often presented together. The absence of such specific studies creates a significant research gap, as highlighted by Tarigan (2009), who notes that the differences in characteristics between fiction and non-fiction often cause confusion among students if not explained properly. This is important because seventh-grade students generally do not have sufficient literacy experience to independently distinguish the characteristics of fiction and nonfiction without guidance through accurate and clear explanations. Therefore, an in-depth analysis of the forms of language errors in the presentation of the comparison of fiction and nonfiction in textbooks is necessary.

This study aims to fill this research gap by conducting a linguistic analysis of the comparative material on fiction and non-fiction found in the Indonesian Language textbook for seventh-grade junior high school students. The main objectives of this study are: (1) to identify the types and forms of language errors found in the comparative material on fiction and non-fiction; (2) to analyze the potential impact of these errors on students' understanding of the concepts of fiction and non-fiction; and (3) to formulate recommendations for improvement from a linguistic and pedagogical perspective so that the material can be presented more accurately, effectively, and in accordance with good linguistic principles.

To achieve these objectives, this study proposes three main questions as a basis for exploration: First, what types of language errors are found in the fiction and non-fiction comparison section of the Indonesian Language textbook for seventh grade junior high school students? Second, what are the potential impacts of these language errors on students' understanding? And third, how can the material be revised to comply with Indonesian language rules and communicative learning principles? Using a qualitative-descriptive approach and content analysis focused on linguistics, this study is expected to make an important contribution to improving the quality of textbooks and serve as a reference for authors, editors, teachers, and policymakers in designing teaching materials that are free of language errors and have pedagogical meaning.

Method

This study uses a qualitative approach with content analysis to identify and classify language errors in the Indonesian language textbook for seventh grade junior high school published by the Ministry of Education, Culture, Research, and Technology (Subarna et al., 2021). This research is descriptive in nature, as it aims to systematically describe the forms of linguistic errors found in the learning text, particularly in the section comparing fiction and non-fiction texts. Data collection was conducted using purposive sampling, selecting material that explicitly presented comparisons between fiction and non-fiction texts. The material analyzed focused on Chapter V, pages 155–156, as this section was considered the most representative in presenting the characteristics of both types of texts and was used directly by students as a learning reference.

The data analysis process began with carefully copying and examining the text related to the comparison of fiction and non-fiction. Then, a coding process was carried out on each text segment that contained potential errors. Each error was categorized into specific types based on linguistic parameters, namely: (1) spelling errors, which include errors in the use of capital letters, punctuation, and the spelling of loanwords; (2) diction errors, which include the use of words that are inappropriate in meaning or context; (3) syntactic errors, which are errors in sentence structure such as inefficiency, ambiguity, or grammatical construction errors; and (4) semantic errors, which are errors that cause deviations in meaning or logical inconsistencies in sentences. These categories are based on the framework of the General Guidelines for Indonesian Spelling (PUEBI).

To ensure the validity and reliability of the data, two main strategies were employed. First, the researchers used a peer review technique, in which the initial analysis results were consulted with a language expert and a junior high school Indonesian language teacher to obtain feedback and clarification on the classification of errors. Second, an intercoder agreement technique was used, involving two researchers who independently coded the data and then compared their findings. Differences in classification were discussed until a mutual agreement was reached to ensure the reliability of the interpretation and reduce subjective bias in the analysis process. With these strategies, it is hoped that the results of this study will have a high level of accuracy in identifying language problems and provide reliable recommendations for future textbook improvements

Result and Discussion

This study aims to identify and analyze forms of language errors in comparative fiction and nonfiction materials in the Indonesian Language Book for Junior High School Grade VII (Subarna et al., 2021) and evaluate their impact on student comprehension. Based on the content analysis of the material in Chapter V, pages 155–156, a total of 23 language errors were found, which were classified into four main categories, namely spelling, diction, syntax, and semantics. Details of the distribution of errors are presented in the following table:

Table 1. Distribution of Language Errors Based on Type

No	Type of Error	Number of Cases	Percentage (%)
1	Spelling	10	43,5%
2	Syntax	6	26,1%
3	Diction	5	21,7%
4	Semantics	2	8,7%
Total		23	100%

A. Spelling Errors

Spelling is the prevalent type of error, with a total of 10 findings. Most errors were the most of these errors involved the incorrect use of capital letters. These errors are described as follows:

1. Sentence: Judul Buku Nonfiksi (page 155)

Type: Spelling (capital letters)

Reason: According to PUEBI, capital letters are only used at the beginning of a sentence or for proper nouns, not for book types.

Correction: Judul buku nonfiksi

2. Sentence: Teks Nonfiksi bersifat informatif (page 156)

Type: Spelling

Reason: “Nonfiksi” is not a proper noun or official title.

Correction: Teks nonfiksi bersifat informatif

3. Sentence: Isi buku Fiksi tidak benar-benar terjadi (page 156)

Type: Spelling

Reason: “Fiksi” is only a genre term, so it does not need to be capitalized.

