

Analysis Of Language Errors Committed By Students In Indonesian Language Learning: A Qualitative Study Of Secondary School Students

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ABSTRACT

Language competence is essential for students' academic achievement and effective communication. This study aims to identify and analyze language errors in Indonesian language learning and determine the factors contributing to these errors. A qualitative descriptive approach was employed involving 50 students, 3 teachers, 2 school administrators, and 10 parents. Data were collected through observations, interviews, focus group discussions, learning journals, document analysis, and field notes, and analyzed using thematic analysis.

The findings revealed five categories of language errors: spelling, diction, morphology, syntax, and ineffective sentence construction. Syntactic errors were the most dominant (35%), followed by spelling errors. Contributing factors included local language interference, limited mastery of grammar, low reading habits, insufficient exposure to academic texts, and the influence of social media language. The study also found that literacy-based instruction, intensive writing practice, collaborative learning, and continuous teacher feedback effectively reduced language errors and improved Indonesian language proficiency. These findings provide valuable implications for developing more effective Indonesian language teaching strategies and strengthening students' academic literacy skills

Keywords: error analysis, Indonesian, syntax, spelling, diction, literacy, qualitative.

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INTRODUCTION

Language is one of the most fundamental instruments of human communication and plays a crucial role in the development of knowledge, culture, and social interaction. Through language, individuals are able to express ideas, emotions, experiences, and information effectively. In educational settings, language

serves not only as a medium of communication but also as a tool for learning, critical thinking, and intellectual development. Therefore, mastery of language skills is considered an essential component of students' academic success and overall educational achievement.

As the national and official language of Indonesia, Bahasa Indonesia occupies a strategic position in the country's educational system. It functions as the primary language of instruction at all levels of education and serves as a means of unifying people from diverse linguistic and cultural backgrounds. Consequently, students are expected to develop the ability to use Indonesian accurately, effectively, and appropriately in both spoken and written forms. The mastery of Indonesian language skills enables students to understand academic materials, communicate ideas clearly, participate actively in classroom discussions, and produce quality written work.

Despite its importance, various studies have indicated that students continue to experience difficulties in using Indonesian correctly. Language errors frequently appear in classroom interactions, written assignments, examinations, and other academic activities. These errors may occur in different linguistic aspects, including spelling, punctuation, word choice, word formation, sentence structure, and paragraph organization. Such errors not only affect the quality of students' communication but also reflect their level of language proficiency and understanding of linguistic rules.

Language errors are a common phenomenon in language learning and should not merely be viewed as signs of failure. Instead, they provide valuable insights into the learning process and reveal areas where students encounter difficulties. According to Tarigan (2011), language error analysis is a systematic procedure used to identify, classify, describe, and interpret the errors made by language learners. Through error analysis, educators can obtain a clearer understanding of students' language development and design more effective instructional strategies to address their weaknesses. Consequently, language error analysis has become an important area of research in applied linguistics and language education.

The study of language errors is particularly important in the context of Indonesian language learning because many students are exposed to multiple languages in their daily lives. Indonesia is a multilingual nation where local languages coexist with the national language. As a result, students often experience language interference when transferring linguistic patterns from their mother tongue to Indonesian. This phenomenon frequently contributes to grammatical inaccuracies, inappropriate vocabulary choices, and non-standard language usage. Interference from regional languages remains one of the major challenges faced by Indonesian language teachers in promoting standard language use among students.

In addition to linguistic interference, the rapid advancement of digital technology and social media has introduced new challenges to language learning. The widespread use of social networking platforms, instant messaging applications, and digital communication tools has significantly influenced the language practices of young people. Students are increasingly exposed to informal language, abbreviations, slang expressions, and non-standard writing conventions. Although such forms of communication may be appropriate in casual interactions, their excessive use can negatively affect students' ability to apply formal language rules in academic contexts.

Many students unconsciously transfer informal language patterns into school assignments, resulting in various language errors and reduced writing quality.

Another factor contributing to language errors is the declining habit of reading among students. Reading activities provide learners with exposure to correct language structures, vocabulary usage, and writing conventions. Students who read regularly tend to possess richer vocabulary, better grammatical awareness, and stronger writing skills. Conversely, limited reading habits often result in restricted vocabulary mastery and insufficient familiarity with standard language forms. Consequently, students may struggle to construct coherent sentences, organize ideas logically, and apply language rules accurately.

Furthermore, classroom learning practices may also influence the occurrence of language errors. In some educational settings, language instruction tends to focus primarily on theoretical knowledge rather than practical language application. Students may understand grammatical concepts theoretically but encounter difficulties when applying them in authentic communication situations. Additionally, limited opportunities for writing practice and insufficient corrective feedback from teachers may hinder the development of students' language competence. Continuous feedback is essential because it helps learners recognize their mistakes, understand correct language usage, and gradually improve their language performance.

Previous studies on language error analysis have reported that syntactic errors, spelling errors, and diction errors are among the most frequently occurring mistakes in students' written work. However, the patterns and causes of language errors may vary depending on students' educational backgrounds, linguistic environments, and learning experiences. Therefore, continuous investigation is necessary to obtain a comprehensive understanding of students' language difficulties and to develop appropriate pedagogical interventions. Research on language errors not only contributes to theoretical discussions in linguistics but also provides practical implications for language teaching and curriculum development.

Considering the importance of language accuracy in educational settings and the persistent occurrence of language errors among students, this study seeks to investigate the forms of language errors found in Indonesian language learning. Specifically, the study focuses on identifying the types of errors committed by students, determining the most dominant error categories, examining the factors contributing to these errors, and exploring the implications of the findings for Indonesian language instruction. Through a comprehensive analysis of students' language use, this research is expected to provide valuable insights for teachers, researchers, and educational practitioners in their efforts to improve language learning outcomes.

Based on the issues discussed above, the objectives of this study are:

1. To identify the various forms of language errors committed by students in Indonesian language learning.
2. To determine the most dominant types of language errors found in students' oral and written communication.
3. To analyze the linguistic and non-linguistic factors contributing to the occurrence of language errors.

4. To describe the implications of the findings for improving Indonesian language teaching and learning practices.

The results of this study are expected to contribute to the enhancement of language education by providing evidence-based recommendations for teachers and educational institutions. Moreover, the findings may serve as a reference for future researchers interested in language error analysis, language acquisition, and Indonesian language pedagogy

METHOD

The participants in this study were selected purposively to provide comprehensive and diverse perspectives regarding language errors in Indonesian language learning. Purposive sampling was employed because the study required participants who were directly involved in the teaching and learning process and possessed relevant experiences related to the use of Indonesian in educational settings. This sampling technique enabled the researchers to obtain rich and meaningful data that could contribute to a deeper understanding of the phenomenon under investigation.

The research involved a total of 65 participants consisting of students, Indonesian language teachers, school administrators, and parents. Student participants represented the primary focus of the study because they were directly involved in language learning activities and served as the main source of data concerning language errors. Additional participants, including teachers, school administrators, and parents, were included to provide supporting information regarding students' language development, learning environments, and educational experiences.

The student participants consisted of 50 students enrolled in Grade X and Grade XI at a secondary school. Their ages ranged from 15 to 17 years old, representing adolescents who were actively developing their language proficiency and academic writing skills. The student sample included 24 male students and 26 female students, ensuring balanced gender representation. These students came from diverse socioeconomic backgrounds and linguistic environments. Most students regularly used local languages such as Batak Angkola, Mandailing, or other regional languages in their daily communication, while Indonesian was primarily used in formal educational contexts. This multilingual background provided an important context for examining language interference and its influence on students' language performance.

The inclusion of students from different academic achievement levels was intended to capture a broad range of language competencies and error patterns. Students were selected based on recommendations from Indonesian language teachers and school records, ensuring that participants represented high-achieving, average-achieving, and low-achieving learners. Such variation enabled the researchers to identify differences in language error frequency, types, and causes across different levels of academic performance.

Three Indonesian language teachers participated in the study as key informants. Their ages ranged from 32 to 50 years, with teaching experience varying between 8 and 25 years. These teachers possessed extensive knowledge of Indonesian language instruction and were actively involved in evaluating students’ written and oral performance. Their participation provided valuable insights into common language difficulties experienced by students, instructional practices implemented in classrooms, and strategies used to address language errors during the learning process.

The study also involved two school administrators, including the vice principal for curriculum affairs and the vice principal for student affairs. These participants were selected because they played important roles in educational management, curriculum implementation, and the development of school literacy programs. Their perspectives contributed to a broader understanding of institutional policies and educational practices that may influence students’ language competence.

In addition, ten parents were included as supporting informants. Parents were selected based on their willingness to participate and their active involvement in supporting their children's education. The inclusion of parents allowed the researchers to explore language use within family environments and identify factors outside the classroom that may contribute to students’ language development. Information obtained from parents helped explain how home literacy practices, reading habits, and communication patterns influenced students’ mastery of Indonesian.

The sampling process was conducted in several stages. First, the researchers coordinated with school authorities to obtain permission and identify potential participants. Second, Indonesian language teachers assisted in selecting students who represented various levels of language proficiency and academic achievement. Third, school administrators and parents were invited to participate based on their relevance to the research objectives. All participants voluntarily agreed to participate in the study and were informed about the purpose of the research, data collection procedures, and ethical considerations.

The diversity of participants ensured that the study captured multiple perspectives regarding language errors in Indonesian language learning. Students provided direct evidence of language use and error patterns, teachers contributed professional insights regarding instructional challenges, administrators offered institutional perspectives, and parents supplied contextual information about language practices outside school. The inclusion of these different participant groups strengthened the credibility and trustworthiness of the research findings by enabling data triangulation across multiple sources.

Table 1. Research Participant Demographics and Roles

Participant Category	Number	Age Range (Years)	Role in Research
Male Students	24	15–17	Primary participants and sources of language error data
Female Students	26	15–17	Primary participants and sources of language error data

Participant Category	Number	Age Range (Years)	Role in Research
Indonesian Language Teachers	3	32–50	Key informants and instructional facilitators
School Administrators	2	40–55	Educational management and curriculum support
Parents	10	35–55	Supporting informants regarding home literacy practices
Total	65	-	Research participants

The Demographic Diversity Of The Participants Enabled The Researchers To Examine Language Errors From Linguistic, Educational, Social, And Environmental Perspectives. Such Diversity Contributed Significantly To The Richness Of The Data And Supported A Comprehensive Analysis Of Research Participants And Sampling

The selection of research participants is a crucial component in qualitative studies because the quality, credibility, and depth of the findings are strongly influenced by the relevance of the participants to the research objectives. In qualitative research, participants are not selected merely based on numerical representation but rather on their ability to provide rich, meaningful, and comprehensive information regarding the phenomenon being investigated. Therefore, this study employed a purposive sampling technique to identify participants who possessed direct experience and sufficient knowledge related to language use and language learning in Indonesian language classrooms.

