

Phonological Level Language Errors in the Compositions of Class XI DKV Vocational High School Students

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Abstract

Purpose: This study aims to analyze language errors in students' compositions, the factors causing language errors, and solutions to reduce the occurrence of language errors

Methodology: This study uses a qualitative descriptive method. Data collection techniques used in this study are observation, reading techniques, note-taking techniques, and interviews. Data analysis techniques in this study use interactive data analysis techniques

Results: The results of the study found language errors in the field of phonology which include errors in the use of capital letters, periods, commas, italics, and spelling errors. Factors that cause language errors include relaxed and informal habits, lack of opportunities to write according to the rules, lack of understanding of language rules or good and correct language rules, and laziness to pay attention to the use of good and correct language rules.

Applications/Originality/Value: Solutions that can be done to reduce language errors include creating a habit of writing according to good and correct language rules or rules, when giving assignments, teachers still pay attention to the writing done by students, and students can read and understand PUEBI and read more books to improve writing skills. This research is expected to be a reference for improvement that can be implemented in students' writing according to linguistic rules.

Introduction

Language is an important thing in everyday human life. Although language seems easy, there are still many people who cannot use language properly and correctly. This can happen because the language skills possessed by each person are different. According to (Kalaamiah and Markhamah 2023) language is a communication tool used by humans in everyday life. Through language, humans can communicate easily, as well as exchange thoughts, ideas, and concepts. The language used daily by a person can show where he comes from.

In the context of social beings, language is used as a tool for interaction to convey statements, questions, or commands (Erawan 2021). Language has an important function in human life, so understanding related to language use needs to be possessed and improved. A person's understanding of language can be improved by routinely analyzing language errors that can be used as material in language learning.

The analysis of revealed errors is a study that uses data collection techniques in the form of errors to determine the forms of errors, identify the forms of errors, classify the forms of errors based on their degree, and analyze the theories and related processes used to determine the level of error. Evaluation method at the linguistic level (Ariyanti 2019). (Annisa and Amalia 2022) said that speech error analysis is an activity that aims to investigate and find things that are not in accordance with or different from the writing or speech of others. In the context of Indonesian, language error analysis is important because it can overcome problems in communicating in the context of Indonesian. According to Johan & Simatupang (Erawan 2021), the phenomenon of errors in Indonesian can occur in certain situations and areas, especially in the use of language that not only emphasizes communicative elements as the end result of language activities, but also pays attention to language rules.

Using good and correct Indonesian means applying language rules. The language rules in question are only based on EYD and grammar. The use of good and correct Indonesian depends on the context and linguistic conditions, such as the use of Indonesian in written texts. Written texts are texts that contain a series of events. (Beauty et al. 2020) say that a composition is a form of writing that allows someone to express their ideas and thoughts. A composition is a piece of writing that is organized according to logical sequences and each element must have unity and cohesion (Tamala, Charlina, and Hermandra 2022). Talking about composition texts, there are various problems in writing composition texts, one of which is in the language rules used.

One of the problems that often occurs in writing essay texts is the use of good and correct Indonesian. In writing Indonesian essay texts, someone must use good and correct Indonesian according to language rules or EYD. Problems regarding the use of good and correct Indonesian are also found in essay texts written by class XI DKV SMK students.

Language errors are inherent in all language use, both spoken and written. Both adults who master the language, children, and foreigners who are learning the language can make phonetic errors when using the language (Supriani and Siregar 2012). Language errors are a form of deviation from language rules that occur directly or indirectly. Language errors are problems with spoken or written language that are inherent in the use of any language (Ardiyanto 2022). Language errors are the use of linguistic forms consisting of various linguistic elements such as words, phrases, clauses, sentences, and others that deviate from the specified linguistic rules (Tamala, Charlina, and Hermandra 2022). Indonesian language errors that often occur in the texts of class XI DKV SMK students include language errors at the phonological level.