Correction: Isi buku fiksi tidak benar-benar terjadi

4. Sentence: Teks Fiksi berisi unsur tokoh, alur, dan latar (page 156)

Type: Spelling

Reason: Capitalization is not necessary for the word “jenis” (type).

Correction: Teks fiksi berisi unsur tokoh, alur, dan latar

5. Sentence: Buku Fiksi tidak menyampaikan informasi (page 156)

Type: Spelling

Reason: “Fiksi” does not need to be capitalized if it is not a title.

Correction: Buku fiksi tidak menyampaikan informasi

6. Sentence: Buku Fiksi dan Nonfiksi berbeda (page 155)

Type: Spelling

Reason: Incorrect capitalization of two words.

Correction: Buku fiksi dan nonfiksi berbeda

7. Sentence: Buku Fiksi: Cerita khayalan (page 155)

Type: Spelling

Reason: Words after a colon should be lowercase unless they start a new sentence.

Correction: Buku fiksi: cerita khayalan

8. Sentence: Halaman Penutup Buku Fiksi (page 155)

Type: Spelling

Reason: “Penutup” and “Fiksi” are not official names.

Correction: Halaman penutup buku fiksi

9. Sentence: Referensi atau Daftar Pustaka (page 155)

Type: Spelling

Reason: The name of the reference list is not the title of the book or the name of the institution..

Correction: referensi atau daftar pustaka

10. Sentence: Glosarium dan Biodata Penulis (page 155)

Type: Spelling

Reason: Not an official name, no capitalization required.

Correction: glosarium dan biodata penulis

The dominant spelling errors in the material, such as the incorrect use of capital letters in words such as “Teks Fiksi” and “Buku Nonfiksi” can have a serious impact on students' understanding of formal linguistic rules. Linguistically, these errors indicate a weak application of the graphemic principles outlined in the PUEBI. If left uncorrected, students may internalize incorrect writing habits, thereby affecting the quality of their academic writing in the future.

Additionally, from a pedagogical perspective, this highlights inconsistencies between the textbook as a learning resource and the language standards that teachers and students should adhere to.

B. Syntax Errors

A total of 6 syntactic errors were found in the form of ineffective sentences, lack of parallelism, or unclear logical structure. These errors are described as follows:

1. Sentence: Fiksi adalah buku cerita yang isinya khayalan, nonfiksi buku yang isinya fakta (page 155)
Type: Syntax
Reason: Not parallel, subject-predicate imbalance.
Correction: Fiction is imaginative writing, while nonfiction contains factual information.
Correction: Fiksi adalah buku imajinatif, sedangkan nonfiksi berisi informasi faktual
2. Sentence: Nonfiksi karena fakta, fiksi karena imajinasi (page 156)
Type: Syntax
Reason: Sentence is incomplete and the logical relationship is unclear.
Correction: Nonfiksi berdasarkan fakta, sedangkan fiksi berdasarkan imajinasi
3. Sentence: Teks fiksi menyampaikan cerita, nonfiksi informasi (page 155)
Type: Syntax
Reason: The second clause does not have a predicate.
Correction: Teks fiksi menyampaikan cerita, sedangkan nonfiksi menyampaikan informasi
4. Sentence: Buku fiksi tidak seperti nonfiksi (page 155)
Type: Syntax
Reason: The sentence does not clearly explain
Correction: Fiksi bersifat imajinatif, nonfiksi bersifat faktual
5. Sentence: Fiksi dan nonfiksi dibaca untuk keperluan berbeda (page 156)
Type: Syntax
Reason: “Keperluan berbeda” is too general and ambiguous.
Correction: Fiksi dibaca untuk hiburan, nonfiksi untuk memperoleh informasi
6. Sentence: Fiksi: hiburan, Nonfiksi: pengetahuan (page 155)
Type: Syntax
Reason: The sentence is incomplete; it is only a list of phrases.
Correction: Fiksi memberikan hiburan, sedangkan nonfiksi memberikan pengetahuan

Syntactic errors, such as in the sentence “Fiksi adalah buku cerita yang isinya khayalan, nonfiksi buku yang isinya fakta” cause the sentence structure to be non-parallel and confusing. This kind of syntactic imbalance hinders comprehension because students have to guess the relationship between parts of the sentence that are not explicitly explained. As a result, the learning process about comparing two types of texts becomes ineffective. Theoretically, this error violates the principle of syntactic coordination, which requires equality in form and meaning between clause elements.

C. Diction Errors

The next error is diction errors. There were 5 cases of diction errors or inappropriate word choice. These errors are as follows:

1. Sentence: Cerita fiksi memuat khayalan (hal. 154)
Type: Diction

Reason: “Khayalan” has negative connotations. A more neutral and appropriate word is “Imajinatif.”

