

An Analysis of Students' Language Errors in Scientific Discussions in the Indonesian Language Course in the Physical Education Study Program, Faculty of Sport Science and Public Health, Mandalika University of Education, Mataram

Supriadin

Physical Education Study Program, Faculty of Sport Science and Public Health
Mandalika University of Education

Article Info

Article history:

Accepted: 30 July 2025

Published: 01 August 2025

Keywords:

Language errors in scientific discussions
in Indonesian language courses

Abstract

This study aims to describe 1) language errors at the phonological level; 2) language errors at the morphological level. This study is descriptive in nature and uses a qualitative approach. The type of method used in this study is qualitative research. Data was selected using purposive sampling techniques. The object of this study was language errors made by students in scientific discussions in Indonesian language courses. Based on the research results, the author concludes that the total number of data found in the scientific discussions of second-semester students in the Physical Education Study Program, Faculty of Sports Science and Community Health, Physical Education Study Program, Mandalika University of Education, is 35 (phonological data) and 2 (morphological data). The phonological errors include: (1) Changes in vowel phonemes, where the phoneme /a/ is pronounced as /e/, the phoneme /i/ is pronounced as /e/, and the phoneme /e/ is pronounced as /i/; (2) Changes in consonant phonemes, namely the phoneme /f/ pronounced as /p/, the phoneme /p/ pronounced as /f/, the phoneme /v/ pronounced as /p/, and the phoneme /k/ pronounced as /c/; (3) Changes in vowel phonemes to consonant phonemes; (4) Changes in consonant phonemes to vowel phonemes. Meanwhile, morphological language errors include: (1) Omission of prefixes, namely, omission of the prefix meng-, omission of the prefix ber; (2) Replacement of morphemes, namely, the morpheme menge- is replaced by another morpheme, the morpheme be- is replaced by the morpheme ber-, the morpheme te-, replaced by the morpheme ter-.

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Corresponding Author:

Supriadin

Universitas Pendidikan Mandalika

Email : supriadin@undikma.ac.id

1. INTRODUCTION

Language is a fundamental communication tool in daily life, especially in the academic context, as stated by Chaer (2012:33) language in the form of a system, in the form of symbols, in the form of sounds, arbitrary, meaningful, conventional, unique, universal, productive, varied, dynamic, human, used as a tool of social interaction, and functions as the identity of the speaker. Chaer further explained that language is a means of communication that has special characteristics that distinguish it from language owned by other creatures of God or it can be said that language is the property of humans as human beings who are able to communicate and because of it humans can develop and survive. Meanwhile, according to Bloomfield (in Purlilaiceu, 2020: 2), language is a symbolic system in the form of arbitrary sounds that people use to interact with each other. In line with the opinion of Wahyudin and Agustin (2012: 37-38) language is a means of communicating with others, either in the form of writing, oral, gestures or gestures by using words, sound sentences, symbols, pictures or paintings. As a means of communication, language is an important means in human life. In addition, language is a tool to

express thoughts or feelings to others which at the same time serves to understand the thoughts and feelings of others. When people make sounds that form a structure, sound is a language system that has interdependent rules. In a higher education environment, good language skills are indispensable, especially in conveying ideas, arguments, and research results effectively. Indonesian courses in higher education not only serve as an introduction to understanding language and literature, but also as a means to train students in scientific communication. Scientific discussions, as one of the learning methods, provide opportunities for students to interact, exchange ideas, and develop critical thinking skills. However, in practice, various language mistakes are often found made by students when participating in scientific discussions. These errors can be grammatical errors, improper use of vocabulary, and errors in formulating logical and coherent arguments.

According to Sunaryo (in Astuti, 2019: 24) Language error analysis is an activity carried out by recording, identifying, describing and evaluating forms of language errors committed by individuals or groups, based on applicable language rules, with practical and theoretical objectives. In line with the previous opinion, (Uswati & Maulidah, 2019: 128) defines that language error analysis can also be said to be a work procedure used by a researcher or language teacher in its application including: collecting samples in the form of errors, identifying samples, explaining language errors, and evaluating these errors. In line with the statement stated by Khairun Nisa (2018: 219), language errors are the use of language, both verbal and written, that deviate from the rules of Indonesian grammar. Meanwhile, the definition of language error analysis is a work procedure commonly used by researchers or language teachers, which includes: activities of collecting error samples, identifying errors contained in samples, explaining the errors, classifying the errors, and evaluating the seriousness of the errors.

