

A Qualitative Error Analysis and Its Pedagogical Implications

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Abstract

Purpose: The ability to write in accordance with Indonesian language rules is an important indicator of students' academic literacy competence in the global era. However, many students still make linguistic errors in writing expository texts. This study aims to (1) describe the writing patterns of expository texts produced by tenth-grade students of SMK Negeri 1 Karanganyar and (2) identify the types of language errors that frequently occur in their writing.

Methodology: This research employed a qualitative descriptive approach. The data sources consisted of thirty expository texts written by students from two vocational programs, namely Accounting and Office Affairs. Data were collected through documentation and interview techniques, and analyzed using Miles and Huberman's interactive model, which includes data reduction, data display, and conclusion drawing.

Results: The findings reveal four categories of language errors: spelling, morphology, syntax, and semantics. The most dominant errors occurred in spelling and morphology, particularly in capitalization, prepositional usage, and non-standard word formation. The contributing factors include informal writing habits developed through social media, regional language interference, and low awareness of the *General Guidelines for Indonesian Spelling (PUEBI)*.

Applications/Originality/Value: This study provides significant pedagogical implications for Indonesian language learning, particularly in implementing *error-based learning* strategies that encourage reflection and systematic correction of students' linguistic errors. The originality of this study lies in its focus on vocational high school contexts, providing insights into how language awareness can be enhanced to improve writing accuracy among vocational students.

Keywords: *Language errors, exposition text, linguistic analysis, Indonesian language learning.*

Introduction Section

Standardizing language use is a major challenge in modern education, which demands formal, logical, and communicative writing skills. In the context of globalization, writing skills are not only a means of academic expression but also an indicator of students' literacy and professionalism. According to Crystal (2020), mastery of formal written language represents not merely grammatical accuracy but the capacity to structure thought, logic, and argument in a socially acceptable form. This statement shows that formal writing skills are not just mastery of grammar but also a reflection of critical thinking and communication maturity. In line with this, according to Handayani (2021), Indonesian language learning in the 21st century must integrate formal writing skills with reflective thinking skills so that students are able to express ideas academically and contextually. This phenomenon emphasizes the urgency of mastering standard language in vocational education, where students are expected to have effective and rule-based writing skills to support professional work readiness. Thus, improving writing competency based on linguistic awareness is an important part of efforts to build academic literacy and communicative character in vocational high school students.

Globally, research in educational linguistics highlights that language errors are a reflection of incomplete learning (Ellis, 2015). If these errors are not examined and corrected, they will impact the quality of students' academic and professional communication. In the workplace, formal writing skills are key to producing reports, letters, and official documents (Crystal, 2020). Therefore, the ability to write language appropriately is an integral part of graduates' readiness to face the challenges of globalization and the 5.0 industrial revolution, where professional written communication is a crucial part of digital and academic literacy (Handayani, 2021).

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This research is based on Tarigan's (1990) theory of language error analysis, which asserts that language errors are deviations from established language norms or rules. Tarigan's theory classifies errors into four main levels: spelling, morphology, syntax, and semantics. He emphasized that errors are not merely indicators of student weakness but are crucial data for understanding the language acquisition process and developing more effective learning strategies. This approach is important because it allows teachers to trace the source of errors and determine appropriate correction strategies.

The main problem in teaching writing at the vocational high school level is the high frequency of language errors in students' writing, especially in exposition essays. Exposition writing, which demands accuracy in logic, structure, and language use, often does not meet language standards (Setyawati, 2010). Based on initial observations at State Vocational School 1 Karanganyar, various errors were found, such as the use of non-standard words, ineffective sentence structures, and spelling inconsistencies with PUEBI. This condition indicates that students have not yet mastered writing skills that comply with Indonesian language rules comprehensively. The urgency of this research lies in the urgent need to systematically identify patterns of student language errors so that teachers can design more effective and contextual learning.

In the context of Indonesian language learning, language error analysis plays a significant role in improving the quality of writing instruction. The results of this study provide an empirical overview of students' language error patterns, which teachers can use to develop error-based learning strategies. According to Ruslan, Muin, and Puspitasari (2023), teachers' understanding of the types and sources of student errors allows for the design of more targeted pedagogical interventions, such as providing corrective feedback and reflective writing exercises. Therefore, this study contributes to strengthening the Indonesian language curriculum in vocational high schools, particularly in improving students' written literacy competencies and language awareness.