Based on these problems, researchers are interested in analyzing language errors at the phonological level in the texts of students' compositions in grade XI DKV SMK, factors that cause errors in Indonesian, and solutions that can be done to reduce the occurrence of language errors in students. This study is expected to be used as a reference for information in researching language errors, and can be used as a kind of research on language error analysis.

Several studies relevant to this study, (1) research conducted by (Fitriani and Rahmawati 2020) obtained results that language errors were found, namely errors in punctuation and italics including errors in the use of hyphens, periods, capital letters, and commas. (2) research conducted by (Beauty et al. 2020) obtained results of language errors including errors in the use of capital letters, word choice/diction and punctuation, and vocabulary writing. (3) research conducted by (Fatikah, Setiawan, and Sumarwati 2022) obtained results of language errors including errors in punctuation and the use of italics. (4) research conducted by (Hasrianti 2021) obtained results of language errors in the use of punctuation, periods (.), commas (,), and conjunctions. (5) research conducted by (Kalaamiah and Markhamah 2023) obtained results of 16 language errors at the phonological level. The 16 Indonesian language errors that have been submitted are classified into several categories, namely 3 errors in the use of capital letters, 2 errors in the use of periods (.) and 6 errors in the use of commas (,), 3 errors in the use of italics, and 2 spelling errors (typos). There are 3 errors at the syntactic level. There is 1 error at the morphological level, namely the use of the conjunction *di-*. (6) research conducted by (Santoso et al. 2023) obtained results of errors in changing the pronunciation of phonemes and changing diphthong sounds into single sounds or single phonemes. (7) research conducted by (Maharani, Septianingsih, and Putri 2021) obtained results in the form of phoneme reduction errors, phoneme addition errors, and phoneme replacement errors. (8) research conducted by (Tadris et al. 2019) language errors at the phonological level in the form of errors in the use of capital letters, punctuation, use of prepositions, writing basic words, omitting phonemes, and factors causing language errors in students of SMK N 1 Karanganyar in writing LHO. (9) research conducted by (Kirana and Sukoyo 2022) obtained results of 4 language errors at the phonological level, namely vowel phoneme errors, consonant phoneme errors, consonant addition errors, and consonant reduction errors. (10) Research conducted by (Rokhman, Busro, and Rani Setiawaty 2024) obtained results of language errors including errors in adding phonemes, reducing phonemes, changing phonemes, and diphthong sounds.

Research conducted by (Rustam, Sibua, and Nada 2021) obtained results in the form of pronunciation errors, namely pronunciation errors due to omission of phonemes and pronunciation errors due to addition of phonemes. (11) research conducted by (Rokhman, Busro, and Rani Setiawaty 2024) obtained the results of 1) errors in changing the vowel phoneme /e/ to the vowel /u/, the consonant /b/ to the consonant /p/, the consonant /s/ to the consonant /d/, the vowel /a/ to the vowel /e/, the consonant /r/ to the consonant /l/, 2) errors in adding the consonant phonemes /n/ and /y/, 3) phonological errors in reducing the phonemes /r/, /k/, /a/, and /n/, 4) diphthong sound errors, changing the diphthong sound /au/ to the vowel /o/, and the diphthong vowel /ai/ to the vowel /e/. (12) research conducted by (Kamilah, Fadhillah, and Sumiyani 2023) obtained results in the form of errors in the use of capital letters, words, and punctuation. (13) research conducted by (Nketsiah 2022) obtained results in the form of spelling errors.

This study has similarities with previous studies, namely both studying the errors revealed. The difference between this study and previous studies lies in the object of study. The object of research in this study is the composition of class XI DKV SMK students. The language errors studied in this study focus on phonological level errors.

Methods

This study uses a qualitative descriptive method. Qualitative is a study that uses scientific methods to explain phenomena by verbally describing data and facts about the research object as a whole (Fiantika, Wasil M, Jumiyati, Honesti, Wahyuni, Jonata 2022). This study produces descriptive research on Indonesian language errors in the composition texts of class XI DKV SMK students. The qualitative descriptive method is a method that describes data findings without involving numbers (Tadris et al. 2019).

