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Taxonomy of Language Errors in The Transcript of A Student's Speech As Wonogiri's Regent

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Abstract

This research analyses by classifying language errors found in the transcript of the student's speech as Wonogiri's Regent in 2024–2029. By using descriptive qualitative method with a focus on in-depth study of the forms of errors found in the transcripts. The results showed that from the transcripts of students' improvised speeches there were 33 examples of language errors spread from errors in the fields of phonology, morphology, dan syntax. These errors are in the form of errors in the use of capital letters, errors in the use of italics, errors in the use of punctuation marks, errors in the use of affixes, spelling errors, errors in the use of conjunctions, non-standard structured sentences, ambiguous sentences, redundant sentences, dan unclear sentences. From this research, an overview of Indonesian language usage errors in public speaker speech transcripts can be drawn.

Keywords: Language Errors, Speech Transcript, Student, Regent

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Abstrak

Penelitian ini melakukan analisis dengan mengelompokkan kesalahan berbahasa yang ditemukan dalam naskah transkrip pidato mahasiswa sebagai Bupati Wonogiri 2024–2029. Dengan menggunakan metode kualitatif deskriptif dengan fokus kajian mendalam terhadap bentuk-bentuk kesalahan yang ditemukan dalam transkrip. Hasil penelitian menunjukkan dari transkrip pidato improvisasi mahasiswa terdapat 33 contoh kesalahan berbahasa yang tersebar dari kesalahan bidang fonologi, morfologi, dan sintaksis. Kesalahan-kesalahan tersebut berupa kesalahan penggunaan huruf kapital, kesalahan penggunaan huruf miring, kesalahan penggunaan tanda baca, kesalahan dalam penggunaan afiks, kesalahan ejaan, kesalahan dalam penggunaan konjungsi, kalimat berstruktur tidak baku, kalimat ambigu, kalimat mubazir, dan kalimat tidak jelas. Dari penelitian ini dapat ditarik gambaran tentang kesalahan penggunaan bahasa Indonesia dalam transkrip pidato pembicara publik.

Kata kunci: *Kesalahan Berbahasa, Transkrip Pidato, Mahasiswa, Bupati*

Introduction

Language in its implementation in society is always closely related as an object of study in the field of linguistics. This is in line with the main purpose of linguistics as a science that discusses language, one of which is language in society. In terms of language use, it can be interpreted literally, namely the natural use of language in human daily life, and metaphorically, namely a reference to the way humans communicate with language (Hasbullah, 2020). In general, language can be referred to as a means of communication between humans. Because of this, language has an important role in the order of human life (Markhamah et al., 2018). Whether spoken or written, language will continue to influence human life. In its function that is closely related to humans, without realizing it, most actions ranging from politics to education are always influenced by language (Mailani et al., 2022). From expert theories about language, it can be concluded that both in oral and written form, language will always have a great influence on human life. Because with language humans can communicate with each other.

Of the various forms of language implementation in society, speech is one of them. Speech is an oral text presentation that uses coherent and easy-to-understand wording to be performed in front of an audience with the aim of conveying ideas. As a form of speaking activity, speech can be used as a dissemination of speakers' ideas, instilling influence, and giving directions for goodness (Assyuzza & Anwar, 2021; Fitriani & Chan, 2022). Furthermore, Rahmat describes four types of speeches, namely 1) impromptu, spontaneous speech without a script; 2) manuscript, speech based on a script; 3) memoriter, memorized speech; 4) extemporany, a speech whose script is an important point to be conveyed to the audience (Rahmat in Ramadhan & Assidik, 2022).

The ability to prepare a focused speech that is easily accepted by the audience then becomes a new challenge for speakers in using language. Many forms of language errors are found in speech manuscripts due to the speaker's proficiency when delivering the speech. These language errors then inadvertently affect the understanding of the audience. In Lutfiah et al., Hidayat states that language errors are all forms of language use that deviate from the general rules of Indonesian language in words, sentences, and paragraphs (Lutfiah et al., 2023). In agreement with Hidayat, Alber and Hermaliza state that language errors are deviations from the rules of Indonesian grammar, both spoken and written (Alber & Hermaliza, 2020). Thus, language use that does not conform to proper and correct rules, starting from words, sentences, or paragraphs. Then, unintentionally, these language errors will have a significant impact on the reception of speech from the speaker to the listener.

