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Analysis of Language Errors in Indonesian Speech Texts by International Student MPBI FKIP UMS

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Abstract

This research aims to examine and analyse the language errors contained in the speech texts of foreign students of MPBI UMS. In this research, the author uses descriptive qualitative method, with data coming from words, writings, sentences, and punctuation marks contained in the student's speech text. In analysing the data, the writer refers to three stages of analysis, namely data condensation, data display, and conclusion drawing. The research results found are: (1) errors in phonology, in the form of orthography errors; (2) errors in syntax, in the form of word redundancy; (3) errors in morphology, in the form of errors in affixation, reduplication, and conjunction writing; (4) errors in semantics, in the form of ambiguity in sentences; and (5) errors in applied linguistics, especially in the realm of sociolinguistics, in the form of errors in language variation. It is hoped that this research can contribute to language preservation, especially in the context of learning for international students.

Keywords: Indonesian language, language errors, linguistics, international students

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Abstrak

Penelitian ini bertujuan untuk mengkaji dan menelaah kesalahan berbahasa yang terdapat dalam teks pidato milik mahasiswa asing MPBI UMS. Dalam penelitian ini, penulis menggunakan metode deskriptif kualitatif, dengan data yang berasal dari kata, tulisan, kalimat, serta tanda baca yang terdapat dalam teks pidato mahasiswa tersebut. Dalam menganalisis data, penulis mengacu pada tiga tahapan analisis, yaitu kondensasi data, display data, dan penarikan kesimpulan. Hasil penelitian yang ditemukan berupa: (1) kesalahan di bidang fonologi, berupa kesalahan ortografi; (2) kesalahan di bidang sintaksis, berupa kemubaziran kata; (3) kesalahan di bidang morfologi, berupa kesalahan afiksasi, reduplikasi, dan penulisan konjungsi; (4) kesalahan di bidang semantik, berupa ambiguitas dalam kalimat; dan (5) kesalahan di bidang linguistik terapan, khususnya dalam ranah sociolinguistik, berupa kesalahan dalam variasi bahasa. Diharapkan penelitian ini dapat berkontribusi dalam pelestarian bahasa, terutama dalam konteks pembelajaran bagi mahasiswa asing.

Kata kunci: Bahasa Indonesia, Kesalahan berbahasa, Linguistik, Mahasiswa Asing

Introduction

Language in the KBI (Indonesian Dictionary) is defined as a system of sound symbols that are articulated arbitrarily or arbitrarily and conventionally which are then used as a means of communication to create emotions and thoughts (Tim Redaksi Kamus Bahasa Indonesia, 2008). Meanwhile, according to Syamsuddin in (Marselina, 2022) language itself has two meanings; first, language is a tool used to shape feelings as well as thoughts, desires and actions, a means to influence and be influenced. Second, language is a clear sign of good and bad personality, a clear sign of family and nation, and a clear sign of human morality. Furthermore, Fachriyah et al. (2022) said that in the basic study of linguistics or linguistics, there are two studies that are often used, namely microlinguistics and macrolinguistics. Microlinguistics or micro linguistics is a branch of linguistics that studies language with internal linguistic systems, including phonology, morphology, semantics, and syntax. While macrolinguistics or macro linguistics is the study of language with systems that exist outside the language, such as social and cultural systems, psychological systems, neuro systems, and so on. The fields of study of macrolinguistics include sociolinguistics, psycholinguistics, anthropological linguistics, stylistics, philology, dialectology, philosophy of language and neurolinguistics.

In the study of microlinguistics, phonology discusses language sounds based on their functions. Morphology deals with morphemes and words, and studies the structure of words, their parts, and the process of formation. Syntax studies how phrases, clauses and sentences are organised. Semantics itself studies the meaning of language in lexical and grammatical contexts (Muhassin, 2017). Meanwhile, according to Chaer's opinion, sociolinguistics is a subdiscipline of macrolinguistics that studies language that is closely related to how it is used by society, both in the form of its place, its levels, the impact of contact with two or more languages, and the time used when using various languages. Furthermore, psycholinguistics is a macrolinguistic field that studies how language can interact with human behaviour and intellect, including how they learn language. Anthropological linguistics studies the relationship between language and culture and institutions in human culture. Stylistics is a field that studies the language used in literary works. Philology is the study of the language, culture, institutions and history of a people as written in ancient texts. Philosophy of language studies various theoretical and conceptual foundations in linguistics, as well as how language can be used by humans. And dialectology is the study of the boundaries of dialects and languages in a particular region (Siminto, 2013).

