LANGAUGE ERRORS IN OF LANGUAGE-INTENSIVE PROGRAM STUDENTS AT WALISONGO ISLAMIC STATE UNIVERSITY OF SEMARANG

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ABSTRACT

This language error analysis aims to (1) describe the types of language errors in writing of Language-Intensive Program students at Walisongo Islamic State University (UIN Walisongo) Semarang, (2) investigate factors causing these errors, and (3) explain efforts to overcome these errors. This research was conducted in Indonesian classes of the Language-Intensive Program at UIN Walisongo Semarang. The research subjects were Language-Intensive Program students. This quantitative-qualitative study employed a content analysis with case study research. This study reveals two types of language errors in writing: spelling and sentence errors. Spelling errors consist of mistakes in rewriting words and using italics, conjunctions, prepositions, affixes, standard words, capital letters, scientific dictions, and punctuations. Meanwhile, sentence errors consist of redundancy, disintegration, and irrational sentences. These writing errors are influenced by two factors: external and internal factors. External factors consist of the quality and competence of lecturers, the suitability and completeness of the teaching materials, and textbook compatibility. Meanwhile, the internal factors consist of the students' inability to comprehend the material and their lack of motivation to learn. These language errors in writing have disturbed the achievement of the learning objectives of the Indonesian Language-Intensive Program. Therefore, this study proposes three solutions to overcome these errors: increasing the number of qualified and competent lecturers, improving textbooks and course materials, and fostering students' interest and motivation to participate in the Indonesian Language-Intensive Program.

Keywords: writing errors, written works, Language-Intensive Program

INTRODUCTION

Writing is the most difficult and most recently mastered skill among other language skills, such as listening, reading, and speaking, because writing skills require mastery of various linguistic and non-linguistic elements. These elements must be intertwined to produce a coherent and cohesive essay. The language variety produced through writing skills is known as the written language variety. This variety is also defined as a language produced by writing letters, the basic elements and always deals with writing systems (spelling), grammar, and vocabulary. In other words, a written language variety requires complete grammatical elements, such as forms of words, sentence structures, accurate word choices, the correct use of spelling, and the use of punctuations to express ideas [1].

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[1] Tim Penulis, *Bahasa Indonesia Bahasa Bangsaku,* (Semarang: Pusat Pengembangan Bahasa, 2016), p. 84.

The Language-Intensive Program is organized by the Language Development Center of Walisongo Islamic Public University (UIN) Semarang and consists of Arabic, English, and Indonesian intensive programs. This program has four objectives. The first objective is to improve students' speaking skills to meet the minimum standards of language proficiency. The second is to improve the effectiveness of language learning at UIN Walisongo. The third is to ensure the quality of language lectures; thus, the lectures could meet the standards of competence, materials, and language learning processes in all faculties at UIN Walisongo. The fourth is to ensure the competency of language lecturers in conducting the language learning process at UIN Walisongo.

Unfortunately, problems in writing Indonesian essays skillfully and correctly are frequently found in Indonesian classes in the Language-Intensive Program. Moreover, many linguistic errors are found in students' thesis manuscripts. These conditions indicate that students have low writing skills, and Indonesian classes of the Language-Intensive Program still could not achieve their objectives.

Language error analysis is a technique to answer difficulties in using a good and correct language. Moreover, this technique can explain the use of a good and correct Indonesian language. Good Indonesian is defined as meeting determining factors in communication, and correct Indonesian is defined as meeting the language rules (grammar) [2].

S. Piet Corder (in Safriandi)[3] defines language errors as a violation of language codes. Language errors refer to an inherent event in every use of oral and written languages. Adults who have mastered a language, children, and foreigners who are learning a language have different language mastery. According to Tarigan[4], language errors refer to the oral and written language use that deviates from the determining factors of communication and language rules.

In general, language errors can be divided into two: spelling and grammatical errors. These errors can be solved by two parameters: the General Guidelines for Indonesian Spelling (2016)[5] and the Standard Indonesian Grammar (2014)[6].

Nuryanto[7] classifies language errors into six types based on language components: a) phonological errors, b) morphological errors, c) syntactic errors, d) semantic errors, e) lexical

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[2] Tim Penulis, *Bahasa Indonesia Bahasa Bangsaku,* (Semarang: Pusat Pengembangan Bahasa, 2016), p. 101.