The factors that contribute to language errors are 1) language users; 2) the language

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community environment; 3) difficulties in language use; 4) the influence of the mother tongue; and 5) inaccuracies in language teaching (Solikhah et al., 2020). The scope of language error analysis remains within the realm of linguistics (Markhamah & Sabardila, 2014). Markhamah and Sabardila divide the scope of language errors into four levels: 1) phonology, 2) morphology, 3) syntax, and 4) semantics. This theory is then used by the author as a sub-taxonomy of language errors. However, due to limited data, semantics is not discussed in this study.

In an etymological context, phonology comes from two Greek words, namely *phone*, which means “sound,” and *logos*, which means “science.” Thus, in a literal context, phonology means the science of sound (Muslich in Darwin et al., 2021). In its study, phonology discusses the system of sounds called phonetics and the system of phonemes called phonemics. In speech practice, according to Lafamane in Evelina et al., phonetics refers to the physical aspects of sound production in language application. Phonemics, on the other hand, is the study of phonemes in a language as meaning-changing elements created by sound variations (Evelina et al., 2024). Phonological language error analysis generally conducts research using written or spoken data as sources.

Morphology is the study of the form of speech. The main elements in morphological studies are morphemes and words. A morpheme is the smallest unit of language that has meaning. A word is the use of language elements to form other utterances (Hassan, 2006). In this study, the morphological data examined involves the process of affixation in a sentence. An affix is a form of addition, similar to a morpheme, that is attached to a base word to form a new word (Keraf in Agustina & Oktavia, 2019).

In its implementation, syntax is often associated with sentence structure. According to Eliastuti et al., there needs to be a distinction between syntactic categories, syntactic functions, and syntactic roles. Syntactic functions are also called grammatical functions, which aim to provide insight into the technical roles of functions in sentences. These functions are divided into subject, predicate, object, and complement. From these syntactic functions, syntactic roles can then emerge to create a language that is semantic in nature. In relation to these syntactic functions and roles, syntactic categories are linked to the word forms of the functions mentioned above (Eliastuti et al., 2023).

Previous research on language error analysis with various objects of study has been conducted by Samsulhadi and Sabardila (2024) on Indonesian language errors in student speeches, Prasetya (2020) on language errors in Teacher Professional Education modules, and Hidayat (2021) on language errors and grammatical competence in student job application letters. Based on these studies, the author gained an understanding of language errors from the contributions of previous research. This research is similar to the above research in that it discusses language errors, but the difference can be seen from the data collected. What is new in this study is the exclusive source of data, which was obtained solely from the audio transcript of one student who played the role of the regent of Wonogiri.

In the analysis of language errors using the transcript of a speech by a student in the Indonesian Language Education Master's Program at Muhammadiyah University Surakarta, initialed NC, who served as the elected regent of Wonogiri Regency, language errors were found in the areas of phonology, morphology, and syntax. With the above background, the research objectives of this study are formulated as follows: 1) to present a taxonomy of language errors found in the transcript of the student's speech; 2) to analyze the language errors found in the transcript of the student's speech; 3) to explain the justification for the language errors found in the transcript of the student's speech.

Method

For qualitative research such as classroom action research, ethnography, phenomenology, case

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studies, and others, it is necessary to include the presence of the researcher, research subjects, informants who assist, as well as methods of collecting research data, research location and duration, and a description of the validity of the research results. This type of research falls under descriptive qualitative research because it provides a broad and in-depth presentation of data related to language errors. Descriptive qualitative research, in its implementation, is an approach to a specific phenomenon or problem as the focus of the study, with the findings then described in sentences that convey a particular understanding. In its analysis, this study does not use predictions or numerical summaries, consistent with its non-positivist nature (Leksono, 2013). In approaching the research topic, the author employs a text study approach using data collected from transcripts.

The data source for this study was the transcript of a speech given by an MPBI-FKIP-UMS student who served as the elected regent of Wonogiri Regency. The data collection process in this study used text analysis techniques with the close reading method and the analysis steps developed by Miles et al. (2014). The author conducted the analysis in four stages: 1) data identification: this study collected data using text transcripts from student speech videos, through data collection the researcher re-read the transcripts and then identified the language errors found; 2) data taxonomy: carried out to classify errors into various types such as phonology (errors in the use of capital letters, italics, and punctuation), morphology (affixation errors), and syntax (errors in sentence structure); 3) data presentation: the data in this study is presented in tabular form to show the types and frequency of errors, then the presentation in tabular form is written descriptively in the data presentation section; 4) conclusion: in the conclusion the researcher provides a summary of the findings, interpretation of the results, and visualization of the taxonomy.