Language is a sound symbol used to communicate between humans. Everyone interacts and communicates using language, so language plays an important role in social life (Febrianti & Pulungan, 2021). The existence of language which is the identity of the nation in the current revolutionary era must continue to be promoted and socialised by all people in Indonesia, so that people are not carried away by cultural influences that are not in accordance with the language and culture that characterise Indonesia (Dia et al., 2023). Thus, language can be used as a means of community control where it can regulate and supervise its use by the community through language use. Thus, each individual in society will be conditioned and not easily affected by the influence of existing language. However, in everyday life, the use of language often leads to various errors in its application in writing. Although language is an important communication tool, there are still many individuals who make mistakes that can hinder the understanding and clarity of the message to be conveyed. These errors can appear in various forms, such as spelling errors, such as misspellings or the use of non-standard abbreviations. In addition, grammatical errors such as sentence structure errors or pronoun selection errors are also common. The use of mixed languages, where people combine Indonesian with local or foreign languages often leads to confusion, especially for those who are unfamiliar with the term. These mistakes are often referred to as language errors.

Language error is defined as the use of language that does not follow the rules of Indonesian language, both oral and written, while language error analysis is the activity of criticising, correcting, and collecting data on language errors and analysing them according to the domain or field of study (Fajriyani et al., 2020). The analysis of language errors, whose fields of study are quite numerous and in which there are many classifications, by the author using taxonomy in linguistic categories according to Tarigan & Tarigan in (Azella & Rahman, 2023) includes: (1) phonological errors (a) pronunciation errors, pronunciation errors are errors that occur when the pronunciation of a word deviates from its raw sound which can cause deviation in meaning. (b) orthographic errors or commonly referred to as spelling errors, errors in spelling are errors that occur in the writing of words (spelling) or can also be errors in the use of punctuation marks. (2) morphological errors, morphological errors are errors that occur in the selection of the wrong affixes, the use of repetitive words, the improper arrangement of compound sentences, and the selection of improper word forms. (3) syntax errors, syntax errors are errors that occur due to errors in the structure of phrases, clauses, sentences and errors in the use of prepositions. (4) Lexicon errors, lexicon or lexical errors are errors that occur because they are caused by the use of inappropriate words, so that the word must be replaced with another word.

The phenomenon of language errors as conveyed by (Aji et al., 2020) must have several causal factors, including (1) factors rather than language use; (2) environmental factors; (3) linguistic factors (language difficulties); 4) the influence of the mother tongue or first language that has been mastered before; (5) users lack or even do not understand the language used; and (6) inappropriate or imperfect language teaching. In addition, language errors can also be studied through various aspects of linguistics and linguistics.

The research conducted by the author focuses on language errors contained in the text of a speech by ARE, a foreign student majoring in MPBI at Universitas Muhammadiyah Surakarta. Language errors in speech utterances can certainly interfere with the delivery of messages and reduce the effectiveness of communication. The use of inappropriate vocabulary such as wrong word selection and not in accordance with the context can cause confusion or misunderstanding. There are also complex sentences, where the use of sentences that are too long or too complicated can make it difficult for listeners to follow the train of thought. Excessive repetition can also make a speech ineffective. While repetition can be effective, repeating the same point too often can make

the speech monotonous. And the most obvious are grammatical errors, where incorrect sentence structure and improper use of punctuation or tenses can undermine the clarity and professionalism of the speech. Inappropriate intonation can also lead to language errors during a speech, as a monotonous or unvaried tone of voice can make the audience lose interest and attention. Therefore, in this research the author will try to analyse a series of language errors in various linguistic fields so that in the future this research can be used as a form of reference for many people in various circles. In addition to some previous researchers who have cited various theories above, the author also uses various other studies as references in writing this article. Among them are (Fernando et al., 2021) with the title “*Analysis of Language Errors in the Field of Morphology in Class VII Students’ Essays, SMP N 11 Bengkulu City*”, then (Sebayang et al., 2024) with the title “*Analysis of Syntactic Errors in Indonesian*”, also research with the title “*Analysis of Spelling Errors in Negotiation Texts of Students of SMA Negeri 3 Palu*” by (Qhadafi, 2018), there is also research belonging to (Himawan et al., 2020) which contains “*Analysis of Language Errors in the Semantic Field in the Description Text of Class VII A Students of SMPIT Ar-Raihan Bantul Regency*”. With several references in analysing the various language errors that the author found in the speech texts by ARE, the author hopes that this research will be much more concrete.