Purposive sampling was considered the most appropriate sampling strategy because the study sought to examine language errors committed by students during Indonesian language learning activities. This approach allowed the researchers to intentionally select individuals who could provide detailed information about students' language performance, learning experiences, instructional practices, and environmental factors influencing language acquisition. Through purposive sampling, the researchers were able to gather in-depth data from participants who were directly involved in the educational process and who could contribute meaningful insights into the occurrence of language errors.

The study involved a total of sixty-five participants consisting of students, Indonesian language teachers, school administrators, and parents. The inclusion of multiple participant groups was intended to ensure data triangulation and to obtain a holistic understanding of the factors contributing to language errors. Rather than relying solely on students as the primary source of information, the researchers considered the perspectives of teachers, administrators, and parents to provide broader contextual explanations regarding students' language development and learning environments.

The primary participants in this study were fifty students enrolled in Grade X and Grade XI of a senior high school. These students were selected because they were actively engaged in Indonesian language learning and regularly participated in various language-related activities, including reading, writing, speaking, and listening

tasks. The students represented a critical stage of language development, as adolescents at this level are expected to demonstrate increasingly advanced language proficiency and academic literacy skills. Their participation was therefore essential for understanding the nature and patterns of language errors that occur in secondary education settings.

Among the student participants, twenty-four were male students and twenty-six were female students. This balanced representation was considered important to minimize gender bias and ensure that the findings reflected diverse student experiences. The age range of the participants was between fifteen and seventeen years old, corresponding to the typical age of senior high school students in Indonesia. At this developmental stage, students are expected to possess sufficient linguistic competence to engage in academic communication, yet they often continue to encounter difficulties in applying formal language conventions accurately. Consequently, this age group provides a valuable context for examining the persistence of language errors despite years of formal language instruction.

The selected students came from diverse socioeconomic, cultural, and linguistic backgrounds. Many of them lived in communities where local languages were predominantly used in daily communication. In the context of North Sumatra, regional languages such as Batak Angkola, Mandailing, and other local dialects continue to play a significant role in social interaction and family communication. As a result, students frequently experience bilingual or multilingual language environments in which they must navigate between local languages and Indonesian. Such linguistic diversity creates opportunities for language interference, code-switching, and transfer of grammatical structures from one language to another. The inclusion of students from various linguistic backgrounds enabled the researchers to investigate how multilingualism influences the occurrence of language errors in Indonesian language learning.

To ensure variation in language proficiency, students were selected from different academic achievement categories. Indonesian language teachers assisted in identifying students with high, moderate, and low academic performance based on examination scores, classroom participation, and writing assignments. The inclusion of students with varying levels of achievement allowed the researchers to compare patterns of language errors across different proficiency levels. This approach also provided opportunities to examine whether specific types of errors were more prevalent among certain groups of learners and whether academic performance influenced the frequency and complexity of language errors.

In addition to student participants, three Indonesian language teachers were included as key informants. The teachers possessed extensive professional experience ranging from eight to twenty-five years of teaching service. Their educational backgrounds included undergraduate and postgraduate qualifications in Indonesian language education. As practitioners directly responsible for teaching language skills, these teachers provided valuable information regarding students' learning difficulties, classroom behaviors, common language errors, and instructional strategies used to address linguistic challenges. Their perspectives were particularly important because they had extensive experience evaluating students' oral and written performance over an extended period.

The teacher participants also contributed insights into curriculum implementation, assessment practices, and pedagogical approaches used in Indonesian language instruction. Through interviews and discussions, the teachers shared observations regarding recurring language problems among students, changes in language use over time, and the influence of technological developments on students' communication patterns. Their professional expertise enriched the data and enabled the researchers to interpret language errors from an instructional perspective.

The study further involved two school administrators who served as supporting informants. These participants included the Vice Principal for Curriculum Affairs and the Vice Principal for Student Affairs. Their inclusion was based on their roles in educational leadership, curriculum management, and school policy implementation. School administrators provided information regarding institutional efforts to improve literacy, support language learning, and enhance academic achievement. They also offered perspectives on challenges faced by schools in promoting standard language use among students in an increasingly digital learning environment.

The participation of school administrators was particularly valuable because language learning does not occur solely within classroom settings. Institutional policies, literacy programs, extracurricular activities, and school culture significantly influence students' language development. Therefore, obtaining information from educational leaders enabled the researchers to understand how organizational factors contribute to students' language competence and learning experiences.

To complement the perspectives obtained from schools, ten parents were included as supporting participants. Parents play a fundamental role in shaping children's language development because the family serves as the first environment in which language acquisition occurs. The selected parents represented diverse educational, occupational, and socioeconomic backgrounds. Their participation provided important information regarding language practices within households, reading habits, parental support for education, and communication patterns between family members.

Data obtained from parents revealed how home environments influence students' language proficiency and literacy development. Some parents reported actively encouraging reading activities and academic discussions at home, while others acknowledged limitations in providing literacy support due to occupational commitments or limited educational resources. Such information contributed to a deeper understanding of the environmental factors affecting students' language learning outcomes.

The participant recruitment process was conducted systematically in several stages. First, the researchers sought permission from the school administration and explained the objectives, procedures, and ethical considerations of the study. Following institutional approval, Indonesian language teachers assisted in identifying potential student participants who met the research criteria. Students were selected based on their willingness to participate, academic diversity, and representation of different linguistic backgrounds. Subsequently, teachers, administrators, and parents were invited to participate as supporting informants.

Ethical considerations were carefully observed throughout the sampling process. All participants were informed about the purpose of the study, their roles in the research, and their right to withdraw at any stage without consequences. Participation was entirely voluntary, and confidentiality was maintained to protect participants' identities and personal information. To ensure anonymity, pseudonyms and participant codes were used during data analysis and reporting. These ethical measures were implemented to maintain research integrity and establish trust between the researchers and participants.

The inclusion of multiple participant groups strengthened the credibility and trustworthiness of the study. Students provided direct evidence regarding language errors and language use in learning contexts, teachers contributed professional interpretations of linguistic difficulties, administrators offered institutional perspectives, and parents supplied information about home literacy environments. The combination of these perspectives enabled the researchers to conduct comprehensive triangulation, thereby enhancing the validity of the findings and reducing potential biases associated with relying on a single source of information.

Furthermore, the diversity of participants enabled the study to capture the complexity of language learning from linguistic, educational, social, cultural, and environmental perspectives. Such diversity was essential because language errors are multidimensional phenomena influenced by numerous interacting factors. By involving participants from different backgrounds and roles, the study generated a richer and more nuanced understanding of the causes, characteristics, and implications of language errors in Indonesian language learning.

Table 1. Demographic Characteristics of Research Participants

Participant Category	Number	Age Range	Primary Role in Research
Male Students	24	15–17 years	Primary participants and sources of language error data
Female Students	26	15–17 years	Primary participants and sources of language error data
Indonesian Language Teachers	3	32–50 years	Key informants and instructional experts
School Administrators	2	40–55 years	Educational leadership and policy informants
Parents	10	35–55 years	Supporting informants regarding home literacy practices
Total	65	-	Research participants

Overall, the participant selection strategy employed in this study was designed to ensure depth, diversity, and relevance of data. The combination of students, teachers, administrators, and parents created a comprehensive participant network capable of providing multidimensional insights into language errors and language learning processes. Consequently, the sampling procedures contributed significantly

to the richness of the data and the robustness of the study's conclusions regarding language errors in Indonesian language education.

LANGUAGE ERROR ANALYSIS FRAMEWORK

Language error analysis serves as a fundamental framework for understanding students' linguistic performance and identifying the difficulties they encounter during the language learning process. In the field of applied linguistics, error analysis is regarded as a systematic approach to examining deviations from established language norms. The framework enables researchers and educators to identify patterns of errors, determine their underlying causes, and develop appropriate instructional interventions. In the context of Indonesian language learning, language error analysis is particularly important because it provides insights into students' mastery of linguistic rules and their ability to apply these rules in authentic communication situations.

This study adopted an error analysis framework based on the theories proposed by Tarigan (2011), Corder (1981), and Ellis (1997), which emphasize the identification, classification, description, and interpretation of learner errors. The framework was designed to systematically analyze language errors found in students' written assignments and classroom activities. Through this framework, language errors were categorized into five major linguistic dimensions: spelling errors, diction errors, morphological errors, syntactic errors, and ineffective sentence construction.

The selection of these five categories was based on their relevance to Indonesian language learning and their frequent occurrence in students' written and spoken communication. Each category represents a specific aspect of language competence and provides valuable information regarding students' linguistic strengths and weaknesses. The framework also enabled the researchers to compare the frequency and distribution of different error types, thereby identifying the most dominant linguistic challenges faced by students.

Identification of Language Errors

The first stage of the framework involved the identification of language errors. During this stage, students' written assignments, classroom exercises, and learning journals were carefully examined to locate instances of language deviation. The researchers compared students' language use with the standard conventions of Bahasa Indonesia as outlined in the Pedoman Umum Ejaan Bahasa Indonesia (PUEBI) and Indonesian grammar references.

Each error identified in the data was highlighted and documented for further analysis. The identification process focused on determining whether a linguistic form deviated from accepted standards and whether the deviation affected the clarity, accuracy, or effectiveness of communication. This stage provided the foundation for subsequent classification and interpretation.

Classification of Language Errors

After the identification process, the errors were classified according to their linguistic characteristics. Classification enabled the researchers to organize the data systematically and identify recurring patterns of language use. Errors were grouped into five categories, each representing a distinct linguistic domain.

1. Spelling Errors

Spelling errors refer to inaccuracies in the application of Indonesian orthographic conventions. These errors include incorrect capitalization, punctuation misuse, improper use of prepositions, and mistakes in word separation or word combination.

Examples include:

- *disekolah* → *di sekolah*
- *jakarta* → *Jakarta*
- Incorrect punctuation placement within sentences.

Spelling errors are important because they affect the readability and professionalism of written communication. Frequent spelling errors may indicate insufficient understanding of PUEBI guidelines and limited attention to language accuracy.

2. Diction Errors

Diction errors involve inappropriate word selection that does not match the intended meaning, context, or level of formality. These errors often occur when students choose words based on everyday communication rather than academic language conventions.

Examples include:

- *ngasih* instead of *memberikan*
- *gak* instead of *tidak*
- Using colloquial expressions in formal writing.

Diction errors can reduce the precision and effectiveness of communication because the chosen words may fail to convey the intended message accurately. The analysis of diction errors helps reveal students' vocabulary limitations and their awareness of language register.

3. Morphological Errors

Morphological errors involve mistakes in word formation processes, particularly in the use of affixes, reduplication, and compound words. Indonesian relies heavily on affixation to create grammatical meanings, making morphology an important component of language competence.

Examples include:

- *menyontoh* instead of *mencontoh*
- *merobah* instead of *mengubah*
- Incorrect application of prefixes and suffixes.

Morphological errors often indicate incomplete understanding of word formation rules and may reflect interference from regional languages or informal language usage.

4. Syntactic Errors

Syntactic errors refer to deviations in sentence structure and grammatical organization. These errors occur when students fail to arrange words, phrases, or clauses according to accepted grammatical rules.