Result and Discussion

Errors in the transcript of the Wonogiri Regent's speech show that there are 33 errors consisting of phonological, morphological, and syntactic errors. These errors are presented in the form of a language error taxonomy with the following frequency distribution table.

Table 1. Frequency of Language Errors

No.	Taxonomy of Language Errors	Frequency
1.	Phonological Errors	
	A. Incorrect Capitalization	7
	B. Incorrect Use of Italics	9
	C. Punctuation Errors	2
2.	Morphological Errors	
	A. Errors in Affix Writing	1
3.	Syntax Error	
	A. Inappropriate Use of Diction in Forming Sentences	5
	B. Errors in the Use of Conjunctions	1
	C. Sentences with Non-standard Structures	1
	D. Ambiguous Sentences	1
	E. Redundant Sentences	5
	F. Unclear Sentences	1
Total		33

1. Phonological Errors

Phonology is a Greek term meaning the study of sounds, which in linguistics involves an in-depth discussion of sounds as a whole (Yuliati & Unsiyah, 2018). One type of phonological error is an orthographic error (Markhamah & Sabardila, 2014). In this study, the orthographic phonological errors found in the transcript of the students' speeches included 7 instances of

incorrect capitalization, 9 instances of incorrect italicization, and 2 instances of incorrect punctuation.

A. Incorrect Capitalization

One of the most common mistakes found in language error analysis is in the use of capital letters. Capital letters are large letters used in accordance with the rules of Indonesian language in the latest edition of the Enhanced Indonesian Language (EYD) edition V. In this regard, Siburian states in his research that errors in the use of capital letters are currently moving in a negative direction because their use is not given enough attention in everyday language use (Siburian in Fadli et al., 2021). Examples of errors in the use of capital letters found in the transcript of the speech are as follows.

- (1) *“Pertama-tama, izinkanlah saya sebagai Bupati Kabupaten Wonogiri tahun 2025-2030 memperkenalkan diri kepada **Bapak Ibu** sekalian.” (NC, 24-9-2024)*
- (2) *“Dengan begitu, saya harap **Bapak-Ibu** dapat ikut...” (NC, 24-9-2024)*
- (3) *“Mungkin **Bapak-Ibu** sendiri atau Bapak-Ibu sekalian kurang, kurang sekali...” (NC, 24-9-2024)*

In its application in a sentence, the use of capital letters has several requirements according to EYD edition V. The use of capital letters in data (1), (2), and (3) constitutes a language error because there is no mention of names of people, theories, laws, formulas, religions, scriptures, God, positions, institutions, places, nations, ethnic groups, languages, scripts, days, months, years, historical events, or geography (Badan Pengembangan dan Pembinaan Bahasa, 2022). The corrected sentences for examples (1), (2), and (3) are written as follows.

- (1a) *“Pertama-tama, izinkanlah saya sebagai Bupati Kabupaten Wonogiri tahun 2025-2030 memperkenalkan diri kepada **bapak-ibu** sekalian.”*
- (2a) *“Dengan begitu, saya harap **bapak-ibu** dapat ikut...”*
- (3a) *“Mungkin **bapak-ibu** sendiri atau **bapak-ibu** sekalian kurang, kurang sekali...”*

Another mistake was found in the use of the word *iptek* (science and technology) in capital letters.

- (4) *“Kemudian, pemerataan penduduk dan pemerataan **IPTEK**.” (NC, 24-9-2024)*
- (5) *“Saya melihat banyak sekali Kabupaten Wonogiri atau masyarakat Kabupaten Wanogiri yang dalam penggunaan **IPTEK** belum diimplementasikan atau belum dipemberdayakan, dikembangkan secara optimal.” (NC, 24-9-2024)*
- (6) *“...Bapak Ibu sekalian dapat menggunakan fasilitas **IPTEK** yang tersedia agar dapat memajukan Kabupaten Wonogiri ini.” (NC, 24-9-2024)*

According to EYD edition V, acronyms that are not proper nouns consisting of a combination of letters and syllables or a combination of syllables from a series of words are written in lowercase letters (Badan Pengembangan dan Pembinaan Bahasa, 2022). Therefore, the word “*iptek*,” which is an acronym for “science and technology” in

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examples (4), (5), and (6), does not use capital letters. The correct spelling is “*iptek*” as follows.