Method

This research uses a qualitative descriptive method, as stated by Hasan in (Nasution, 2017), this method aims to describe the characteristics of the data in detail so as to provide a comprehensive picture of the phenomenon under study. The data analysed comes from speech texts made by ARE, a foreign student from Thailand who is studying at the Master of Indonesian Language Education Program (MPBI), FKIP Universitas Muhammadiyah Surakarta. In analysing the data, the author refers to the three stages of analysis according to (Miles et al., 2014), namely data condensation, data display, and conclusion drawing. The first stage, data condensation, was carried out by simplifying and organising the content of the speech text delivered by the ARE to make the meaning sharper without removing important information. The second stage, data display, was realised in the form of tables or schemes containing text excerpts and categorisation of aspects of language errors, making it easier for researchers to understand and identify emerging patterns. Finally, the conclusion drawing stage is done by interpreting the patterns of language errors found iteratively and systematically, and through a verification process to ensure the validity of the findings.

Result and Discussion

In the article that the author has made, some forms of language errors found cover various fields, including the fields of phonology, morphology, syntax, semantics, and the field of applied linguistics. Each of these areas of language error will be explained below.

Table 1. Language Error Findings

No	Fields of Language Errors	Frequency
1	Phonology Errors - Orthography	20
2	Syntax Errors	29
3	Morphological Errors	12

4	Semantic Errors	6
	- Ambiguity	
5	Applied Linguistics Errors	3
	- Sociolinguistics	
Total		70

In the author's article, several forms of language errors that the author found in the text of ARE's Indonesian speeches, covering various fields including the field of phonology in this case orthographic errors with the number of error findings as many as 20 errors, then the field of morphology with the number of error findings as many as 29 errors, language errors in the field of morphology in the text of speeches belonging to ARE are the most error fields that the author found, then the syntactic field with the number of errors as many as 12 errors, the semantic field in the form of sentence confusion as many as 6 errors, and the field of applied linguistics in the form of errors in the field of sociolinguistics as many as 3 errors.

1. Phonological Errors

Based on the taxonomy of linguistic error categories according to Tarigan in (Azella & Rahman, 2023) language errors in the field of phonology are divided into (a) pronunciation errors, pronunciation errors are errors that occur when the pronunciation of a word deviates from its raw sound or can cause deviation in meaning. (b) orthographic errors, or what is commonly called misspelling, errors in spelling are errors that occur in the writing of words (spelling) or errors in the use of punctuation marks. In the study of writing systems, the concepts of shallow orthography and deep orthography are known, which represent the level of correspondence between graphemes as written representations and phonemes as representations of speech sounds (Maruti in (Saputra et al., 2025)). The difference between the two reflects how the writing system of a language develops, particularly in terms of the construction and consistency of the relationship between graphical forms and phonological sounds. Therefore, this sub-discipline is also known as graphonomy or spelling science. Then in the data found by the author, errors in the field of phonology in the form of orthography errors, which in the speech texts belonging to ARE are found quite a lot, where as a note ARE who are foreign students several times make mistakes in spelling, diction, word order, and punctuation which can affect the depiction of the sound of a language. The examples of orthography errors are presented below.

- 1) *Assalamu'alaikum warahmatullahi wabarakatuh.*
- 2) *Yang terhormat Bapak Ibu dan **Prof.** Dosen Guru Pengajar yang saya hormat,*
- 3) *juga teman – teman **program magister pendidikan bahasa Indonesia** semua yang saya cintai senang dan bahagia bersahabatan sama kalian Alhamdulillah.*
- 4) *Ini juga menjadi sulit bagi saya karena dalam gelar sarjana (S1) yang saya lulus kemarin adalah **jurusan Ilmu hukum di Prince of Songkla University, Thailand** sangat berbeda sekali.*
- 5) *Masih diberi kesehatan olehnya sehingga kita semua dapat berkumpul dalam keadaan sehat walafiat*
- 6) *Terima kasih atas waktu yang lebih diberikan kepada saya untuk menyampaikan pidato **singka** ini.*