Communication activities, both verbal and written, are inseparable from language errors. Language errors are the occurrence of deviations in the act of language, both verbally and in writing. Language errors are the use of language, both orally and in writing, that deviate from the determinants of communication or deviate from social norms and deviate from the rules of Indonesian grammar. According to Alber and Hermaliza (2020: 1-10) there are three possible causes for a person to make mistakes in language, namely being influenced by the language they have mastered before, the lack of understanding of the language used by the language they use, and language teaching that is not appropriate or less than perfect. Meanwhile, according to Astuti (2019: 24) Language errors are considered part of the learning process, meaning that language errors are an integral part of language teaching and learning activities, it can be applied when language learning is both informal and formal.

So, from some of the above opinions, it can be synthesized that language error analysis is an integral activity that is said to be a work procedure carried out by collecting samples in the form of errors, identifying samples, explaining language errors, and evaluating errors.

This phenomenon of language errors is an important concern, as it can affect the quality of scientific communication and understanding of the material discussed. In the context of scientific discussion, the ability to convey opinions clearly and appropriately is crucial. Language errors not only disrupt the flow of discussions, but can also lead to miscommunication that can potentially hinder the learning process. Therefore, the analysis of students' language errors in scientific discussions is very relevant to be done. Through this analysis, it is hoped that the types of errors that commonly occur, as well as the factors that cause them, can be identified. With a better understanding of language errors, it is hoped that effective solutions can be found to improve students' language skills.

In the context of education in Indonesia, good Indonesian command is one of the indicators of academic success. However, in reality, many students still experience difficulties in language, especially in formal situations such as scientific discussions. This can be caused by a variety of factors, including educational background, everyday language habits, and lack of practice in academic situations. In addition, the influence of regional languages and foreign languages that are often used in daily life can also affect students' ability to speak Indonesian. Therefore, it is important to conduct an in-depth study of the errors.

Learning according to the Great Dictionary of the Indonesian Language (KBBI) is the progress, way or act of making living beings learn. Learning is an activity that is needed to facilitate the development

of a person's learning with the aim of achieving something desired. Learning is a series of activities formed to strengthen the learning process in students. The desired learning helps students get to know themselves, their habits and the habits of others, inform their opinions and feelings, involvement in the community that uses the language, and encounter and use the ability of the process of solving and imagination that exists in them (Isah Cahyani, 2012: 51).

The use of Indonesian in lecture activities must be recognized as a necessity and a must. This need and necessity is also inseparable from the nature of language as a skill that carries the implication that the language must continue to be practiced. However, based on initial observations, there are still many students of the Physical Education Study Program, Faculty of Sports Sciences and Public Health, Mandalika Education University who are not able to use good Indonesian. The pronunciation of Indonesian that is still carried away by regional languages in learning activities is one example. In addition, there are still many students of the Physical Education Study Program, Faculty of Sports Sciences and Public Health, Mandalika Education University who do not obey the rules of word formation in Indonesian. There are also many mistakes in the use of language at the level of dialogue in discussions.

Language errors among students of the Physical Education Study Program, Faculty of Sports Sciences and Public Health, Mandalika University of Education occur because they often interfere with language and also do not pay attention to language rules. So, this causes language errors to often occur among students of the Physical Education Study Program, Faculty of Sports Sciences and Public Health, Mandalika University of Education, especially in scientific discussions carried out in learning. This habit makes students continue to make language mistakes in the use of good and correct Indonesian. The types of language errors are language errors at the phonological level, morphological level, syntax level, semantic level, discourse level and spelling level (Nanik Setyawati, 2010: 24-170). In this study, the author focuses on two language errors, namely language errors at the phonological level and at the morphological level.

Learning language as a means of communication will be closely related to the morphological level. Morphology is a field of linguistics that deals with the part of the structure of language that involves words and parts of words, namely morphemes. Morphology has a valuable role in the formation of morphemes and words as the basis for the formation of phrases, clauses, sentences, paragraphs, and discourse. Thus, morphology has flexibility in the process of making morphemes and words, both in free morphemes and bound morphemes. There are three possible causes of a person making mistakes in language, namely the first language mastered by the speaker or often called the mother tongue, lack of understanding of the language used, and the language teaching obtained is not appropriate or imperfect (Lisa Ariyani, 2020: 3). Language errors at the morphological level in the initial observation were found in class A, language errors in the formation of words in the use of the morph *be-* which was replaced by the morph *of the* error, the word from the speech of a student named Muhammad Iqbar, namely from the word "*betanya*" which should be the correct word, namely "*ask*".