Examples include:

- *Karena siswa rajin belajar sehingga mendapatkan nilai tinggi.*

- *Mereka pergi ke perpustakaan dan membaca buku untuk meningkatkan pengetahuan mereka yang sangat penting.*

Common syntactic problems include incomplete sentences, ambiguity, improper conjunction usage, word-order errors, and unclear relationships between sentence elements.

Syntactic errors are particularly significant because they directly affect meaning and comprehension. Previous studies have consistently identified syntax as one of the most problematic aspects of language learning among secondary school students.

5. Ineffective Sentence Construction

This category refers to sentences that are grammatically acceptable but fail to communicate ideas efficiently and clearly. Ineffective sentences often contain redundancy, repetition, ambiguity, or unnecessary complexity.

Examples include:

- *Para siswa-siswa mengikuti kegiatan tersebut.*
- *Dia naik ke atas menuju lantai dua.*

These constructions may not always violate grammatical rules; however, they reduce communicative effectiveness and stylistic quality. The analysis of ineffective sentences provides insights into students' ability to express ideas concisely and coherently.

Description and Quantification of Errors

After the identification and classification stages were completed, all language errors found in students' written assignments were subjected to detailed description and quantification. This stage was conducted to provide a comprehensive understanding of the characteristics, frequency, and distribution of language errors within the collected data. Error description and quantification are essential components of language error analysis because they allow researchers to move beyond simple identification and explore the extent to which particular linguistic problems affect students' language performance.

The descriptive analysis focused on explaining the nature of each error, the linguistic rule that was violated, and the possible reasons for its occurrence. Each identified error was carefully examined and compared with the standard rules of Bahasa Indonesia based on the Pedoman Umum Ejaan Bahasa Indonesia (PUEBI), Indonesian grammar guidelines, and relevant linguistic references. Through this process, the researchers were able to determine whether an error was related to orthography, vocabulary selection, word formation, sentence structure, or communicative effectiveness.

In addition to describing the linguistic characteristics of errors, the researchers also quantified the occurrence of each error category. Quantification was conducted by counting the total number of errors found in students' written texts and calculating the percentage represented by each category. This procedure enabled the researchers to identify the most dominant language problems and compare the relative frequency of different error types. The combination of qualitative description and quantitative measurement provided a more comprehensive picture of students' language competence and learning difficulties.

The quantification process involved several systematic steps. First, every error identified in students' assignments was recorded in a coding sheet. Second, the errors

were grouped according to the five predetermined categories: spelling errors, diction errors, morphological errors, syntactic errors, and ineffective sentence construction. Third, the frequency of each category was calculated. Finally, percentages were determined by dividing the frequency of each category by the total number of identified errors and multiplying the result by one hundred.

The analysis revealed that a total of 200 language errors were identified across all student assignments. These errors varied considerably in terms of frequency and linguistic complexity. Some categories appeared consistently across almost all student texts, while others were found only in specific assignments or among particular groups of students. The results demonstrated that language errors remain a significant challenge in Indonesian language learning and highlight areas that require instructional attention.

Table 4. Frequency and Percentage of Language Errors

Error Category	Frequency	Percentage
Syntactic Errors	70	35.0%
Spelling Errors	55	27.5%
Diction Errors	35	17.5%
Morphological Errors	25	12.5%
Ineffective Sentence Construction	15	7.5%
Total	200	100%

The findings indicate that syntactic errors constituted the largest proportion of all identified language errors, accounting for 35% of the total. This result suggests that students experienced substantial difficulties in constructing grammatically correct sentences. Common syntactic problems included incomplete sentence structures, incorrect use of conjunctions, ambiguity, and improper word order. These findings imply that students require greater support in developing sentence construction skills and understanding grammatical relationships within complex sentences.

Spelling errors represented the second most frequent category, accounting for 27.5% of the total errors. The majority of these errors involved incorrect capitalization, punctuation misuse, and improper use of prepositions. Frequent spelling mistakes indicate that many students have not yet mastered the conventions outlined in the Indonesian spelling system. Since spelling accuracy contributes significantly to the readability and professionalism of written communication, these findings highlight the need for more intensive instruction and practice related to orthographic rules.

Diction errors accounted for 17.5% of all identified errors. These errors typically involved inappropriate word choice, excessive use of colloquial expressions, and misuse of vocabulary in formal academic contexts. Many students appeared to transfer informal language habits from everyday communication and social media interactions into academic writing. Such practices often reduced the clarity and precision of their written work. The findings suggest that vocabulary development and language register awareness should become important components of Indonesian language instruction.

Morphological errors constituted 12.5% of the total errors identified. Most of these errors involved incorrect affixation, inappropriate word formation, and misuse

of derivational processes. Indonesian morphology relies heavily on affixes to convey grammatical and semantic meanings; therefore, mastery of morphological rules is essential for effective communication. The occurrence of these errors indicates that some students still struggle to apply word formation rules accurately, particularly when constructing more complex academic texts.

The least frequent category was ineffective sentence construction, accounting for 7.5% of all identified errors. Although this category appeared less frequently than the others, it remained important because it directly affected the quality and effectiveness of communication. Ineffective sentences often contained redundant expressions, unnecessary repetition, wordiness, or unclear ideas. Such weaknesses reduced the coherence and conciseness of students' writing and demonstrated limitations in their ability to communicate information efficiently.

Beyond the numerical distribution of errors, the descriptive analysis revealed that language errors were often interconnected. For example, a single sentence could simultaneously contain spelling, diction, and syntactic errors. This finding suggests that language competence should be viewed as an integrated system rather than a collection of isolated skills. Difficulties in one linguistic domain may influence performance in other areas, thereby increasing the complexity of language learning challenges faced by students.

The analysis also showed differences in error frequency across students with varying levels of academic achievement. Students with higher academic performance generally produced fewer errors and demonstrated greater awareness of formal language conventions. Conversely, students with lower academic achievement tended to commit more frequent and varied language errors. These differences suggest that language proficiency is closely related to broader academic competencies, literacy habits, and learning experiences.

Furthermore, the quantification results provided valuable information for determining instructional priorities. Since syntactic and spelling errors represented more than half of all identified errors, these areas should receive particular attention in classroom instruction. Teachers may consider implementing targeted grammar exercises, guided writing activities, peer-review sessions, and corrective feedback strategies to address students' most common difficulties. Such interventions may help improve language accuracy and enhance students' overall writing proficiency.

Overall, the description and quantification of language errors provided a detailed overview of students' linguistic performance and highlighted the specific areas requiring improvement. The combination of qualitative explanations and quantitative measurements strengthened the validity of the analysis and enabled the researchers to develop evidence-based interpretations regarding the nature and causes of language errors in Indonesian language learning. These findings serve as an important foundation for the subsequent discussion of contributing factors and pedagogical implications.

Interpretation of Language Errors

The interpretation of language errors represents the final stage of the language error analysis process. While the previous stages focused on identifying, classifying, describing, and quantifying errors, this stage seeks to explain the underlying meanings, causes, and implications of the identified language problems. Through

interpretation, the researchers moved beyond the surface characteristics of errors and examined the broader linguistic, educational, social, and psychological factors that contributed to students' language performance. This process was essential for understanding not only what errors occurred but also why they occurred and how they affected students' ability to communicate effectively in academic contexts.

The findings revealed that language errors committed by students were not random occurrences but reflected systematic patterns associated with their language learning experiences. The frequency and consistency of certain error types suggested that students encountered specific difficulties in mastering particular aspects of Indonesian language rules. The predominance of syntactic errors, followed by spelling and diction errors, indicates that many students continue to struggle with constructing grammatically accurate sentences and applying standard language conventions in their written work.

The high occurrence of syntactic errors suggests that sentence construction remains one of the most challenging aspects of Indonesian language learning. Many students demonstrated difficulties in organizing sentence elements logically and grammatically. Errors involving incomplete sentence structures, inappropriate conjunctions, ambiguity, and incorrect word order indicate weaknesses in students' understanding of sentence relationships and grammatical patterns. These findings imply that students may possess basic vocabulary knowledge but encounter difficulties when combining words into coherent and meaningful sentences. Such difficulties can significantly affect the clarity of communication and the overall quality of academic writing.

The interpretation of spelling errors reveals another important aspect of students' language competence. Although spelling rules are introduced at an early stage of education, many students continue to make mistakes involving capitalization, punctuation, and the use of prepositions. This finding suggests that students may not consistently apply orthographic rules during writing activities. In some cases, students appeared to prioritize the completion of assignments rather than the accuracy of language forms. This tendency indicates a need for greater emphasis on language awareness and proofreading skills within Indonesian language instruction.

Diction errors provide important insights into students' vocabulary development and language register awareness. The frequent use of informal expressions, colloquial vocabulary, and non-standard language forms suggests that students are strongly influenced by everyday communication practices. Many students appeared to transfer language patterns from casual conversations and social media interactions into formal academic writing. This phenomenon reflects a limited understanding of contextual language use and highlights the need for instruction that emphasizes distinctions between formal and informal communication. The findings suggest that vocabulary mastery alone is insufficient; students must also understand when and how particular linguistic forms should be used.

Morphological errors indicate that some students have not fully mastered Indonesian word formation processes. Incorrect use of affixes and derivational structures demonstrates challenges in applying morphological rules accurately. Since affixation plays a central role in Indonesian grammar, weaknesses in morphological competence can affect both language accuracy and meaning. The occurrence of these

errors may be influenced by limited exposure to formal written texts, insufficient grammar practice, or interference from local languages that employ different morphological systems.

The interpretation of ineffective sentence construction reveals limitations in students' ability to communicate ideas concisely and coherently. Although some sentences were grammatically acceptable, they often contained redundancy, unnecessary repetition, or excessive wordiness. These characteristics suggest that students may focus primarily on generating content rather than refining the effectiveness of their language. Such findings indicate that language instruction should not only emphasize grammatical correctness but also encourage students to develop clarity, precision, and stylistic effectiveness in their writing.

One of the most significant findings emerging from the analysis is the influence of local language interference. Many participants came from multilingual environments where regional languages were used more frequently than Indonesian in daily communication. As a result, students often transferred grammatical structures, vocabulary choices, and pronunciation patterns from their first language into Indonesian. This phenomenon, commonly referred to as language interference, contributed to various syntactic, morphological, and lexical errors identified in the data. The findings support previous studies suggesting that multilingualism can influence second-language performance, particularly when learners have limited opportunities to practice the target language in authentic contexts.

Another important factor identified through the interpretation process was the influence of digital communication and social media. Students reported spending considerable amounts of time using messaging applications, social networking platforms, and other digital communication tools. These environments frequently encourage the use of abbreviated forms, non-standard spelling, informal expressions, and simplified sentence structures. The continuous exposure to such language practices appears to have influenced students' academic writing. Many participants unconsciously incorporated informal language features into school assignments, demonstrating how digital communication can shape linguistic behavior in educational settings.