The language errors in examples (1) to (6) are examples of language errors in orthography that the author found in ARE speech texts. In example (1), the orthographic error made by ARE is to write the greeting incorrectly. The website kalsel.kemenag.go.id explains that the correct

greeting is not ‘*Assalamu'alaikum*’, but ‘*Asalamualaikum*’. The writing no longer uses the sign (') above the letter a and only uses one letter. This is also supported by the writing of ‘*asalamualaikum*’ in (KBBI Daring, 2016a), where the writing is said to be standard, while the writing of *assalamualaikum* is considered non-standard. Then in examples (2) to (4) there are language errors in the field of orthography, namely the improper use of capital letters in writing titles and agency names. The writing of names of people, titles, greetings, or ranks should be abbreviated and followed by a full stop on each element of the abbreviation, as stated in the official guidelines for the use of good and correct Indonesian, known as Ejaan Yang Disempurnakan (EYD). However, in example (2) the sentence contains the writing ‘Prof.’ which is not used to express a person's title/ the writing is not followed by a person's name, or only as a greeting that is not followed by a name. Therefore, the word should be written in full as ‘*professor*’. As explained in (Qhadafi, 2018) which explains the use of capital letters at the beginning of words, which are used as the first letter of the name element of the position, rank followed by a person's name or used as a substitute for the name of a particular person, the name of the institution, and the name of geography or place. For example: *Professor Harun*, also when used as a greeting, for example: “*Selamat pagi, Prof*”.

The same thing also happens in examples (3) and (4), where in both examples the writing of the name of the institution has an error in the use of capital letters, so that if corrected in example (3) the writing becomes ‘*Program Magister Pendidikan Bahasa Indonesia*’ and for example (4) the writing becomes ‘*Jurusan Ilmu Hukum di Prince Of Songkla University, Thailand*’. Then, other language errors in orthography that the author found in the speech texts owned by ARE are errors in the use of punctuation marks. Where in example (5) the error is in the form of not using the period (.) punctuation mark to separate the end of a sentence. As using previous research belonging to (Nurjanah et al., 2014) which in the study explained that the full stop sign (.) is used at the end of a sentence that is not a question or exclamation. Thus, in example (5) the previous writing ‘*Masih diberi kesehatan olehnya sehingga kita semua dapat berkumpul dalam keadaan sehat walafiat*’ becomes ‘*Masih diberi kesehatan olehnya sehingga kita semua dapat berkumpul dalam keadaan sehat walafiat.*’ The period at the end of the sentence is very important because it serves as a sign that the sentence is complete. It helps the reader understand the structure of the text and provides the necessary pause before moving on to the next sentence. Without periods, sentences can become difficult to understand and can create confusion. In addition, the use of periods also shows adherence to the rules of good and correct writing. Then in example (6), the orthographic errors in the sentence are errors in the use of spelling. As the author explained earlier, spelling errors are also part of orthographic errors. So, by ARE who in example (6) wrote the word ‘*singka*’, which the author feels if seen from the context ARE intended to write the word ‘*singkat*’, is categorised as part of the spelling error.

2. Syntax Errors

Syntax is a part of grammar that discusses the rules for combining words into larger grammatical units, or what are commonly called phrases, clauses, and sentences, and is also related to the placement of suprasegmental morphemes (intonation) based on the semantic structure that the speaker wants, by Supriyadi in (Gusriani et al., 2022) The main focus of syntax is on the rules and patterns that determine the combination of words in a language. The study of syntax in it involves the study of how words in a language are combined to form grammatical sentences. Syntax is also part of the key elements in language understanding, helping to structure sentences effectively and clearly, as well as assisting in understanding complex linguistic structures.

According to Wardani and Sabardila in (Sebayang et al., 2024), syntax errors are errors or irregularities in the structure of phrases, clauses, and sentences, including errors in the use of particles. In addition, errors at the syntactic level are also related to meaning and need to be corrected. In the data obtained by the author, language errors in the field of syntax by ARE are the most common language errors found in the speech text “Karakter Teman kuliah di Magister Pendidikan Bahasa Indonesia”. Examples of these language errors include;

- 7) Rahmat **dan** keselamatan semoga tercurah kepada Nabi dan Rasul yang paling mulia **dan** kepada keluarga **dan** para sahabatnya semua.
- 8) Tapi teman – teman **saya** boleh di pahami **saya** karena **saya** cuman satu mahasiswa yang luar warga negara yakitu warga nagara sebelah Malaysia adalah Thailand.
- 9) juga teman – teman program magister pendidikan bahasa Indonesia semua yang saya **cintai senang dan bahagia** bersahabatan sama kalian Alhamdulillah.