In addition, there are also phonological errors such as errors related to pronunciation and writing language sounds. In phonology errors, errors in the use of cascading numbers and errors in writing foreign term elements were also found. In addition, there are errors due to pronunciation. Pronunciation consists of changing phonemes, eliminating phonemes, and adding phonemes (Setyo Purwaningsih and Atiq Sabardila, 2021). In the initial observation of phonological errors in general Indonesian class A courses, there was a speech of a student named Sodikin, namely the change in the vowel of the phoneme /i/ was pronounced to /e/, namely standard pronunciation (session) and non-standard pronunciation (sese), and also found in class A of the Physical Education Study Program, Faculty of Sports Sciences and Public Health, Mandalika University of Education in the speech of a student named Muhammad Aidhil Ramadhan who carried out The same language mistakes as vowel changes are pronounced as /i/ phonemes are pronounced into standard pronunciation /i/ (matter) and non-standard pronunciation (matiri). In the same class, a student named Amir Abdulhaq also made a mistake in speaking at the phonological level, the vowel change of the phoneme /f/ was pronounced to /p/, namely standard pronunciation (Instinctive) and non-standard pronunciation (Instincttip).

The emergence of various language errors of students of the Physical Education Study Program, Faculty of Sports Sciences and Public Health, University of Education in learning activities certainly needs to be addressed immediately so that the purpose of the Indonesian language, to help students of the Physical Education Study Program, Faculty of Sports Sciences and Public Health, University of Education, communicate properly and correctly in accordance with the rules of the Indonesian language. For this purpose, it is necessary to describe and analyze various deviations in the use of the Indonesian language which can be clearly reviewed from the aspect of language errors.

The rules in language are often underestimated among students and the general public, even though good and correct Indonesian must be implemented properly. Language misconduct refers to the use of language that deviates from the rules of the language that applies in that language. Meanwhile, language mistakes are the use of language that deviates from the rules of the language that applies in that language, but is not seen as a language violation, for example mistakes that occur to students who are learning a language (Bayu Dwi Nurwicaksono, et al., 2018: 140).

Indonesian learning is very important to learn in addition to Indonesian learning knowledge can also be a forum or place for students to learn about the good and correct Indonesian language in accordance with the rules of the language. Based on this understanding, it can be concluded that language is a symbol of sound produced by human speech devices. Mistakes often occur because the speaker already has grammatical rules or rules that are different from other grammars so that it has an impact on speech imperfections. The emergence of various language errors of students of the Physical Education Study Program, Faculty of Sports and Public Health, University of Education in discussion activities certainly needs to be handled immediately in accordance with Indonesian regulations. Language errors occur among students of the Physical Education Study Program, Faculty of Sports Sciences and Public Health, University of Education, in discussions often occur because students of the Physical Education Study Program, Faculty of Sports Sciences and Public Health, University of Education do not get used to using good and correct Indonesian in scientific discussions in learning.

2. RESEARCH METHOD

This research is a qualitative research. The data of this study is in the form of speech and writing information for students of the Physical Education Study Program, Faculty of Sports Sciences and Public Health, Mandalika University of Education which shows deviations in the use of Indonesian in general Indonesian courses.

The method used in this study is content analysis. The content analysis approach is a step taken to obtain information and content from the text presented in the form of symbols. This analysis approach can be used in all forms of communication, whether newspapers, news, radio, television news or other documents. In line with technological advances, in addition to manually, computers are now available to modernize the content analysis research process, which consists of two types, namely word calculation and dictionary, which can be marked and often called a general *inquirer program* (Jumal Ahmad, 2018:2).

The object of this research includes students of the Physical Education Study Program, Faculty of Sports Sciences and Public Health, Mandalika Education University in the general Indonesian courses in the Physical Education Study Program. This research was conducted on second-semester students of class A for the 2024/2025 academic year, because second-semester students still lack a good and correct understanding of Indonesian. Meanwhile, the subject of this study is the language error of the Faculty of Sports Sciences and Public Health, Mandalika Education University at the phonology level and morphology level in general Indonesian language courses.