[3] Safriandi, 2009, "Analisis Kesalahan Berbahasa", http://gemasastrin.wordpress.com, retrieved on 13 August 2018 at 15.20 Western Indonesian Time in Semarang

[4] Henry Guntur Tarigan, *Analisis Kesalahan Berbahasa,* (Jakarta: Depdikbud, 1997), p. 29.

[5] Tim Pengembang Pedoman Bahasa Indonesia. 2016. *Pedoman Umum Ejaan Bahasa Indonesia.* Jakarta: Badan Pengembangan dan Pembinaan Bahasa Kementerian Pendidikan dan Kebudayaan.

[6] Hasan Alwi et al., *Tata Bahasa Baku Bahasa Indonesia, Cetakan IX,* (Jakarta: PT. Balai Pustaka (Persero), 2014).

errors, and e) discourse errors. This research only focuses on investigating spelling and syntactic errors. Spelling errors include errors in using letters (phonological errors), writing words (morphological errors), using punctuations (syntactic errors), and writing absorption elements.

Meanwhile, Kushartanti[8] explains that spelling is a standard scriptural rule that follows the description of sounds. Spelling regulates not only how to write letters but also how to write words and use punctuation marks. In other words, spelling depicts language sounds with standardized writing rules. Spelling usually has three aspects: phonological aspects that deal with phonemes, letters, and alphabetical arrangement; morphological aspects that deal with morphemic units; syntactic aspects that deal with speech markers in the form of punctuations [9].

To date, many studies have investigated language errors. For example, Anjarsari (2013) analyzes language errors in Indonesian language essays composed by foreign students at Universitas Sebelas Maret [10] and has found that language errors are found not only in native students of Indonesian but also in foreign students. Meanwhile, Haryanti (2014)[11] analyzes language errors in sentences of Thai students studying at Universitas Muhammadiyah Surakarta, including aspects of spelling, redundancy, coherence, and logic. Finally, a study by Iswatiningsih, Daroe, et al. (2000)[12] examines Indonesian language errors in papers of students of the Indonesian Language and Literature Education Department year 1999/2000 at Universitas Muhammadiyah Malang.

Meanwhile, this study analyzes Indonesian language errors in students of the Language-Intensive Program organized by the Language Development Center of UIN Walisongo. This research is expected to successfully identify language errors in students' writing skills and examine factors causing these errors. Thus; the right solution to overcome these errors could

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[7] Nuryanto, 2013, "Cara Mengoreksi dan Model Analisis Kesalahan Berbahasa, *http://nuryantowiryo.blogspot.co.id*, retrieved on 13 August 2018 at 15.10 Western Indonesian Time in Semarang.

[8] Kushartanti et al., (ed.), *Pesona Bahasa: Langkah Awal Memahami Linguistik,* (Jakarta: PT. Gramedia Pustaka Utama, 2005), p. 83.

[9] Harimurti, Kridalaksana, *Kamus Linguistik*, Fourth Edition, (Jakarta: Gramedia, 2013).

[10] Nurvita Anjarsari et al., "Analisis Kesalahan Pemakaian bahasa Indonesia dalam Karangan Mahasiswa Penutur Bahasa Asing di Universitas Sebelas Maret"*, BASASTRA: Jurnal Penelitian bahasa, Sastra Indonesia dan Pengajarannya,* Vol.2 No.1, April 2013.
[11] Tri Hariyanti, "Analisis Kesalahan Berbahasa pada Kalimat Mahasiswa Thailand yang Belajar di UMS (Aspek Ejaan, Kemubaziran, Kepaduan, dan Kelogisan), *Undergraduate Thesis,* unpublished, (Surakarta: Universitas Muhammadiyah Surakarta, 2014).

[12] Daroe Iswatiningsih et al., "Analisis Kesalahan Berbahasa Indonesia Pada Karya Tulis Mahasiswa Jurusan Pendidikan Bahasa Dan Sastra Indonesia Angkatan 1999/2000 Universitas Muhammadiyah Malang", *https://repository.unikom.ac.id/id/eprint/975, 2000.*

be produced, and the expected learning objectives of the Intensive-Language Program can be achieved.

RESEARCH METHODS

This research was conducted in Indonesian classes of the Language-Intensive Program at UIN Walisongo Semarang. The research subject was students of UIN Walisongo. The type of this research was qualitative-quantitative research. This research was called a quantitative study because it involved numbers as data. Sudaryanto[13] clarifies quantitative research as research that employs numerical calculations in its implementation. Meanwhile, data in qualitative research are in the form of tangible words, not a series of numbers[14].