The findings also suggest that literacy habits play a crucial role in language development. Students who reported reading books, newspapers, and academic texts regularly generally demonstrated better language accuracy and produced fewer errors. In contrast, students with limited reading habits tended to exhibit greater difficulties in vocabulary use, sentence construction, and adherence to language conventions. This relationship highlights the importance of reading as a source of linguistic input that supports the development of grammar, vocabulary, and writing skills. The interpretation therefore reinforces the view that literacy practices are fundamental to language acquisition and academic achievement.

From an educational perspective, the interpretation of language errors reveals the importance of instructional approaches that integrate language knowledge with practical language use. The persistence of language errors suggests that theoretical instruction alone may not be sufficient to develop linguistic competence. Students require frequent opportunities to engage in meaningful writing activities, receive constructive feedback, revise their work, and reflect on their language use. Such

practices encourage active learning and enable students to internalize language rules more effectively.

The interpretation process also highlights the importance of teacher feedback in reducing language errors. Participants indicated that detailed corrections and explanations provided by teachers helped them recognize mistakes and improve their writing performance. Conversely, limited feedback often resulted in repeated errors because students remained unaware of their linguistic weaknesses. This finding emphasizes the role of formative assessment and continuous feedback in supporting language learning and promoting long-term improvement.

Furthermore, the results suggest that language errors should not be viewed solely as indicators of failure or deficiency. Instead, they should be understood as valuable evidence of the language learning process. Errors provide information about learners' current stage of development and reveal areas where additional support is needed. From this perspective, language errors serve as learning opportunities that can guide instructional decision-making and curriculum development. Teachers who systematically analyze students' errors can design more targeted interventions and create learning experiences that address specific linguistic challenges.

Overall, the interpretation of language errors demonstrates that students' linguistic difficulties are influenced by a complex interaction of linguistic, educational, social, cultural, and technological factors. The findings indicate that language competence cannot be developed solely through memorization of grammatical rules but requires continuous practice, meaningful communication, literacy engagement, and supportive learning environments. By understanding the underlying causes and implications of language errors, educators can develop more effective strategies for improving Indonesian language learning and fostering students' academic communication skills. Ultimately, the interpretation of language errors provides valuable insights for enhancing language instruction, strengthening literacy development, and promoting greater proficiency in the use of standard Indonesian.

DATA ANALYSIS PROCEDURES

Data analysis is a critical stage in qualitative research because it enables researchers to systematically organize, interpret, and draw meaningful conclusions from the collected data. In this study, data analysis was conducted continuously throughout the research process, beginning with data collection and continuing until the final interpretation of findings. The primary purpose of the analysis was to identify patterns of language errors committed by students, determine the underlying factors contributing to these errors, and examine their implications for Indonesian language learning.

This study employed a qualitative thematic analysis approach adapted from Braun and Clarke (2006), combined with the language error analysis procedures proposed by Corder (1981), Ellis (1997), and Tarigan (2011). The integration of these approaches allowed the researchers to analyze language errors systematically while simultaneously exploring the broader educational and linguistic contexts in which the errors occurred. The analysis process consisted of six interconnected phases: data familiarization, initial coding, categorization of language errors, theme development, theme refinement, and interpretation of findings.

Phase 1: Data Familiarization

The first stage involved familiarization with the collected data. During this phase, the researchers carefully reviewed all data sources, including students' written assignments, classroom observations, interview transcripts, focus group discussion records, student learning journals, and field notes. Each document was read repeatedly to gain a comprehensive understanding of the content and to identify preliminary patterns related to language use and language errors.

The familiarization process enabled the researchers to become deeply immersed in the data and to develop an overall understanding of students' linguistic performance. Detailed notes were recorded throughout this stage to capture initial impressions, recurring issues, and potential areas of significance. Particular attention was given to instances where students demonstrated difficulties in applying Indonesian language rules. This stage served as the foundation for subsequent coding and categorization activities.

Phase 2: Initial Coding

Following data familiarization, the researchers conducted open coding to identify and label language errors found within the collected data. Coding involved systematically examining each text and assigning descriptive labels to segments containing linguistic deviations. Every identified error was recorded and given a specific code based on its linguistic characteristics.

For example, errors involving punctuation and capitalization were coded as spelling errors, while errors related to sentence structure were coded as syntactic errors. Coding was conducted manually to ensure accuracy and to allow close engagement with the data. Throughout the coding process, researchers maintained coding consistency by comparing coded segments and discussing discrepancies when necessary.

The coding stage generated a substantial number of individual codes representing various forms of language errors. These codes served as the basis for identifying broader patterns and relationships among different types of errors.

Phase 3: Categorization of Language Errors

After the coding process was completed, the identified codes were grouped into broader categories according to the Language Error Analysis Framework developed for this study. Errors were classified into five major categories:

1. Spelling Errors
2. Diction Errors
3. Morphological Errors
4. Syntactic Errors
5. Ineffective Sentence Construction

The categorization process enabled the researchers to organize the data systematically and identify the distribution of language errors across different linguistic dimensions. Each category represented a distinct aspect of language competence and provided insights into specific challenges encountered by students during Indonesian language learning.

To ensure analytical rigor, the categorization process involved repeated examination of coded data. Errors were reviewed multiple times to confirm that they had been assigned to appropriate categories. When an error appeared to involve

multiple linguistic aspects, researchers discussed its dominant characteristic before assigning it to a category.

Table 1. Language Error Categories Used in Data Analysis

Error Category	Analytical Focus
Spelling Errors	Orthography, punctuation, capitalization
Diction Errors	Vocabulary selection and appropriateness
Morphological Errors	Affixation and word formation
Syntactic Errors	Sentence structure and grammar
Ineffective Sentences	Clarity, coherence, and conciseness

Phase 4: Theme Development

Once the categorization process was completed, the researchers proceeded to identify broader themes emerging from the data. Theme development involved examining relationships among categories and identifying recurring patterns that explained why language errors occurred.

Several preliminary themes emerged during this phase, including:

- Interference from local languages.
- Influence of social media communication.
- Limited mastery of Indonesian grammar.
- Low reading habits.
- Insufficient language practice.
- Limited corrective feedback.

These themes were generated through careful examination of interview responses, classroom observations, and students' written work. The researchers compared findings across different data sources to identify common patterns and ensure that themes were grounded in the evidence.

Theme development enabled the researchers to move beyond simple error classification and explore the broader factors influencing students' language performance.

Phase 5: Theme Refinement and Verification

After preliminary themes had been identified, the researchers conducted a theme refinement process to ensure coherence, consistency, and relevance. During this phase, themes were reviewed against the original data to verify that they accurately represented participants' experiences and observations.

Some themes were combined due to conceptual similarities, while others were reorganized to improve analytical clarity. For example, themes related to digital communication and social media influence were integrated into a broader theme concerning technological factors affecting language use. Similarly, themes associated with literacy practices and reading habits were consolidated into a category related to language exposure and literacy development.

To enhance trustworthiness, data triangulation was employed throughout this phase. Findings obtained from student assignments were compared with interview data,

observation records, and field notes. This process helped confirm the consistency of emerging themes and reduced the possibility of researcher bias.

Phase 6: Interpretation and Conclusion Drawing

The final stage involved interpreting the findings and drawing conclusions based on the identified themes and language error patterns. Interpretation focused on understanding the educational significance of the findings and explaining the relationships among language errors, learning experiences, and contextual factors.

The researchers examined how linguistic, social, cultural, and technological influences contributed to students' language difficulties. Findings were interpreted in relation to existing theories of language learning, error analysis, and literacy development. Relevant literature was consulted to support the interpretation process and situate the findings within broader scholarly discussions.

Particular attention was given to identifying implications for Indonesian language teaching and learning. The interpretation process generated recommendations regarding instructional strategies, literacy development programs, feedback mechanisms, and curriculum improvements that could help reduce language errors and enhance students' language proficiency.

Trustworthiness of Data Analysis

To ensure the credibility and reliability of the findings, several trustworthiness strategies were employed throughout the analysis process.

Data Triangulation

Data were collected from multiple sources, including students, teachers, administrators, and parents. The use of multiple participant groups enabled the researchers to verify findings across different perspectives.

Methodological Triangulation

Various data collection methods were utilized, including observations, interviews, focus group discussions, document analysis, and learning journals. Combining different methods strengthened the validity of the findings.

Peer Debriefing

The researchers discussed coding decisions and thematic interpretations with academic supervisors and fellow researchers to minimize subjective bias.

Member Checking

Selected participants were invited to review summaries of the findings to ensure that the interpretations accurately reflected their experiences and perspectives.

Audit Trail

Detailed records of coding procedures, analytical decisions, and theme development processes were maintained throughout the study to ensure transparency and accountability.

Summary of Data Analysis Process

Table 2. Stages of Data Analysis

Phase	Activities
Phase 1	Data familiarization and repeated reading
Phase 2	Initial coding of language errors
Phase 3	Categorization into five error types

Phase	Activities
Phase 4	Development of themes and patterns
Phase 5	Refinement and verification of themes
Phase 6	Interpretation and conclusion drawing

Overall, the data analysis procedures employed in this study provided a systematic and rigorous framework for examining language errors in Indonesian language learning. The combination of thematic analysis and language error analysis enabled the researchers to identify linguistic patterns, explore contributing factors, and generate meaningful educational insights. Through this comprehensive analytical process, the study was able to produce credible findings that contribute to the understanding of language learning challenges and the improvement of Indonesian language education.

RESULTS AND DISCUSSION

The participants in this study were selected purposively to provide comprehensive and diverse perspectives regarding language errors in Indonesian language learning. Purposive sampling was employed because the study required participants who were directly involved in the teaching and learning process and possessed relevant experiences related to the use of Indonesian in educational settings. This sampling technique enabled the researchers to obtain rich and meaningful data that could contribute to a deeper understanding of the phenomenon under investigation.

The research involved a total of 65 participants consisting of students, Indonesian language teachers, school administrators, and parents. Student participants represented the primary focus of the study because they were directly involved in language learning activities and served as the main source of data concerning language errors. Additional participants, including teachers, school administrators, and parents, were included to provide supporting information regarding students' language development, learning environments, and educational experiences.

The student participants consisted of 50 students enrolled in Grade X and Grade XI at a secondary school. Their ages ranged from 15 to 17 years old, representing adolescents who were actively developing their language proficiency and academic writing skills. The student sample included 24 male students and 26 female students, ensuring balanced gender representation. These students came from diverse socioeconomic backgrounds and linguistic environments. Most students regularly used local languages such as Batak Angkola, Mandailing, or other regional languages in their daily communication, while Indonesian was primarily used in formal educational contexts. This multilingual background provided an important context for examining language interference and its influence on students' language performance.

The inclusion of students from different academic achievement levels was intended to capture a broad range of language competencies and error patterns.

Students were selected based on recommendations from Indonesian language teachers and school records, ensuring that participants represented high-achieving, average-achieving, and low-achieving learners. Such variation enabled the researchers to identify differences in language error frequency, types, and causes across different levels of academic performance.