Data collection techniques are the most strategic step in research, because the main purpose of research is to obtain data. In qualitative research, data collection is carried out in *a natural setting*, primary data sources (data sources that directly provide data to data collectors), and data collection techniques are more on *participan observation*, and documentation.

The data analysis technique in this study was carried out at the time of data collection, and after the completion of data collection for a certain period. According to Sugiyono (2017), the steps of data analysis consist of data collection, data reduction, data presentation, and conclusion drawn..

3. RESEARCH RESULTS AND DISCUSSION

The data obtained in this study is in the form of language errors. The form of language errors in the writing and speech of students in class A semester two of the Physical Education Study Program, Faculty of Sports and Public Health, Mandalika University of Education in general Indonesian courses varies. Based on the data obtained on language errors in the general Indonesian language courses for students of the Physical Education Study Program, Faculty of Sports and Public Health, Mandalika Education University, the author describes the analysis of student language errors in scientific discussions in the following general Indonesian courses.

a. Errors in the phonological level

Indonesian language errors at the phonological level can occur both orally and in writing. Most of the mistakes in Indonesian in the phonological level are related to pronunciation. If the pronunciation error is written, then there is a language error in various writings.

1) Mispronunciation of vowel phonemes /o/ changed to /u/

Pronunciation errors due to the pronunciation of certain phonemes changing or not being pronounced according to the rules. Tomorrow's word has a word writing error due to the replacement of the phoneme /o/ which should have been replaced by the phoneme /u/. The word tomorrow should use the phoneme /o/ instead of the phoneme /u/. So that tomorrow's data must be replaced with the phoneme /o/ to tomorrow.

2) The mispronunciation of the consonant phoneme /b/ is changed to /p/

The word *potent* has a word writing error due to the replacement of the phoneme that should have been /b/ replaced by the phoneme /p/. The word *mujarap* should use the phoneme /b/ instead of the phoneme /p/. So that *mujarap* must be replaced with the phoneme /b/ to be effective.

3) Mispronunciation of vowel phonemes into consonant phonemes /a/ changed to /w/

The replacement of vowel phonemes into consonants should be of the same quality as the phoneme /a/. The word *qualitas* should use the phoneme /a/ instead of the phoneme /w/. So that quality must be replaced with the phoneme /a/ to quality.

4) Mispronunciation of consonant phonemes into vowel phonemes /w/ changed to /au/

The replacement of consonant phonemes into vowel phonemes that should be replaced by the phoneme /ua/. The word *syauwal* should use the phoneme /w/ instead of the phoneme /au/. So that *syauwal* must be replaced with the phoneme /w/ to become *shawwal*.

b. Errors in the morphological state

Written and oral varieties can cause language errors in the formation of words or morphological levels. Language errors at the morphological level are caused by various things. Classification of language errors at the morphological level include:

a. Removal of meng affixes

Often we find in writing the symptoms of the omission of the prefix *in* the formative word. This happens because of savings that actually don't need to happen because it's the wrong use.

(1) Non-standard shape

(a) Roses and sunflowers show off the beauty of their crowns.

The above sentences include transitive active sentences. In accordance with the rules, in transitive active sentences the predicate of the sentence is affixed to - or in other words expresses the prefix *meng-*.

(2) Raw shape

(a) Roses and sunflowers show off the beauty of their crowns.

In our language there is indeed a term "language economy", meaning that we must use the word as sparingly as possible, but this saving should not damage the rules of language. These forms of omission of prefixes can be justified only on headlines in newspapers or print

media; Meanwhile, in the news or in other official writings, the form of omission of the prefix *meng-* this is not justified.

b. Removal of *the prefix ber*

Often the use of Indonesian eliminates preiks *ber-* in the words form, this should not need to happen. The prefix *is* not explicit, of course this is not true. Consider the following example.

(a) Non-standard and standard shapes

(1) My father's opinion was *different* from my uncle's.

The different words above are the root words that occupy the predicate in each sentence.

In accordance with the standard Indonesian rules, the prefix *ber-*, which is the standard language of my father's opinion *is different* from my uncle's.

c. Errors in the phonological state of spoken language

Indonesian language errors at the phonological level can occur both in the use of language orally and in writing. Most of the mistakes in Indonesian in the phonological level are related to pronunciation. If the pronunciation error is written, then there is a language error in the variety of writing.

