



Foreign Speakers' Indonesian Language Errors on YouTube Social Media

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Abstract. YouTube is one of the most popular social media. Many people share videos on YouTube, one of which is foreign speech. However, some foreign speakers sometimes make errors when they made Indonesian videos. Indonesian language errors made by foreign speakers are natural but should not be allowed. This study aims to describe the Indonesian errors of foreign speech on YouTube social media. This study used the descriptive qualitative method. The data analysis technique in this study was through 4 stages. The stages are (1) collection of a sample, (2) identifying errors, (3) describing errors, and (4) explaining errors. The data sources in this study were videos on the YouTube channel of the foreign speaker from Africa, America, Asia, Australia, and Europe. The findings showed that Indonesian language errors of foreign speech on YouTube social media include phonological, morphological, syntactic, and semantic errors. Sources of foreign speakers' language errors on YouTube social media: foreign speakers have not mastered the target language, mother tongue interference, and second langue interference those mastered before the target language.

Keywords: Indonesian language error · foreign speaker · YouTube

1 Introduction

Indonesian is the official language and identity of the Indonesian people. In addition, Indonesian has been used as the nation's unifying language. Indonesian not only learned by Indonesian citizens but also studied by foreign nationals. Indonesian has been taught in Australia since 1950 [1]. Indonesian is increasingly in demand by foreign speakers from various countries with various purposes. One of these purposes is to support a career or work. Based on data from the Language Agency, at the end of 2020, there were 355 BIPA program organizers in 41 countries with 72,746 students, and in 2024, it is estimated that there will be 100,000 new BIPA students worldwide [2]. Moreover, at this time, many institutions offer online BIPA courses, making it more accessible for students to take BIPA courses.

YouTube is a social media that is widely accessed by the public to get the latest news, find information about something, and entertain, such as listening to songs, watching movies, or getting tips and exciting content from YouTubers. Nowadays, YouTube is not only used as a place to share information but also can be used as a place for a career. One

example of a successful career on YouTube is Mr Beast. In 2021, He got an income of \$54 million or more than 756 billion [3]. The massive income from YouTube makes many people interested as YouTubers, not only Indonesians but also foreign speakers. Many foreign speakers (foreign YouTubers) upload Indonesian videos on YouTube. However, some YouTubers sometimes make errors in speaking Indonesian.

Language errors are deviations of grammatical rules in writing and listening [4, 5]. Foreign speakers make language errors because they have not mastered the target language, mother tongue interference or interference of language spoken before the target language. According to Supriani and Siregar [6], language errors are events that are inherent or closely related to every use of language, both writing and speaking.

Every foreign speaker makes errors when learning Indonesian because Indonesian is a foreign language students learn after the first language. Foreign speakers make errors in speaking Indonesian is normal because they are just learning Indonesian. During the second language acquisition process, the majority of language learners make errors both in speaking and writing [7–16]. Although language errors are normal, it should not be tolerated and must be solved. Indonesian language errors are not only made by foreign speakers but also by native speakers [17]. However, Indonesian language errors made by native speakers are usually fewer than by foreign speakers.

Analysis of language errors is a way to observe, analyze, and classify deviations from the second language's rules and reveal the system operated by foreign speakers [18]. Error analysis can be interpreted as analyzing, identifying, and classifying deviations from the second language rules and analyzing the cause of the error. Language error analysis aims to identify the type of error, determine whether there is a pattern of errors committed, and explore the causes of errors [19]. Analysis of language errors is critical to do. Because if we know language errors, we can understand the process of acquiring a second language, and we can also help correct the errors so that the same errors do not occur in the future [20–23]. This study aims to describe the Indonesian language errors of foreign speakers on YouTube social media.

2 Method

This study used the descriptive qualitative method. The data in this study are foreign speaker videos found on YouTube social media. In this study, researchers took video samples of foreign speakers from Africa, America, Asia, Australia, and Europe with the following details: samples from Africa was foreign speaker whose Arabic mother tongue; samples from America used English as their mother tongue; samples from the Asian used Korean as mother tongue; samples from the Australian used English as mother tongue; samples from Europe used French as mother tongue.