Correction: Cerita fiksi memuat unsur imajinatif

2. Sentence: Fiksi lebih berkhayal daripada nonfiksi (hal. 155)

Type: Diction

Reason: “Berkhayal” is an uncommon verb for this genre of text

Correction: Fiksi bersifat lebih imajinatif daripada nonfiksi

3. Sentence: Nonfiksi bukan cerita karangan (hal. 155)

Type: Diction

Reason: “Karangan” is ambiguous; it could be fiction or nonfiction

Correction: Nonfiksi bukan cerita rekaan

4. Sentence: Nonfiksi menjelaskan sesuatu yang nyata (hal. 155)

Type: Diction

Reason: “Sesuatu” is too general and not informative.

Correction: Nonfiksi menjelaskan informasi faktual

5. Sentence: Fiksi hanya untuk hiburan (hal. 156)

Type: Diction and semantics

Reason: Ignores the educational function of fiction.

Correction: Fiksi dapat menghibur sekaligus menyampaikan nilai moral

Dictional errors also have a significant influence on the formation of students' attitudes and perceptions of texts. For example, the sentence “Fiction is more imaginative than nonfiction” shows the use of the word “imaginative,” which has negative connotations. This has the potential to instill the notion that fiction is something unimportant or irrational. However, in critical literacy theory, fiction plays an important role in shaping students' empathy, imagination, and reflective thinking. Inappropriate word choices not only diminish the image of fiction texts, but can also affect students' motivation to read and understand literary works.

D. Semantic Errors

There are two fairly serious semantic errors that directly relate to the meaning and understanding of concepts, namely:

1. Sentence: Teks fiksi tidak menyampaikan informasi karena isinya khayalan (page 156)

Type: Semantic

Reason: Fiction still conveys information implicitly.

Correction: Teks fiksi menyampaikan informasi tersirat melalui alur dan tokoh

2. Sentence: Nonfiksi lebih penting daripada fiksi (page 156)

Type: Semantic

Reason: This statement is subjective and not based on the curriculum.

Correction: Fiksi dan nonfiksi memiliki fungsi penting yang berbeda

Semantic errors such as in the sentence “Nonfiction is more important than fiction” contain subjective and misleading evaluative content. Semantically, this statement implies that fiction is not important, even though both genres have different functions but are equally essential in developing students' literacy. Such errors not only violate the principle of objectivity in the delivery of teaching materials, but can also form long-term misconceptions. Students may judge fiction as inferior text, thereby underestimating the narrative and aesthetic values that are actually very important in character building and cultural insight.

Although spelling errors are most commonly found quantitatively, errors in diction, syntax, and semantics have a deeper pedagogical impact. These errors are not merely violations of formal rules, but can shape students' thinking about the function and value of the text being studied. If left uncorrected, this can lead to misconceptions that carry over to the next level of education. In this context, the results of this study reinforce Susanto's (2019) findings that technical errors in textbooks have a real impact on students' understanding. However, this study clarifies that errors do not only occur in general but also specifically in the material comparing fiction and nonfiction—a very important material because it is the starting point for understanding text genres in the Indonesian language curriculum.

The errors found are not merely violations of formal rules but have the potential to disrupt students' basic understanding of text genres. For example, the statement “nonfiction is more important than fiction” is not only unobjective but also contradicts the principle of genre diversity in the Merdeka Curriculum. If teachers do not critically correct these errors, students will develop a hierarchical mindset toward text types, even though each has equal educational, aesthetic, and informative functions. Therefore, corrections in textbooks must be based on adequate linguistic and pedagogical principles, not merely cosmetic improvements.

Conclusion

Dominant spelling errors, especially in the use of capital letters that do not comply with the rules of the General Guidelines for Indonesian Spelling (PUEBI), indicate weak editorial supervision in the mechanical aspects of writing. These errors, although seemingly trivial, can create bad habits in students' formal writing. Diction and semantic errors indicate that the choice of words in the presentation of material is not appropriate and tends to mislead the meaning. Terms such as “fantasy” or statements such as “fiction does not convey information” reflect a misunderstanding of the function and value of fictional texts. This has the potential to form a negative perception of literature among students, even though fiction plays an important role in building character, empathy, and reflective thinking. Syntactic errors found, such as non-parallel sentence structures, fragmentary sentences, or sentences without predicates, reveal weaknesses in fundamental grammatical aspects. If not corrected, these poor sentence structures may be imitated by students and hinder their ability to write logically and correctly.

Overall, the errors found not only violate linguistic rules but also impact the effectiveness of learning. Textbooks, as the primary source in teaching and learning activities, should serve as models for proper language use. Inaccuracies in teaching materials, especially in the comparison of fiction and nonfiction—which forms the foundation for understanding text genres—can lead to long-term misconceptions among students. Thus, the results of this study emphasize the need for revisions to the teaching materials in the section on the comparison of fiction and nonfiction, both in terms of language, logical structure, and the educational values contained therein. The revisions in question are not only editorial but also conceptual and pedagogical so that the textbook can truly support the achievement of the curriculum objectives in a comprehensive and meaningful manner.

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