Three Indonesian language teachers participated in the study as key informants. Their ages ranged from 32 to 50 years, with teaching experience varying between 8 and 25 years. These teachers possessed extensive knowledge of Indonesian language instruction and were actively involved in evaluating students' written and oral performance. Their participation provided valuable insights into common language difficulties experienced by students, instructional practices implemented in classrooms, and strategies used to address language errors during the learning process.

The study also involved two school administrators, including the vice principal for curriculum affairs and the vice principal for student affairs. These participants were selected because they played important roles in educational management, curriculum implementation, and the development of school literacy programs. Their perspectives contributed to a broader understanding of institutional policies and educational practices that may influence students' language competence.

In addition, ten parents were included as supporting informants. Parents were selected based on their willingness to participate and their active involvement in supporting their children's education. The inclusion of parents allowed the researchers to explore language use within family environments and identify factors outside the classroom that may contribute to students' language development. Information obtained from parents helped explain how home literacy practices, reading habits, and communication patterns influenced students' mastery of Indonesian.

The sampling process was conducted in several stages. First, the researchers coordinated with school authorities to obtain permission and identify potential participants. Second, Indonesian language teachers assisted in selecting students who represented various levels of language proficiency and academic achievement. Third, school administrators and parents were invited to participate based on their relevance to the research objectives. All participants voluntarily agreed to participate in the study and were informed about the purpose of the research, data collection procedures, and ethical considerations.

The diversity of participants ensured that the study captured multiple perspectives regarding language errors in Indonesian language learning. Students provided direct evidence of language use and error patterns, teachers contributed professional insights regarding instructional challenges, administrators offered institutional perspectives, and parents supplied contextual information about language practices outside school. The inclusion of these different participant groups strengthened the credibility and trustworthiness of the research findings by enabling data triangulation across multiple sources.

Table 1. Research Participant Demographics and Roles

Participant Category	Number	Age Range (Years)	Role in Research
Male Students	24	15–17	Primary participants and sources of language error data
Female Students	26	15–17	Primary participants and sources of language error data
Indonesian Language Teachers	3	32–50	Key informants and instructional facilitators
School Administrators	2	40–55	Educational management and curriculum support
Parents	10	35–55	Supporting informants regarding home literacy practices
Total	65	-	Research participants

**THE DEMOGRAPHIC DIVERSITY OF THE PARTICIPANTS
ENABLED THE RESEARCHERS TO EXAMINE LANGUAGE ERRORS
FROM LINGUISTIC, EDUCATIONAL, SOCIAL, AND ENVIRONMENTAL
PERSPECTIVES. SUCH DIVERSITY CONTRIBUTED SIGNIFICANTLY TO
THE RICHNESS OF THE DATA AND SUPPORTED A COMPREHENSIVE
ANALYSIS OF RESEARCH PARTICIPANTS AND SAMPLING**

The selection of research participants is a crucial component in qualitative studies because the quality, credibility, and depth of the findings are strongly influenced by the relevance of the participants to the research objectives. In qualitative research, participants are not selected merely based on numerical representation but rather on their ability to provide rich, meaningful, and comprehensive information regarding the phenomenon being investigated. Therefore, this study employed a purposive sampling technique to identify participants who possessed direct experience and sufficient knowledge related to language use and language learning in Indonesian language classrooms.

Purposive sampling was considered the most appropriate sampling strategy because the study sought to examine language errors committed by students during Indonesian language learning activities. This approach allowed the researchers to intentionally select individuals who could provide detailed information about students’ language performance, learning experiences, instructional practices, and environmental factors influencing language acquisition. Through purposive sampling, the researchers were able to gather in-depth data from participants who were directly involved in the educational process and who could contribute meaningful insights into the occurrence of language errors.

The study involved a total of sixty-five participants consisting of students, Indonesian language teachers, school administrators, and parents. The inclusion of multiple participant groups was intended to ensure data triangulation and to obtain a holistic understanding of the factors contributing to language errors.

Rather than relying solely on students as the primary source of information, the researchers considered the perspectives of teachers, administrators, and parents to provide broader contextual explanations regarding students' language development and learning environments.

The primary participants in this study were fifty students enrolled in Grade X and Grade XI of a senior high school. These students were selected because they were actively engaged in Indonesian language learning and regularly participated in various language-related activities, including reading, writing, speaking, and listening tasks. The students represented a critical stage of language development, as adolescents at this level are expected to demonstrate increasingly advanced language proficiency and academic literacy skills. Their participation was therefore essential for understanding the nature and patterns of language errors that occur in secondary education settings.

Among the student participants, twenty-four were male students and twenty-six were female students. This balanced representation was considered important to minimize gender bias and ensure that the findings reflected diverse student experiences. The age range of the participants was between fifteen and seventeen years old, corresponding to the typical age of senior high school students in Indonesia. At this developmental stage, students are expected to possess sufficient linguistic competence to engage in academic communication, yet they often continue to encounter difficulties in applying formal language conventions accurately. Consequently, this age group provides a valuable context for examining the persistence of language errors despite years of formal language instruction.

The selected students came from diverse socioeconomic, cultural, and linguistic backgrounds. Many of them lived in communities where local languages were predominantly used in daily communication. In the context of North Sumatra, regional languages such as Batak Angkola, Mandailing, and other local dialects continue to play a significant role in social interaction and family communication. As a result, students frequently experience bilingual or multilingual language environments in which they must navigate between local languages and Indonesian. Such linguistic diversity creates opportunities for language interference, code-switching, and transfer of grammatical structures from one language to another. The inclusion of students from various linguistic backgrounds enabled the researchers to investigate how multilingualism influences the occurrence of language errors in Indonesian language learning.

To ensure variation in language proficiency, students were selected from different academic achievement categories. Indonesian language teachers assisted in identifying students with high, moderate, and low academic performance based on examination scores, classroom participation, and writing assignments. The inclusion of students with varying levels of achievement allowed the researchers to compare patterns of language errors across different proficiency levels. This approach also provided opportunities to examine whether specific types of errors were more prevalent among certain groups of learners and whether academic performance influenced the frequency and complexity of language errors.

In addition to student participants, three Indonesian language teachers were included as key informants. The teachers possessed extensive professional experience ranging from eight to twenty-five years of teaching service. Their educational backgrounds included undergraduate and postgraduate qualifications in Indonesian language education. As practitioners directly responsible for teaching language skills, these teachers provided valuable information regarding students' learning difficulties, classroom behaviors, common language errors, and instructional strategies used to address linguistic challenges. Their perspectives were particularly important because they had extensive experience evaluating students' oral and written performance over an extended period.

The teacher participants also contributed insights into curriculum implementation, assessment practices, and pedagogical approaches used in Indonesian language instruction. Through interviews and discussions, the teachers shared observations regarding recurring language problems among students, changes in language use over time, and the influence of technological developments on students' communication patterns. Their professional expertise enriched the data and enabled the researchers to interpret language errors from an instructional perspective.

The study further involved two school administrators who served as supporting informants. These participants included the Vice Principal for Curriculum Affairs and the Vice Principal for Student Affairs. Their inclusion was based on their roles in educational leadership, curriculum management, and school policy implementation. School administrators provided information regarding institutional efforts to improve literacy, support language learning, and enhance academic achievement. They also offered perspectives on challenges faced by schools in promoting standard language use among students in an increasingly digital learning environment.

The participation of school administrators was particularly valuable because language learning does not occur solely within classroom settings. Institutional policies, literacy programs, extracurricular activities, and school culture significantly influence students' language development. Therefore, obtaining information from educational leaders enabled the researchers to understand how organizational factors contribute to students' language competence and learning experiences.

To complement the perspectives obtained from schools, ten parents were included as supporting participants. Parents play a fundamental role in shaping children's language development because the family serves as the first environment in which language acquisition occurs. The selected parents represented diverse educational, occupational, and socioeconomic backgrounds. Their participation provided important information regarding language practices within households, reading habits, parental support for education, and communication patterns between family members.

Data obtained from parents revealed how home environments influence students' language proficiency and literacy development. Some parents reported actively encouraging reading activities and academic discussions at

home, while others acknowledged limitations in providing literacy support due to occupational commitments or limited educational resources. Such information contributed to a deeper understanding of the environmental factors affecting students' language learning outcomes.

The participant recruitment process was conducted systematically in several stages. First, the researchers sought permission from the school administration and explained the objectives, procedures, and ethical considerations of the study. Following institutional approval, Indonesian language teachers assisted in identifying potential student participants who met the research criteria. Students were selected based on their willingness to participate, academic diversity, and representation of different linguistic backgrounds. Subsequently, teachers, administrators, and parents were invited to participate as supporting informants.

Ethical considerations were carefully observed throughout the sampling process. All participants were informed about the purpose of the study, their roles in the research, and their right to withdraw at any stage without consequences. Participation was entirely voluntary, and confidentiality was maintained to protect participants' identities and personal information. To ensure anonymity, pseudonyms and participant codes were used during data analysis and reporting. These ethical measures were implemented to maintain research integrity and establish trust between the researchers and participants.

The inclusion of multiple participant groups strengthened the credibility and trustworthiness of the study. Students provided direct evidence regarding language errors and language use in learning contexts, teachers contributed professional interpretations of linguistic difficulties, administrators offered institutional perspectives, and parents supplied information about home literacy environments. The combination of these perspectives enabled the researchers to conduct comprehensive triangulation, thereby enhancing the validity of the findings and reducing potential biases associated with relying on a single source of information.

Furthermore, the diversity of participants enabled the study to capture the complexity of language learning from linguistic, educational, social, cultural, and environmental perspectives. Such diversity was essential because language errors are multidimensional phenomena influenced by numerous interacting factors. By involving participants from different backgrounds and roles, the study generated a richer and more nuanced understanding of the causes, characteristics, and implications of language errors in Indonesian language learning.

Table 1. Demographic Characteristics of Research Participants

Participant Category	Number	Age Range	Primary Role in Research
Male Students	24	15–17 years	Primary participants and sources of language error data

Participant Category	Number	Age Range	Primary Role in Research
Female Students	26	15–17 years	Primary participants and sources of language error data
Indonesian Language Teachers	3	32–50 years	Key informants and instructional experts
School Administrators	2	40–55 years	Educational leadership and policy informants
Parents	10	35–55 years	Supporting informants regarding home literacy practices
Total	65	-	Research participants

Overall, the participant selection strategy employed in this study was designed to ensure depth, diversity, and relevance of data. The combination of students, teachers, administrators, and parents created a comprehensive participant network capable of providing multidimensional insights into language errors and language learning processes. Consequently, the sampling procedures contributed significantly to the richness of the data and the robustness of the study’s conclusions regarding language errors in Indonesian language education.

LANGUAGE ERROR ANALYSIS FRAMEWORK

Language error analysis serves as a fundamental framework for understanding students’ linguistic performance and identifying the difficulties they encounter during the language learning process. In the field of applied linguistics, error analysis is regarded as a systematic approach to examining deviations from established language norms. The framework enables researchers and educators to identify patterns of errors, determine their underlying causes, and develop appropriate instructional interventions. In the context of Indonesian language learning, language error analysis is particularly important because it provides insights into students’ mastery of linguistic rules and their ability to apply these rules in authentic communication situations.