The analysis technique in this study went through 4 stages. These stages was as: (1) determining the sample, (2) identifying errors, (3) describing errors, and (4) explaining errors [24]. In the first stage, the researchers determined video samples of African, American, Asia, Australian, and Europe foreign speakers. After determining the sample in the second stage, the researcher identified errors by listening to videos on the YouTube channel of foreign speakers sampled in this study. After that, the researcher noted the foreign speakers' language errors. Furthermore, the researchers grouped the data on

foreign speakers' language errors based on their type. In the third stage, the researcher describes the types of foreign speaker errors. In the fourth stage, the researcher explains the foreign speakers' language errors.

3 Findings and Discussion

3.1 Language Errors at the Phonology Level

While mastering the second language, many students make errors in phonology, morphology, syntax, and semantics. In phonology, the errors made by foreign speakers on YouTube social media include: adding phonemes, phoneme reduction, and replacing phonemes with details are shown in Table 1.

In data (1) there is the addition of the phoneme /y/ after the phoneme /s/ so that it becomes /ʃ/ in Arabic it is also called /ش/ and the phoneme /s/ after the phoneme /t/ so that it becomes /ts/ in Arabic it is also called /تس/. In data (2) there is a replacement of the phoneme /p/ into /f/ in Arabic called /ف/. In data (3) there is a replacement of the phoneme /e/ to /i/. In data (4), there is a replacement of the phoneme /c/ to /sh/ in Arabic, which is also called /ص/. In data (5) there is a replacement of the phoneme /a/ to /o/. In data (6), there are replacement of the phoneme /o/ becomes /u/ and the phoneme /u/ becomes /i/. In data (7), there is a replacement of the phoneme /e/ with the phoneme /ə/. In data (8), there is a replacement of the phoneme /dʒ/ to /z/. In data (9) there is a replacement of the phoneme /g/ to /dʒ/ and the phoneme /e/ to the phoneme /ə/. Phonological errors in data (1) to data (4) because of mother tongue interference, phonological errors in data (5) to data (8) because they have not mastered Indonesian, and errors in data 9 is interference with English as a second language (second language spoken before target language).

In data (10), there is a replacement of the phoneme /s/ with the phoneme /ʃ/. In the data (11), (13), and (13), there is an addition of the phoneme /g/ after the phoneme /g/. In data (14) there is the addition of the phoneme /t/ before the phoneme /d/.

In the data (15), (16), (17), and (18) there are an additional phoneme /u/ after the phoneme /ə/. Errors in the data (15) to (18) are interlanguage errors because Koreans are used to talking with the phoneme /ə/ followed by the phoneme /u/ so that it becomes the phoneme /ü/. In the data (19), (20), (21), (22), and (23) there are replacement of the phoneme /e/ to the phoneme /u/. in data (24) there is replacement of the phoneme /t/ to /d/. In data (25) there is a replacement of the phoneme /r/ to /l/. This is an interlanguage error because Korean difficult to pronounce the phoneme /r/, so when pronouncing the phoneme /r/, a vibrating phoneme /l/ will be heard. Data (26) shows a change in the phoneme /d/ to /θ/. This is an interlanguage error because Koreans rarely use the phoneme /d/. Therefore, the phoneme /d/ changes to the phoneme /θ/ when spoken or sounded. In data (27), there is a replacement phoneme /i/ with the phoneme /y/. This error is intralingual because the speaker has not mastered Indonesian, so the sound error occurs in the phoneme /i/ into the phoneme /y/.