- (4a) “Kemudian, pemerataan penduduk dan pemerataan *iptek*.”
- (5a) “Saya melihat banyak sekali Kabupaten Wonogiri atau masyarakat Kabupaten Wonogiri yang dalam penggunaan *iptek* belum diimplementasikan atau belum diberdayakan, dikembangkan secara optimal.”
- (6a) “...Bapak Ibu sekalian dapat menggunakan fasilitas *iptek* yang tersedia agar dapat memajukan Kabupaten Wonogiri ini.”

In addition to the six examples above, another error related to the use of capital letters is found in example (7) as follows.

- (7) “Kami ingin merencanakan program yang disebut sebagai **POSDAPSHAT (Posyandu dan Dapur Sehat)**.” (NC, 24-9-2024)

Since it is not a proper noun, the acronym *posdapshat* should be written without capital letters. So the correct spelling for example (7) is as follows.

- (7a) “Kami ingin merencanakan program yang disebut sebagai *posdapshat (posyandu dan dapur sehat)*.”

B. Incorrect Use of Italics

In their research, Ramaniyar et al. stated that italics are usually used in the titles of books or magazines, and in the names of newspapers cited in the text or bibliography. In addition, italics are also used in quotations or expressions from languages other than Indonesian (Ramaniyar et al., 2019). Errors in the use of italics are found in the following examples.

- (8) “*Assalamualaikum warahmatullahi wabarakatuh.*” (NC, 24-9-2024)

Example (8) of phonological errors found in the transcript of the Wonogiri Regent's speech shows an error in the writing of foreign languages that does not use italics. The correct spelling should be as follows.

- (8a) “*Assalamualaikum warahmatullahi wabarakatuh.*”

In example (9), the word *selawat* is found, written in Arabic, which means a prayer to God for the Prophet Muhammad.

- (9) “Kemudian, *sholawat* serta salam selalu tercurahkan...” (NC, 24-9-2024)

The word *sholawat* should be written in italics because it is a foreign word (Arabic) and should use italics if it is to be written in its original language. However, the word can also be used in accordance with Indonesian terminology. Therefore, the justification for example (9) will be written in (9a) and (9b).

- (9a) “Kemudian, *sholawat* serta salam selalu tercurahkan...”

(10a) “Kemudian, *selawat* serta salam selalu tercurahkan...”

Example (10) also uses a foreign language in a sentence that is not written in italics.

(10) “...yang *senantiasa syafaatnya kita tunggu di yaumul akhir nanti...*” (NC, 24-9-2024)

The spelling of the word *yaumul* is incorrect because it is not written in italics. The word is Arabic and means “day.” The correct spelling of the sentence should be as follows.

(10a) “...yang *senantiasa syafaatnya kita tunggu di yaumul akhir nanti...*”

The word *stunting*, which is an English term, is found quite frequently in the transcript of the student's speech. However, all instances of the word *stunting* in the transcript are written without italics.

(11) “Tak hanya itu, permasalahan di Wonogiri yang menjadi sorotan kami saat ini untuk dapat diatasi atau diturunkan tingkatnya berapa persen, yaitu mengenai *stunting*.” (NC, 24-9-2024)

(12) “*Stunting* sendiri merupakan kondisi di mana pertumbuhan anak atau tinggi anak kurang berkembang dibaningkan anak seusianya.” (NC, 24-9-2024)

(13) “Mengapa *stunting* sendiri menjadi sorotan bagi pemerintah kabupaten Wonogiri?” (NC, 24-9-2024)

(14) “Yang pertama, *stunting* merupakan salah satu aset penting untuk mengembangkan sumber daya manusia di kabupaten Wonogiri ini.” (NC, 24-9-2024)

(15) “Sehingga, angka *stunting* di kabupaten Wonogiri dapat turun, yang tadinya 23% pada tahun kemarin menjadi 18% atau 15 % begitu.” (NC, 24-9-2024)

Stunting is not a word in Indonesian grammar. Therefore, in correct writing, examples (11)—(15) should use italics because *stunting* is an English word meaning short stature. The correction in examples (11)—(15) is as follows.

(11a) “Tak hanya itu, permasalahan di Wonogiri yang menjadi sorotan kami saat ini untuk dapat diatasi atau diturunkan tingkatnya berapa persen, yaitu mengenai *stunting*.”

(12a) “*Stunting* sendiri merupakan kondisi di mana pertumbuhan anak atau tinggi anak kurang berkembang dibaningkan anak seusianya.