Data collection used in this study were observation, reading techniques, note-taking, and interviews. Observations were conducted to obtain data that was appropriate and relevant to the research topic. The reading technique was conducted by reading the contents of the text produced by class XI DKV students and looking for language errors in it. The note-taking technique was to record or write down language errors in the text produced by class XI DKV students according to the indicator groups that had been created previously if found. The interview technique was conducted by conducting in-depth interviews with class XI DKV students and Indonesian language teachers at SMK regarding the factors causing language errors.

The data analysis technique in this study uses interactive data analysis techniques. Qualitative data analysis activities are carried out interactively and continue until data saturation is achieved. These activities include data reduction, data presentation, and data validation.

Results and Discussion

Analysis of Language Errors in the Compositions of Grade XI DKV SMK Students

Based on the results of the analysis of 20 essays by class XI DKV SMK students, the results of the analysis of language errors at the phonological level consist of (1) errors in the use of capital letters, which include errors in the use of capital letters in proper names, place names, beginning of sentences, middle of sentences, and use of capital letters in writing religion, holy books, and God; (2) errors in the use of full stops (.); (3) errors in the use of commas (;); (4) use of italics; (5) spelling errors.

Capitalization Errors

Table 1.1 Errors in the Use of Capital Letters in Proper Names

Incorrect use of capital letters	Namun, <i>ricky</i> selalu tak enak hati ketika ingin melakukan hal ini.
Correction of capitalization	Namun, Ricky selalu tak enak hati ketika ingin melakukan hal ini.

The use of the word “ricky” in the sentence above is a linguistic error because it does not use a capital letter. This is because the word “ricky” indicates a person's name, so the correct spelling is “Ricky” using a capital “R”.

Table 1.2 Errors in the Use of Capital Letters in Place Names

Incorrect use of capital letters	Kami berdua menetap selama satu minggu di rumah nenek di <i>cimahi</i> .
Correction of capitalization	Kami berdua menetap selama satu minggu di rumah nenek di Cimahi.

The use of the word “cimahi” in the sentence above is a linguistic error because it does not use a capital letter. This is because the word “Cimahi” is the name of a city, so the correct spelling is “Cimahi” using a capital “C”.

Table 1.3 Mistakes in Using Capital Letters at the Beginning of a Sentence

Incorrect use of capital letters	<i>pikiran</i> tersebut biasanya berputar putar di pikiran seseorang yg memiliki gangguan tersebut.
Correction of capitalization	Pikiran tersebut biasanya berputar-putar di pikiran seseorang yang memiliki gangguan tersebut.

The use of the word “pikiran” in the sentence above is a linguistic error because it does not use a capital letter. This is because the word “pikiran” is at the beginning of the sentence, so the correct spelling is “Pikiran” using a capital “P”.

Table 1.4 Mistakes in Using Capital Letters in the Middle of a Sentence

Incorrect use of capital letters	Bagi banyak orang, mudik ke kampung halaman adalah tradisi <i>Lebaran</i> yang tak boleh dilewatkan.
Correction of capitalization	Bagi banyak orang, mudik ke kampung halaman adalah tradisi lebaran yang tak boleh dilewatkan.

The use of the word “Lebaran” in the sentence above is a linguistic error because it uses a capital letter. This is because the word “Lebaran” is in the middle of the sentence, so the correct spelling is “lebaran” using a small “l”.

Table 1.5 Errors in Using Capital Letters in Writing Religion, the Holy Bible, and God

Incorrect use of capital letters	Setiap kata dalam khotbah dan doa mengingatkan kami akan makna sejati Natal, yaitu kelahiran <i>yesus kristus</i> .
Correction of capitalization	Setiap kata dalam khotbah dan doa mengingatkan kami akan makna sejati Natal, yaitu kelahiran Yesus Kristus.

The sentence above has a capitalization error in the word "Yesus Kristus". This is because "Yesus Kristus" is God in Christianity so the correct spelling is "Jesus Christ" using a capital "Y and K".