As the author explained above, the sentences in examples (5) to (7) are forms of language errors in the field of syntax that the author found in the speech texts of ARE. The author classifies the three examples as syntactic language errors in terms of word redundancy. According to (Bety, 2022), redundant words are words whose existence in the context of language use is not needed. The same thing is also conveyed by (Samsulhadi & Sabardila, 2024) in their research which clarifies the meaning of word redundancy. By them, word redundancy is the use of words or phrases that are too many and repeated in a sentence without changing the meaning of the sentence to be conveyed. Thus, in example (5) the word redundancy in question is the use of the word ‘*dan*’ which is repeated in one sentence, and in example (6) it is the repetition of the word ‘*saya*’. The repetition of the two words does not affect the meaning of the two sentences and will only make the two sentences redundant. Then in example (7) there is also word redundancy in the form of using the words ‘*cintai senang dan bahagia*’ in one sentence. All three words contain the same meaning, so it is better to only use one of the three words so that the sentence can be structured properly as well as being an effective sentence.

3. Morphological Errors

According to Ramlan in (Siregar, 2021), he explains that “*Morphology is a branch of science that studies the intricacies of word structure and the influence of changes in word structure on the classification of word meanings.*” Meanwhile, according to Kridalaksana in (Nuraeni, 2015), morphology is a branch of linguistic science that studies morphemes and their combinations, which are parts of a linguistic structure composed of words and parts of words, especially morphemes. According to (Muzaki & Darmawan, 2022), language errors in the field of morphology are language errors made by an individual, and these errors are related to the system in word formation.

- 10) Yang terhormat Bapak Ibu dan Prof. Dosen Guru Pengajar yang saya **hormat**,
- 11) Membuat**kan** saya banyak berusaha dan sabar.
- 12) juga teman – teman program magister pendidikan bahasa Indonesia semua yang saya **cintai senang dan bahagia bersahabatan** sama kalian Alhamdulillah.
- 13) **Teman – temanku** yang berkuliah di Magister Pendidikan Bahasa Indonesia hadir di ruangan ini,
- 14) **Teman – tamanku** sekalian di dalam program magister Pendidikan Bahasa

- Indonesia,
15) *Teman – tamanku yang saya cintai,*
16) *Apa lagi saya merasa beruntung mempunyai teman bisa dan boleh dipahami saya dan karakter teman – temanku yang memperlakukan terhadap saya.*

The language errors listed in examples (10) to (16) above are categorised by the author as morphological language errors. For examples (10), (11), and (12), these are morphological language errors regarding the incorrect use of affixes or prefixes. According to (Muhidin, 2018), an affix is a form, usually in the form of a bound morpheme, that is added to a root word during the formation of a word. Meanwhile, according to (Fadhila, 2020), affixes or prefixes are sounds added to a word, which can be at the beginning, at the end, in the middle, or can also be a combination of three affixes that have meanings related to the first word. In the research conducted by her, Fadhila also explains that suffixes are divided into prefixes, suffixes, infixes, and confixes. Explained further by (Setiadi et al., 2024), the prefix (prefiks) is an affix that is placed at the beginning of the root or base word, while the suffix (sufiks) is an affix that is placed at the end of the root, the infix (infiks) is an affix that is placed in the middle of the root or involves the insertion of an affix, and the confix is a combination of a prefix and a suffix that surrounds the root or base word. In examples (10), (11), and (12), the errors in the use of affixes or affixes by ARE are in the form of suffix errors.

