

# Analysis of Language Errors at the Level of Phonology and Morphology in Exposition Texts by High School Students

Dzaky Ramzy Prasetyo<sup>1,\*</sup>, Yunus Sulistyono<sup>1</sup>

<sup>1</sup> Faculty of Teacher Training and Education, Universitas Muhammadiyah Surakarta, Surakarta, Indonesia

\* Corresponding author: [a310210146@student.ums.ac.id](mailto:a310210146@student.ums.ac.id)

## Abstract

*Purpose:* This study investigates the morphological errors made by students of SMA Negeri 1 Bulu, Sukoharjo, in their exposition texts. By cataloguing common mistakes—such as inappropriate vocabulary choice, unclear sentence constructions, and incorrect compound word formations—the research aims to highlight how a deeper understanding of morphology can aid students in identifying and correcting these linguistic issues.

*Methodology:* Adopting a descriptive qualitative design, the study analyzed 18–24 student-written exposition texts collected from tenth-grade classes. Researchers served as key instruments, employing observations, interviews, and document analysis to gather data. The analytic process proceeded through systematic stages of data collection, identification, classification, and thematic analysis, culminating in drawing evidence-based conclusions about error patterns.

*Results:* Findings reveal that student writings frequently contain morphological lapses, underscoring gaps in their understanding of word formation and modification. The prevalence of these errors demonstrates the critical need for explicit morphology instruction as part of Indonesian language teaching.

*Applications/Originality/Value:* By pinpointing specific morphological challenges, this research provides practical tools for both teachers and learners to diagnose and remedy linguistic errors. The study offers a novel contribution to language-error research in Indonesian education, presenting targeted recommendations for curriculum designers to integrate morphology-focused exercises that enhance students' writing proficiency and overall language awareness.

## Introduction

In the scope of learning in high school, various kinds of language errors are still often encountered. Language errors are still often encountered at the level of phonology and morphology including in students' exposition work. The examination of grammatical errors made by SMA Negeri 1 Bulu students finding and analyzing linguistic errors in the domain of phonology and morphology is the purpose of the study. These grammatical errors often appear during students' learning, which may have an impact on their ability to write literary works such as essays and exposition texts using appropriate and acceptable language. Morphology is one of the systems of a language in a broad sense so that the structure of words that always form certain sentences undergoes changes according to the type of word or the meaning of the word desired by the speaker and writer (Rohmadi, 2020). Language is a vital tool that people use to communicate as well as to express their ideas and feelings to others. Language is a system of human communication organized in the form of units, such as words, groups of words, clauses, and sentences expressed either by voice or writing. Language is a communication tool formed by a number of components with a fixed pattern and can have several rules in it. Language also has a social function, where speakers of a language are bound by social rules that apply in the speech community (Nofa, 2019). This speaker said that the main function of language is as a means of communication (2019).

This is in line with Pertiwi (2019), who states that the general function of language is as a means of social communication. Humans cannot effectively communicate their opinions, ideas, and thoughts to others without using language. Humans can communicate ideas both verbally and nonverbally through language. and nonverbal. One's ideas can be directly communicated through sound. Nonverbal concepts, on the other hand, are expressed in writing or indirectly.

One of the errors in non-verbal (written) language errors is the use of forms of speech that deviate from established language rules in one or several linguistic elements, such as words, phrases, clauses, and sentences (Sanjaya, 2023). Suciyatmi said that language error is simply defined as the use of language, both orally and in writing, which deviates from the rules of language, which is in line with Suciyatmi's opinion (2022). The school used in this research is SMA Negeri 1 Bulu, Sukoharjo Regency. This school was established in 2006. The full address of SMA Negeri 1 Bulu is Jalan Raya Bulu, Bulu sub-district, Sukoharjo Regency, Central Java.



**Figure 1.** Front view of SMA Negeri 1 Bulu

An essay is a piece of writing that follows a logical flow, and each of its components must be coherent and cohesive. An explanatory essay is one of several forms of essays. The purpose of an expository essay is to tell, explore, or explain something. The format consists of an introduction, a thesis statement (opinion statement), an argument presented in the form of a review, and a conclusion (Tirtosudarmo, 2022). As a result, the writers (students) should be able to articulate their thoughts methodically, cohesively, and thoroughly. However, students still experience many difficulties when writing informative exposition essays. Among the problems students often face when writing expository essays are lack of inspiration, challenges in identifying topics, lack of mastery of the subject, and lack of understanding of the subject. Students have difficulty in determining the topic, do not master the rules of language, and have difficulty in organizing arguments in written form. As a result, the printed sentences do not follow the proper sentence structure. In addition, students tend to ignore punctuation and word choice, which leads to misunderstandings in sentences. Uncertain ideas or sentiments are expressed when wrongly chosen and spelled words become ambiguous

Writing ability is the ability to communicate thoughts through written words (Safitri, 2019). This has long been considered a challenge as people tend to believe that spoken language is a more comfortable way to communicate thoughts. Writing skills should be developed as an important component in expressing ideas in writing, as writing skills are often neglected in favor of speaking out loud. This is because one's preferred method of communicating thoughts is orally.

When communicating in writing in daily life, misunderstandings in written phrases are often found. When inappropriate words are used in communication, this can lead to misunderstandings between both parties and make it difficult for one to understand what is being said. It can also lead to miscommunication between the two parties, therefore, writing requires the use of communicative language. Studying Morphology can help in understanding any word changes

Morphology is the study of the form and changes in the form of words in language. Morphology helps us understand how words change into other words in other forms, such as words that change into other words in plural, words that change into other words in negation, and words that change into other words in possession ("Morphology and Syntax," n.d.). Morphology also helps us understand how words change into other words in different forms in different sentences. In addition to morphology in analyzing language errors, we also need the science of phonology which studies how language sounds and also the development of language sounds.