(13a) “Mengapa *stunting* sendiri menjadi sorotan bagi pemerintah kabupaten Wonogiri?”

(14a) “Yang pertama, *stunting* merupakan salah satu aset penting untuk mengembangkan sumber daya manusia di kabupaten Wonogiri ini.”

(15a) “Sehingga, angka *stunting* di kabupaten Wonogiri dapat turun, yang tadinya 23% pada tahun kemarin menjadi 18% atau 15 % begitu.”

At the end of his speech, the student used a closing sentence in Arabic which, when transcribed, was written without italics.

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(16) *Kurang dan lebihnya mohon maaf, **billahitaufik walidayah wassalamuallaikum warahmatullahi wabarakatuh.***” (NC, 24-9-2024)

Similar to example (8), the sentence in example (16) also contains an error in the same context. The Arabic sentence in the transcript is written without italics. The correct spelling is as follows.

(16a) *Kurang dan lebihnya mohon maaf **wabillahi taufiq wal hidayah, wassalamualaikum warrahmatullahi wabarakatuh.***”

Literally, the phrase “**wabillahi taufiq wal hidayah**” means that Allah is the one who guides us to the straight path. Meanwhile, the phrase “**wassalamualaikum warrahmatullahi wabarakatuh**” is a closing greeting that means may Allah's peace, mercy, and blessings be upon you.

C. Punctuation Errors

In their research on the use of punctuation marks, Yunita et al. cite Permendiknas No. 46 of 2009 as the regulation for the proper and correct use of punctuation marks. The proper and correct use of punctuation marks can help the language community to write periods (.), commas (,), semicolons (;), colons (:), hyphens (-), dashes (—), exclamation marks (!), parentheses (...), square brackets [...], quotation marks (“...”), single quotation marks (‘...’), slashes (/), and apostrophes (’) in the text they write (Yunita et al., 2020). The errors in punctuation usage found in the transcript of the MPBI-FKIP-UMS student speech are errors in the use of the hyphen (-) and the dash (—).

(17) “...yang telah senantiasa memberikan rahmat, hidayah, dan **taufiknya...**” (NC, 24-9-2024)

The use of the hyphen (-) in the sentence above is incorrect. This is because example (17) contains a different element. In this case, the different element in example (17) is the pronoun referring to God. Therefore, the correct spelling is as follows.

(17a) “...yang telah senantiasa memberikan rahmat, hidayah, dan **taufik-Nya...**”

The next punctuation error is the incorrect use of the dash (—) as follows.

(18) “*Pertama-tama, izinkanlah saya sebagai Bupati Kabupaten Wonogiri tahun 2025-2030 memperkenalkan diri kepada Bapak Ibu sekalian.*” (NC, 24-9-2024)

The use of a hyphen (-) to indicate a deadline in example (18) is a linguistic error. In EYD edition V, the correct way to write a deadline is to use a dash (—) (Badan Pengembangan dan Pembinaan Bahasa, 2022). Therefore, the correction in example (18) is as follows.

(18a) “*Pertama-tama, izinkanlah saya sebagai Bupati Kabupaten Wonogiri tahun **2025—2030** memperkenalkan diri kepada bapak-ibu sekalian.*”

2. Morphological Errors

If phonology is the study of sounds, then morphology is the study of morphemes. Morphology comes from the English word morphology, which studies morphemes and their combinations (Rohmadi et al., 2020). In linguistics, morphemes and words are two of the ten commonly recognized linguistic units. According to Baryadi, the ten linguistic units are 1) discourse, 2) paragraph, 3) sentence, 4) clause, 5) phrase, 6) word, 7) morpheme, 8) syllable, 9) phoneme, and 10) phoneme (Baryadi, 2011). The morphological errors found in the example of the speech transcript are errors in the use of morphemes, particularly the use of affixes.

A. Errors in Affix Writing

Affixation in morphology is a process of forming new morphemes or words by adding affixes to single or complex units (Putra, 2021). An error in the use of affixes in the research source is the use of the word *dipemberdayaan*. Furthermore, the data is written as follows.

(19) *"...dalam penggunaan IPTEK belum diimplementasikan atau belum dipemberdayaan, dikembangkan secara optimal."* (NC, 24-9-2024)

The spelling of the word *dipemberdayaan* is an error in the use of affixes. The root word is *daya*, to which the confix *di-ber-kan* is added. The correct spelling of the word is as follows.