This study adopted an error analysis framework based on the theories proposed by Tarigan (2011), Corder (1981), and Ellis (1997), which emphasize the identification, classification, description, and interpretation of learner errors. The framework was designed to systematically analyze language errors found in students’ written assignments and classroom activities. Through this framework, language errors were categorized into five major linguistic dimensions: spelling errors, diction errors, morphological errors, syntactic errors, and ineffective sentence construction.

The selection of these five categories was based on their relevance to Indonesian language learning and their frequent occurrence in students’ written and spoken communication. Each category represents a specific aspect of language competence and provides valuable information regarding students’

linguistic strengths and weaknesses. The framework also enabled the researchers to compare the frequency and distribution of different error types, thereby identifying the most dominant linguistic challenges faced by students.

Identification of Language Errors

The first stage of the framework involved the identification of language errors. During this stage, students' written assignments, classroom exercises, and learning journals were carefully examined to locate instances of language deviation. The researchers compared students' language use with the standard conventions of Bahasa Indonesia as outlined in the Pedoman Umum Ejaan Bahasa Indonesia (PUEBI) and Indonesian grammar references.

Each error identified in the data was highlighted and documented for further analysis. The identification process focused on determining whether a linguistic form deviated from accepted standards and whether the deviation affected the clarity, accuracy, or effectiveness of communication. This stage provided the foundation for subsequent classification and interpretation.

Classification of Language Errors

After the identification process, the errors were classified according to their linguistic characteristics. Classification enabled the researchers to organize the data systematically and identify recurring patterns of language use. Errors were grouped into five categories, each representing a distinct linguistic domain.

1. Spelling Errors

Spelling errors refer to inaccuracies in the application of Indonesian orthographic conventions. These errors include incorrect capitalization, punctuation misuse, improper use of prepositions, and mistakes in word separation or word combination.

Examples include:

- *disekolah* → *di sekolah*
- *jakarta* → *Jakarta*
- Incorrect punctuation placement within sentences.

Spelling errors are important because they affect the readability and professionalism of written communication. Frequent spelling errors may indicate insufficient understanding of PUEBI guidelines and limited attention to language accuracy.

2. Diction Errors

Diction errors involve inappropriate word selection that does not match the intended meaning, context, or level of formality. These errors often occur when students choose words based on everyday communication rather than academic language conventions.

Examples include:

- *ngasih* instead of *memberikan*
- *gak* instead of *tidak*
- Using colloquial expressions in formal writing.

Diction errors can reduce the precision and effectiveness of communication because the chosen words may fail to convey the intended

message accurately. The analysis of diction errors helps reveal students' vocabulary limitations and their awareness of language register.

3. Morphological Errors

Morphological errors involve mistakes in word formation processes, particularly in the use of affixes, reduplication, and compound words. Indonesian relies heavily on affixation to create grammatical meanings, making morphology an important component of language competence.

Examples include:

- *menyontoh* instead of *mencontoh*
- *merobah* instead of *mengubah*
- Incorrect application of prefixes and suffixes.

Morphological errors often indicate incomplete understanding of word formation rules and may reflect interference from regional languages or informal language usage.

4. Syntactic Errors

Syntactic errors refer to deviations in sentence structure and grammatical organization. These errors occur when students fail to arrange words, phrases, or clauses according to accepted grammatical rules.

Examples include:

- *Karena siswa rajin belajar sehingga mendapatkan nilai tinggi.*
- *Mereka pergi ke perpustakaan dan membaca buku untuk meningkatkan pengetahuan mereka yang sangat penting.*

Common syntactic problems include incomplete sentences, ambiguity, improper conjunction usage, word-order errors, and unclear relationships between sentence elements.

Syntactic errors are particularly significant because they directly affect meaning and comprehension. Previous studies have consistently identified syntax as one of the most problematic aspects of language learning among secondary school students.

5. Ineffective Sentence Construction

This category refers to sentences that are grammatically acceptable but fail to communicate ideas efficiently and clearly. Ineffective sentences often contain redundancy, repetition, ambiguity, or unnecessary complexity.

Examples include:

- *Para siswa-siswa mengikuti kegiatan tersebut.*
- *Dia naik ke atas menuju lantai dua.*

These constructions may not always violate grammatical rules; however, they reduce communicative effectiveness and stylistic quality. The analysis of ineffective sentences provides insights into students' ability to express ideas concisely and coherently.

Description and Quantification of Errors

After the identification and classification stages were completed, all language errors found in students' written assignments were subjected to detailed description and quantification. This stage was conducted to provide a

comprehensive understanding of the characteristics, frequency, and distribution of language errors within the collected data. Error description and quantification are essential components of language error analysis because they allow researchers to move beyond simple identification and explore the extent to which particular linguistic problems affect students' language performance.

The descriptive analysis focused on explaining the nature of each error, the linguistic rule that was violated, and the possible reasons for its occurrence. Each identified error was carefully examined and compared with the standard rules of Bahasa Indonesia based on the Pedoman Umum Ejaan Bahasa Indonesia (PUEBI), Indonesian grammar guidelines, and relevant linguistic references. Through this process, the researchers were able to determine whether an error was related to orthography, vocabulary selection, word formation, sentence structure, or communicative effectiveness.

In addition to describing the linguistic characteristics of errors, the researchers also quantified the occurrence of each error category. Quantification was conducted by counting the total number of errors found in students' written texts and calculating the percentage represented by each category. This procedure enabled the researchers to identify the most dominant language problems and compare the relative frequency of different error types. The combination of qualitative description and quantitative measurement provided a more comprehensive picture of students' language competence and learning difficulties.

The quantification process involved several systematic steps. First, every error identified in students' assignments was recorded in a coding sheet. Second, the errors were grouped according to the five predetermined categories: spelling errors, diction errors, morphological errors, syntactic errors, and ineffective sentence construction. Third, the frequency of each category was calculated. Finally, percentages were determined by dividing the frequency of each category by the total number of identified errors and multiplying the result by one hundred.

The analysis revealed that a total of 200 language errors were identified across all student assignments. These errors varied considerably in terms of frequency and linguistic complexity. Some categories appeared consistently across almost all student texts, while others were found only in specific assignments or among particular groups of students. The results demonstrated that language errors remain a significant challenge in Indonesian language learning and highlight areas that require instructional attention.

Table 4. Frequency and Percentage of Language Errors

Error Category	Frequency	Percentage
Syntactic Errors	70	35.0%
Spelling Errors	55	27.5%
Diction Errors	35	17.5%
Morphological Errors	25	12.5%
Ineffective Sentence Construction	15	7.5%

Error Category	Frequency	Percentage
Total	200	100%

The findings indicate that syntactic errors constituted the largest proportion of all identified language errors, accounting for 35% of the total. This result suggests that students experienced substantial difficulties in constructing grammatically correct sentences. Common syntactic problems included incomplete sentence structures, incorrect use of conjunctions, ambiguity, and improper word order. These findings imply that students require greater support in developing sentence construction skills and understanding grammatical relationships within complex sentences.

Spelling errors represented the second most frequent category, accounting for 27.5% of the total errors. The majority of these errors involved incorrect capitalization, punctuation misuse, and improper use of prepositions. Frequent spelling mistakes indicate that many students have not yet mastered the conventions outlined in the Indonesian spelling system. Since spelling accuracy contributes significantly to the readability and professionalism of written communication, these findings highlight the need for more intensive instruction and practice related to orthographic rules.

Diction errors accounted for 17.5% of all identified errors. These errors typically involved inappropriate word choice, excessive use of colloquial expressions, and misuse of vocabulary in formal academic contexts. Many students appeared to transfer informal language habits from everyday communication and social media interactions into academic writing. Such practices often reduced the clarity and precision of their written work. The findings suggest that vocabulary development and language register awareness should become important components of Indonesian language instruction.

Morphological errors constituted 12.5% of the total errors identified. Most of these errors involved incorrect affixation, inappropriate word formation, and misuse of derivational processes. Indonesian morphology relies heavily on affixes to convey grammatical and semantic meanings; therefore, mastery of morphological rules is essential for effective communication. The occurrence of these errors indicates that some students still struggle to apply word formation rules accurately, particularly when constructing more complex academic texts.

The least frequent category was ineffective sentence construction, accounting for 7.5% of all identified errors. Although this category appeared less frequently than the others, it remained important because it directly affected the quality and effectiveness of communication. Ineffective sentences often contained redundant expressions, unnecessary repetition, wordiness, or unclear ideas. Such weaknesses reduced the coherence and conciseness of students' writing and demonstrated limitations in their ability to communicate information efficiently.

Beyond the numerical distribution of errors, the descriptive analysis revealed that language errors were often interconnected. For example, a single sentence could simultaneously contain spelling, diction, and syntactic errors. This finding suggests that language competence should be viewed as an

integrated system rather than a collection of isolated skills. Difficulties in one linguistic domain may influence performance in other areas, thereby increasing the complexity of language learning challenges faced by students.

The analysis also showed differences in error frequency across students with varying levels of academic achievement. Students with higher academic performance generally produced fewer errors and demonstrated greater awareness of formal language conventions. Conversely, students with lower academic achievement tended to commit more frequent and varied language errors. These differences suggest that language proficiency is closely related to broader academic competencies, literacy habits, and learning experiences.

Furthermore, the quantification results provided valuable information for determining instructional priorities. Since syntactic and spelling errors represented more than half of all identified errors, these areas should receive particular attention in classroom instruction. Teachers may consider implementing targeted grammar exercises, guided writing activities, peer-review sessions, and corrective feedback strategies to address students' most common difficulties. Such interventions may help improve language accuracy and enhance students' overall writing proficiency.

Overall, the description and quantification of language errors provided a detailed overview of students' linguistic performance and highlighted the specific areas requiring improvement. The combination of qualitative explanations and quantitative measurements strengthened the validity of the analysis and enabled the researchers to develop evidence-based interpretations regarding the nature and causes of language errors in Indonesian language learning. These findings serve as an important foundation for the subsequent discussion of contributing factors and pedagogical implications.

Interpretation of Language Errors

The interpretation of language errors represents the final stage of the language error analysis process. While the previous stages focused on identifying, classifying, describing, and quantifying errors, this stage seeks to explain the underlying meanings, causes, and implications of the identified language problems. Through interpretation, the researchers moved beyond the surface characteristics of errors and examined the broader linguistic, educational, social, and psychological factors that contributed to students' language performance. This process was essential for understanding not only what errors occurred but also why they occurred and how they affected students' ability to communicate effectively in academic contexts.

The findings revealed that language errors committed by students were not random occurrences but reflected systematic patterns associated with their language learning experiences. The frequency and consistency of certain error types suggested that students encountered specific difficulties in mastering particular aspects of Indonesian language rules. The predominance of syntactic errors, followed by spelling and diction errors, indicates that many students continue to struggle with constructing grammatically accurate sentences and applying standard language conventions in their written work.