Phonology is a subfield of linguistics that examines the sounds of language and how they develop and change. Phonetics and Phonemics are the two main subfields of phonology. Phonetics is the study of how the organs of the human body function in relation to the use and pronunciation of language, as well as how the phonemes of a language are realized or pronounced. Phonemics is the study of speech sounds and how they are used to distinguish meaning (Lafamane, 2020).

In addition, pronunciation problems can include errors involving phoneme addition, phoneme substitution, and phoneme change (Lafamane, 2020) On the other hand, morphology refers to linguistic errors caused by improper selection of word forms, compound word preparation errors, rewords, prefix selection, and rewords (Rahayu & Sudarto, 2023).

The research that guides the author is Wardani, K with the title "Analysis of Language Errors in Field of Deep Syntax". This study has two objectives, (1) to describe and explain the form of language errors in the syntactic field in writing descriptive essays of class X students of SMK Pelita Bangsa Boyolali, and (2) to describe and explain the analysis of the form of language errors in the syntactic field in writing descriptive essays of class X students of SMK Pelita Bangsa Boyolali. This type of research is descriptive qualitative research. The data source in this research is the description essays of grade X students of SMK Pelita Bangsa Boyolali. The data is in the form of language errors in description essays. The data collection techniques in this research are observation, interview, and documentation study, various methods of data provision using the method of listening and followed up using the method of note taking. The data analysis technique uses commensurate and agih methods. The results of the research on the analysis of language errors in the field of syntax in writing description essays of class X students of SMK Pelita Bangsa Boyolali can be divided into 9 aspects. (1) Non-standard structured sentences, (2) Ambiguous sentences. (3) Unclear sentences, (4) Inappropriate diction in forming sentences, (5) Sentence contamination, (6) Coherence, (7) Use of redundant words, (8) Absorbed words used in sentences, and (9) Sentence logic.

Similar research such as "Analysis of Language Errors in the Autobiography Writing of Students from the Indonesian Language Education Program at the State Islamic Institute of Surakarta." Common grammatical errors found in the autobiographies of staff members from the Indonesian Language Program at the State Islamic Institute of Surakarta. A

descriptive technique was used in this study, and reading, interviews, and notes were employed to collect data. An interactive approach that includes the stages of data collection, data reduction, data presentation, and drawing conclusions is used to analyze the collected data. Based on the data, syntactic errors, which contain 463 examples, are the most common language error. Semantic, phonological, morphological, and discourse errors are some of the other mistakes. Language errors at this level result from several circumstances, including improper language teaching, lack of understanding by speakers, and the influence of the native language.

Additionally, previous research titled 'An Analysis of Language Errors in the Fields of Phonology and Morphology in Expository Texts by Tenth-Grade Students of Ikarsari Pharmacy Vocational School, Pekanbaru'. This study explains the analysis of language errors in the fields of phonology and morphology in the expository texts of tenth-grade students at Ikarsari Pharmacy Vocational School, Pekanbaru. This research used a qualitative research design and collected data through a writing test technique in which students wrote an expository text. The method used in this study was descriptive qualitative. Data analysis was carried out through the stages of reading, identifying, categorizing, analyzing, and evaluating Indonesian language errors. The results of the analysis showed many phoneme writing errors in the area of phonology, and morpheme errors in the area of morphology. The language error analysis approach, which is based on examining errors made by learners on targeted items (i.e. language), was used in this study. Indonesians are the target population of this study. Error analysis is an important tool for improving writing instruction and can be helpful when the intended teaching program is put into practice..

Language errors related to spelling, pronunciation, number symbols, letter writing, and other areas will be examined in this study. The findings of this study are expected to shed light on language errors made by SMA Negeri 1 Bulu students and serve as a useful teaching resource for educators and learners to minimize and correct language problems.

## Literature Review

### *Theoretical Foundations*

Phonological errors are errors related to the pronunciation and writing of language sounds (Pateda in Markhamah, 2010: 69). In addition, language errors in the field of phonology also discuss errors related to orthography. Orthographic errors are errors regarding the use of capital letters, errors in the use of italics, errors in the use of punctuation marks, and errors in the use of numbers.

Capital letters can be used as the first letter of each word at the beginning of a sentence, the first letter of a direct quote, the first letter in words and expressions related to religion, as the first letter of the name of an honorary title, as the first letter of the name of an office followed by a person's name, the first letter of an element of a person's name, the first letter of an abbreviation of a person's name, the first letter of the name of a nation, tribe, and language, the first letter of the name of the year, month, day, and holiday, the first letter of the elements of a geographical name, the first letter of all elements of an official state name (Suparlan, 2014: 12-20). In addition to errors in the use of capital letters, there are errors in the use of italics. Errors in the use of italics include errors in the use of italics to write the names of books, magazines, and newspapers, errors in the use of italics for emphasis or specialization, errors in the use of italics in writing foreign words or terms (Markhamah, 2010: 95-97). In phonological errors, there are also errors in the use of multilevel numbers and errors in writing elements of foreign terms. In addition, there are errors due to pronunciation. Pronunciation consists of phoneme changes, phoneme deletions, and phoneme additions (Setyawati, 2010:25).