(19a) *"...dalam penggunaan IPTEK belum diimplementasikan atau belum diberdayakan, dikembangkan secara optimal."*

3. Syntax Errors

According to Verhaar, syntax etymologically means putting word forms into word groups or forms of word groups into sentences. In contrast to Verhaar's opinion, Ramlan then mentions that the forms of discourse, sentences, clauses, and phrases are research topics in the field of syntax (dalam Markhamah 2013).

As part of linguistics, syntax considers grammatical meaning in sentences very important. Because basically, grammatical is the smallest unit that already has meaning within the scope of syntax. This then makes syntax function as a linking word or phrase in a sentence (Tarmini dan Sulistyawati, 2019).

In this study, there were 5 examples of inappropriate diction in forming sentences, 1 example of error in using conjunctions, 1 example of unstandardized structured sentences, 1 example of ambiguous sentences, 5 examples of redundant sentences, and 1 example of unclear sentences.

A. Inappropriate Use of Diction in Forming Sentences

Diction is the appropriate and suitable selection of vocabulary skills used to convey expressions and the choice of style of the speaker or writer to the audience. (Junadi & Mariana, 2020). In its use, it is not impossible to find errors in the use of diction. Considering that diction is derived from the writer's ideas in accordance with the style of language and vocabulary mastery of the speaker or writer.

In the transcript of the student's speech, there are 5 examples of errors in the use of inappropriate diction in the formation of sentences presented in the following descriptive analysis.

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(20) *“Pertama-tama, marilah kita panjatkan puji syukur atas kehadiran Allah SWT...” (NC, 24-9-2024)*

The spelling of the word **kehadiran** in the above sentence is an example of incorrect usage that alters the original meaning. The correct spelling in example (20) should be as follows.

(20a) *“Pertama-tama, marilah kita panjatkan puji syukur atas **ke hadirat** Allah SWT...”*

Etymologically, **hadirat** comes from Arabic, meaning “in the presence of” (Badan Pengembangan dan Pembinaan Bahasa, 2023). In the context of example sentence (20), the word **hadirat** is used to express gratitude to God Almighty.

Another example of incorrect diction usage can be found in example (21) with the use of the word **Wanogiri** in the sentence.

(21) *“...masyarakat Kabupaten Wanogiri yang dalam penggunaan IPTEK belum diimplementasikan...” (NC, 24-9-2024)*

In the mention of regional names, example (22) is written with incorrect spelling. The sentence contains the incorrect mention of one of the regencies in Indonesia, namely Wonogiri. In addition, there is also an error in the spelling of the acronym **iptek**, the analysis of which has been discussed in. So the correction to example (21) is as follows.

(21a) *“...masyarakat Kabupaten **Wonogiri** yang dalam penggunaan **iptek** belum diimplementasikan...”*

In example (22), the misuse of diction that causes inaccuracy in sentence construction occurs because of the word **menonjakan**.

(22) *“Sumber daya alam yang ada di kabupaten Wonogiri ini dapat dikembangkan atau dijadikan sebagai bahan **menonjakan** angka perekonomian di kabupaten Wonogiri ini.” (NC, 24-9-2024)*

The word **menonjakan** is not found in the KBBI because it contains a spelling error. The correct spelling is **pelonjakan**, which means the process of jumping or rising (Badan Pengembangan dan Pembinaan Bahasa, 2022) The correct spelling for example (22) is found in sentence (22a).

(22a) *“Sumber daya alam yang ada di kabupaten Wonogiri ini dapat dikembangkan atau dijadikan sebagai bahan **pelonjakan** angka perekonomian di kabupaten Wonogiri ini.”*

In example (23), there is the word **memampuni**, which does not conform to the rules of Indonesian grammar.

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- (23) “*Sehingga dapat menjadikan Wonogiri dengan SDM atau sumber daya manusia yang **memampuni** dan berkualitas untuk menjadikan Indonesia emas 2030 nanti.*” (NC, 24-9-2024)

Memampuni is a word that does not conform to Indonesian language rules and does not appear in the KBBI dictionary. Incorrect spelling causes example (23) to be used incorrectly in the sentence. The correct spelling of the word is **mumpuni**, which means capable and skilled (Badan Pengembangan dan Pembinaan Bahasa, 2022). The correction can be seen in example (23a).

- (23a) “*Sehingga dapat menjadikan Wonogiri dengan SDM atau sumber daya manusia yang **mumpuni** dan berkualitas untuk menjadikan Indonesia emas 2030 nanti.*”

The last mistake in the use of inappropriate diction in sentence formation is as follows.

