Analysis of Language Errors and Their Relevance as Advanced Indonesian Language Teaching Materials

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Abstract. Language has rules that must be obeyed so it can be used properly and to reduce language deviations. However, in reality there are still many language users who make errors, especially in the field of phonology. This study aims to describe errors in the use of Indonesian language at the phonological level in a self-development book entitled *Seharusnya Memang Tidak Begini Begitu* by Astin Musman. The research method used is qualitative descriptive. The data collection technique is observation and note taking, which is done scrutinizing the words and sentences in the book which contain phonological errors. The results of this study indicate that there are three language errors at the phonological level in the form of: (1) errors in using capital letters (7 words), (2) errors in using full stop at the end of sentences (8), and (3) errors in writing 47 vocabularies. Vocabulary writing errors are divided into three, which are the omission of 18 vocabulary phonemes, the addition of 9 vocabulary phonemes, and the phonemes change of 20 vocabulary words.

Keywords: language errors · phonology · self-development books

1 Introduction

Language is believed to play an important role for humans who live in the midst of society or group. In other words, language is mandatory in a complex human life. Martini [1] stated that the role of language in society is as a tool for intellectual, social, and emotional development. Through language the communication process can take place properly so that information can be delivered and received appropriately. This is in line with what Devianty stated [2] that language has a fundamental function which is communication. It is as an association and communication means among humans. Language is a tool for communication. It is emphasized that language is a sound symbol that is arbitrary in nature which is used by a group of community members to interact and identify themselves.

Since the establishment of the Indonesian language as the national language at the youth oath congress, the use of Indonesian has increased quite drastically. Usually,

Indonesian language is only used by educated people and on certain occasions, but now Indonesian language is localized and popular in its own country. This statement is supported by the opinion that learning a language is also learning to cultivate oneself and form oneself into a human being with good character [3]. Currently, the use of Indonesian language in public can be found and accessed very easily and quickly.

Self-development books provide identification and empathy, provide hope and new ideas that are contrary to behavioral deviations in everyday life, and offer concrete advice to solve a problem. This opinion is supported by Sari et al. [4] which states that self-development books are made with the aim of offering solutions to what is happening to the conditions of prospective readers. This book is deliberately made on the basis of facts and experience. Self-development books are also often referred to as self-help books. In other words, the easiest way to help oneself is through a book so that the possibility of distorted thoughts can be straightened out [5]. This desire is close in meaning to motivation. As has been said that motivation is how to empower the strength and potential of someone who initially slumped to be successful in achieving and realizing the goals that have been determined [6].

Essentially, Indonesian language has a scope and purpose that emphasizes the desire to express thoughts and feelings correctly by using good and correct language to communicate to other people. Therefore, the importance of using Indonesian language properly and correctly cannot be separated from the role of books as a source of knowledge [7].

Analysis of language errors is an activity of examining all aspects of errors and deviations in language [8]. The use of language that deviates or is not in accordance with Indonesian rules and grammar can cause different meanings. This error occurs due to a person's lack of language skills, lack of understanding of the use of language rules and inappropriate language teaching. It is supported with the opinion that one form of inappropriate use of language is a form of language error. Errors that are often found are usually found in written language such as typos or writing errors [9]. As stated by Sitompul et al. errors can occur due to defects in either the speech or writing of the student [10].

Phonology is a scientific discipline that studies the sounds of language. The object is language (fon) or sound system (phonetics), and phonemes or phonemic systems (phonemics). In other words, phonology is a scientific field which studies and examines seriously the arrangement of phonemes in the sounds of a language [11]. Language sounds can experience errors both in the process of pronunciation (oral) and writing (writing). The error in sound is the subject of this research, the analysis of language errors related to phoneme sounds at the phonological level. More specifically, pure phonology examines the function, behavior, and organization of sounds as linguistic elements [12].

Phonological errors in language can happen to anyone and anywhere, and one of them is in Asti Musman's self-development book entitled *Seharusnya Memang Tidak Begini Begitu.* According to Alber & Hermaliza [5] phonological errors often occur from the time of pronunciation until the pronunciation is written down, which leads to written language errors. This opinion is in line with the opinion of Sikana et al. that phonological errors occur when the pronunciation of a phoneme does not comply with linguistic conventions such as the letters /f/ become /p/, /b/ become /p/, and /i/ become

/e/ [11]. Asti Musman as a writer must set an example for readers in speaking Indonesian properly and correctly according to existing grammatical rules. Errors often occur due to a person's lack of understanding of the language system he is learning [13].