Language errors are not only about the field of phonology, but also the field of morphology. Morphological errors are errors in the morphological area related to word order (Markhamah, 2010: 70). Word order in the field of morphology is related to affixation. Affixation is the process of affixation in a word, either the addition of prefixes, infixes, suffixes, and confixes (Markhamah, 2010: 117). Prefixes are affixes that are affixed to the left of the base form, suffixes are affixes that are affixed to the right of the base form, conflicts are affixes that are affixed to the right of the base form and to the left of the base form (Chaer, 2008: 23). In addition to affixation, errors that arise are errors due to word ambiguity, errors in the use of prepositions, and errors due to pleonasm. Pleonasm is the excessive use of words (Putrayasa, 2014:106). Pleonasm occurs when in one sentence there are several words that actually have the same meaning and all of them are used, so one of the words must be removed.

Morphology is a field of linguistics that studies morphemes and their combinations (Kridalaksana, 2009: 159). Part of the language structure that includes words and parts of words, namely morphemes. Meanwhile, Putrayasa (2010: 3) says morphology is part of linguistics that talks about or studies the intricacies of words. As well as the formation of the smallest words and the intricacies of words, as well as the effect of changes in word structure on word classes and word meanings. According to Ramlan (2012: 21), morphology is part of linguistics that talks about or studies the intricacies of word forms, as well as the effect of changes in word forms on word classes and meanings.

From some of the above opinions, it can be concluded that morphology is a branch of linguistics that identifies the basic units of language as grammatical units. Morphology studies the intricacies of word forms and the effect of changes in word forms on the group and meaning of words. Another understanding is that morphology studies the intricacies of word forms and the function of changing word forms, both grammatically and semantically. The word morphologie is formed

from the word *morphe* meaning “form” and *logos* meaning “science” so morphology is the science of word forms (Soegi, 1989: 4). The forms of language consist of phonology, morphology, syntax and semantics (Chaer, 2012: 100-324).

### **Relevant Research**

After the researchers reviewed several studies, there are several that have relevance to the research that the researchers are working on. The first research found is research written by Oktavia (2018) with the title “Analysis of Morphological Field Language Errors in Online Buying and Selling Discourse on Instagram”. The author finds similarities, namely both studying the field of morphology, which differs in the scope studied on social media, namely Instagram. found that Instagram is an online messaging platform that allows users to comment on each other. This is related to the research of morphological errors in the realm of online buying and selling on Instagram. The two main issues of this study are (1) how errors in online morphological trading arise and (2) what factors contribute to the impact of language errors on selling and buying on Instagram. The objectives of this study are to: (1) identify the types of language errors relevant to online sales and marketing in the area of morphology; and (2) identify the variables that influence language errors. A qualitative descriptive approach, along with observation and note-taking methods, was used in this study. The results of the analysis of language errors related to morphology in buying and selling, which include errors in letter writing, spelling, and capitalization. User language factors, ignorance of Indonesian language rules, psychological factors, environmental factors, language factors, regional language influences, and foreign language influences are some of the variables that cause language errors.

The second study that found similarities was a study with the title, “Analysis of Language Errors in News in Sinar Indonesia Baru Newspaper Media”. Written by Khairun Nisa (2018). This research aims to: (1) characterize spelling, morphological, syntactic, and semantic errors that appear in Sinar Indonesia Baru newspaper; and (2) offer improvements for these errors. Descriptive qualitative research is the type of this study. The listening approach is used to collect data by listening to language use, while the note-taking technique is used to record words or phrases to be evaluated. There are several types of language errors in the domains of spelling, morphology, syntax, and semantics, according to the analysis of language errors contained in the December 2017 edition of Sinar Indonesia Baru (SIB) news. The language problems found in the news article “4 Houses Burned on Jalan Jermal VI Medan Denai” consisted of two spelling errors, six morphological errors, two semantic errors, and one syntactic error, in accordance with the initial findings of the research. Secondly, the news article “Around 300 Palas Residents Detected with HIV Aids” has four different types of linguistic errors: one semantic error, one morphological error, one spelling error, and three syntax errors.

Third, the news article “Secanggang Residents Disappointed Clean Water Project Charged IDR 100 Per KK” contains two spelling errors, three morphological errors, several linguistic flaws, and two syntactic errors. The third similar research was written by Elan Halid (2022) with the title “Analysis of Language Errors in the Field of Morphology in KOMPAS.COM News papers (November-December 2021 Edition)”. Research on morphological language errors in the November-December 2021 edition of Kompas.com is a problem that this study wants to solve. When language use is prioritized over communication as the ultimate goal of language practice, language errors occur in many contexts or professions that require a diversity of language norms. The evolution of words based on their form and meaning in expression is known as morphology. A newspaper is a sheet of paper containing news printed daily or periodically, arranged in columns, according to the Big Indonesian Dictionary. The publication Kompas.com provided the research data for this article. The November-December 2021 edition of Kompas.com newspaper will be collected in two ways for this research data collection: (a) by collecting, and (b) by reading. This study found 81 data from 31 news articles. The investigation of language errors in morphology includes affix selection errors, word repetition errors, compound word arrangement errors, and word selection errors. The study concludes that word choice errors are more frequently reported.

The fourth study found similarities with the title “Analysis of Language Errors in MPBI-UMS Student Speeches”. Written by Wara Angreni and Atiqa Sabardika (2021). This research aims to find out what language errors are contained in the speeches of MPBI-UMS students. This research is a qualitative research. In this study, errors were found in the fields of morphology and phonology. In this study, there are several things that are relevant to the research being conducted by the researcher, especially those that have similarities with researching errors in the fields of phonology and morphology.

The fifth research found similarities with the title “Politeness of Directive Speech Acts of Teachers and Students in Indonesian Language Learning”. Written by Keren Pujaning Jati, Laili Etika Rahmawati, Harun Joko Prayitno, and Yunus Sulistyono (2023). This study aims to provide an overview of the forms of compliance and deviation of language politeness principles in Indonesian language learning at SMP Negeri 3 Polokarto. It has several similarities with research currently being conducted by researchers, especially in the field of language errors.