Misuse of Punctuation Marks (.)

Table 2.1 Errors in using the punctuation mark (.)

Incorrect use of the period (.)	Akhirnya aku membangunkannya untuk shalat subuh <i>berjamaah</i>
Correction of the use of the period (.)	Akhirnya aku membangunkannya untuk shalat subuh berjamaah.

The data above shows a linguistic error in the use of the period (.) punctuation mark. This is because the sentence above does not end with a period (.). The correct writing of the sentence above must use a period (.) because it functions to end a sentence.

Misuse of Comma (,) Punctuation Mark

Table 3.1 Errors in the Use of Comma Punctuation (,)

Incorrect use of comma (,)	Kami menonton film favorit, membaca buku bersama <i>dan bermain permainan papan.</i>
Correction of comma (,) usage	Kami menonton film favorit, membaca buku bersama, dan bermain permainan papan.

The data above shows a linguistic error in the use of comma (,). The comma (,) should be used after the word "bersama" because the use of the comma (,) in the sentence is used as a marker between elements in the form of words, phrases, or numbers. So the correct spelling using a comma (,) is "bersama,".

Table 3.2 Errors in the Use of Comma Punctuation (,)

Incorrect use of comma (,)	Aku menyadari bahwa keluarga adalah tempat ia merasa dicintai, <i>diterima dan dihargai sepenuh hati.</i>
Correction of comma (,) usage	Aku menyadari bahwa keluarga adalah tempat ia merasa dicintai, diterima dan dihargai sepenuh hati.

The data above shows a linguistic error in the use of comma (,). The comma (,) should be used after the word "diterima" because the use of the comma (,) in the sentence is used as a marker between elements in the form of words, phrases, or numbers. So the correct spelling using a comma (,) is "diterima,".

Mistakes in Using Italics

Table 4.1 Errors in Using Italics

Writing mistake	kami beberapa kali beristirahat di rest area untuk sekedar kencing atau makan.
Fixed typos	kami beberapa kali beristirahat di <i>rest area</i> untuk sekedar kencing atau makan.

The sentence above has an error in italics in the word "rest area". This is because the word "rest area" comes from English which means "tempat istirahat", so the correct spelling is "rest area" in italics.

Writing mistake

Table 5.1 Writing Errors

Writing mistake	Tak terasa waktu sudah menunjukkan waktu <i>shalat</i> ashar.
Fixed typos	Tak terasa waktu sudah menunjukkan waktu salat ashar.

The data above shows a spelling error in the word "Shalat". The correct spelling of the word "Shalat" is "Salat". The word "Shalat" is an adoption from Arabic, in Arabic the letter "h" is not symbolized by the letter "h" in Indonesian. So the correct spelling is "Salat" without using the letter "h".

Writing mistake	Setelah <i>adzan</i> subuh berkumandang,
Fixed typos	Setelah azan subuh berkumandang,

The data above shows a spelling error in the word "adzan". In KBBI, the word "adzan" is not found, so the correct spelling is "azan".

Writing mistake	Akhirnya aku melakukan kegiatan-kegiatan yang sering kulakukan dulu, rasanya seperti <i>nostaglia</i> kembali.
Fixed typos	Akhirnya aku melakukan kegiatan-kegiatan yang sering kulakukan dulu, rasanya seperti nostalgia kembali.

The data above shows a spelling error in the word "nostaglia". In KBBI, the word "nostalgia" is not found, so the correct spelling is "nostalgia".

Writing mistake	Aku bangun pagi-pagi sekali, kemudian membantu ibu <i>mempersiapk</i> n perlengkapan yang akan dibawa.
Fixed typos	Aku bangun pagi-pagi sekali, kemudian membantu ibu mempersiapkan perlengkapan yang akan dibawa.

The data above shows a spelling error in the word "memperiapk" which is the omission of the phoneme "a" in the affix "-kan". So the correct spelling is "mempersiapkan".