Research related to the analysis of language errors was conducted by Sikana [11] who concluded that there were errors in removing vowel, consonant or mixed phonemes, adding phonemes, and changing vowel and consonant phonemes. Sumardi's research [7] found an inaccuracy in the use of phonemes by national television presenters. Other studies concluded that language errors were: (1) sound changes (frequency 23), (2) sound omissions (12), and (3) sound additions (24) [14]. Maliya et al. concludes that there are three kinds of deviations in language errors in the video speech of Indonesian President Joko Widodo at the 75th UN General Assembly, which are: (1) omission of phonemes (4), (2) addition of phonemes (1), and (3) changes of phonemes (20) [15]. Similar research was also conducted by Agustina et al. [16] and Beauty and Rahmawati [8]. The researcher wants to examine the analysis of language errors in the self-development book *Seharusnya Memang Tidak Begini Begitu* by Asti Musman. The objective of this study was to find out language errors at the phonological level in the self-development book.

2   Method

This is descriptive qualitative research. According to Bogdan and Taylor a qualitative framework is a research procedure that produces descriptive data in the form of written or spoken words from people from objects that have been observed [17]. This research produces a description of language errors in the field of phonology in self-development books. This type of qualitative descriptive research is often used as a method for analyzing an event or social situation that seeks to describe and interpret these conditions as they are [18].

The source of data for this research was taken from the book. Data collection techniques are carried out by scrutinizing (reading) carefully to the data source. The next stage is to record the data that has been obtained. This technique is carried out through the following steps:

1) Read, study, understand the types of language errors and sources of language errors in the book.
2) Mark certain parts of words that are not in accordance with phonological rules.
3) Record data in the form of words related to language errors in the field of phonology.
4) Analyze and conclude data based on the results of the reading and recording of language errors.

The analytical method used in this research is correct analysis or error analysis. Sikana et al. [11] explained that error analysis is a way to classify, and interpret in an orderly manner based on theories and procedures based on linguistics.

3   Results and Discussion

The use of Indonesian language that deviates from the rules and regulations of Indonesian grammar cannot be taken lightly. As Taringan stated "Fault is the flawed side of a person's speech or writing. The error is part of the conversion or composition that deviates from the standard or selected norms of adult language performance [10].

This culture of deviating from the order of the Indonesian language, if left unchecked, can have a negative impact on the reading community. This is in line with the results of research conducted by Supriani and Siregar [19] regarding language errors that errors in Indonesian language are the use of speech forms from various linguistic units, both words, sentences, paragraphs that deviate from the Indonesian language rule system, as well as the use of spelling and punctuation that deviates from the established spelling and punctuation system as stated in the Indonesian Spelling Book.

According to Hendri et al. [20] analysis of language errors aims to conclude errors which ultimately provide corrections to the wrong parts. Language errors often arise from deviations from language rules. This is supported by the statement of Meiranda et al. [21] language errors can be said as language deviations that are carried out systematically and consistently. Language errors occur at every linguistic level and phonology is one of them. Phonological error is a form of error that arises from the sound of language through the human speech apparatus itself. The following is the analysis result data related to language errors in the self-development book.

3.1   Errors in the Use of Capital Letters

Capital letters are used as the first letter of proper names, and so on. The following data are some forms of errors and the correct forms of capital letters use (Table 1).

In the above data it has been found that there is an error in the use of capital letters at the beginning of words. The words (1) "begitu", (2)"tutuplah", (4) "jika", (6) "semua" and (7) "sama", have capital letters /b/, /t/, /j/, and /s/ after the double quotation marks that were previously ended by a period as the end of the sentence.

Furthermore, on ".perasaannya" and ".apakah", experienced a capital letter writing error on the letters /p/ and /a/ after the full stop mark which indicate the end of a sentence. In accordance with grammatical rules, each sentence should begin with a capital letter.

From the analysis above, it can be concluded that there are seven language errors at the phonological level, which is errors in the use of capital letters in sentences.

3.2   Errors in the Use of Full Stop

The following data are some errors in the use of full stop in the books studied.