Language errors that are categorized as phonological errors include speech changes in vowel phonemes, consonant phoneme changes, vowel phonemes change to consonant phonemes, and consonant phonemes change to vowel phonemes. After analysis, the researcher found many phonological errors in students in general Indonesian courses in the Physical Education Study Program, Faculty of Sports Sciences and Public Health, Madalika Education University. Research at the phonological level focuses on pronunciation errors due to phoneme changes.

There are pronunciation errors because the pronunciation of certain phonemes changes or is not pronounced according to the rules.

1) Changes in the vowel phoneme /a/ are pronounced to /e/

There is a language error in the form of vowel phoneme changes in words pronounced in scientific discussions (paper discussions). The word "kerya" in the data should be pronounced "karya" but the speaker changes the vowel phoneme /a/ to /e/ so that there is a language error in the word. Because from this data, the speaker wants to convey the word minutes or it can be called a work. However, the speaker makes mistakes in the pronunciation of the word, so it needs to be corrected so that it becomes effective and the word to be conveyed becomes clear in its meaning.

2) Phoneme change /i/ is pronounced to /e/

The word "baeklah" in the data should be pronounced "okay" however, the speaker changed the vowel phoneme /i/ to /e/ so that there was a language error in the word. Because from this data, the speaker wants to convey the word okay. However, the speaker makes mistakes in the pronunciation of the word, so it needs to be corrected so that it becomes effective and the word to be conveyed becomes clear in its meaning.

3) Phoneme changes of the consonant /f/ are pronounced to /p/

The word "object" in the data should be pronounced "objective" but the speaker changes the vowel phoneme /f/ to /p/ so that there is a language error in the word. Because from this data, the speaker wants to convey an objective word. However, the speaker makes mistakes in the pronunciation of the word, so it needs to be corrected so that it becomes effective and the word that is intended to be conveyed

becomes clear about its meaning.

4) Changing vowel phonemes to consonant phonemes

The word "quality" in the data should be pronounced "quality", however, the speaker changes the vowel phoneme to a consonant phoneme so that there is a language error in the word. Because from this data, the speaker wants to convey the word quality. However, the speaker makes mistakes in the pronunciation of the word, so it needs to be corrected so that it becomes effective and the word to be conveyed becomes clear in its meaning.

d. Language errors in the morphological level of written language

Indonesian has actually been talked about a lot in grammar books. In language teaching in schools, the procedure for word formation has been taught. However, it does not mean that all forms of words in Indonesian have been done through the correct process in accordance with applicable rules. In the reality of language, we still often find word forms that deviate from the rules. Both written and oral varieties can occur language errors in word formations or morphological levels. Morphological errors are caused by a variety of things.

Based on the results of the analysis, the author found a form of morphological error in writing in general Indonesian courses at the Physical Education Study Program, Faculty of Sports and Public Health, Mandalika University of Education, namely writing words that are not in accordance with the Indonesian rules, so that there are language errors at the morphological level. This needs to be corrected so that the same mistakes do not happen again. From the data analysis carried out, the author found errors at the morphological level.

(1) The removal of the affix

We often find in writing the symptom of the elimination of the prefix *meng-* in the formed word. This happens because of savings that actually don't need to happen because it's the wrong use. The word *wait* is a non-standard form of the word, the word is actively transitive. According to the rules in transitive active sentences, the predicate of the sentence must be prefixed *meng-* or in other words explicit the prefix *meng-*. Thus the improvement of the sentence above is as follows.

Language errors in the form of omission of the prefix in writing. The word "*wait*" in the data should be written "*waiting*", however, the author omitted the prefix *meng-* so that there was a language error in the word. So, the writer must be more careful and re-read the results of his writing so that if there are language errors in the writing, it can be corrected or avoided language errors.

Yes, it's okay but we answered waiting for the second session yes (non-standard form)

Yes, it's okay, but we answered waiting for the second session (standard form)

In our language there is indeed a term "language economy", meaning that we must be able to use the word as sparingly as possible, but this saving should not damage the rules of language.

(2) Removal of prefixes

Often the use of Indonesian removes the prefix *ber-* in formed words, it should not need to happen. The prefix *ber-* which is not explicit, of course this is not true.