Factors Causing Language Errors in Students' Compositions

Based on the results of the analysis of 20 essays by class XI DKV SMK students, the results of the analysis of language errors at the phonological level consist of (1) errors in the use of capital letters, which include errors in the use of capital letters in proper names, place names, beginning of sentences, middle of sentences, and the use of capital letters in writing religion, holy books, and God; (2) errors in the use of full stops (.); (3) errors in the use of commas (,); (4) errors in the use of italics; and (5) spelling errors.

The existence of language errors in the compositions of class XI DKV SMK students is certainly inseparable from the influencing factors. Based on the results of interviews with several students, they explained that the language errors they often make in writing compositions are errors in using capital letters, errors in using punctuation, errors in using italics, and spelling errors. Based on this, they explained that the language errors they make are inseparable from several causal factors.

The first factor causing language errors, according to several students, is “Saya melakukan kesalahan berbahasa karena kebiasaan kita aja dalam kelas yang santai dan tidak formal” (***I made language errors because of our habits in class which are relaxed and informal***). Based on the student's statement, a student who makes language errors can be motivated by relaxed and informal habits that cause students not to pay much attention to language rules in writing. In addition, with these relaxed and informal habits, students often do not realize when they make language errors, so that they will continue to make language errors without realizing it because the problem is considered a common or trivial error.

The second factor is “Kesempatan menulis sesuai kaidah hanya kalo ada tugas seperti membuat makalah, laporan, dan itupun jarang, jadi nggak ada trigger kenapa harus bisa menulis sesuai kaidah” (***The opportunity to write according to the rules is only when there is an assignment such as making a paper, report, and even then it is rare, so there is no trigger why you have to be able to write according to the rules***). According to the confessions of several students, the lack of opportunity to write according to the rules is one of the factors causing them to make language errors. The lack of opportunity to write according to the rules makes students not used to applying language rules consistently so that their abilities are less honed. This also causes a lack of triggers or encouragement for students to practice writing, so students feel they do not need to pay attention to writing which results in bad habits in writing. In addition, the lack of opportunity to write according to the rules causes students not to have enough experience to understand the correct structure, grammar, and writing style so that it can cause repeated errors.

The third factor causing language errors is “Kurang paham karena banyak aturan dalam penulisan dan tidak hafal, kadang juga bingung konsepnya” (***Lack of understanding because there are many rules in writing and not memorizing them, sometimes confused about the concept***). From this statement, students experience confusion because of the many writing rules and students' lack of understanding of correct language rules. Lack of understanding of these rules can cause errors in writing, such as incorrect use of punctuation or incorrect sentence structure. In addition, when students feel they do not understand, it makes them tend to feel anxious when writing. This anxiety can prevent them from understanding and writing according to the correct rules.

The fourth factor is “Kadang malas memperhatikan penggunaan bahasa yang baik dan benar, bikin bingung, yang penting paham dalam melakukan percakapan” (***Sometimes being lazy to pay attention to the use of good and correct language, makes you confused, the important thing is to understand in having a conversation***). This last factor is often done by students, because being lazy in paying attention to the use of good and correct language and focusing more on understanding in conversation causes them to make language mistakes. Being lazy in paying attention to good language can form bad habits. Students may be accustomed to using non-standard sentence structures or inappropriate everyday language, which is difficult to change when they need to write formally. Lack of motivation makes students not have the desire or will to understand and use good and correct language rules, so that it has a bad impact and makes students' habits not paying attention to the right language rules when writing.

Solutions to Reduce Language Errors in Students

Language errors made by students are caused by several factors. The first factor is a relaxed and informal habit that causes students to not pay much attention to language rules in writing. The second factor is the lack of opportunity to write according to the rules, causing students to make language errors and there is no trigger to write according to the rules. The third factor is a lack of understanding of language rules or good and correct language rules. The fourth factor is laziness to pay attention to the use of good and correct language rules.