The high occurrence of syntactic errors suggests that sentence construction remains one of the most challenging aspects of Indonesian language learning. Many students demonstrated difficulties in organizing sentence elements logically and grammatically. Errors involving incomplete sentence structures, inappropriate conjunctions, ambiguity, and incorrect word order indicate weaknesses in students' understanding of sentence relationships and grammatical patterns. These findings imply that students may possess basic vocabulary knowledge but encounter difficulties when combining words into coherent and meaningful sentences. Such difficulties can significantly affect the clarity of communication and the overall quality of academic writing.

The interpretation of spelling errors reveals another important aspect of students' language competence. Although spelling rules are introduced at an early stage of education, many students continue to make mistakes involving capitalization, punctuation, and the use of prepositions. This finding suggests that students may not consistently apply orthographic rules during writing activities. In some cases, students appeared to prioritize the completion of assignments rather than the accuracy of language forms. This tendency indicates a need for greater emphasis on language awareness and proofreading skills within Indonesian language instruction.

Diction errors provide important insights into students' vocabulary development and language register awareness. The frequent use of informal expressions, colloquial vocabulary, and non-standard language forms suggests that students are strongly influenced by everyday communication practices. Many students appeared to transfer language patterns from casual conversations and social media interactions into formal academic writing. This phenomenon reflects a limited understanding of contextual language use and highlights the need for instruction that emphasizes distinctions between formal and informal communication. The findings suggest that vocabulary mastery alone is insufficient; students must also understand when and how particular linguistic forms should be used.

Morphological errors indicate that some students have not fully mastered Indonesian word formation processes. Incorrect use of affixes and derivational structures demonstrates challenges in applying morphological rules accurately. Since affixation plays a central role in Indonesian grammar, weaknesses in morphological competence can affect both language accuracy and meaning. The occurrence of these errors may be influenced by limited exposure to formal written texts, insufficient grammar practice, or interference from local languages that employ different morphological systems.

The interpretation of ineffective sentence construction reveals limitations in students' ability to communicate ideas concisely and coherently. Although some sentences were grammatically acceptable, they often contained redundancy, unnecessary repetition, or excessive wordiness. These characteristics suggest that students may focus primarily on generating content rather than refining the effectiveness of their language. Such findings indicate that language instruction should not only emphasize grammatical correctness

but also encourage students to develop clarity, precision, and stylistic effectiveness in their writing.

One of the most significant findings emerging from the analysis is the influence of local language interference. Many participants came from multilingual environments where regional languages were used more frequently than Indonesian in daily communication. As a result, students often transferred grammatical structures, vocabulary choices, and pronunciation patterns from their first language into Indonesian. This phenomenon, commonly referred to as language interference, contributed to various syntactic, morphological, and lexical errors identified in the data. The findings support previous studies suggesting that multilingualism can influence second-language performance, particularly when learners have limited opportunities to practice the target language in authentic contexts.

Another important factor identified through the interpretation process was the influence of digital communication and social media. Students reported spending considerable amounts of time using messaging applications, social networking platforms, and other digital communication tools. These environments frequently encourage the use of abbreviated forms, non-standard spelling, informal expressions, and simplified sentence structures. The continuous exposure to such language practices appears to have influenced students' academic writing. Many participants unconsciously incorporated informal language features into school assignments, demonstrating how digital communication can shape linguistic behavior in educational settings.

The findings also suggest that literacy habits play a crucial role in language development. Students who reported reading books, newspapers, and academic texts regularly generally demonstrated better language accuracy and produced fewer errors. In contrast, students with limited reading habits tended to exhibit greater difficulties in vocabulary use, sentence construction, and adherence to language conventions. This relationship highlights the importance of reading as a source of linguistic input that supports the development of grammar, vocabulary, and writing skills. The interpretation therefore reinforces the view that literacy practices are fundamental to language acquisition and academic achievement.

From an educational perspective, the interpretation of language errors reveals the importance of instructional approaches that integrate language knowledge with practical language use. The persistence of language errors suggests that theoretical instruction alone may not be sufficient to develop linguistic competence. Students require frequent opportunities to engage in meaningful writing activities, receive constructive feedback, revise their work, and reflect on their language use. Such practices encourage active learning and enable students to internalize language rules more effectively.

The interpretation process also highlights the importance of teacher feedback in reducing language errors. Participants indicated that detailed corrections and explanations provided by teachers helped them recognize mistakes and improve their writing performance. Conversely, limited feedback often resulted in repeated errors because students remained unaware of their

linguistic weaknesses. This finding emphasizes the role of formative assessment and continuous feedback in supporting language learning and promoting long-term improvement.

Furthermore, the results suggest that language errors should not be viewed solely as indicators of failure or deficiency. Instead, they should be understood as valuable evidence of the language learning process. Errors provide information about learners' current stage of development and reveal areas where additional support is needed. From this perspective, language errors serve as learning opportunities that can guide instructional decision-making and curriculum development. Teachers who systematically analyze students' errors can design more targeted interventions and create learning experiences that address specific linguistic challenges.

Overall, the interpretation of language errors demonstrates that students' linguistic difficulties are influenced by a complex interaction of linguistic, educational, social, cultural, and technological factors. The findings indicate that language competence cannot be developed solely through memorization of grammatical rules but requires continuous practice, meaningful communication, literacy engagement, and supportive learning environments. By understanding the underlying causes and implications of language errors, educators can develop more effective strategies for improving Indonesian language learning and fostering students' academic communication skills. Ultimately, the interpretation of language errors provides valuable insights for enhancing language instruction, strengthening literacy development, and promoting greater proficiency in the use of standard Indonesian.

DATA ANALYSIS PROCEDURES

Data analysis is a critical stage in qualitative research because it enables researchers to systematically organize, interpret, and draw meaningful conclusions from the collected data. In this study, data analysis was conducted continuously throughout the research process, beginning with data collection and continuing until the final interpretation of findings. The primary purpose of the analysis was to identify patterns of language errors committed by students, determine the underlying factors contributing to these errors, and examine their implications for Indonesian language learning.

This study employed a qualitative thematic analysis approach adapted from Braun and Clarke (2006), combined with the language error analysis procedures proposed by Corder (1981), Ellis (1997), and Tarigan (2011). The integration of these approaches allowed the researchers to analyze language errors systematically while simultaneously exploring the broader educational and linguistic contexts in which the errors occurred. The analysis process consisted of six interconnected phases: data familiarization, initial coding, categorization of language errors, theme development, theme refinement, and interpretation of findings.

Phase 1: Data Familiarization

The first stage involved familiarization with the collected data. During this phase, the researchers carefully reviewed all data sources, including

students' written assignments, classroom observations, interview transcripts, focus group discussion records, student learning journals, and field notes. Each document was read repeatedly to gain a comprehensive understanding of the content and to identify preliminary patterns related to language use and language errors.

The familiarization process enabled the researchers to become deeply immersed in the data and to develop an overall understanding of students' linguistic performance. Detailed notes were recorded throughout this stage to capture initial impressions, recurring issues, and potential areas of significance. Particular attention was given to instances where students demonstrated difficulties in applying Indonesian language rules. This stage served as the foundation for subsequent coding and categorization activities.

Phase 2: Initial Coding

Following data familiarization, the researchers conducted open coding to identify and label language errors found within the collected data. Coding involved systematically examining each text and assigning descriptive labels to segments containing linguistic deviations. Every identified error was recorded and given a specific code based on its linguistic characteristics.

For example, errors involving punctuation and capitalization were coded as spelling errors, while errors related to sentence structure were coded as syntactic errors. Coding was conducted manually to ensure accuracy and to allow close engagement with the data. Throughout the coding process, researchers maintained coding consistency by comparing coded segments and discussing discrepancies when necessary.

The coding stage generated a substantial number of individual codes representing various forms of language errors. These codes served as the basis for identifying broader patterns and relationships among different types of errors.

Phase 3: Categorization of Language Errors

After the coding process was completed, the identified codes were grouped into broader categories according to the Language Error Analysis Framework developed for this study. Errors were classified into five major categories:

6. Spelling Errors
7. Diction Errors
8. Morphological Errors
9. Syntactic Errors
10. Ineffective Sentence Construction

The categorization process enabled the researchers to organize the data systematically and identify the distribution of language errors across different linguistic dimensions. Each category represented a distinct aspect of language competence and provided insights into specific challenges encountered by students during Indonesian language learning.

To ensure analytical rigor, the categorization process involved repeated examination of coded data. Errors were reviewed multiple times to confirm that they had been assigned to appropriate categories. When an error appeared to

involve multiple linguistic aspects, researchers discussed its dominant characteristic before assigning it to a category.

Table 1. Language Error Categories Used in Data Analysis

Error Category	Analytical Focus
Spelling Errors	Orthography, punctuation, capitalization
Diction Errors	Vocabulary selection and appropriateness
Morphological Errors	Affixation and word formation
Syntactic Errors	Sentence structure and grammar
Ineffective Sentences	Clarity, coherence, and conciseness

Phase 4: Theme Development

Once the categorization process was completed, the researchers proceeded to identify broader themes emerging from the data. Theme development involved examining relationships among categories and identifying recurring patterns that explained why language errors occurred. Several preliminary themes emerged during this phase, including:

- Interference from local languages.
- Influence of social media communication.
- Limited mastery of Indonesian grammar.
- Low reading habits.
- Insufficient language practice.
- Limited corrective feedback.

These themes were generated through careful examination of interview responses, classroom observations, and students’ written work. The researchers compared findings across different data sources to identify common patterns and ensure that themes were grounded in the evidence.

Theme development enabled the researchers to move beyond simple error classification and explore the broader factors influencing students’ language performance.

Phase 5: Theme Refinement and Verification

After preliminary themes had been identified, the researchers conducted a theme refinement process to ensure coherence, consistency, and relevance. During this phase, themes were reviewed against the original data to verify that they accurately represented participants’ experiences and observations. Some themes were combined due to conceptual similarities, while others were reorganized to improve analytical clarity. For example, themes related to digital communication and social media influence were integrated into a broader theme concerning technological factors affecting language use. Similarly, themes associated with literacy practices and reading habits were consolidated into a category related to language exposure and literacy development. To enhance trustworthiness, data triangulation was employed throughout this phase. Findings obtained from student assignments were compared with interview data, observation records, and field notes. This process helped

confirm the consistency of emerging themes and reduced the possibility of researcher bias.

Phase 6: Interpretation and Conclusion Drawing

The final stage involved interpreting the findings and drawing conclusions based on the identified themes and language error patterns. Interpretation focused on understanding the educational significance of the findings and explaining the relationships among language errors, learning experiences, and contextual factors.

The researchers examined how linguistic, social, cultural, and technological influences contributed to students' language difficulties. Findings were interpreted in relation to existing theories of language learning, error analysis, and literacy development. Relevant literature was consulted to support the interpretation process and situate the findings within broader scholarly discussions.

Particular attention was given to identifying implications for Indonesian language teaching and learning. The interpretation process generated recommendations regarding instructional strategies, literacy development programs, feedback mechanisms, and curriculum improvements that could help reduce language errors and enhance students' language proficiency.