In data (28), there is additional phoneme /r/ in the middle of the phoneme /a/. In data (29), there is a reduction in the phoneme /e/. In data (30), there is a replacement of the phoneme /a/ to /e/. In data (31), there is a replacement of the phoneme /ə/ to /i/. This error can be caused by the speaker's B1 sounding the letter e as /i/. In data (32) there is

Table 1. Data Foreign Speaker Phonological Errors on YouTube Social Media

African Foreign Speakers	American Foreign Speakers
(1) the word <i>sehat</i> pronounced <i>syehats</i> (2) the word <i>paham</i> pronounced <i>faham</i> (3) the word <i>sering</i> pronounced <i>siring</i> (4) the word <i>percuma</i> pronounced <i>pershuma</i> (5) the word <i>mal</i> pronounced <i>mol</i> (6) the word <i>komunikasi</i> pronounced <i>kuminikasi</i> (7) the word <i>lewat</i> pronounced <i>lɔwat</i> (8) the word <i>jujur</i> pronounced <i>zuzur</i> (9) the word <i>generasi</i> pronounced <i>jənerasi</i>	(10) the word <i>sangat</i> pronounced <i>syangat</i> (11) the word <i>banget</i> pronounced <i>bangget</i> (12) the word <i>menangis</i> pronounced <i>menanggis</i> (13) the word <i>ingat</i> pronounced <i>inggat</i> (14) the word <i>kadang-kadang</i> pronounced <i>katdang-katdang</i>
Asian Foreign Speakers	Australian Foreign Speakers
(15) the word <i>ketemu</i> pronounced <i>keutemu</i> (16) the word <i>seru</i> pronounced <i>seuru</i> (17) the word <i>melayu</i> pronounced <i>meulayu</i> (18) the word <i>Kerja</i> pronounced <i>keurja</i> (19) the word <i>menurut</i> pronounced <i>mumurut</i> (20) the word <i>terus</i> pronounced <i>turus</i> (21) the word <i>kedua</i> pronounced <i>kudua</i> (22) the word <i>sepuluh</i> pronounced <i>supuluh</i> (23) the word <i>sebelum</i> pronounced <i>subulum</i> (24) the word <i>Vietnam</i> pronounced <i>Viednam</i> (25) the word <i>keseluruhan</i> pronounced <i>keseluluhan</i> (26) the word <i>kadang</i> pronounced <i>kathang</i> (27) the word <i>kuliah</i> pronounced <i>kulyah</i>	(28) the word <i>pekerjaan</i> pronounced <i>perkerjaran</i> (29) the word <i>mereka</i> pronounced <i>merka</i> (30) the word <i>menyadari</i> pronounced <i>menyədari</i> (31) the word <i>dekat</i> pronounced <i>dikat</i> (32) the word <i>santai</i> pronounced <i>səntai</i> (33) the word <i>pantai</i> pronounced <i>pantai</i> (34) the word <i>inspirasi</i> pronounced <i>inspərası</i> (35) the word <i>bikin</i> pronounced <i>biken</i> (36) the word <i>hilang</i> pronounced <i>helang</i> (37) the word <i>berhasil</i> pronounced <i>berhasu</i>
European Foreign Speakers	
(38) the word <i>bermanfaat</i> pronounced <i>bermanfakhat</i> (39) the word <i>wilayahnya</i> pronounced <i>wilayanya</i> (40) the word <i>akhirnya</i> pronounced <i>akirnya</i> (41) the word <i>dijajah</i> pronounced <i>dijaja</i> (42) the word <i>terus</i> pronounced <i>trus</i> (43) the word <i>terpenting</i> pronounced <i>terpənting</i> (44) the word <i>yang</i> pronounced <i>young</i> (45) the word <i>dengan</i> pronounced <i>den.gan</i> (46) the word <i>pengucapan</i> pronounced <i>pen.gucapan</i> (47) the word <i>mengunjungi</i> pronounced <i>men.gunjungi</i>	

replacement of the phoneme /a/ to /e/. In data (33), there is a replacement of the phoneme /a/ to /ə/. This error is caused by interference mother tongue. English pronounces the letter “a” as the sound /e/ or /ei/. In data (34), there is a replacement of the phoneme /i/ into /ə/. The speaker’s mother tongue interference can cause the error. The word of inspiration if the phonemic transcript is /ɪnspəˈrɛʃən/. Based on these facts, it can be seen that the speaker’s mother tongue interfered in saying the word inspiration. Therefore, this error is interlingual. In data (35) and (36) there is a replacement of the phoneme /i/ into /e/. In data (37) there is a replacement of the phonemes /i/ and /l/ into /u/.