From the data above, there are eight full stop punctuation marks that have grammatical deviations. For example in the sentences (1) "… hari ini.", (2) "… sendiri"Hati-hati", and (3) "ruang khusus hari ini.". The three sentences have an error in the use of a full stop. It precedes the quotation mark. One of the rules for using full stop is used as a marker at the end of a sentence. So, the full stop should be located outside the double quotation mark..

Table 1. Errors in the use of capital letters

Number	Incorrect writing	Correct writing	Book page
(1.)	."begitu…"	**. "B**egitu…" *."Like that…"*	Page 5
(2.)	."tutuplah…"	**. "T**utupalah…" *."Close…"*	Page 12
(3.)	.perasaannya	**. P**erasaannya *.Her felling*	Page 99
(4.)	"jika…"	**"J**ika…" *."If…"*	Page121
(5.)	"semua…"	**"S**emua…". *"All…".*	Page 128
(6.)	"sama…"	**"S**ama…" *"Same…"*	Page 188
(7.)	.apakah	**. A**pakah *.What*	Page 165

Tabel 2. Errors in the use of full stop

Number	Incorrect writing	Correct writing	Book page
(1.)	"… hari ini."	"… hari ini**".** *"…today".*	Page 5
(2.)	… sendiri"Hati-hati	…sendiri**". H**ati-hati *…yourself". Be careful*	Page 11
(3.)	"ruang khusus hari ini."	"ruang khusus hari ini**".** *"special room today".*	Page 6
(4.)	Kegagalan ujian	Kegagalan ujian**.** *Failed the exam.*	Hal 39
(5.)	…tidur nyenyak	… tidur nyenyak**.** *… Sleep well.*	Page 66
(6.)	Dr Alder	Dr**.** Alder *Dr. Alder*	Page 194
(7.)	… tanpa diganggu	tanpa diganggu**.** *without being disturbeb.*	Page 218

In sentences (4) "Kegagalan ujian", (5) "…tidur nyenyak", dan (6) "… tanpa diganggu" there are errors due to the lack of a full stop as a marker at the end of the sentence. Last sentence (7) "Dr Alder" is lacking a full stop at end the sentence and to abbreviate the title.

From the analysis of the Table (2), it can be concluded that in the book there are seven errors in the use of full stop.

3.3   Errors in the Writing of Vocabulary

Vocabulary is a collection of words in a language that or words richness owned by the speaker, or a list of words compiled in a dictionary as well as short and practical solutions. According to Beauty and Rahmawati [8] vocabulary can be defined as word treasury in a language that has meaning. Writing the right vocabulary will make it easier for the reader to interpret a word or a reading. The following data are several forms of errors in the books studied.

Vocabulary writing errors will be further classified into three, namely due to the omission of phonemes, addition of phonemes, and phoneme changes.

3.3.1   Omission of Phonemes

In vocabulary (4) "tu", (11) "mengabikan", and (16) "kebanggan" there is an omission of the vowel phoneme /a/. Meanwhile, in the vocabulary for (7) "mmember", (8) "cukukus", (15) "member", and (17) "Member", the vocal phoneme /i/ is omitted (Table 3).

Setyadi [22] stated that, "In every internal structure (word) there is certainly a vowel phoneme". Therefore, if there is a language error in the vowel phoneme, it can result in an unclear or biased information delivery.

Vocabulary (1) "bekumulatif", (2) "hampi", and (14) "bepergian", has the omission of the consonant /r/. Vocabulary (3) "merasaan" and (13) "keihlasan" contains the omission of the consonant phoneme /k/. Vocabulary (5) "memengaruhi", experiencing phoneme omissions.

Consonant /p/. Vocabulary (6) "beaskan", there is the omission of the consonant phoneme /b/. In vocabulary (10) "menirimkan" there is an omission of the consonant phoneme /g/. Vocabulary (12) "meyabotase" experiences the omission of the consonant phoneme /n/. Consonant phoneme deviations in the vocabulary need special attention, because phonemic issues are not only related to the phonological field, the phonemic sub-field, but also related to the phonetic sub-field.

From the above analysis it can be concluded that there is a language error in the form of omission of vowels and consonants. There are seven omissions of vowel phonemes and ten consonants omissions.