This research employed the quantitative method because the researcher scrutinized phenomena behind numbers. In other words, the researcher interpreted rows of numbers to analyze data on language errors. Moreover, this research employed the qualitative method because the researcher scrutinized phenomena behind numbers. In other words, the researcher interpreted a series of numbers and described the results of the analysis. The data described in this research were in the form of language errors, including spelling and syntactic errors in the writing of students of the Indonesian Language-Intensive Program.

The data in this study were in the form of words and sentences from the writing of students of the Indonesian Language-Intensive Program. A data source is a research subject and a source to gain data.[15] The data source of this study was the writing of students of the Indonesian Language-Intensive Program. Meanwhile, the object of this study was language errors, including spelling and syntax errors.

As suggested by Arikunto [16], this study collected data through documentation, observation with note-taking, and recording techniques. The documentation technique aimed to explore data or variables in the form of notes, transcripts, books, newspapers, magazines, performance reports, report books, and agendas. The documentation technique was employed to collect data in the form of words and sentences from the writing of students of the Indonesian Language-Intensive Program.

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[13] Sudaryanto, *Metode Linguistik ke Arah Memahami Metode Linguistik,* (Yogyakarta: Gadjah Mada University Press, 1988), p. 63.

[14] Lexy, J. Moleong, *Metodologi penelitian Kualitatif, (*Bandung: PT Remaja Rosdakarya, 2002), p. 3.

[15] Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik,* (Jakarta: Rineka Cipta, 2010), p. 172.

[16] Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik,* (Jakarta: Rineka Cipta, 2010), p. 234.

To analyze the data, this research employed the method used in data analysis is the distributional method [17]. This method refers to a data analysis method whose determining tools were inside and a part of the investigated language. The most appropriate types of the distributional method for this research were deletion and substitution techniques [18]. The deletion technique is a data analysis technique by eliminating the analyzed language units. Meanwhile, the substitution technique is a data analysis technique by replacing certain language units in construction with other language units outside the construction.

In addition, the data were collected by reviewing students' papers and conducting in-depth interviews with some students and lecturers of the Indonesian Language-Intensive Program to obtain data on the factors causing spelling and syntactic errors in the students' observation reports. Furthermore, the data were validated using the triangulation technique and the informant review through the interactive analysis consisting of four stages: 1) data collection, 2) data reduction, 3) data presentation, and 4) data conclusions or verification.

RESULTS AND DISCUSSION

Research on writing essays could investigate many aspects, such as language errors and discourse analysis. However, this study only focuses on investigating spelling and syntactic errors in the use of Indonesian. The sample of this research was 40 essays selected using the purposive sampling technique. These essays were composed by undergraduate students who had taken Indonesian classes in the Language-Intensive Program at UIN Walisongo Semarang. The data source was validated by briefly checking the students' writing. If plagiarism had been found or suspected to find in the writing, the writing work was excluded as the research sample. Moreover, writing work composed without serious attempts was excluded as the research sample. The students' serious attempts were measured from two indicators: writing with very few numbers of words or without clear references.

This study has revealed that the samples have 601 language errors, consisting of 477 data on spelling errors and 160 data on sentence errors. Spelling errors consist of 68 data on errors in using capital letters (HK code), 15 data on errors in writing repetition words (KU code), 62 data on errors in writing italics (HM code), 120 data on errors in writing prepositions, prefixes, etc. (KD and Aw codes), 90 data on standard spelling errors (TB code), 40 data on punctuation errors (TBc code), 58 data on errors in writing hyphens (Kh code), and 24 data on errors in using scientific dictions (code DNI). Meanwhile, sentence errors include extravagance, incongruity, and illogicality, as presented in the following diagram.

Figure 1. Diagram Data
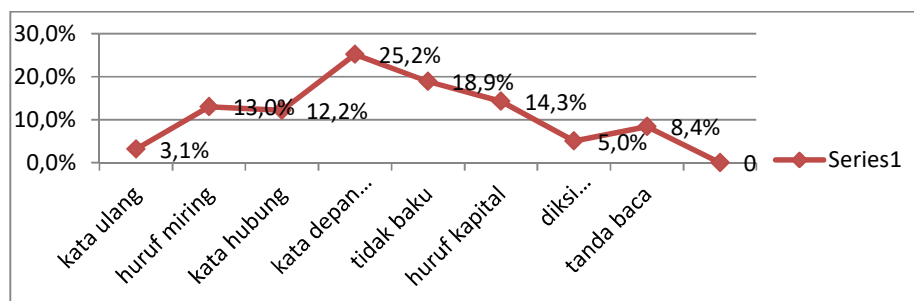
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[17] Sudaryanto, *Metode dan Aneka Teknik Analisis Bahasa,* (Yogyakarta: Duta Wacana University Press, 1993), p. 15.