SMK Negeri 1 Karanganyar is a vocational education institution with a vision of producing competent, communicative, and work-ready graduates. However, based on observations of tenth-grade students' expository essays, many deviations were found in spelling, morphology, and syntax. As a vocational school, students are required to master not only technical skills but also professional written communication skills. In the local context, this research is important to strengthen students' language skills as part of sustainable vocational literacy.

Research on language error analysis has been extensively conducted in various educational contexts. Generally, these studies focus on language errors that occur in writing skills, both at the secondary school and tertiary levels. Ariningsih, Sumarwati, and Saddhono (2018) found that the most dominant language errors in high school students' expository essays were morphological and syntactic errors. Meanwhile, Baity, Soleh, and Winarsih (2021) highlighted that linguistic errors in students' formal letters were predominantly spelling errors. These findings indicate that language errors are a consistent phenomenon across educational levels, particularly in written language contexts.

Several other studies have shown variations in error types and their causal factors. Yuniar, Azizah, and Irma (2020) reported that vocational high school students' language errors tended to occur in the use of affixes and prepositions. This finding differs from Rahayu's (2019) findings, which found a predominance of syntactic errors in high school students' expository texts. Meanwhile, Putri, Nugraha, and Kurniawan (2024) emphasized the importance of implementing error-based learning to increase students' language awareness. This comparison indicates that although various studies have examined language errors, their focus and units of analysis vary.

From the various previous studies, there are still areas of study that have not been widely explored, especially in the context of Indonesian language learning in vocational schools (SMK). SMK students have different linguistic characteristics from high school students due to differences in their fields of expertise, learning environments, and more vocational professional expectations. Therefore, this study attempts to fill this gap by analyzing the language errors of grade X students of SMK Negeri 1 Karanganyar in expository essays. This study not only describes the types of errors found, but also relates them to the implications of Indonesian language learning, so that the results of the study can provide practical contributions for teachers and students in improving writing skills according to standard language rules.

Although various previous studies have examined language errors in the context of secondary and higher education, most of them still focus on high school and university students, not on vocational high school students who have different linguistic characteristics and learning contexts. In addition, most previous studies only describe the types of errors descriptively without linking them to pedagogical implications in Indonesian language learning. Not many studies have examined in depth how vocational high school students' language error patterns can become the basis for developing more effective and contextual writing learning strategies. Thus, this study occupies a strategic position to fill this gap by presenting an analysis of language errors in expository essays of class X students of SMK Negeri 1 Karanganyar that is not only descriptive, but also applicable in the learning context. The objectives of this study are as follows: (1) To describe the writing patterns of expository texts of class X students of SMK Negeri 1 Karanganyar; and (2) To identify the types of language errors that often occur in expository essays of class X students of SMK Negeri 1 Karanganyar.

Method

This study uses a qualitative descriptive approach to analyze language errors in exposition essays by students of State Vocational School 1 Karanganyar. This approach was chosen because it aligns with the research objective, which is to describe linguistic phenomena in depth based on natural contexts without variable manipulation. According to Moleong (2021), qualitative research focuses on understanding the meaning, processes, and interactions that occur in specific social situations. In this context, the researcher acts as the primary instrument, directly observing, identifying, and interpreting linguistic data from students' writing. The descriptive approach is considered relevant because it allows for a systematic analysis of the forms of language errors that emerge, including spelling, morphology, syntax, and semantics.

This research was conducted at SMK Negeri 1 Karanganyar in the even semester of the 2024/2025 academic year. This location was chosen purposively because it is representative of the context of Indonesian language learning in vocational schools. As a vocational educational institution, this school requires students to have effective written communication skills and comply with Indonesian language rules. The research was conducted to coincide with the learning activities of expository texts in Indonesian subjects. The research subjects were grade X students from two expertise programs, namely Accounting and Office Affairs. All research subjects were female with an age range of 15 to 16 years. The selection of this group was based on the uniformity of educational levels and relatively homogeneous language abilities, making it easier for researchers to classify language errors.