### **Method**

This research belongs to linguistic research which focuses on language errors in the fields of morphology and phonology. The method in this research uses qualitative descriptive method, starting from data collection, identifying, classifying, analyzing, and making conclusions. The descriptive qualitative research method was chosen because it is in

accordance with the study examined in this research, namely the analysis of language errors in the fields of morphology and phonology in the work of students' exposition texts.

The research object used as a study in this research is SMA Negeri 1 Bulu, Sukoharjo Regency. This school was established in 2006. The full address of SMA Negeri 1 Bulu is JL. Raya Bulu, Bulu sub-district, Sukoharjo Regency, Central Java. The data collected is in the form of exposition text essays by students of class X SMA Negeri 1 Bulu. The amount of data collected amounted to 18-24 data.

This research uses descriptive qualitative method all data in the form of language errors in the field of phonology and the field of morphology in the exposition text written by class X students of SMA 1 Bulu. the data collection techniques used in this research are tapping techniques and advanced techniques of free simak libat cakap. In this technique, the researcher acts as an observer of the language use of the subject under study, namely the exposition text by students. In line with this opinion, Sudaryanto (2015) states that the free listening technique is a data collection technique that positions the researcher not to be involved in the dialog or conversation that is the subject of research. The steps of data analysis in this study are (1) Paying attention carefully, carefully, one by one to the samples of students' exposition texts to find Indonesian language errors in the field of phonology and the field of morphology, (2) identifying language errors contained in the data found, (3) classify errors according to the field, then analyze language errors, (4) rechecking the results, (5) evaluating the errors, (6) presenting the data analysis, (7) conclude the research results. The conclusion is based on the data analysis. Data validity is an activity carried out by researchers to test the accuracy or accuracy of a study by referring to certain concepts by matching between findings and theory.

## Results and Discussion

Based on the results of the research on the analysis of language errors in the field of phonology and morphology in the exposition text of SMA Negeri 1 Bulu students, 48 data were found which were divided into errors in the field of phonology, namely, phoneme change errors, phoneme deletion errors and phoneme addition errors. While in the field of morphology, namely affixation (prefix di-, ter-, confix di...kan-), morpheme errors in, phonemes that are not melted, reduplication, and compound word groups. Here is the explanation:

### *Morphological Field Errors*

Morphological errors in Indonesian refer to errors that occur in word formation, both in spoken and written form. These errors can be divided into several categories, including affixation, reduplication, and compounding errors. Errors in the field of morphology were also found in the research of exposition text essays of SMA Negeri 1 Bulu students. These errors include:

#### *Affixation Group Errors*

Fixation error is the addition of affixes to a base word. Errors in affixation often occur, such as omission of affixes or inappropriate use of affixes (Tunggal Putri et al., 2023)

##### 1. Errors in the use of prefix di-

In Indonesian, the prefix "di-" is used to form passive verbs, especially in passive sentences that emphasize the object as the main focus. However, there are often errors in writing this prefix, especially related to the improper placement of spaces. Some examples of errors are as follows:

"...Pada Siang hari Daging kurban di bagikan"

The correct writing is di bagikan without spaces, because di- here is an affix, not a preposition. So the correct writing is "...". Pada Siang hari Daging kurban dibagikan."

"...di potong daging hewan kurban yang terdapat di lapangan desa, kemudian di buang kotorannya"

The writing of the word di potong in the sentence above is wrong. The prefix di- has a variety of forms. The words di potong and di buang are one word formed by two morphemes, namely the bound morpheme di- and the free morpheme potong. The morpheme di- will have no meaning before linking with other forms. The writing of the words di potong and di buang should be combined because the word di potong does not indicate place and region. The correct writing is. "...dipotong daging hewan kurban yang terdapat di lapangan desa, kemudian dibuang kotorannya"

"saat itu nenek memasak opor ayam yang di makan dengan lontong"

The word di makan should be unified into dimakan, because in this case, di- is a prefix that indicates the passive form. The use of spaces between the prefix and the base word is incorrect. The correct writing is "saat itu nenek memasak opor ayam yang dimakan dengan lontong".

"Setelah hari-hari itu Saya dan keluarga di mabuk daging"

The use of the prefix *di* in the word *drunk* is incorrect. *Di* is a preposition that indicates place, not a prefix for passive verbs. The word *drunk* is also incorrect, hence the word *di mabuk*, so it needs to be changed to *terlalu banyak makan* for a more precise meaning. “Setelah hari-hari itu Saya dan keluarga terlalu banyak makan daging”

## 2. Errors in the use of prefix *ter-*

The prefix “*ter-*” in Indonesian functions to form passive verbs, verbs that show unintentional circumstances, or to show the most level in the form of adjectives (superlatives). However, in writing practice, mistakes are often found in the use and writing of this prefix, both in formal and informal sentences. Some examples of errors are as follows:

“masukkan mie, setelah mie mendidih baru tambahkan bumbu-bumbunya boleh juga di tambahkan telur, sayur-sayuran kemudian di aduk hingga ter campur semua”

The writing of the word “*ter campur*” is wrong. According to KBBI, the correct word writing is the word *tercampur*, which is written as a series, not separately.

“pakde saya masuk rumah sakit dan mas keponakan saya diamuk massal karena fitnah temannya sendiri.”

The writing of the word “*diamuk*” does not fit the right context. The prefix “*ter-*” should be used to indicate an unintentional situation, such as “*teramuk*” which means being the victim of a rampage.