In example (10), the suffix in question is the suffix "-i". The suffix "-i" in Indonesian is used to form verbs that have a specific meaning. The use of this suffix usually indicates that an action is performed on a specific object. The word '*hormat*' here functions as a verb, so the correct word is '*hormati*'. Then in example (11), the suffix error referred to is the error in the suffix "kan". The suffix "-kan" forms a verb that indicates an action done for someone else. In the word "*membuatakan*," the suffix "-kan" is not needed because the word "*membuatkan*" functions as a verb. So the correct word is "*membuat*". And in example (12), the suffix error referred to is the error in the suffix "an". The suffix "-an" in Indonesian has several functions and is used to form words from root words, such as nouns. However, in the sentence "*bersahabat sama kalian*," the suffix "-an" in the word "*bersahabat*" is not needed because "*bersahabat*" is a verb. Then, besides errors in affixes, the author also found in the speech text belonging to ARE, there are linguistic errors in the field of morphology in the reduplication category. Namely in examples (13), (14), and (15). Where in those three examples, ARE repeatedly wrote the word '*teman-taman*'. The correct reduplication form of the word '*teman*' is '*teman-teman*'. So in that sentence, the correct word is '*teman temanku*'. And another morphological error that the author found in the speech text by ARE is an error in the use of spaces. Where in example (16) ARE wrote the phrase '*apa lagi*' in their sentence. The spacing used can differentiate meanings in a sentence, for example between "*apalagi*" (conjunction) and "*apa lagi*" (interrogative): For example: "*apalagi dia sendiri yang menginginkan itu*" (as a conjunction) and "*Apa lagi yang kamu tunggu?*" (as an interrogative word). Therefore, as seen in example (16), the phrase '*apa lagi*' functions as a conjunction, so it is written as '*apalagi*'.

4. Semantic Errors

According to Ridwan in (Ginting & Ginting, 2019), he explains that semantics is one of the branches of linguistics that studies, examines, and analyses the meaning of a vocabulary item or unit of vocabulary closely related to the meaning relationships between those items. Meanwhile, as briefly explained by (Aji et al., 2020), semantics is defined as a part of linguistics that studies

and examines language within the scope of meaning. According to (Najah & Agustina, 2020), semantic error analysis is the analysis of errors in the selection of the correct words that match the desired meaning in the sentence position. Additionally, according to (Faridah et al., 2022), in the field of semantics, there are several signs of linguistic errors, including (a) pleonasm; (b) hypercorrection; and (c) ambiguity. In the research conducted by the author, the most common linguistic errors in the field of semantics by ARE were in the form of ambiguity symptoms. Ambiguity itself, according to (Faridah et al., 2022; Himawan et al., 2020), is an interpretation or understanding that has more than one meaning or is double-meaning. Next, Meina Febriani in (Bhakti, 2016) explained that ambiguity occurs because a sentence, clause, or phrase has more than one meaning. With the presence of ambiguity in a sentence, it then makes the sentence ineffective and tends to cause confusion. In the research conducted by the author, the ambiguous sentences found in ARE's speech text include;

- 17) *Tapi teman – teman saya boleh di pahami saya karena **saya cuman satu mahasiswa yang luar warga negara** yakitu warga nagara sebelah Malaysia adalah Thailand.*
- 18) *apakah semua teman – teman kita adalah sahabat? Iyalah memang jawabnya sangat jelas. Kita semua **besi** berteman.*
- 19) *Walaupun saya kurang paham dengan pelajaran di kelas. Ketika saya ada pertantaaan mereka sangat siap menjelaskan untuk saya mengerti dalam pekerjaan itu baik sekali. Saya memiliki total 14 teman **sekamar** adalah*
- 20) *Teman – tamanku yang saya cintai, begitulah cari teman sebanyak banyaknya, **tapi janganlah kalian mencari seorang sahabat.***
- 21) *Ketika saat kita dalam masalah teman akan membantu kita **membuat masalah itu menjadi mudah dan selesai lanjut kesulitan.***

The language errors in examples (17) to (21) above are categorised by the author as semantic errors in terms of ambiguity. As explained earlier, ambiguity itself means an interpretation that has more than one meaning or is double-meaning, and the six examples for the author have ambiguous meanings. As in example (17), the sentence '*saya cuman satu mahasiswa yang luar warga negara*'. The sentence can be interpreted as a student with a different nationality, or it can also mean a student from abroad. Therefore, the ambiguity in the sentence opens up the possibility of various interpretations that can change the meaning and purpose of the communication. Furthermore, the presence of double meanings in a sentence can also lead readers to possibly misunderstand the true intent of what is written in that sentence, which can cause misunderstandings among readers. In example (18) in the sentence written by ARE, which the author categorises as ambiguity, there is the word 'besi' in the sentence '*Kita semua besi berteman.*' 'Besi' in question could refer to 'besi' as a metal in an element or ARE mistakenly wrote 'bisa' instead of 'besi'. Another example in (19), in that sentence, ARE wrote '*Saya memiliki total 14 teman sekamar adalah*' The word 'sekamar' in that sentence can mean being in the same room or chamber. Or it can also be interpreted as being in the same room. But if we look at the context of the speech text written by ARE, 'sekamar' refers to 'sekelas'. Because the previous sentence discusses the situation in the classroom.