The object of the research was expository texts written by students. The total data collected consisted of thirty expository texts written by students, which were then analyzed in depth based on the criteria of completeness of the text structure, clarity of language use, and representation of the two expertise programs. The research data was obtained through documentation and interview techniques. Documentation was used to obtain written data in the form of student essays, while interviews were conducted with Indonesian language teachers to strengthen the interpretation of the results of the language error analysis and to explore the causes of errors and efforts to address them.

Data analysis was conducted using the interactive model of Miles and Huberman (1994) which consists of three stages: (1) data reduction, namely the process of identifying and classifying language errors in students' exposition texts; (2) data presentation, namely organizing the results of the analysis in the form of tables, categories, and descriptive narratives; and (3) drawing conclusions and verification, namely the process of interpreting findings based on Tarigan's theory (1990). This approach is cyclical and reflective, allowing for in-depth analysis of each form of error found. Each language error is categorized into four main areas: (1) spelling errors, (2) morphological errors, (3) syntactic errors, and (4) semantic errors. Error identification is carried out by matching the form of deviation with the rules of the General Guidelines for Indonesian Spelling (PUEBI) and relevant linguistic theories. This classification process follows Tarigan's (1990) analytical framework, which emphasizes that language error analysis aims to understand the process of language acquisition and use, not merely finding technical errors. To clarify the analysis technique used, the following is an example of the results of the classification of language errors in the exposition text of students at State Vocational School 1 Karanganyar.

Table 1. Analysis of Language Errors of Students of State Vocational School 1 Karanganyar

No	Class	Error Field	Number of Finding
One	X Accounting	Spelling	5
Two	X Accounting	Morphology	4
Three	X Accounting	Syntax	1
Four	X Accounting	Semantics	1
Five	X Office Affairs	Spelling	5
Six	X Office Affairs	Morphology	3
Seven	X Office Affairs	Syntax	2
Eight	X Office Affairs	Semantics	1

Based on Table 1, the analysis results show that of the thirty student expository essays studied, twenty-two language errors were found. These errors were divided into four main areas: spelling, morphology, syntax, and

semantics. Spelling errors ranked highest with ten errors, followed by morphological errors with seven. Meanwhile, three syntactic errors were found, and two semantic errors were found.

To ensure data validity, this study employed source triangulation and member checking techniques. Triangulation was conducted by comparing the results of text analysis with teacher interviews to validate the researcher's interpretations. Meanwhile, member checking was conducted by confirming the initial findings with Indonesian language teachers to ensure that the data interpretations aligned with actual conditions in the field. Widodo (2022) emphasized that the validity of qualitative research can be strengthened through the subjects' active participation and openness in the data reflection process.

This research was conducted in accordance with ethical principles of educational research. Official permission was obtained from the school prior to data collection. Student identities were kept confidential, and all data was used solely for academic purposes. These ethical procedures align with qualitative research guidelines, which emphasize respect for participant rights and scientific integrity (Widodo, 2022)

Results And Discussion

The results of the analysis of the exposition essays of students of State Vocational School 1 Karanganyar show that the writing pattern of exposition texts generally fulfills the basic structure of exposition, namely stating opinions, arguments, and reaffirmations. However, inconsistencies are still found in the application of linguistic elements, especially in the aspects of spelling, diction, and sentence structure. The Indonesian language teacher said that most students have difficulty in writing effective sentences because they are accustomed to using informal language styles in everyday communication and social media. This has an impact on low attention to the aspects of spelling and the integrity of sentence structure.

In addition, the influence of regional languages is also apparent in sentence structure and particle usage, for example, the use of the suffix *-nya*, which is influenced by Javanese constructions (“*omah-e*”), resulting in forms such as “*Rumahnya Pak Ahmad bagus*” which are semantically incorrect. These factors indicate that students' writing skills are still influenced by the interference of their mother tongue and informal digital communication habits. Therefore, a learning approach based on language error analysis is needed so that students can recognize and correct errors independently, as suggested by Tarigan (1990) and Ellis (2015).

General Description of Findings

Based on the analysis of thirty expository essays by grade X students of SMK Negeri 1 Karanganyar, four main categories of language errors were found, namely errors in spelling, morphology, syntax, and semantics. From the overall data, spelling errors were the most dominant type of error, followed by morphology, syntax, and semantic errors. This error pattern indicates that students' ability to write expository texts still faces obstacles in applying standard language rules, especially in capitalization, punctuation, and word structure and choice. This finding is in line with the results of research by Ariningsih, Sumarwati, and Saddhono (2018) which stated that language errors in students' writing often occur in the aspects of word form and sentence structure.