Trustworthiness of Data Analysis

To ensure the credibility and reliability of the findings, several trustworthiness strategies were employed throughout the analysis process.

Data Triangulation

Data were collected from multiple sources, including students, teachers, administrators, and parents. The use of multiple participant groups enabled the researchers to verify findings across different perspectives.

Methodological Triangulation

Various data collection methods were utilized, including observations, interviews, focus group discussions, document analysis, and learning journals. Combining different methods strengthened the validity of the findings.

Peer Debriefing

The researchers discussed coding decisions and thematic interpretations with academic supervisors and fellow researchers to minimize subjective bias.

Member Checking

Selected participants were invited to review summaries of the findings to ensure that the interpretations accurately reflected their experiences and perspectives.

Audit Trail

Detailed records of coding procedures, analytical decisions, and theme development processes were maintained throughout the study to ensure transparency and accountability.

Summary of Data Analysis Process

Table 2. Stages of Data Analysis

Phase	Activities
Phase 1	Data familiarization and repeated reading
Phase 2	Initial coding of language errors
Phase 3	Categorization into five error types
Phase 4	Development of themes and patterns
Phase 5	Refinement and verification of themes
Phase 6	Interpretation and conclusion drawing

Overall, the data analysis procedures employed in this study provided a systematic and rigorous framework for examining language errors in Indonesian language learning. The combination of thematic analysis and language error analysis enabled the researchers to identify linguistic patterns, explore contributing factors, and generate meaningful educational insights. Through this comprehensive analytical process, the study was able to produce credible findings that contribute to the understanding of language learning challenges and the improvement of Indonesian language education.

DISCUSSION

The findings of this study reveal that language errors remain a significant issue in Indonesian language learning. The analysis demonstrated that students committed various types of language errors, including spelling errors, diction errors, morphological errors, syntactic errors, and ineffective sentence construction. Among these categories, syntactic errors emerged as the most dominant, accounting for 35% of the total identified errors. This finding suggests that students continue to experience considerable difficulties in constructing grammatically accurate and coherent sentences despite receiving formal instruction in Indonesian language throughout their educational journey.

The predominance of syntactic errors supports the theory proposed by Corder (1981), who argued that sentence construction represents one of the most complex aspects of language acquisition because it requires learners to integrate multiple linguistic elements simultaneously. Students must understand grammatical rules, clause relationships, sentence patterns, and contextual meaning while producing written communication. Consequently, syntactic errors are often more frequent than other linguistic errors because they involve higher levels of language processing and cognitive organization.

The findings are also consistent with previous studies on language error analysis, which have identified syntax as one of the most problematic areas in students' language learning. Similar research has shown that learners frequently struggle with conjunction usage, sentence completeness, word order, and grammatical coherence. The recurring nature of these problems indicates that syntactic competence requires continuous development and cannot be achieved solely through theoretical instruction. Students need regular opportunities to practice constructing sentences in

authentic communication contexts and receive corrective feedback on their language use.

Another important finding concerns the high frequency of spelling errors. Although spelling conventions are introduced at the elementary level, many students continued to demonstrate difficulties in applying capitalization rules, punctuation marks, and standard orthographic conventions. This result suggests that students often prioritize content development over language accuracy when completing academic assignments. In many cases, students focus primarily on expressing ideas rather than reviewing and editing their writing.

The persistence of spelling errors may also reflect limited attention to proofreading practices. Effective writing requires not only generating ideas but also revising and refining written texts. The findings therefore highlight the importance of teaching students self-editing strategies and encouraging them to review their work systematically before submission. Developing proofreading habits can significantly reduce orthographic errors and improve overall writing quality.

The occurrence of diction errors further indicates that many students experience challenges in selecting vocabulary appropriate to formal academic contexts. The frequent use of colloquial expressions and informal vocabulary demonstrates the influence of everyday communication practices on students' writing. This finding is particularly relevant in contemporary educational settings where students are continuously exposed to informal language through social media, online communication platforms, and peer interactions.

The influence of digital communication on language use has become increasingly evident in recent years. Many students spend considerable amounts of time interacting through messaging applications and social networking sites, where abbreviated forms, slang expressions, and non-standard language varieties are commonly used. While such forms may facilitate rapid communication in informal settings, they can negatively affect students' ability to distinguish between formal and informal language registers. The findings suggest that language educators should explicitly address register awareness and help students understand the contextual appropriateness of different language forms.

Morphological errors identified in this study provide additional evidence of students' difficulties in mastering Indonesian word formation processes. Affixation is a fundamental feature of Indonesian grammar, and incorrect use of prefixes, suffixes, and derivational structures can alter meaning and reduce grammatical accuracy. The findings indicate that students may possess partial knowledge of morphological rules but struggle to apply these rules consistently in authentic writing tasks. Such difficulties emphasize the need for instructional approaches that integrate grammar learning with practical language use rather than treating linguistic knowledge as isolated concepts.

The findings also highlight the significant role of local language interference in shaping students' language performance. Most participants in this study came from multilingual backgrounds where regional languages were actively used in family and community communication. As a result, students frequently transferred linguistic structures from their first language into Indonesian. This phenomenon aligns with

theories of language transfer and interference, which suggest that learners often rely on previously acquired linguistic systems when producing a second language.

Although multilingualism provides cognitive, cultural, and communicative advantages, it may also contribute to language errors when learners fail to distinguish between different linguistic systems. The findings suggest that Indonesian language instruction should acknowledge students' multilingual backgrounds and develop pedagogical strategies that help learners recognize differences between local language structures and standard Indonesian conventions.

Another significant finding concerns the relationship between literacy habits and language proficiency. Students who regularly engaged in reading activities demonstrated fewer language errors and greater mastery of formal language structures. This result supports literacy theories emphasizing the importance of reading as a source of linguistic input. Through reading, learners are exposed to correct grammar, diverse vocabulary, coherent discourse structures, and effective writing models. Consequently, reading contributes substantially to the development of language competence and academic literacy.

The study further revealed that students with limited reading habits often exhibited restricted vocabulary knowledge and weaker grammatical awareness. These findings suggest that efforts to improve language proficiency should extend beyond classroom instruction and include school-wide literacy programs that encourage regular reading practices. Strengthening students' reading culture may serve as an effective strategy for reducing language errors and enhancing overall academic achievement.

Teacher feedback emerged as another critical factor influencing language improvement. Students who received detailed corrective feedback demonstrated greater awareness of their language errors and showed more substantial progress in subsequent writing tasks. This finding aligns with educational theories emphasizing the importance of formative assessment in supporting learning. Constructive feedback provides learners with information about their performance, identifies areas requiring improvement, and guides future learning efforts.

However, the study also revealed that teachers often face challenges in providing individualized feedback due to large class sizes, administrative responsibilities, and limited instructional time. These constraints may reduce opportunities for students to receive the guidance necessary for language improvement. Therefore, educational institutions should consider strategies that support teachers in delivering effective feedback, such as peer-review activities, collaborative learning approaches, and technology-assisted assessment tools.

The findings additionally demonstrate that language errors should not be interpreted solely as indicators of failure. From an educational perspective, errors represent valuable evidence of the learning process and provide insights into students' current levels of linguistic development. Error analysis enables educators to identify learning difficulties, evaluate instructional effectiveness, and design targeted interventions. Rather than penalizing students for making mistakes, teachers should view errors as opportunities for learning and development.

The results of this study have important implications for Indonesian language education. First, language instruction should emphasize practical language

application alongside theoretical knowledge. Students require meaningful opportunities to engage in writing, revision, discussion, and language reflection activities. Second, literacy development should be integrated into daily educational practices to increase students' exposure to standard language forms. Third, educators should promote language awareness by helping students recognize differences between formal and informal communication contexts. Finally, schools should establish supportive learning environments that encourage reading, writing, and effective communication across all subject areas.

Overall, the findings indicate that language errors are influenced by a complex interaction of linguistic, cognitive, social, cultural, and technological factors. Addressing these challenges requires comprehensive educational approaches that combine language instruction, literacy development, feedback mechanisms, and learner engagement. Through systematic and continuous efforts, students can improve their language competence, reduce language errors, and develop the communication skills necessary for academic success and lifelong learning.

CONCLUSION

This study aimed to analyze the language errors committed by students in Indonesian language learning, identify the most dominant types of errors, examine the factors contributing to these errors, and explore their implications for language instruction. Based on the analysis of students' written assignments, classroom observations, interviews, focus group discussions, learning journals, and supporting documents, it can be concluded that language errors remain a common phenomenon in Indonesian language learning and continue to affect students' academic communication skills.

The findings revealed that students committed five major categories of language errors: spelling errors, diction errors, morphological errors, syntactic errors, and ineffective sentence construction. Among these categories, syntactic errors were found to be the most dominant, accounting for 35% of the total identified errors. These errors primarily involved incorrect sentence structures, inappropriate conjunction usage, ambiguity, and incomplete sentence constructions. Spelling errors constituted the second most frequent category, followed by diction errors, morphological errors, and ineffective sentence construction. The prevalence of these errors indicates that many students continue to experience difficulties in applying Indonesian language rules accurately and consistently in academic contexts.

The study also identified several factors contributing to the occurrence of language errors. These factors include interference from local languages, limited mastery of Indonesian grammatical and orthographic rules, inadequate reading habits, the influence of social media and digital communication, insufficient writing practice, limited corrective feedback, varying levels of learning motivation, and differences in educational environments. The findings demonstrate that language errors are influenced not only by linguistic factors but also by social, cultural, technological, and educational conditions that shape students' language experiences.

Furthermore, the results indicate that language improvement can be achieved through comprehensive and continuous educational efforts. Literacy-based learning activities, extensive reading practices, regular writing exercises, constructive teacher

feedback, collaborative learning strategies, and language awareness programs were found to contribute positively to students' language development. Students who actively participated in such activities demonstrated greater language accuracy, improved vocabulary use, stronger grammatical competence, and increased confidence in academic communication.

From a pedagogical perspective, the findings emphasize the importance of integrating language theory with practical language application. Indonesian language instruction should provide students with meaningful opportunities to practice writing, revise their work, reflect on language use, and receive continuous feedback. In addition, schools should strengthen literacy programs and create supportive learning environments that encourage reading, critical thinking, and effective communication. Teachers should also pay greater attention to the influence of digital communication and help students distinguish between informal language used in social media and formal language required in academic settings.

In conclusion, language errors should not be viewed solely as indicators of students' weaknesses but rather as valuable sources of information that reflect the language learning process. Through systematic language error analysis, educators can identify students' learning needs, design targeted instructional interventions, and improve the overall effectiveness of Indonesian language teaching. The findings of this study contribute to the understanding of language learning challenges and provide practical recommendations for enhancing students' language proficiency, literacy skills, and academic communication abilities.

Finally, future researchers are encouraged to conduct broader investigations involving larger participant groups, different educational levels, and diverse geographical contexts. Further studies may also explore the relationship between digital literacy, multilingualism, and language development in order to provide deeper insights into contemporary language learning challenges and opportunities.

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