There is a form of error at the morphological level, namely in the form of the omission of the prefix *ber-*, the correct writing is "*ask*" not "*nanya*", but the author omits the prefix *ber-* in the word. Usually, this error occurs because the writer is not thorough when writing or typing mistakes. This needs to be corrected so that students are more thorough in writing, so that there are no errors at the morphological level. Errors in morphology need to be corrected so that language errors do not occur.

Dua also wanted to ask a question from earlier. (Non-standard shape)

The two also wanted to ask a question earlier. (Standard shape)

The word *nanya* is a root word that occupies the predicate in each sentence. According to the standard Indonesian rules, the predicate must be explicit with the prefix *ber-* i.e. to be asked.

Discussion

This study was conducted to find out the form of language errors made by second-semester students of class A of the Physical Education Study Program, Faculty of Sports Sciences and Public Health, Mandalika University of Education in scientific discussions. The data in this study is in the form of errors in scientific discussions of second-semester students.

Based on the results of the research on data analysis, it was concluded that in the scientific discussion of students there are forms of language errors, such as errors in phonological speech such as vowel phoneme changes, consonant phoneme changes, vowel phonemes change to consonant phonemes, consonant phonemes change to vowel phonemes and morphological state errors such as the removal of the affix *meng-*, the removal of the prefix *ber-*, the morph of *menge*

replaced by other morphs, Morph *is* replaceable morph *ber-*, morph replaceable morph *ter-*. This is in line with the opinion of Tarigan (2021) who said that language errors in Indonesian can be clarified into, language errors in the fields of phonology, morphology, syntax (phrases, clauses, sentences), semantics, and discourse.

The results of the study show that language errors in this study are caused by students' lack of understanding of pronunciation and writing that is in line with PUEBI, so that students are still wrong to distinguish between correct and incorrect pronunciation and writing. For example, from the research data found, many students make pronunciation and writing mistakes in online scientific discussions such as the pronunciation of the letter "f" which is pronounced to "p" which is not justified because the pronunciation of the letter does not follow the correct pronunciation in good and correct Indonesian. The cause of language errors can also occur due to the lack of students' understanding of Indonesian language that is good and correct in scientific discussions, there are pronunciation errors due to phoneme changes that cause the word to become ineffective.

To produce good writing and pronunciation, writers must apply the correct rules of writing and pronunciation. Writing and pronunciation that heeds every rule in writing and pronunciation in order to become accustomed to using good and correct language. Language mistakes made in writing and pronunciation will cause writing and speech to be ineffective and the messages to be conveyed are not conveyed properly by the reader. So, precision and understanding of correct pronunciation and writing are needed to produce quality citations and writing.

Writing and pronunciation that are already good in terms of content cannot necessarily be said to be good in terms of speech and writing because speech and writing will affect the content of a scientific paper. By writing a scientific paper in accordance with the correct language rules that affect good quality, the reader can of course accept well what the author wants to convey, so that there is no misunderstanding between the author and the reader and listener.

Language mistakes will become a habit if there is no justification and will have a negative impact on the next generation, so the justification of good writing and pronunciation or in accordance with the applicable rules must always be heeded and applied so that each generation will continue to follow the correct writing and pronunciation in accordance with the applicable Indonesian grammar.

4. CONCLUSION

Based on the reading of the students' language mistakes above, it can be concluded as follows.

1. Language errors at the phonological level found in the scientific discussion of second-semester students of class A of the Physical Education Study Program, Faculty of Sports Sciences and Public Health, Mandalika University of Education, in pronunciation errors due to phoneme changes, namely, vowel phonemes (phonemes /a/ are pronounced to e/, phonemes /i are pronounced /e/, phonemes /e/ are pronounced to /i/). The mistake of changing consonant phonemes is, the phoneme /f/ is pronounced to /p/, the phoneme /j/ is pronounced /y/, the phoneme /p/ is pronounced /f/, the phoneme /v/ is pronounced /p/, the phoneme /k/ is pronounced /c/. Changing vowel phonemes to consonant phonemes. Consonant phonemes become vowel phonemes.
2. Language errors at the morphological level found in scientific discussions of second-semester students of class A of the Physical Education Study Program, Faculty of Sports and Public Health, Mandalika University of Education, such as the removal of affixes, namely the removal of the affix *meng-*, the removal of the prefix *ber-*. Morph replacement, i.e. morph is replaced by another morph, morph *is* replaced by morph *ber*, morph *is* replaced by morph *ter-*.

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