## 3. Errors in the use of suffix *di-...-kan*.

The suffix “*di-... -kan*” is a combination of the prefix ‘*di-*’ and the suffix ‘*-kan*’ used to form passive verbs that focus on the action performed on the object. This confix is used when an action is done by someone to a certain object by giving the effect or result of the action. However, in practice, there are often errors in the use of the “*di-... -kan*”, both in the writing context and in the application of its function in the sentence. Some examples of errors are as follows:

“kapsul keras biasanya di gunakan oral”.

In data (4), there is an error in the writing of the confix *di-...kan-*, where the writing of the base word in *di gunakan* which is assembled with the confix *di-...kan-* should be written as a series, and the writing of the word “*di gunakan*” is found 2 times in the text..

“saya disuruh membagikan hewan qurban tersebut ke warga-warga desa.”

The use of the suffix *di-...-kan* in the word “*diminta*” is not wrong, but it is better to use the active form of “*distribute*” to show direct action. “saya diminta membagikan hewan qurban tersebut ke warga-warga desa.”

“setelah sarapan, saya diajak untuk dibagikan makanan ke tetangga.”

In the sentence “After breakfast, I was invited to distribute food to the neighbors,”, there is an error in the use of the suffix *di-...-kan* in the word “*dibagikan*.”. The *di-...-kan* form shows a passive action, where the subject is the recipient of the action; whereas in this context the subject (me) plays an active role in distributing the food. With the active role of the subject, the appropriate word should be *me-* with the active form “*membagikan*”. Thus, the correct sentence is “setelah sarapan, saya diajak untuk membagikan makanan ke tetangga.” whose description much more clearly depicts the subject as an active actor distributing food.

## 4. Errors in the use of morpheme *di*, and the morpheme *ke-*

In Indonesian grammar, the morphemes “*di-*” and “*ke-*” have different important functions, but they are often used incorrectly, both in formal and informal writing. This error generally occurs due to a lack of understanding of when the morpheme should be joined or separated with the word that follows it. Some examples of errors are as follows:

“...aku menyaksikan penyembelihan hewan kurban dengan menonton dibawah pohon”

Errors in writing prepositions *di* that are written as a series. Prepositions and affixes are written separately, such as prepositions “*di*”, “*ke*”, and so on. The correction of data 1 is “...aku menyaksikan penyembelihan hewan kurban dengan menonton di bawah pohon”

“Sesampainya dimasjid ternyata masih Sepi.”

The writing of the *di-* morpheme in the word “*dimasjid*” should be separated because it refers to a description of place, not a passive verb. The correct writing is to separate the *di-* morpheme with the noun.

“Sesampainya dipuskesmas saya dianjurkan mondok”

The use of “*di*” is incorrect, because the position of “*di*” must be spaced with the next word to provide information. The correct sentence is “Sesampainya di puskesmas saya dianjurkan mondok”

“Saya dan keluarga saya berkeliling rumah tetangga untuk bermaaf - maafan dengan tetangga.”

There are no visible errors in the use of “*ke-*”, but this morpheme should be adjusted according to the context of the direction or purpose if there are other errors. The correct sentence is “Saya dan keluarga saya berkeliling ke rumah tetangga untuk bermaaf-maafan dengan tetangga.”

“Setelah itu saya pergi kerumah saudara untuk bermaaf-maafan”

The writing of the ke- morpheme in the word “kerumah” should be separated because it refers to a description of direction or place. The ke- morpheme that shows purpose should be separated from the noun. The justification sentence is “Setelah itu saya pergi ke rumah saudara untuk bermaaf-maafan”. In this case, ke- as a direction indicator must be separated from the word that follows it.

#### 5. Phonemes that are not Attachable

In Indonesian grammar, there is a rule concerning the loss of phonemes when an affix or prefix is added to a base word. Phoneme loss usually occurs when the prefix “me-” or “pe-” meets a base word that starts with a certain letter. For example, the prefix “me-” will change to “mem-” when it meets a base word that starts with the letter “b”, or to “meng-” when it meets the letter “g”. However, in some cases, phonemes that should not be melted are actually melted by language users, causing errors. Some examples of errors are as follows:

“masalah bencana disebabkan oleh masyarakat yang tidak memperhatikan kelestarian alam”

The use of the word pay attention in the sentence above is incorrect. So far, we are more familiar with incorrect spellings such as the word, pay attention, care. Even for the word “care”, there are still wrong spellings: “perduli” (there is an r). whereas we are also familiar with the correct spellings, such as ‘require’ (the root word ‘need’, not ‘require’), ‘understand’ (“understand”, not ‘understand’), ‘obey’ (obey, not ‘obey’), and so on. Because the base form notice with the consonant p is diluted when accompanied by the form mem-, the function of the prefix mem- is to form an intransitive active verb. So the correct sentence is: “masalah bencana disebabkan oleh masyarakat yang tidak peduli kelestarian alam”

“Aku ketemu sama teman-teman sebelum Sholat dimulai.”

In the above example, the phoneme /t/ in the word ketemu should not be pronounced in the nonstandard form. The correct word is bertemu. Meanwhile, the morpheme di as a place marker in the word dirumah should be separated because di as a place marker does not melt with the base word “house.”

“kami di suruh membagikan hewan qurban...”

Di suruh in the words “kami di suruh membagikan hewan qurban...” has an error because the extension of the phoneme /i/ in the prefix di- is separated from the basic verb “suruh.” In formal Indonesian, the prefix di- as a passive sentence marker must be fused with the verb without spaces. The correct usage is disuruh, not suruh. The correct usage will make it clear that the subject is receiving the action, as in a justification sentence: “kami disuruh membagikan hewan qurban...”