In data (38), there is additional phoneme /k/ before the phoneme /h/. In data (39) there is reduction in the phoneme /h/ before the phoneme /n/. In data (40) there is reduction in the phoneme /h/ before the phoneme /i/. In data (41), there is a reduction in the phoneme /h/ at the end of the word. In data (42), there is an omission of the phoneme /e/ at the beginning of the word. In the data (43), there is a replacement of the phoneme /ə/ with the phoneme /e/. In data (44) there is replacement of the phoneme /a/ to /o/. In data (45), (46), and (47), there are errors in pronouncing the phoneme /ɪ/ in the middle of the word. In data (38)-(41), speakers try to avoid pronouncing the phoneme /h/ and in data (45)-(47), speakers have difficulty pronouncing the phoneme /ɪ/. Errors in the data (38)-(41) and (45)-(47) are caused by the speaker’s mother tongue; in the mother tongue speaker, there was no phoneme /h/ and /ɪ/.

At the phonological level, the majority of errors made by foreign speakers are mother tongue interference (interlingual). The researcher’s findings are the same as the opinion of Saddhono [25], which states that in terms of speaking skills, foreign speakers are sometimes still interference with by their mother tongue, especially in phonology.

3.2 Language Errors at the Morphological Level

At the morphological level, there were six types of errors: omission of prefixes, omission of suffixes, omission of confixes, error in using confixes, affixation errors in using basic words, and errors in selecting reduplications (Table 2).

In data (48), there is prefixes omission in the word *hitung*, the word needs to be added with a prefix (di) to be a word *dihitung*. In data (49), there is prefixes omission in the word *bangunkan*. The word needs to add a prefix (meN) to be a word *membangunkan*. In data (50), there is prefixes omission in the word *nanya*. The word must add a prefix (ber) to be a word *bertanya*. In data (51), there is prefixes omission in the word *taruh*. The word must add a prefix (meN) to be a word *menaruh*. In data (52), the word *dinaikin* is inappropriate. The suffix in the word should not be (in) but (an) be a word *dinaikan*. Data (53) has an error in using the basic form. The basic form of *diketawain* is *tertawa* (v), and then the word needs to be added with a confix (di-an) to be a word *ditertawakan*.

In the data (54), (55), and (56), there are prefixes omission in words *bicara*, *beda*, and *tanya*. The word needs to be added with a prefix (ber) be word *berbicara*, *berbeda*, and *bertanya*. In the data (57), (58), (59), (60), (61), (62), and (63) there are prefixes omission in the word *lihat*, *buat*, *mulai*, *minta*, *beri*, *ambil*, and *coba*, the word needs to be prefixed (meN-) be word *melihat*, *membuat*, *memulai*, *meminta*, *memberi*, *mengambil*, and *mencoba*. In data (64), there is a confix omission in the word *dapat*. The word needs to be given a confix (men-kan) be a word *mendapatkan*. In data (65) and (66), there is