- (24) “*Kurang dan lebihnya mohon maaf, **billahitaufig walidayah wassalamuallaikum warahmatullahi wabarakatuh.***” (NC, 24-9-2024)

There is a spelling error in example (24). The word **billahitaufig** should be written as **wabillahi taufig**. While the word **walidayah** should be written as **wal hidayah**. In addition, the word **wassalamuallaikum** is correctly written as **wassalamualaikum**. The sentence **wabillahi taufig wal hidayah wassalamualaikum warrahmatullahi wabarakatuh** is an Arabic transliteration in the Islamic religion which aims as a prayer to God and a request for help to be shown the straight path. The justification is as follows.

- (24a) “*Kurang dan lebihnya mohon maaf, **wabillahi taufig wal hidayah wassalamualaikum warrahmatullahi wabarakatuh.***”

B. Errors in the Use of Conjunctions

Language in its use in the field will not be separated from the use of conjunctions. Conjunctions or connecting words function as connectors between words to sentences in a discourse by the language community. (M. P. Sari et al., 2020). The errors in the use of conjunctions found are as follows.

- (25) “*Dan masyarakat serta tamu undangan yang saya cintai dan saya banggakan.*” (NC, 24-9-2024)

The use of the conjunction **dan** in the sentence in example (25) is a linguistic error due to the implementation of the use of the conjunction and not to be used at the beginning of the sentence. This is because the conjunction and is included in the coordinating conjunction that connects sentences with equal meaning. The justification that can be done in the sentence is as follows.

- (25a) “***Serta** masyarakat **dan** tamu undangan yang saya cintai dan saya banggakan.*”

C. Sentences with Non-standard Structures

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Non-standard structured sentences occur when there is a sentence structure that does not comply with the established rules of the Indonesian language (Markhamah dan Sabardila, 2014). An example of the use of sentences with non-standard structures is written in example (26) with justification written in example (26a).

- (26) *“Tak hanya itu, permasalahan di Wonogiri yang menjadi sorotan kami saat ini untuk dapat diatasi atau diturunkan tingkatnya **berapa** persen, yaitu mengenai stunting.” (NC, 24-9-2024)*

The sentence above has an irregular structure because the context of the use of the word how much is inserted into a sentence that is not an interrogative sentence. The correct form of the sentence should be as follows.

- (26a) *“Tak hanya itu, permasalahan di Wonogiri yang menjadi sorotan kami saat ini untuk dapat diatasi atau diturunkan tingkatnya **beberapa** persen, yaitu mengenai stunting.”*

D. Ambiguous Sentences

Ambiguity in a sentence is called destruction of meaning which causes the problem of misinterpretation to occur. From the problem of ambiguity in a sentence, it can be concluded that ambiguity is a double meaning or the use of words or sentences whose scope of meaning is more than one so that it causes another meaning from the expression (Suwarna, 2022). An example of an ambiguous sentence is as follows.

- (27) *“...saya ingin merealisasikan semua ucapan saya pada pilkada 2024 **kemarin**...” (NC, 24-9-2024)*

The use of the word **kemarin** in example (27) creates ambiguity or a double meaning. The first meaning, **kemarin**, means that the regional elections took place the day before the speaker delivered his speech to his conversation partner.

- (27a) *“...saya ingin merealisasikan semua ucapan saya pada pilkada 2024 yang terselenggara **kemarin**...”*

While the second meaning states that the regional elections took place last year. So the writing is as follows.

- (27b) *“...saya ingin merealisasikan semua ucapan saya pada pilkada 2024 **lalu**...”*

E. Redundant Sentences

According to waste, it is the use of exaggerated elements in a sentence. (Sari et al., 2022). Redundant sentences are included in the Indonesian language errors. This is because the use of redundant sentences does not comply with the rules of good and correct Indonesian. Examples of redundant sentences can be seen in examples (28)—(32) along with the analysis and justification of the sentences.

- (28) *“Yang kami hormati, Kepala Desa, **Desa Rejosari**.” (NC, 24-9-2024)*

In example (28) the redundant sentence is found in the word **desa**. The use of the

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word *desa* is considered redundant because it is mentioned twice in close proximity and still in one sentence. The correct spelling for this example is:

(28a) “*Yang kami hormati, Kepala **Desa Rejosari.***”

Next, in example (29), the redundant sentence found is as follows.