#### *Language Errors in the Reduplication group*

Reduplication is one of the morphological processes in Indonesian that involves repeating a base word to form a new word. Reduplication can add certain meanings such as intensity, plural, or indicate a lighter form. However, in language practice, there are often errors in the application of reduplication, both in writing and orally. These errors arise from a lack of understanding of the rules of reduplication or overuse. Some examples of errors are as follows:

“maka masukkan bumbu bumbunya ke dalam mangkuk” (2 kali kesalahan yang sama)

The error in writing the word bumbu bumbunya in the sentence is not using a hyphen (-) as a sign of word repetition. Referring to the general guidelines for Indonesian spelling, hyphens are used to connect elements of repeated words. should be given a hyphen (-). So that the correct sentence in data 9 is, “maka masukkan bumbu-bumbunya ke dalam mangkuk”

“aku hanya dirumah tiduran nonton film...”

In “I’m just at home lying down watching a movie,” there is an error in the use of the word “tiduran” which is a non-standard reduplication and is not appropriate when spoken in a formal context. Orally, in casual conversation, the use of the word “tiduran” can indeed be done, but in formal, it is better to use the word “beristirahat”.

“waktu kita pun ngelotis bersama.”

The use of the word “ngelotis” in the sentence is inappropriate. In formal writing, nonstandard words such as “ngelotis” should be replaced with more official terms that are in accordance with formal grammar, to maintain clarity and professionalism.

#### *Compound Word Errors*

A compound word is a combination of two or more words that has a new meaning as a unit. In Indonesian, writing compound words is often a source of error, especially when it comes to the use of spaces and hyphens. The examples of errors are as follows:

“sampah yang berwujud padat dapat berupa dari sisa rumahtangga contohnya plastik, metal dll.”

Referring to the big Indonesian dictionary, the word rumahtangga is not found but rumahtangga. Therefore, the italicized element in the sentence rumah tangga.

“Setelah melaksanakan solat saya dan keluarga saya bersarapan dahulu kemudian baru berkelling desa...”

The compound word “berkelling desa” should be written with proper separation or spelling. The use of the word “berkelling” is also incorrectly written. The correct sentence is “Setelah melaksanakan solat saya dan keluarga saya bersarapan dahulu kemudian baru berkelling desa..”

“Sebelum memulai bermaaf-maafan kami sekeluarga besar melakukan sarapan bersama”

The correct word order is our big family, because it is more in line with the rules of compounding in Indonesian, which places the broader element (big family) before the more specific description (kami). The correct change is “Sebelum memulai bermaaf-maafan keluarga besar kami melakukan sarapan bersama”

“Idul Adha tahun ini tidak menyenangkan karena Ayah Ibu saya tidak ada di rumah...”

The use of the compound word “Ayah Ibu” should be written with a separator so that it is not considered one word, namely between ayah dan ibu.

### *Internal Change Errors*

Internal changes are changes that occur within the word itself, without the addition of external affixes. These changes usually involve modifications to the sound or form of the word to indicate a different meaning, such as a change in verb, noun or adjective form. However, internal change errors often occur when grammatical rules are not properly applied, especially in complex tense changes. The examples of errors are as follows:

“kemudian saya juga meminta maaf kepada kakak saya karena sering tidak nurut kepada kakak saya”

The internal change error arises when the word nurut is used in a more formal context. The word nurut is an unstandardized form of the word patuh. So the correct sentence is “...karena sering tidak patuh kepada kakak saya”

“...Pada malam takbiran Saya mengikuti pengajian di masjid dan dilanjutkan tarling (takbiran keliling)...”

The change in the form of the word tarling (which probably stands for takbiran keliling) is not in accordance with Indonesian language rules. The abbreviation is considered unusual or less formal, so in official writing or according to Indonesian language rules, the word tarling should be removed and replaced with a clearer and more standard form. The sentence becomes “...Pada malam takbiran Saya mengikuti pengajian di masjid dan dilanjutkan takbiran keliling...”

### *Improper Use of Punctuation*

Punctuation is an important element in written language that serves to clarify sentence structure, separate ideas, and help readers understand the meaning of a text. Proper use of punctuation allows the message to be conveyed effectively, while inappropriate use can cause ambiguity, confusion, or even a change in meaning. In Indonesian, punctuation errors often occur in commas, periods, question marks, exclamation marks, and quotation marks. The examples of errors are as follows:

“Saya Senang Saat itu karna bisa berjumpa Saudara”

A comma punctuation mark is required before the conjunction. So the correct sentence is “Saya senang saat itu, karna bisa berjumpa saudara”

“Pukul 06.00 saya dan Ibu berangkat ke masjid, Sesampai nya dimasjid ternyata masih Sepi.”

The use of capital letters in “Sesampai” and “Sepi” is incorrect. In addition, the use of commas should be corrected because the two sentences should be separated by a period. The correct sentence is “Pukul 06.00 saya dan Ibu berangkat ke masjid. Sesampai nya dimasjid ternyata masih sepi.”

“saya & keluarga Pergi kerumah kakek”

The use of the symbol & is not appropriate in a formal context. It should be replaced by and, to become “saya dan keluarga Pergi kerumah kakek”.

“Saat itu keluarga saya ingin liburan ke pantai akan tetapi saudara saya ada yang mau menikah, Jadi Kita Sekeluarga saya tidak jadi liburan ke pantai...”

The use of commas and capital letters in “Jadi Kita Sekeluarga” is incorrect. The word “jadi” does not require a capital letter, and the comma should be placed before the conjunction.