3.3.2   Addition of Phonemes

From the data above, there are ten words that experience phonological errors with the addition of phonemes. Vocabulary (1) "panjangh" dan (2) "belakangh". Both of these vocabularies experience the addition of the consonant phoneme /h/ so that the word forms are not in accordance with the Big Indonesian Dictionary (KBBI). The "kitra" vocabulary in (3) has the addition of the consonant phoneme /r/. In vocabulary (5) "memercitkkan", the consonant phoneme /k/ is added. Because the word comes from percit which gets the prefix me(M) and the affix -kan. Furthermore, data (6) "buruyk" gets the addition of a consonant phoneme /y/. Vocabulary (7) "kunkunjungi" gets the addition of a consonant

Tabel 3. Error in writing due to omission of phonemes

Number	Incorrect writing	Correct writing	Book page
(1.)	Bekumulatif	Be**r**kumulatif *Cumulative*	Page 11
(2.)	Hampi	Hampi**r** *Almost*	Page 17
(3.)	Merasaan	Merasa**k**an *Taste*	Page 18
(4.)	Tu	Tu**a** *Old*	Page 29
(5.)	Memengaruhi	Mem**p**engaruhi *Influence*	Page 51
(6.)	Beaskan	Be**b**askan *Freedom*	Page 55
(7.)	Member	Member**i** *Give*	Page 65
(8.)	Dkukus	D**i**kukus *Steamed*	Page 66
(9.)	Menirimkan	Men**g**irimkan *Deliver*	Page 98
(10.)	Mengabikan	Mengab**a**ikan *Ignore*	Page 107
(11.)	Meyabotase	Me**n**yabotase *Sabotage*	Page 130
(12.)	Keihlasan	Kei**k**hlasan *Sincerity*	Page 167
(13.)	Bepergian	Be**r**pergian *Traveling*	Page 173
(14.)	Member	Member**i** *Give*	Page 184
(15.)	Kebanggan	Kebangga**an** *Pride*	Page 194
(16.)	Member	Member**i** *Give*	Page 226

phoneme /k/u/n/. According to Asnita and Febriyanti [23] that consonants are sounds produced by blocking air coming out of the lungs through the articulators..

Vocabulary (4) "akana", (8) "penagalaman", (9) "percepata", and (10) "ahaha" experience the addition of the vowel /a/. They should not have the addition of the vowel phoneme (a) to match the vocabulary in Big Indonesian Dictionary (KBBI). Based on

Tabel 4. Errors in writing due to addition of phonemes

Number	Incorrect writing	Correct writing	Book page
(1.)	Panjangh	Panjan**g** *Long*	Page 5
(2.)	Belakangh	Belakan**g** *Back*	Page 6
(3.)	Kitra	Ki**ta** *We*	Page 14
(4.)	Akana	Aka**n** *Will*	Page 19
(5.)	Memercitkkan	Memercit**k**an *Gush*	Page 33
(6.)	Buruyk	Bur**uk** *Bad*	Page 38
(7.)	Kunkunjungi	**Kun**jungi *Visit*	Page 79
(8.)	Penagalaman	Pe**nga**laman *Experience*	Page 129
(9.)	Memperlancara	Memperlanca**r** *Expedite*	Page 219
(10.)	Ahanya	**H**anya *Only*	Page 221

the data above, vowel phonemes are speech sounds which, when formed, air that comes out of the lungs is not obstructed [24].

From the analysis of the Table 4, it can be concluded that there are two types of language errors at the phonological level when adding phonemes, which are vowels and consonants. The following word has an error due to a change in some phonemes (Table 5).

3.3.3 Change in Phonemes

Phoneme change is the process of changing one phoneme either a vowel or a consonant to another phoneme resulting in language errors.

Vocabulary (3) "prastis" and vocabulary (4) "kemumculan", underwent consonant phoneme changes from /k/ to /s/ and consonants /n/ to /m/. Meanwhile, vocabulary (5) "berarte" and vocabulary (7) "baek", both of these vocabularies experienced a vowel change from /i/ to /e/. Due to phoneme changes, these words are meaningless. Therefore, the meaning has change.