Next, in example (20) there is the sentence '*tapi janganlah kalian mencari seorang sahabat.*' The sentence can be interpreted as a prohibition against seeking friends and can have a negative context. However, if viewed in the context of the previous sentence, which is '*Teman – tamanku yang saya cintai, begitulah cari teman sebanyak banyaknya,*' the sentence '*tapi*

janganlah kalian mencari seorang sahabat.' by ARE might be intended to advise caution in seeking a friend. Then, in example (21), the ambiguity the author means is in the sentence '*Ketika saat kita dalam masalah teman akan membantu kita membuat masalah itu menjadi mudah dan selesai lanjut kesulitan.*' There is the phrase '*selesai lanjut kesulitan*' the author interprets that sentence as the previous problem being resolved, only for another problem to potentially arise. Or it could also be seen from the previous sentence, which states, '*teman akan membantu kita membuat masalah itu menjadi mudah dan selesai lanjut kesulitan*', the friend who helps solve the problem is also the one who creates another difficulty. Thus, the presence of double meanings or ambiguity in a sentence can trigger various interpretations and further confuse the reader. Ambiguity can also cause the intended message to be lost or misinterpreted due to the unclear meaning in the sentence.

5. Applied Linguistics Errors

As the author has explained in the previous paragraphs, the field of linguistics can be divided into two, namely pure linguistics and applied linguistics. Furthermore, (Bhakti, 2016) explains that in relation to the field of pure linguistics, which includes phonetics, phonology, morphology, syntax, and semantics, the scope of pure linguistics itself is language. Therefore, the language used by humans also functions as a communication system that uses speech as its communication tool. According to (Bhakti, 2016) applied linguistics also examines the relationship between language and factors outside of language to solve practical problems within society. The fields of study in applied linguistics include sociolinguistics, anthropological linguistics, and psycholinguistics. Then, in the author's data, the applied linguistics found is sociolinguistics. According to Spolsky in (Mayasari & Irwansyah, 2020), sociolinguistics is a field of study that examines the relationship between language and social society, specifically between language use and the social structure in which the language speakers reside. Sociolinguistics is translated as the linguistic variations resulting from the interaction of many speakers from different regions. By (Apriani, 2017), it is explained that sociolinguistics encompasses a very broad field of study, not only discussing the formal forms of language and its variations but also the use of informal language within linguistic communities. Variations or dialects of language are the main topics of sociolinguistic studies, so Kridalaksana in (Apriani, 2017) defines sociolinguistics as a branch of linguistic science that seeks to explain the characteristics of language variations and establish correlations between these language variation characteristics and the social characteristics of society. In the research conducted by the author, several examples of errors in the field of applied linguistics related to sociolinguistics are as follows;

- 22) *juga teman – teman program magister pendidikan bahasa Indonesia semua yang saya cintai senang dan bahagia bersahabatan **sama** kalian Alhamdulillah.*
- 23) *Tapi teman – teman saya boleh di pahami saya karena saya **cuman** satu mahasiswa yang luar warga negara yakitu warga nagara sebelah Malaysia adalah Thailand.*
- 24) *tapi... apakah semua teman – teman kita adalah sahabat? **Iyalah** memang jawabnya sangat jelas.*

The last language error that the author found in the speech text by ARE is a language error in the field of applied linguistics. The study in the field of applied linguistics referred to here is sociolinguistics. In example (22) in that sentence, there is the word '*sama*'. The word '*sama*' here,