(29) “*Pertama-tama, izinkanlah saya sebagai **Bupati Kabupaten Wonogiri** tahun 2025-2030 memperkenalkan diri kepada Bapak Ibu sekalian.*” (NC, 24-9-2024)

The writing of *Bupati Kabupaten Wonogiri* is included in the redundant sentence because it contains the word regency. It is better to delete the word *kabupaten* because the word regent alone explains that the speaker is a regional head at the district level. The justification in the sentence is:

(29a) “*Pertama-tama, izinkanlah saya sebagai **Bupati Wonogiri** tahun 2025—2030 memperkenalkan diri kepada bapak-ibu sekalian.*”

In example (30) in this study, the ambiguous sentence found is as follows.

(30) “*Saya melihat banyak sekali **Kabupaten Wonogiri atau** masyarakat Kabupaten Wanogiri yang dalam penggunaan...*” (NC, 24-9-2024)

Writing example (30) found that there was waste in the use of sentences. In this case, the sentence *Kabupaten Wonogiri atau* is not needed in the sentence above so it should be deleted. The justification for example (30) becomes:

(30a) “*Saya melihat banyak sekali masyarakat **Kabupaten Wonogiri** yang dalam penggunaan...*”

In example (31), the redundant sentence error is found in the sentence:

(31) “*Kemudian, pemerataan penduduk **dan** pemerataan IPTEK.*” (NC, 24-9-2024)

In linguistic rules, there is the use of compound sentences. Example (31) shows the use of conjunctions and gives the meaning that there is a compound sentence there. So, the correct writing is as follows.

(31a) “*Kemudian, pemerataan penduduk **dan** iptek.*”

In the last example of an error in a redundant sentence, the following data was found.

(32) “*Posyandu sendiri memiliki program unggulan yang terdiri atas 5 program unggulan, **yang** pertama yaitu program KB atau Keluarga Berencana, **yang** kedua yaitu program KIA atau program Kesehatan Ibu dan anak, **yang** ketiga program imunisasi, **yang** keempat program perbaikan gizi, dan **yang** terakhir adalah program penanggulangan diare.*” (NC, 24-9-2024)

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In the sentence in example (32) it shows that there is waste with the repeated use of words. The sentence would be correct if the word was only used in its mention at the very beginning. It would be written as:

(32a) *“Posyandu sendiri memiliki program unggulan yang terdiri atas 5 program unggulan, **yang** pertama program KB atau Keluarga Berencana, kedua yaitu program KIA atau program Kesehatan Ibu dan anak, ketiga program imunisasi, keempat program perbaikan gizi, dan terakhir adalah program penanggulangan diare.”*

F. Unclear Sentences

Ambiguity in unclear sentences can be a reduced understanding of meaning for the listener or reader. Analysis of unclear sentences is often found in the inaccuracy of word combination or the use of non-standard sentence structures. (Markhamah dan Sabardila, 2014). An example of an unclear sentence is as follows..

(33) *“Padahal, jika digali lebih lanjut, posyandu sendiri juga menyediakan, yaitu perbaikan gizi.” (NC, 24-9-2024)*

The sentence in example (33) is not clear in meaning because it contains an incorrect sentence structure, namely the absence of an object of the sentence which is the context of the utterance. The sentence would be correct if it were written as:

(33a) *“Padahal, jika digali lebih lanjut, posyandu sendiri juga menyediakan program, yaitu perbaikan gizi.”*

Conclusion

From the 33 findings in the samples, this study successfully analyzed linguistic errors in the areas of phonology, morphology, and syntax. In the area of phonology, there were 7 examples of incorrect capitalization, 9 examples of incorrect italicization, and 2 examples of incorrect punctuation.

In the area of morphology, only 1 example of error was found in the form of incorrect affixation. Meanwhile, in the field of syntax, language errors were found in the use of inappropriate diction in forming sentences in 5 examples, errors in the use of conjunctions in 1 example, sentences with non-standard structures in 1 example, ambiguous sentences in 1 example, redundant sentences in 5 examples, and unclear sentences in 1 example.

The most common language errors were found in the field of phonology, particularly in the incorrect use of italics. The analysis conducted shows that errors in the use of italics were most frequently found in the use of the word “stunting” in the transcript of the student's speech. In second place, errors also frequently occurred in the use of capital letters. From this, it can be seen that there is a need for further understanding of Indonesian grammar, particularly in the field of phonology, so that proper and correct language use can be implemented in accordance with the rules of EYD Edition V.

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