Table 2. Data Foreign Speakers Morphological Errors on YouTube Social Media

African Foreign Speakers	American Foreign Speakers
(48) <i>susah hitung</i> (49) <i>dia bangunkan aku</i> (50) <i>aku nanya</i> (51) <i>taruh makanan</i> (52) <i>harga dinaikin</i> (53) <i>aku diketawain</i>	(54) <i>saya akan bicara</i> (55) <i>rasanya beda</i> (56) <i>banyak orang tanya</i> (57) <i>semua lihat</i> (58) <i>saya akan buat</i> (59) <i>sebelum mulai</i> (60) <i>aku minta informasi</i> (61) <i>aku ambil</i> (62) <i>teman aku beri sesuatu</i> (63) <i>waktu saya coba</i> (64) <i>aku baru dapat</i> (65) <i>aku mau datang</i> (66) <i>tidak suka makanan ini</i>
Asian Foreign Speakers	Australian Foreign Speakers
(67) <i>banyak yang tanya</i> (68) <i>aku sangat syukur</i> (69) <i>waktu lamar pekerjaan</i> (70) <i>kenapa milih belajar bahasa Indonesia</i>	(71) <i>gimana aku bisa mulai</i> (72) <i>tapi kamu harus coba berhasil setiap hari</i> (73) <i>jadi aku mau bagikan</i> (74) <i>Jadi kapan siapapun bilang</i> (75) <i>atau mereka udah hilang pekerjaan</i> (76) <i>salah satu alasan aku suka Indonesia</i> (77) <i>Aku harus hati-hati</i>
European Foreign Speakers	
(78) <i>orang Prancis bisa bicara bahasa Spanyol</i> (79) <i>terima kasih sudah nonton videoku</i> (80) <i>bahasa Indonesia punya banyak kemiripan</i>	

a confix omission in words *datang* and *suka*, the words need a confix (meN-i) to be a word *mendatangi* and *menyukai*.

In the data (67), (68), and (69), there are prefixes omission in the word *bertanya* and *syukur*. The data (67) and (68) should be added with the prefix (ber) at the beginning of the word, be word *bertanya* and *bersyukur*. In data (69), there is prefixes omission in the word *lamar*. The word should be added with a prefix (meN-) at the beginning of the word, be a word *melamar*. In the data (70), there is an error in the use of the basic form, the primary form of the word *milih* is *pilih*. The word needs to be added with an affix (meN-) to be a word *memilih*. Errors in the data (67), (68), (69), and (70) are intralingual errors because BIPA speakers or students have not mastered prefixes in the target language and made error generalizations.

In the data (71), (72), and (73), there are prefixes omission in words *mulai*, *coba*, and *agikan*. The word must be added with a prefix (meN-) to be *memulai*, *mecoba*, and *membagikan*. In the data (74), there is a suffix omission in the word *kapan*. The world needs a suffix (-pun) to be a word *kapanpun*. In data (75), there is a confix omission in the word *hilang*. The word must be added with a confix (ke-an) to be a word *kehilangan*. In data (76), there is a confix omission in the word *suka*. The word *suka* must be added with a confix (meN-i) to be a word *menyukai*. In the data (77), foreign speakers use the

reduplication type of overall repetition in the word *hati-hati*. The word *hati-hati* must be using a reduplication type of affixed repetition be a word *berhati-hati*.

In data (78), there is prefixes omission in the word *bicara*. The word needs to add the prefix (ber) to be a word *berbicara*. In data (79), there are prefixes omission in the word *nonton*. The word needs to add the prefix (me-N) to be a word *menonton*. In data (80), there is a confix omission in the word *punya*. The word needs to add a confix (meN-i) to be a word *mempunyai*.

At the morphology level, the foreign speakers made errors not only in the use of prepositions, conjunctions, affixed forms, enclitic forms, and interjection forms, such as the results of Setiawaty's research [26] but also errors in the use of basic forms in affixation, and reduplication selection errors. Errors made by foreign speakers at the morphology level because they have not mastered using affixes. These errors are Intralingual errors. Errors at the morphological level are also because of the habituation of native Indonesian speakers who make errors in speech acts, either intentionally or unintentionally, which are then imitated by foreign speakers.

3.3 Language Errors at the Syntax Level

At the syntax level, foreign speakers on YouTube media errors, among others: incomplete sentence structure, omission of conjunctions, ambiguous sentences, and confusing sentences (Table 3).

In data (81), there is an ambiguous sentence error. The correct sentence *pertama kali aku datang ke Indonesia*. in data (82), there are errors in the omission of conjunctions and incomplete sentence structures. The sentence should be *Aku pernah stres beberapa hari atau beberapa minggu selama di Indonesia tetapi alhamdulillah sekarang aku sudah terbiasa*. In the data (83), there are errors in omitting the subject and ambiguous sentences. The sentence should be *Semua temanku orang Indonesia*. In data (84), there is an ineffective sentence error. The sentence should be *di Matos pukul 21:30 lampu mulai dimatikan*.