“Setelah sarapan pada kumpul kepada saudara lainnya untuk bermaaf-maafan”

The use of commas between the phrases “setelah sarapan” and “pada kumpul” is necessary to separate different ideas, so that the sentence does not seem dense and the flow of thought becomes clearer. In addition to the use of commas, there is an error in the phrase “pada kumpul”. The word “pada” is not appropriate here. The sentence would be more appropriate if it were written with “kami berkumpul” or “kami berkumpul bersama saudara lainnya”. This clarifies the subject of the sentence and avoids confusion. In addition, the phrase “pada kumpul” is not grammatically correct. “Kumpul” is a verb that requires a clear subject, so this phrase needs to be changed to make it more grammatical and appropriate to the context. So the correct sentence is “Setelah sarapan, kami berkumpul dengan saudara lainnya untuk bermaaf-maafan.”

### *Suppletion Errors*

Suppletion is a phenomenon in language where a different form of a word is used to indicate a change in meaning that would normally be expressed with a regular inflected form. In Indonesian, the supplementary form arises when a word

does not follow the common pattern of change (inflection) and uses another completely different word to express a change, such as a change in time, amount, or degree of comparison. The examples of errors are as follows:

“Saya dan keluarga bersama kakek & Saudara saya mau perjalanan ke makam nenek”.

In the context of the sentence, the use of the word “perjalanan” is inappropriate because the word refers to a process or activity of traveling, not the action one intends to take. The word used should be “pergi,” which more accurately describes the intention to perform the activity of traveling to a place. In addition, the symbol “&” is more commonly used in informal contexts or in graphic design, but is not appropriate for formal writing contexts. In standard Indonesian, the word “dan” should be used to connect elements in a sentence. This creates a more professional impression and conforms to the rules of good language. So the correct sentence is “Saya dan keluarga bersama kakek dan saudara saya mau pergi ke makam nenek.”

“Sorenya aku dengan temanku merencanakan bukber, sebelum adzan kita membeli makanan terlebih dahulu”.

The use of the word “bukber” is an informal abbreviation that should be avoided in formal exposition texts. The correct sentence to justify the sentence is “Sorenya, aku dengan temanku merencanakan buka puasa bersama, sebelum adzan, kami membeli makanan terlebih dahulu.”

“dan berbincang-bincang di ruang keluarga. Setelah sholat isya kita pergi ke masjid untuk takbiran”.

The use of the word sholat should be salat according to KBBI guidelines. The correct correction for the sentence is “dan berbincang-bincang di ruang keluarga. Setelah salat isya, kita pergi ke masjid untuk takbiran”.

“karna jarak rumah dan masjid dekat Jadi saya jalan kaki”

The use of the word karna should be karena there is a writing error in the word... The correct correction for the sentence is “karena jarak rumah dan masjid dekat, jadi saya jalan kaki.”

“Padqa waktu Idul Adha saya juga merasakan hal yang berbeda krn saat itu saya sakit beberapa hari”

The use of the word Padqa is a typo or writing error, it should be pada, and krn should be written karena. The correct correction for the sentence is “Pada waktu Idul Adha, saya juga merasakan hal yang berbeda karena saat itu saya sakit beberapa hari.”

### **Capitalization Errors**

The use of capital letters in Indonesian has clear and specific rules. Capital letters are used to mark the beginning of sentences, names of people, names of places, and some other entities. However, errors in capitalization are common, both in formal and informal writing. These errors can change the meaning of the sentence and affect the reader's understanding. The examples of errors are as follows:

“Saat berkumpul tidak hanya ada keluargaku, melainkan ada pakde, bude, om, tante hingga cucu-cucu kecilnya”

The word writing should use capital letters in family greetings (pakde, bude, om, tante) and be connected with the conjunction “dan” to improve the sentence structure. So that the correct sentence is “Saat berkumpul tidak hanya ada keluargaku, melainkan ada Pakde, Bude, Om, dan Tante hingga cucu-cucu kecilnya”

“Saya bangun dan langsung mandi, bersiap-siap untuk Pergi ke masjid”

The use of the word “Pergi” is considered inappropriate. The word Pergi should be written in lowercase letters because it is not a proper name. So it becomes “Saya bangun dan langsung mandi, bersiap-siap untuk pergi ke masjid”

“Saya membantu ibu Cuci baju, dan cuci sepatu.”

The word Cuci should be lowercase, and the comma before dan is unnecessary. The correct sentence is “Saya membantu ibu cuci baju dan sepatu”.

“karna jarak rumah dan masjid dekat Jadi saya jalan kaki”

In this sentence, the use of the word Jadi in the middle of the sentence should be small. The correct correction for the sentence is “karena jarak rumah dan masjid dekat, jadi saya jalan kaki.”

### **Phonological Field Errors**

Phonological errors in Indonesian refer to errors that occur in the pronunciation or pronunciation of sounds in words or sentences. Phonology is the branch of linguistics that studies the sound system in a language and how those sounds function in communication. Phonological errors can affect understanding of meaning, effective communication and the ability to speak well (Annisa & Amalia, 2022). Errors in the field of phonology were also found in the research of exposition text essays of SMA Negeri 1 Bulu students. These errors include:

#### **Auditoric Errors**

Auditoric errors refer to errors that occur due to the process of hearing and understanding verbal information. In the context of language learning, these errors often arise when individuals listen to speech or words and misunderstand or interpret the sounds received. Auditoric errors can affect effective communication and the understanding of intended meaning in conversation. The examples of errors are as follows:

“Aku membantu Ibu membuat kue nastar, kue kering coklat, Puteri salju klasik, dan lain-lain”

Auditory errors occur when someone hears the sound of a word incorrectly and writes it down incorrectly. The word *Puteri* should be written *putri* according to the improved spelling (EYD) to become *putri*.

“...Setelah itu saya dan keluarga saya Pergi kerumah saudara-saudara saya untuk Minal Aidzin Wal faidzin...”