Based on the interview results, it shows that the solutions that can be used to reduce the factors that cause language errors, namely the first and fourth factors can be overcome by creating a habit of writing according to good and correct language rules or principles. In this case, teachers can also motivate students to practice writing according to language rules. If this continues to be done and becomes a habit, then students will be motivated to pay attention to good and correct language rules in writing.

The next solution is, when giving assignments, teachers can still pay attention to the writing done by students and provide direction to students to write according to good and correct language rules even though the assignment given is not in the form of a paper or report. This solution can be done so that students still have the motivation to pay attention to good and correct language rules in writing various types of writing so that they do not think that the use of good and correct

language rules is only used for writing assignments in the form of papers or reports. This can be applied so that it becomes a habit for students to write well and correctly according to language rules and can be a provision for students in the future.

The next solution is to read and understand good and correct language rules. Students can read and understand PUEBI and read more books to improve writing skills. This can help students understand and can help students to reduce misunderstanding of language rules or rules.

Phonological level language errors in the compositions of class XI DKV SMK students consist of (1) errors in the use of capital letters, which include errors in the use of capital letters in proper names, place names, beginning of sentences, middle of sentences, and use of capital letters in writing religion, holy books, and God; (2) errors in the use of full stops (.); (3) errors in the use of commas (,); (4) use of italics; (5) spelling errors.

Based on the research results, the language errors found in students' essays are language errors in the use of capital letters which include the use of capital letters for proper names, place names, at the beginning of a sentence, in the middle of a sentence, and capitalization for writing God, the Holy Book, and Religion. Language errors made by students are caused by several factors. The first factor, relaxed and informal habits cause students to not pay much attention to language rules in writing. The second factor, the lack of opportunity to write according to the rules causes students to make language errors and there is no trigger to write according to the rules. The third factor, lack of understanding of language rules or good and correct language rules. The fourth factor, laziness to pay attention to the use of good and correct language rules. Based on the factors that cause language errors above, several solutions can be stated. The solution that can be done to reduce language errors in students is to create a habit of writing according to good and correct language rules or rules. The next solution, giving assignments, teachers can still pay attention to the writing done by students and provide direction to students to write according to good and correct language rules even though the assignment given is not in the form of a paper or report. Furthermore, students can read and understand PUEBI and read more books to improve their writing skills.

These findings are in line with (Fitriani and Rahmawati 2020) who found errors in terms of punctuation and italics including errors in the use of hyphens, use of periods, use of capital letters, use of commas. (Beauty et al. 2020) obtained results of language errors including errors in the use of capital letters, word choice/diction and punctuation, and general writing. (Fatikah, Setiawan, and Sumarwati 2022) presented the results of language errors including errors in punctuation and use of italics and also research conducted by (Hasrianti 2021) found results of errors in the use of periods (.), commas (,), and conjunctions. Another study was also conducted by (Kalaamiyah and Markhamah 2023) obtained results of 16 language errors at the phonological level. The 16 Indonesian language errors that have been submitted are classified into several categories, namely 3 errors in the use of capital letters, 2 errors in the use of period (.) and 6 errors in the use of comma (,), 3 errors in the use of italics, and 2 spelling errors. (typos). This is also in line with the research conducted by (Tadris et al. 2019) which found language errors at the phonological level in the form of errors in the use of capital letters, punctuation, use of prepositions, writing basic words, deleting phonemes, and factors causing language errors among students of SMK N 1 Karanganyar in writing LHO.

This study has similarities with previous studies, namely both studying language errors. The difference between this study and previous studies is in the object of study. The object of this study is the composition of class XI DKV SMK students. In addition, the language errors studied in this study focus on phonological level errors.

Conclusions

Based on the research results, it can be concluded that students often make language errors, especially in the use of capital letters, both in proper names, place names, and writing religious terms. These errors are caused by several factors, such as the habit of not paying attention to language rules, minimal opportunities to write according to the rules, lack of understanding of the rules, and being lazy to pay attention to correct usage. To overcome this, several proposed solutions are to get students used to writing according to the rules, involve teachers in providing writing guidance, and invite students to read PUEBI and other books to improve writing skills.

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