There are ambiguous sentences in data (85) and (86). The sentences should be *Aku tidak bisa memilih mana yang paling aku suka; Mereka semua bertanya tentang kehidupan aku*. In data (87) and (88), some sentences are not effective. The sentence should be *Di Brazil hanya ada mi kuah dan tidak ada mi goreng; Aku paling suka [martabak] rasa coklat ditambah banyak susu kental manis*. In data (89), there is ambiguous sentence. The sentence should be *Mengapa mereka ingin tahu tentang kehidupanku?*. In data (90) and (91), there are sentence and clause are affected by English structure. The sentence should be *Tujuh makanan Indonesia yang paling aku suka* and the clause should be *tentang perbedaan yang lucu ini*.

In the data (92), (93), and (94), there are ambiguous sentences. On data (92), it should be *Aku juga selalu penasaran*. On data (93), it should be *Aku mau menjawab beberapa pertanyaan*. In data (94), it should be *karena aku masih mahasiswa*.

In (95), the word *yang* is omitted. The sentence should be, *Aku mau bagikan informasi yang aku tahu*. In (96), there is an omission of the conjunction. The sentence should be *Kamu harus merasa senang dan bahagia karena kamu akan belajar*. In data (97) and (98), there were confusing sentence; the sentences in data (97) should be sentences *Jika kamu tidak mau belajar, bagaimana kamu bisa berhasil?* The sentence in the data (98)

Table 3. Data Foreign Speakers Syntactic Errors on YouTube Social media

African Foreign Speakers	American Foreign Speakers
<p>(81) <i>Dalam kali pertama aku datang ke Indonesia</i></p> <p>(82) <i>Aku sempat stress beberapa hari atau beberapa minggu, selama aku alhamdulillah sudah terbiasa.</i></p> <p>(83) <i>Teman orang Indonesia semua</i></p> <p>(84) <i>Di Matos mulai jam setengah 10 lampu mulai dimatikan</i></p>	<p>(85) <i>Aku tidak bisa pilih yang mana ku paling suka</i></p> <p>(86) <i>Mereka seperti pertanyaannya tentang kehidupan aku semua yang serius</i></p> <p>(87) <i>Kalau mi goreng di Brasil tidak ada, tidak ada Indomie, ada mi tapi kita makan seperti mi kuah aja</i></p> <p>(88) <i>Aku paling suka rasa cokelat aku suka cokelat yang banyak sekali dengan susu kental manis yang banyak</i></p> <p>(89) <i>Kenapa mereka mau tau semua tentang aku seperti ini</i></p> <p>(90) <i>Tujuh makanan Indonesia yang ku paling suka</i></p> <p>(91) <i>Tentang perbedaan ini yang lucu</i></p>
Asian Foreign Speakers	Australian Foreign Speakers
<p>(92) <i>Selalu aku juga penasaran</i></p> <p>(93) <i>Mau jawab untuk teman-teman beberapa pertanyaan</i></p> <p>(94) <i>Aku karena masih statusnya mahasiswa</i></p>	<p>(95) <i>Jadi aku mau bagikan informasi aku tahu</i></p> <p>(96) <i>kamu harus merasa senang dan bahagia kamu akan belajar</i></p> <p>(97) <i>Jika kamu mau belajar, gimana kamu bisa bikin berhasil?</i></p> <p>(98) <i>mimpi kamu komen di bawah!</i></p> <p>(99) <i>Tapi, sekarang itu angin sedikit</i></p> <p>(100) <i>Indonesia punya lautnya yang bagus banget tuh bersih indah banget</i></p> <p>(101) <i>Indonesia punya lautnya yang bagus banget tuh bersih indah banget</i></p>
European Foreign Speakers	
<p>(102) <i>Aku harus menghemat lebih uangnya</i></p> <p>(103) <i>Banyak orang orang prancis bisa bahasa Spanyol sedikit</i></p> <p>(104) <i>Aku akan coba bahasa Indonesia lancar</i></p>	

should be *Silakan komen di bawah, apa mimpi kamu*. In the data (99), (100), and (101), there are ambiguous sentences. The sentence in data (99) should be *Tetapi, sekarang itu [cuaca] sedikit berangin*. The sentence in the data (100) should be *Laut di Indonesia itu bagus, bersih, dan sangat indah*. The sentence on the data (101) should be *Hari ini saya tidak mendapat ikan*.