Language errors in the field of spelling

According to Tarigan (1990), Spelling errors are deviations from the rules of writing sound symbols that affect the clarity of the written meaning. These errors can occur in the use of capital letters, punctuation, and the writing of the prepositions *di* and *ke*. In this study, the forms of language errors in the field of spelling include errors in the use of capital letters, the use of punctuation (periods and commas), the use of particles, errors in the writing of words, errors due to typology, and errors in the writing of standard words. Some examples of language errors in the field of spelling found in this study are as follows:

- (1) Pendidikan karalter ini dapat membentuk remaja menjadi berpenrstasi.

The data above shows misspellings (*karalter* should be *karakter*, *berpenrstasi* should be *Prestasi*). This error is classified as a spelling error due to misspelling of letters. Tarigan (1990) explains that this type of error occurs due to a lack of habit of reading and writing standard word forms. Baity et al. (2021) also found that vocational high school students frequently misspelled words with affixes because they didn't pay attention to the standard forms in the dictionary.

- (2) buah merupakan salah satu sumber makanan yang kaya akan vitamin , mineral , dan serat .

The data above shows errors in the use of commas and periods preceded by spaces. According to Setyawati (2010), punctuation errors are a form of mechanical error that disrupts the effectiveness of sentences. These errors often arise due to a lack of formal writing practice in schools.

- (3) oleh karena itu sudah sepautnya kebiasaan Sarapan dijadikan prioritas bagi setiap pelajar demi tercapainya konsentrasi belajar yang maksimal dan peningkatan prestasi akademik.

The data above indicates errors in capitalization. According to Tarigan (1990), spelling errors often arise from informal writing habits without regard for formal writing rules. Baity, Soleh, & Winarsih (2021) also emphasized that inaccurate punctuation can disrupt the logical structure of exposition text.

(4) oleh karena itu sudah sepautnya kebiasaan Sarapan dijadikan prioritas bagi setiap pelajar demi tercapainya konsentrasi belajar yang maksimal dan peningkatan prestasi akademik.

The data above shows errors in punctuation (no comma after conjunctions). According to Tarigan (1990), spelling errors are a form of mechanical deviation resulting from the habit of writing without regard to PUEBI rules. This punctuation error was also found in research by Ariningsih, Sumarwati, & Sadhono (2018), where students tended to ignore commas after conjunctions at the beginning of sentences.

(5) kebersihan lingkungan hidup merupakan hal yang tidak bisa dipisahkan dari masyarakat dan merupakan faktor penting bagi kesehatan dan kenyamanan dalam masyarakat.

The data above shows a spelling error in the word "kesehetan", which should be "kesehatan." This error is a spelling error resulting from the writer's carelessness in spelling vowels. According to Tarigan (1990), this type of error is classified as a performance error, meaning it's a mistake caused by carelessness, not ignorance of the rules.

(6) Dengan membaca , kita bisa mengetahui hal-hal baru yang belum pernah kita temui sebelumnya.

The data above shows an error in the placement of a comma preceded by a space. This error is considered a mechanical spelling error. According to Tarigan (1990), incorrect punctuation can disrupt the clarity of a sentence. Sari (2021) also notes that incorrect spacing before punctuation is a form of inaccuracy in formal writing.

(7) Membaca buku merupakan kegiatan Yang Sangat bermanfaat bagi Setiap orang.

The data above shows errors in the use of capital letters in the middle of sentences. According to Tarigan (1990), inappropriate use of capital letters is classified as a spelling error indicating a lack of understanding of the function of capital letters. This finding aligns with research by Ariningsih et al. (2018), who found similar errors in the writing of high school students in Surakarta.

(8) Berbagai jenis buah , seperti : apel , jeruk , pisang dan pepaya , memiliki kandungan gizi yang dibutuhkan oleh tubuh setiap hari

The data above shows punctuation errors (incorrect use of colons and spaces before punctuation marks). According to Tarigan (1990), punctuation errors are a form of mechanical deviation that disrupts the clarity of sentence structure. Incorrect use of colons and spaces was also found in Sari's (2021) research to be the most common errors in students' exposition texts.