[18] Sudaryanto, *Metode dan Aneka Teknik Analisis Bahasa,* (Yogyakarta: Duta Wacana University Press, 1993), p. 42.
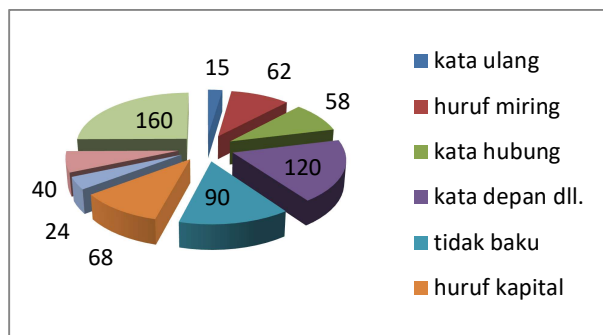
Meanwhile, the percentage of spelling errors is presented in the following graph.

The diagram concludes that the most common language mistakes made by students of the Language-Intensive Program at UIN Walisongo Semarang are errors in spelling, writing prepositions, writing prefixes, and using non-standard spelling, capital letters, italics, hyphens, non-scientific dictions, and repetition words, respectively.

1. Spelling Errors

The Regulation of the Minister of Education and Culture (Permendikbud) number 15 of 2015 has issued general guidelines for Indonesian spelling that regulate the use of letters and the writing of words, punctuations, and absorption elements. Based on the guidelines, some aspects of spelling errors are found in the writing of students of the Indonesian Language-Intensive Program at UIN Walisongo Semarang. These spelling errors include errors in writing repetition words, italics, hyphenations, prepositions (in, to, and from), affixes, standard words, capital letters (hk), non-scientific dictions, and punctuations.

Sample data:

a. All errors in writing repetition words are caused by the absence of hyphens. For example, in KU-1, the words 'belajar-mengajar' is written as 'belajar mengajar', which means teaching and learning. Meanwhile, in KU-2, the words 'makanan-makanan' is written as 'makanan makanan', which means 'foods'.

b. …….*Adapula yang disebabkan oleh kebutuhan para pengguna untuk bermain games, membuka jejaring sosial* (……. Other causes are the users' need to play games, open social networks). (Klm-2).

This wrong sentence should be corrected as follows.

- *Adapula yang disebabkan oleh kebutuhan para pengguna untuk bermain games, (dengan) membuka jejaring sosial.* (……. Other causes are the users' need to play games (by) open social networks). (Klm-2).

c.   (In a direct citation) "Voluntary sexual intercourse by a married person with one who is not his or her spouse." **(Klm-16)**

A direct citation, especially from foreign languages, should be written in italics. Thus, these sentences should be corrected as follows.

(In a direct citation*) "Voluntary sexual intercourse by a married person with one who is not his or her spouse."* **(Klm-16)**

d.   *……. Adapun dampak positif dan negatif penggunaan smartphone yang sudah dijelaskan diatas.* **Dan** *cara agar tidak terpengaruh oleh* **smartphone.** (The positive and negative effects of using smartphones have been previously described. **And** the strategies for not being affected by **smartphones**) (Klm-3)

e.   *Selain seni juga masih banyak hal yang bisa mengutarakan pikiran, emosi, dan perilaku.* **Karena***……* (Besides art, many aspects can still express thoughts, emotions, and behavior. **Because**) (Klm-7)

f.   *Membersihkan telinga mengandung manfaat medis yang sangat besar.* **Sebab** *telinga menjadi jalan masuk kotoran, debu, kuman, dan bakteri……* (Ear cleaning offers enormous medical benefits. **Because** ears are the entry points for dirt, dust, germs, and bacteria) (Klm-9)

g.   *Warna permukaan daun………., bahkan kebiruan.* **Sedangkan…….** (Leaf surface colors.........., even bluish. Meanwhile) (Klm-14)

h.   **Dan** *juga sebagai bahasa universal pengajaran yang hampir dipergunakan di setiap penjuru dunia.* (And is also used as a universal language for teaching worldwide). (Klm-44)

A coordinating conjunction (between clauses) refers to a conjunction that connects a main clause to its sub-clause in a compound sentence. Some Indonesian words, such as transitional words, are written with being preceded by a comma. These Indonesian words include *sedangkan* (while), *padahal* (whereas), *seperti* (such as), *tetapi* (but), and *yaitu/yakni* (i.e.). [19] Meanwhile, in many cases, other transitional words that are written without being preceded by a comma are written using a comma. This preference occurs because before the Enhanced Spelling of Indonesian (1972) was published, those transitional words were written using commas. Then, the Enhanced Spelling of Indonesian

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[19] Pamusuk Este, *Buku Pintar Penyusunan Naskah,* (Jakarta: PT. Gramedia Pustaka Utama, 2005), p. 83.