In data (102) and (103), there are errors in using sentence structures. In data (102), the sentence should be *Aku harus lebih banyak menghemat uang*, and in data (103), it should be *Banyak orang Prancis bisa sedikit [ber] bahasa Spanyol*. In the data (104), there is an ambiguous sentence. The sentence should be *Aku akan mencoba berbahasa Indonesia dengan lancar*.

The error of foreign speakers on YouTube social media at the syntactic level is not only incomplete sentences like the results of Nur'aini's research [27] but also the omission of conjunctions, ambiguous sentences, and confusing sentences. Factors causing errors of foreign speakers at syntax level on YouTube social media because of mother tongue interference (Interlingual) and not mastering the rules of the Indonesian language (Intralingual).

3.4 Language Errors at the Semantic Level

Language errors at the semantic level made by foreign speakers on YouTube social media were: errors in using inaccurate diction, pleonasm, and ambiguity (Table 4).

In the data (105), (106), and (107), there are diction errors. In the data (105), the word *habis* should be replaced by the word *setelah* because the word *setelah* is more appropriate to express an event that has happened already. Hence, the sentence becomes *Setelah aku pindah ke Malang, aku pergi ke Mal Matos*. In the data (106), the word *angkanya* should be replaced *nominalnya* so the sentence becomes *Mata uang di Mesir nominalnya kecil*. In the data (107), the word *telah jadi* should be replaced with the word *sedang* so the sentence becomes *Di Mesir Selatan kalau ada wanita yang sedang hamil, dia lebih memilih pergi ke candi atau tempat ibadah orang Mesir kuno daripada pergi ke dokter*. The errors in the data (105) and (106) are because they have not mastered the structure of Indonesian, while the errors in the data (107) are because of second language interference.

In the data (108), there is diction errors in the word *kurang ada*, the word *kurang ada* should be replaced with the word *jarang ada* so the sentence becomes *Di Brasil jarang ada ayam goreng seperti ini*. In the data (109), there is an ambiguous word, the word is *main foto*. The meaning of the word is *memoto bule* or *mengajak swafoto bule*. If the word is mean *memoto orang asing* t the sentence is *Orang Indonesia sangat suka bicara dengan bule*. However, if the word means *swafoto* the sentence is *Orang Indonesia sangat suka bicara dengan bule kadang-kadang mereka mengajak swafoto bule*.

In the data (110), (111), and (112) there are diction errors. In the data (110) the word *dekat* should be replaced with the word *modern* so the sentence is *Karena dunia sekarang semakin modern, kita bisa bertemu dengan orang asing dimanapun*. In data (111) there is diction error in the word *habis*, the word should be replaced with *selesai*. So, the sentence becomes *Ikuti aku terus sampai selesai*. In data (112) there are diction