(9) Joging / lari Pagi adalah Salah satu bentuk olahraga yang Sederhana untuk meningkatkan Kebugaran tubuh serta menjaga Kesehatan secara keseluruhan.

The data above shows errors in capitalization mid-sentence, such as in words like "Pagi," "Salah," "Sederhana," and "Kesehatan." Capitalization should only be used at the beginning of a sentence or for proper nouns. This finding aligns with research by Ariningsih, Sumarwati, & Sadhono (2018), which found that capitalization errors were the most common error in high school students' exposition texts.

(10) Statistika Kembali mempublikasi data mengenai Bahasa yg paling banyak digunakan secara internasional.

The data above shows an error in writing the abbreviation for the word "yg" which should be written as yang. In addition, the sentence does not end with a period. This error is categorized as an Orthography/Spelling error because it is related to the writing of language sound symbols that do not comply with the rules of PUEBI (General Guidelines for Indonesian Spelling). The use of abbreviations that are common in digital communication, such as short messages or social media, is transferred into the context of formal writing. According to Tarigan (2008), spelling errors are often intralingual errors caused by students' lack of understanding of the rules of standard Indonesian writing, which disrupts the formality and credibility of exposition texts.

The results of this study align with the findings of Baity, Soleh, and Winarsih (2021), who stated that vocational high school students frequently make spelling errors due to their familiarity with spoken language. In the context of learning, teachers need to provide repeated reading and dictation exercises to students to differentiate between correct pronunciation and spelling. Based on interviews with Indonesian language teachers, these errors occur because students are accustomed to writing short messages or comments on social media without paying attention to correct spelling rules. Teachers stated that although students understand basic writing rules, the dominant informal writing habits in everyday life often lead to the application of standard spelling being ignored. These findings support Handayani's (2021) opinion that exposure to informal language on social media can affect the accuracy of students' writing in academic contexts. This reinforces the hypothesis that informal writing habits are a major cause of spelling errors at the vocational high school level.

Language Errors in the Field of Morphology

Morphological errors were found in several forms, including errors in the spelling of affixes, the use of prepositions (di and ke), and the spelling of particles. Some examples of linguistic errors in the field of morphology found in this study are as follows:

(11) membaca buku merupakan Kegiatan Yang Sangat bermanfaat bagi Stiap orang. Dengan membaca, kita dapat menambah wawasan.

The data above also shows a spelling error: the word "Stiap" which should be "Setiap". This error is classified as a morphological error because it occurs in the word's form, meaning it is written in a form that does not conform to Indonesian morphological rules.

(12) Remaja harus mendapatkan pendidikan karakter agar menjadi generasi yang jujur, kreatif, peduli, santun dan percaya diri.

The data above shows morphological errors in the form of negligence in affixation and incomplete word forms so that the meaning is less precise. There should be the word "dan bertanggungjawab" which is needed for balance of meaning. According to Tarigan (1990), morphological errors occur due to weak mastery of the word formation process.

(13) Tanaman yang memiliki bentuk lidah lebar dikenal karna sifat kesehatan rambutnya yang baik

The data above shows a spelling error in the word "karna", which should be "karena." According to Tarigan (1990), this error is a morphological error because the word form does not conform to the rules. This type of error was also found by Baity, Soleh, & Winarsih (2021), who assessed that students often write non-standard forms because they are accustomed to informal spoken language.

(14) Uang adalah alat tukar yang mempermudah manusia dlm melakukan transaksi.

The data above shows errors in the use of non-standard abbreviations "dlm". In scientific writing and formal essays, such abbreviations are not permitted. The errors above fall into the category of morphological errors (the use of non-standard forms). Baity, Soleh, & Winarsih (2021) found that errors in non-standard forms, such as the use of abbreviations, are one of the most common morphological errors in students' writing.

(15) Rumput laut merupakan salah satu hasil laut yang memiliki nilai ekonomi tinggi dan mudah dibudidayakan. Tanaman ini tumbuh subur diperairan Indonesia.