when viewed in the context of the sentence, is an abbreviation or non-standard form of the word '*bersama*'. The connection with the non-standard form that uses word abbreviation is usually due to the influence of slang language usage. The relationship between slang and sociolinguistics is that sociolinguistics studies language variation in society, and slang is an example of variation that arises due to factors such as age, social status, and environment. In previous research by (Swandy, 2017), it contains the meaning of slang. Slang is a style of language that undergoes development or modification from various languages, including Indonesian, so slang does not have a definite linguistic structure. Therefore, in example sentence (22), the word '*sama*' is a modification of the word '*bersama*'. Then in example (23) there is the word '*cuman*'. The word '*cuman*' is a non-standard word, as stated on the official KBBI online site, '*cuman*' has no meaning or is not included in the standard vocabulary, its standard form is '*cuma*' which means only or nothing else (alone in its kind) (KBBI Daring, 2016b). In relation to sociolinguistics, '*cuman*' reflects a variation of language that emerges in certain social contexts, such as among teenagers or informal groups. This shows how language can change depending on the social environment. Then for example (24), there is the word '*iyalah*'. '*Iyalah*' itself is often used in everyday conversations to emphasise agreement or confirmation, whereas "*iya*" is more general and formal.

Based on the analysis of ARE students' speech texts, various language errors were found covering five main areas, namely phonology, morphology, syntax, semantics, and applied linguistics. In the field of phonology, many errors were found in orthographic aspects, such as spelling, capitalisation, and punctuation. In syntax, word redundancy errors are dominant. Meanwhile, in morphological aspects, errors include affixation (especially suffixes), reduplication, and conjunction writing. In the field of semantics, errors occur in the form of sentence ambiguity which results in unclear meaning. Finally, in the field of applied linguistics (sociolinguistics), errors were found in the form of inappropriate use of slang in the formal context of speech.

The results of this study are in line with the findings of (Inderasari & Agustina, 2017) who stated that Thai students' language errors are influenced by two main factors, namely internal factors and external factors. One form of error that is commonly found is interlingual errors, which are errors that occur due to the influence of the first language (B1) on the second language (B2) being learnt. In the early stages of B2 learning, the transfer of elements from B1 into B2 often occurs. This transfer can be negative and lead to errors, known as negative interference. Conversely, if the similarities between the two languages actually facilitate the learning process, this is referred to as positive interference. In addition, there are intralingual errors, which are errors that are not caused by the influence of B1, but arise as part of the developmental process in mastering B2. These types of errors reflect the internal challenges that learners face in understanding and applying the rules of the target language. Research by (Kusuma & Kayati, 2023) also explains that foreign learners often have difficulty using prepositions, conjunctions, and negation words appropriately because they do not yet have a sense of language in Indonesian. Although they understand the rules in theory, they may not be able to apply them correctly in the context of a sentence if they do not have a sense of language. To overcome this, effective sentence construction exercises can be given, such as writing sentences with certain words, continuing sentences, composing sentences into paragraphs, or arranging words into sentences. This kind of exercise aims to familiarise learners so that they are no longer influenced by their first language (B1).

The five types of language errors found in this study, along with a description of the causal factors, reasons and solutions based on previous research, emphasise the importance of Indonesian language teaching that is contextualised and tailored to the linguistic and social needs of international students. Such teaching not only emphasises the use of structurally correct language,

but also encourages the ability to communicate well and in context. Furthermore, the findings are expected to serve as a reference for other international students in minimising language errors while improving their communicative competence. This research also extends existing studies by adding analyses on semantic and sociolinguistic errors, two aspects that are still rarely discussed especially in the context of speech texts written by international students who are just starting out in writing Indonesian texts. The findings confirm the importance of the study of language errors, especially in the context of higher education. The errors identified show that the language skills of international students, especially in formal situations such as speeches, still need improvement. Therefore, the study of language errors is not only important for mapping learners' weaknesses but also serves as a foundation in designing more effective and contextualised language learning strategies.

Conclusion

This study shows that international students, especially in the context of writing speech texts, still face various challenges in mastering Indonesian. The language errors identified include aspects of phonology, morphology, syntax, semantics, and applied linguistics, reflecting the complexity of the linguistic problems faced. The cause does not only come from the influence of the first language, but also from a limited understanding of the structure and context of the target language. The inability to use language elements appropriately in formal contexts reflects the importance of language teaching that focuses not only on structural aspects, but also on developing language sensitivity. Therefore, learning strategies need to be directed towards strengthening communicative competence through contextualised and sustainable exercises. In addition, this study also extends previous studies by raising the types of errors that are still rarely discussed so as to make a new contribution to the study of language errors, especially in the realm of learning text writing by international students. However, this study has limitations in that it only analyses errors in one type of text and has not explored affective factors that may affect students' language skills. Therefore, it is suggested that future research should examine different types of texts and pay attention to motivational aspects and the effect of explicit teaching on reducing language errors of international students.

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