Table 4. Data for Semantic Errors of Foreign Speakers on YouTube Social Media

African Foreign Speakers	American Foreign Speakers
(105) <i>Habis aku pindah ke Malang, aku ke Mall Matos</i>	(108) <i>Di Brasil kurang ada ayam goreng seperti ini</i>
(106) <i>Mata uang di mesir angkanya kecil</i>	(109) <i>Orang Indonesia sangat suka bicara dengan bule main foto kadang-kadang.</i>
(107) <i>Di Mesir Selatan kalau ada wanita yang telah jadi hamil daripada dia pergi ke dokter dia pergi ke candi atau tempat ibadah orang Mesir kuno</i>	
Asian Foreign Speakers	Australian Foreign Speakers
(110) <i>Karena dunia sekarang makin dekat, kita bisa bertemu dnegan orang asing dimanapun.</i>	(113) <i>Aku punya banyak teman-teman</i>
(111) <i>Ikutin aku terus sampai habis</i>	(114) <i>Banyak teman-teman aku</i>
(112) <i>Cara yang aku ambil untuk masuk kuliah itu</i>	(115) <i>Di luar masih hitam</i>
	(116) <i>Aku gak punya ikannya</i>
European Foreign Speakers	
(117) <i>Kalian bisa suscribe di chanel itu</i>	
(118) <i>kali aku baca bahasa indonesia</i>	
(119) <i>semua bahasa-bahasa ada bahasa gaul</i>	
(120) <i>banyak orang-orang prancis</i>	

errors, the word *ambil* should be replaced with *gunakan* and *kuliyah* should be replaced with *jurusan* so the sentence *Cara yang aku gunakan untuk masuk jurusan*.

There are pleonasm errors in the data (113) and (114). The words *banyak teman-teman* should be replace with *banyak teman* so the sentences *Aku punya banyak teman* and *Banyak teman aku*. This error is because of the interference of Englis as a mother tongue speaker. In English, the plural object must be added with the letter *s* to indicate the plural, even though it has been preceded by the equivalent of a plural word, for example, some students. Meanwhile, in Indonesia, such patterns are not following the rules because they can cause pleonasm. In the data (115), there is a diction error, the word *hitam* to indicate night or dark is the wrong word. The correct word is *gelap*, so the sentence becomes *di luar masih gelap*. This error is due to the speaker's lack of Indonesian vocabulary. In the data (116) there is diction error, the word *punya* should be replace with *mendapatkan*, so the sentence becomes *Aku tidak mendapat ikan*. This error is because of the speaker's lack of Indonesian vocabulary.

There are diction errors in the data (117) and (118). The word *channel itu* in data (117) should be *Channel ini* because it refers to his channel, not someone else's. In the data (118) the word *baca* should be *beajar*, so the sentence *pertama kali aku belajar bahasa Indonesia*. There are pleonasm errors in the data (119) and (120). Phrases *semua bahasa-bahasa* should be *semua bahasa* because *banyak* has explained the plural as well as phrases *banyak orang-orang*, the word *banyak* has shown the plural. The errors in the data (117) and (118) are because they have not mastered Indonesian, while the errors in

the data (119) and (120) are mother tongue interference. Foreign speakers made errors at the syntax level because of mother tongue and second language interference, and the foreign speaker has not mastered the rules of Indonesian (Intralingual).

4 Conclusion

The analysis results of Indonesian errors made by foreign speakers on YouTube social media include errors in phonology, morphology, syntax, and semantics. At the phonology level, Indonesian language errors made by foreign speakers are phonemes, reduction of phonemes, and the replacement of phonemes. At the phonology level, foreign speakers made errors because of interference of the mother tongue (interlingual) and the second language mastered before the target language. At the morphology level, Indonesian language errors made by foreign speakers on YouTube social media are the omission of prefixes, omission of suffixes, omission of confixes, error in using confixes, error in using confixes, affixation errors in using basic words, and errors in selecting reduplications. Most of the causes of errors by foreign speakers at the morphology level are because foreign speakers have not mastered the rules of Indonesian (Intralingual). At the syntax level, Indonesian errors made by foreign speakers on YouTube social media are incomplete sentence structures, omission of conjunctions, ambiguous sentences, and confusing sentences. Factors were causing errors of foreign speakers at the syntax level because of mother tongue interference (Interlingual) and not mastering the rules of the Indonesian language (Intralingual). At the syntax level, foreign speakers on YouTube social media use Indonesian errors are incorrect use of diction, redundancy, and ambiguity. The factor causing the errors of foreign speakers at the syntax level is mother tongue interference and has not mastered the rules of Indonesian (Intralingual).

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