The data above shows that there is an error in the spelling of the word "diairan" which should be "di airan" because "di" functions as a preposition, not an affix. The error above falls into the following categories: morphological error (misuse of affixes and prepositions). This is in accordance with research findings by Rahayu (2019), which found that students often make errors in the use of the prepositions "di" and "ke" in writing exposition texts.

(16) Penggunaan Gadget sekarang semakin merajalela. Terutama dikalangan remaja sekarang.

The data above shows that there is an error in the spelling of the word "dikalangan" which is written in a series. The correct word is "di kalangan", because "di" in this case functions as a preposition that indicates a matter or environment, and therefore, must be separated from the word that follows. This error falls under the field of Morphology, specifically errors in writing prepositions and affixes (affixation). The student's inability to distinguish "di" as a prefix (a combined affix, e.g., "dimakan") and "di" as a preposition (a separated preposition, e.g., "di rumah") is the main cause of this error. In accordance with Rahayu's (2019) findings, errors in the use of the prepositions "di" and "ke" are a common problem in student writing, indicating a lack of practice in distinguishing morpheme functions.

(17) Di era globalisasi internet sangat lah penting bagi kehidupan.

The data above shows an error in writing the affirmative particle. The particle "-lah" is written separately ("sangat lah") from the base word, even though the particle -lah is a particle that must be combined with the word that precedes it (i.e. sangatlah). This error is also classified in the field of Morphology (particle writing errors). In contrast to preposition errors, where students combine what should be separated, in this case the student actually separates the particles that should be combined. This shows inconsistency and a lack of complete understanding of the rules for writing bound morphemes in PUEBI.

According to Tarigan (1990), morphological errors occur due to a weak mastery of word formation structures. Meanwhile, Rahayu (2019) also found that students often make errors in using the prepositions "di" and "ke" because they cannot yet differentiate between the functions of prefixes and prepositions. This error indicates an inconsistency in the application of PUEBI rules, where students sometimes join together what should be separated, and separate what should be joined together. This phenomenon was also found in research by Baity et al. (2021), which confirmed that students tend to rely on verbal intuition when writing morphological forms.

Interviews with teachers indicate that these errors arise because students tend to imitate everyday speech without realizing the differences between spoken and written language. Teachers also revealed that morphology instruction in the classroom is often less explicit, resulting in students not being accustomed to correctly recognizing morpheme structures. This finding aligns with Tarigan (1990), who stated that morphological errors

generally occur due to a lack of understanding of the relationship between base forms and affixes. Based on these findings, the novelty of this research lies in the assertion that morphological errors at the vocational school level are caused not only by the influence of regional languages, but also by the interference of digital habits, where students often transfer informal writing styles to academic contexts. The practical implication is the need for explicit training in formal word formation and morpheme use in formal contexts.

Syntactic Language Errors

Syntactic errors include ineffective sentence structure, repeated phrases, and confusion between active and passive constructions. Some examples of syntactic errors found in this study are as follows:

(18) Siswa dapat meningkatkan kemampuan berpikir kritis serta meningkatkan kemampuan berpikir kritis.

The data above shows repeated phrases, rendering the sentences ineffective. According to Ariningsih, Sumarwati, & Sadhono (2018), syntactic errors often occur in the form of repetitive sentences or inefficient structures. This is because students do not yet understand the principle of economy in effective sentences.

(19) Selain itu, membaca buku juga dapat memperkaya kosakata. hal ini akan sangat berguna dalam berkomunikasi, baik secara lisan maupun tulisan.

The data above shows errors related to sentence structure and writing that do not follow grammatical rules. According to Tarigan (1990), syntactic errors are errors in arranging word units into sentences that comply with language rules.

(20) Budidaya ikan lele dapat kita dilakukan dengan berbagai cara.

The sentence above contains an error in the predicate structure. There is confusion or contamination between the active and passive constructions through the use of the phrase "dapat kita dilakukan". The passive predicate (dilakukan) cannot be combined effectively with the active construction (kita dapat). The sentence should be corrected to one of the effective forms, for example: Budidaya ikan lele dapat kita lakukan dengan berbagai cara (aktif) atau Budidaya ikan lele dapat dilakukan dengan berbagai cara (pasif). This error falls under the field of Syntax (sentence structure). Tarigan (2008) explains that syntactic errors occur due to students' inability to arrange words and phrases into sentences that have a logical functional relationship (Subject-Predicate-Object), so that the meaning of the sentence becomes ambiguous or ineffective.