Tabel 5. Errors in writing due to change of phonemes

Number	Incorrect writing	Correct writing	Book page
(1.)	Ketazaman	Keta**j**aman *Sharpness*	Page 67
(2.)	Milairder	Mil**ia**der *Billioner*	Page 73
(3.)	Prastis	Pra**k**tis *Practical*	Page 75
(4.)	Kemumculan	Kemu**n**culan *Emergence*	Page 80
(5.)	Berate	Berart**i** *Meaningfull*	Page 81
(6.)	Mengruangi	Meng**uran**gi *Reduce*	Page 86
(7.)	Baek	Ba**i**k *Good*	Page 122
(8.)	Ruamh	Ru**ma**h *Home*	Page 128
(9.)	Oarng	Or**a**ng *Person*	Page 131
(10.)	Menaggur	Me**negu**r *Rebuke*	Page 131
(11.)	Terdsadar	Ter**sa**dar *Aware*	Page 148
(12.)	Ketiak	Ke**tika** *When*	Page 175
(13.)	Kriak	Ke**tika** *When*	Page 180
(14.)	Supanya	Supa**y**a *So*	Page 185
(15.)	Kara	Ka**t**a *Word*	Page 214
(16.)	Tanagn	Tang**an** *Hand*	Page 220
(17.)	Tanap	Tan**pa** *Without*	Page 220
(18.)	Arena	**Ka**rena *Because*	Page 226
(19.)	Menaglami	Me**nga**lami *Experience*	Page 235

3.4 Utilization of Research Results as Teaching Materials for Advanced Indonesian Language Subjects

The results of this study are relevant to being developed as material for learning outcomes in the advanced phase of the 2022 independence curriculum which is intended for Indonesian language learners in SMA/SMK/MA students, especially in the elements contained in the advanced language skills phase described in the elements of reading and viewing, *"students are asked to understand, interpret, and reflect on texts in accordance with their goals and interests to develop their knowledge, skills, and potential"*. It means that students are asked to understand, interpret, and reflect on visual and/or audiovisual presentations in accordance with their goals and interests to develop their knowledge, skills, and potential. Components that can be developed in reading and viewing include sensitivity to phonemes, letters, sign systems, vocabulary, language structure (grammar), meaning and metacognition.

From these learning outcomes, the analysis of language errors in this self-development book is closely related to learning materials for advanced students. The results of the analysis of existing language errors are teaching materials that can develop students' skills and sensitivity in language, literature, and sentences. The trick is to show students the form of the error. After that, students were asked to comply with the sentences they wrote so that there were no mistakes.

The learning material is the errors in the field of phonology in the results of this research, especially in writing vocabulary. Vocabulary writing errors are classified into three, which are errors in the omission of phonemes, addition of phonemes, and phoneme changes. Each type of error is given an example according to the results of the study.

Briefly the learning process can be described as follows. The activity will begin with an introduction followed with the main activity and closing. Introduction activities are carried out with an opening greeting to start and to greet students in class. After that, the teacher take attendance and reflect on previous learning to determine the level of understanding of students. The main activities are filled with: (1) students listen, understand, ask questions, and identify language errors from the research that have been presented by the teacher, (2) students are divided into several groups, (3) students are asked to analyze language errors in e-books presented by the teacher, (4) students were asked to present the results of group discussions about the language errors they found, (5) the teacher and other groups provide responses and feedback about the group presentations, (6) the teacher reflects on the results of student work groups. The learning activity was closed with a prayer and greeting by the teacher.

Previous research by Ulhaq et al. [25] is in line with this study because of the discovery of language errors and their relevance as teaching materials in junior high schools. The difference with this research is in the object. Ulhaq's research object is language errors in advertisements, while his research object is self-development book. Another difference is the school level in the application of learning, and the curriculum used as the basis for learning is also different. Muliya et al. [15] and Oktafiana et al. [26] is also in line with this study because it found language errors. The difference is the language errors were studied not only in the field of phonology but also at other fields.

4   Conclusion

Based on the results of the analysis, the researcher found errors in the use of capital letters, errors in the use of full stop, and errors in writing vocabulary. The language error in Astin Musman's book entitled *Seharusnya Memang Tidak Begini Begitu* was because it did not comply with the language rules. In the use of capital letters, the most dominant errors are the use of capital letters at the beginning of sentences. Errors in the use of full stop dominated by the absence of the sign as a marker at the end of a sentence. Errors in writing vocabulary, occur because of omission of phonemes, addition of phonemes, and changes in phonemes in a word. From the pronunciation of vowels and consonants, the most dominant error occurs in the omission of phonemes. After classifying language errors, it can be concluded that this research can be used as teaching material for advanced Indonesian language subjects at school. It is in accordance with the achievements of advanced learning distributed by the independent curriculum in 2022. The application of teaching materials from the analysis of language errors in the field of phonology can also be used as reference material for teachers as teaching materials on language skills and linguistic aspects for advanced Indonesian language students.

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