This phrase is often misheard and miswritten, due to the influence of the actual Arabic language which is rarely understood correctly. The correct one is *Minal 'aidin wal faizin*

“...sesudah sholat led, saya dan keluarga, sepupu, nenek mulai maaf-maaf an...”

This error may be caused by mishearing (auditoris), where the word *led* is used instead of the correct word *Id*. The use of the word *led* is not in accordance with Indonesian writing. So the correct sentence is “...sesudah sholat *Idul Fitri*, saya dan keluarga, sepupu, nenek mulai maaf-maaf an...”

### *Articulatory Errors*

Articulatory errors are errors that occur in the process of pronouncing the sounds of language, especially those related to the way the limbs involved in sound production, such as the tongue, lips, teeth and palate. In the context of Indonesian, these errors can affect the clarity and effectiveness of communication. The examples of errors are as follows:

“...saya menghabiskan waktu saya dengan Keluarga untuk ke SoDara Dan Keliling Desa.”

This is an articulatory error because *SoDara* should be pronounced *saudara*. The pronunciation of the *au* sound changes to *o*, thus changing the original sound.

“kami lalu menyempatkan diri untuk saling ber Maaf -Maaf satu sama lain”

Errors in articulation are related to improper capitalization in the middle of words, as well as the use of hyphens. The articulatory error occurs when *ber* and *ber* *Maaf-maafan* are separated. So the correct sentence is *bermaaf-maafan* to each other.

“...setelah selesai bermaaf-maafan kami berkumpul dan menikmati cemilan sambil bertawa ria”

Articulatory errors occur because the articulator (speech instrument) does not produce the right sound. The letter *r* at the beginning of the word should not be replaced with. so the correct sentence is “*tertawa ria*”.

“Aku dan saudara-saudara lain pun juga merasa senang karna bisa berkumpul lagi”

This error is caused by simplification of articulation. The word *karna* is often pronounced and written as such in spoken language, but it should be *karena*.

### *Phoneme Removal*

Phoneme omission is a phenomenon in linguistics where one or more sounds (phonemes) in a word are not pronounced or are missing when the word is spoken. In Indonesian, phoneme omission can occur due to several factors, including the influence of phonology, speaking speed, and daily language habits. This phenomenon is often found in the pronunciation of words, especially in informal situations or in certain dialects. The examples of errors are as follows:

“... Setelah Shalat Saya dan keluarga cepat pulang karna kaka Saya Sakit dan harus dibawa ke rumah sakit.”

There is an omission of the consonant phoneme /k/ in the word. The correct one is *kakak*.

### *Spelling Errors*

Spelling errors are a common problem in Indonesian writing. Correct spelling is very important in written communication because it can affect the understanding and clarity of the information conveyed. Spelling errors can appear in various forms, ranging from errors in the use of capital letters, separation or merging of words, to the placement of punctuation marks. The examples of errors are as follows:

“Sahabis makan saya dan kakak saya berminta maaf kpd kedua orang tua”

The word *Sahabis* is not standard, it should be replaced with *Setelah*.

“sehabis itu pergi ke masjid membantu pembelehan hewan kurban”

The word *pembelehan* is not standardized, it should be replaced by *penyembelihan*.

### *Acoustic Errors*

Acoustic errors in Indonesian refer to errors that occur in the process of hearing and pronouncing language sounds. These errors often arise when individuals are unable to hear or distinguish sounds accurately, which can result in incorrect pronunciation or confusion in the understanding of word meaning. Acoustic errors can be affected by a variety of factors, including the listener's physical condition, environment, and language or dialect differences. The examples of errors are as follows:

“...Setelah sampe rumah, saya dan keluarga saya saling meminta maaf untuk semua kesalahan”

Acoustic error or mishearing, so the correct word is *sampai* instead of *sampe*.

“...Malamnya saya akan Pergi ke masjid untuk melaksanakan shalat trawih bersama-sama..”

The use of the word trawih has an error in pronunciation that can cause confusion between the two different terms. So the correct word is tarawih

“Siangnya saya dan keluarga biasanya menunggu. daging kambing yang tadi di sembelih, biasanya diantar oleh Panitia, daging nya sudah datang saya dan keluarga mengsate daging kambing yang sudah di olah”

There is an acoustic error in hearing or writing. There should be no space after di and meng, so it becomes slaughtered. The word daging nya contains an acoustic error. The word nya as a pronomina should not be separated from the previous word, so it becomes dagingnya and mengsate should be changed to menyate.

## Conclusion

The research focuses on language errors in the exposition texts of students of SMA Negeri 1 Bulu, Sukoharjo Regency, especially in phonology and morphology. These errors often occur when learning a language, both in terms of language sounds (phonology) and changes in word forms (morphology). Phonology addresses how sounds are pronounced and changed, while morphology addresses the proper formation and use of words. Language errors such as these can impact on the quality of students' writing and can lead to ineffective communication. Therefore, it is hoped that this study will be beneficial to both teachers and students as it will help them understand and correct these errors so that they can write better and according to proper language standards. This study also aims to identify the factors that cause the language errors that occur, such as the lack of understanding of phonological and morphological rules, as well as the lack of practice in writing exposition texts. By understanding these causes, teachers are expected to design more effective teaching strategies to improve students' language skills. In addition, the results of this study are expected to contribute to the development of Indonesian language education curriculum, especially in the aspect of writing. Through a more focused and systematic approach, students are expected not only to be able to avoid language errors but also to express their ideas clearly and precisely in their writing. Thus, this study has the potential to improve the quality of language education at the high school level, as well as prepare students to face communication challenges in the real world.

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