A similar finding was found by Ariningsih, Sumarwati, and Saddhono (2018), who reported that students often experience difficulty distinguishing between active and passive sentence structures in expository texts. Interviews with teachers revealed that students often focus on conveying content without paying attention to correct sentence structure. Teachers added that students experience difficulty writing effective compound sentences because classroom exercises are more oriented towards text content than grammatical aspects. This finding is supported by research by Rahayu (2019), who found that syntactic errors often arise due to students' lack of awareness of standard sentence structure in Indonesian.

The findings of this study reinforce the results of previous studies and add novelty in the context of vocational education. Syntactic errors in vocational high school students indicate a relationship between a lack of understanding of sentence structure and low levels of formal writing practice. In Indonesian language learning in vocational high schools, greater attention needs to be given to exploratory activities that guide students in constructing sentences based on their grammatical functions. With error correction-based exercises, students can learn from their mistakes reflectively and strengthen their syntactic awareness (Ellis, 2015; Djafar, 2024).

Semantic Language Errors

Semantic errors were found in the use of inappropriate diction and contextual meaning. Some examples of semantic language errors found in this study are as follows:

(21) Lingkungan yang bersih membawa banyak manfaat untuk masyarakat agar tidak berpengaruh negatif terhadap kesehatan.

The data above shows errors in negative words that do not fit the positive context discussed. Semantic errors occur due to inappropriate word choice within the context of the sentence's meaning. According to Dulay, Burt, & Krashen (1982) in Tarigan (1990), semantic errors are intralingual errors that arise from misunderstandings of lexical meaning.

(22) Bisnis budidaya ini sangat menjanjikan karena hanya membutuhkan modal yang minim.

An error was found in the word choice (diction) of "minim." Although the word minimal is understandable, in the context of formal exposition writing discussing business or economic opportunities, this word is less acceptable and effective compared to other word choices such as "few," "small," or "affordable." This error falls under the realm of diction, or word choice. Tarigan (2008) states that diction errors occur when students are unable to choose the most appropriate, precise, and contextually aligned words to express an idea. This can diminish the authority and clarity of the message the exposition text is trying to convey.

These findings align with those of Ruslan, Muin, and Puspitasari (2023), who found that students often choose words based on conversational habits rather than their contextual meaning. Interviews with teachers revealed that students often focused on conveying content without paying attention to correct sentence structure. Teachers added that students experienced difficulty writing effective compound sentences because classroom exercises focused more on text content than grammatical aspects. These findings are supported by research by Rahayu (2019), who found that syntactic errors often arise due to students' lack of awareness of standard sentence structure in Indonesian.

The novelty of this research finding lies in the identification of the influence of digital and regional languages on students' semantic errors. In the context of vocational education, this demonstrates the need to strengthen the learning of contextual meaning and the use of formal vocabulary in expository texts. Overall, the research results indicate that language errors in expository essays by students at SMK Negeri 1 Karanganyar occur due to three main factors: (1) the influence of informal writing habits in digital media, (2) regional language interference, and (3) low awareness of formal language rules. The results of interviews with teachers reinforce this by stating that children need more frequent practice and direct guidance when writing to know what is wrong and right.

This research supports Tarigan's (1990) theory on the importance of language error analysis as a diagnostic tool in language learning. Furthermore, the novelty of this research lies in its context: vocational high school students, a population rarely studied in language error research, and the significant influence of digital writing habits on the quality of academic writing. These findings also provide an empirical basis for developing learning strategies based on corrective feedback and reflective writing in vocational schools.

Factors Causing Language Errors

Based on interviews with Indonesian language teachers, several main factors contribute to students' language errors. First, the habit of informal writing through social media, which creates non-standard language patterns. Second, the lack of explicit practice in spelling, sentence structure, and word formation. Third, the influence of regional language interference, which often carries over into students' writing. Furthermore, students tend not to revise their writing before submitting it.

These factors align with Tarigan's (1990) theory, which classifies the causes of language errors into two categories: linguistic and non-linguistic factors. Linguistic factors include a lack of mastery of structure, vocabulary, and sentence formation rules, while non-linguistic factors include environmental influences, language habits, and learning motivation. In the context of this study, spelling and morphological errors are more often caused by linguistic factors, while syntactic and semantic errors are more influenced by non-linguistic factors such as informal communication habits and the influence of regional languages.

Furthermore, teachers emphasized that writing instruction in schools often focuses on completing assignments, rather than on reflecting on errors. This situation reinforces the views of Corder (1981) and Dulay, Burt, and Krashen (1982) that language errors are a natural part of the learning process and should be used as a basis for increasing students' linguistic awareness. Thus, Tarigan's (1990) theory and the results of teacher interviews support each other in showing that students' language errors are not only the result of weak mastery of language structure, but also due to the socio-linguistic context and unreflective learning habits.

Pedagogical Implications

Formal writing skills are a crucial component of vocational high school students' academic literacy, as they directly relate to their readiness to face the demands of professional communication. Good language standards reflect logical thinking skills and an awareness of correct linguistic structures. Research shows that linguistic errors are not only technical in nature but also reflect students' level of metalinguistic awareness of standard language rules (Halimi, 2022). Based on these research findings, teachers need to focus writing instruction on achieving measurable and contextual Learning Outcomes (CP) so that students can write exposition texts correctly and communicatively.

Table 2. Implications of Research Results for Indonesian Language Learning

CP (Learning Outcomes)	Implications	Contribution
Students are able to write exposition texts by paying attention to correct linguistic rules (spelling, morphology, syntax, and semantics).	Teachers need to apply the error-based learning model to help students recognize, analyze, and correct language errors in exposition texts.	Produce writing learning strategies based on students' real errors that increase metalinguistic awareness and language accuracy.
Students are able to differentiate between formal and	Teachers need to integrate formal writing practices through digital media (e.g., online	Developing digital literacy oriented towards the use of standard

informal language in academic and vocational contexts.	portfolios) to transfer informal writing habits to academic contexts.	language in vocational environments.
Students are able to identify sources of language errors (regional language interference and digital habits) and correct them reflectively.	Teachers need to use corrective feedback and reflective discussions to foster students' linguistic awareness.	Cultivate students' reflective thinking skills and linguistic responsibility for their written work.
Students show a positive attitude towards the use of standard Indonesian in academic and professional communication.	Teachers need to instill linguistic values through contextual writing activities that are relevant to the world of vocational work.	Building the communicative character and language professionalism of vocational school students according to the demands of the 21st century.

The table above illustrates the relationship between learning outcomes, pedagogical implications, and the practical contribution of the research findings to Indonesian language learning in vocational schools. The use of error-based learning strategies and written feedback has been shown to improve students' writing accuracy and linguistic awareness (Kisnanto, 2022). Furthermore, international studies show that language errors stemming from mother tongue interference and digital habits can be minimized through a reflective approach and continuous writing practice (Hapsari, Sudarman, & Utami, 2024). Therefore, the findings of this study are not only descriptive but also provide strategic direction for teachers in designing writing lessons that are contextual, reflective, and oriented towards tangible learning outcomes.

Conclusion

Based on the analysis of the exposition essays students of State Vocational School 1 Karanganyar, various forms of language errors were found in four linguistic areas, namely spelling, morphology, syntax, and semantics. Of these four areas, the most dominant errors that appeared were errors in the spelling aspect, especially in the use of capital letters, punctuation, and writing words that did not comply with the rules of the General Guidelines for Indonesian Spelling (PUEBI). Errors in the morphological aspect were also found, such as errors in the use of affixes and word forms. Meanwhile, syntactic errors appeared in inappropriate sentence structures and the use of sentence elements that did not match their function. Diction errors appeared in the form of inappropriate word choices with the context of the sentence, while semantic errors were relatively few found, but still affected the clarity of the sentence's meaning.

These findings indicate that students' ability to write exposition texts still needs improvement, particularly in terms of the accuracy of written language use according to linguistic rules. Therefore, teachers are expected to provide more focused writing lessons, emphasizing the recognition and correction of language errors so that students are able to write effectively, logically, and according to the rules. Overall, this analysis confirms that understanding linguistic rules plays a crucial role in writing skills. Learning that focuses on improving written language skills will help students produce better, more communicative compositions that are in accordance with applicable linguistic norms.

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