(1972) abolished the use of commas. These transitional words include '….bahwa', '…karena', '…maka', '…sehingga' (that, because, so that, and thus).

The incorrect use of conjunctions in the above sentences can be revised as follows.

- *Adapun dampak positif dan negatif penggunaan smartphone sudah dijelaskan di atas, **termasuk** cara agar tidak terpengaruh oleh smartphone.* (The positive and negative effects of using smartphones **and** the strategies for not being affected by smartphones have been previously described) (Klm-3)
- *Selain seni juga masih banyak hal yang bisa mengutarakan pikiran, emosi, dan perilaku **karena**……* (Besides art, many aspects can still express thoughts, emotions, and behavior **because**) (Klm-7)
- *Membersihkan telinga mengandung manfaat medis yang sangat besar **sebab** telinga menjadi jalan masuk kotoran, debu, kuman, dan bakteri.* (Ear cleaning offers enormous medical benefits **because** ears are the entry points for dirt, dust, germs, and bacteria) (Klm-9)
- *Warna permukaan daun………., bahkan kebiruan, **sedangkan**….* (Leaf surface colors.........., even bluish, **meanwhile**) (Klm-14)
- *…. **dan** juga sebagai bahasa universal pengajaran yang hampir dipergunakan di setiap penjuru dunia.* (**And** is also used as a universal language for teaching worldwide). (Klm-44)
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i. *Remaja yang merokok biasanya………, **dimana** orang tua tidak begitu memperhatikan anaknya dan memberikan hukuman fisik yang keras*. (Adolescents smoke………, **where** their parents usually neither pay much attention to their children nor give the children harsh physical punishment) (Klm-25)

j. *Proses belajar salah satunya dapat dilakukan dengan membaca. **Bukan hanya** untuk menambah ilmu pengetahuan saja, **tetapi (juga)** dapat ….* (A learning process can be conducted through reading. **Not only** to add knowledge **but (also)** to ....) (Klm-68

k. *Belajar merupakan sebuah kegiatan **yang mana** seseorang berfikir dan mempelajari sesuatu….* (Learning is an activity, in which allows someone to think and learn something) (Klm-69)

Klm-25 and Klm-69 use conjunctions 'di mana' (where) and 'yang mana' (in which). These two conjunctions are question words to ask for a place. Thus, these words are only used to ask a question not to connect clauses in a sentence. To solve this problem, these words must be replaced by a hyphen or another suitable word, as follows.

- *Remaja yang merokok biasanya………, **dimana** orang tua tidak begitu memperhatikan anaknya dan memberikan hukuman fisik yang keras.* (Teenagers smoke………, **where** their parents usually neither pay much attention to their children nor give the children harsh physical punishment) (Klm-25)

- *Belajar merupakan sebuah kegiatan **yang mana** seseorang berfikir dan mempelajari sesuatu….* (Learning is an activity, **in which** allows someone to think and learn something) (Klm-69)

- *Proses belajar salah satunya dapat dilakukan dengan membaca, **tidak hanya** untuk menambah ilmu pengetahuan saja, **tetapi (juga)** dapat ….* (A learning process can be conducted through reading, **not only to** add knowledge **but (also) to** ….) (Klm-68)

l. *Haruskah kita berpatokan kepada salah satu dari tiga hal tersebut, pikiran, emosi, dan perilaku, pada dasarnya pikiran, emosi, dan perilaku mereka saling keterkaitan satu sama lain, **oleh karenanya** jika kita mampu memfasilitasi perubahan dalam salah satu dari tiga hal ini, dua yang lain akan juga mengalami perubahan. keterkaitan itulah yang membuat Tujuh fase yang membahayakan bagi remaja.* (Should we refer to one of these three things: thoughts, emotions, and behaviors, their thoughts, emotions, and behaviors are basically related to each other, **therefore** if we can change one of these three things, the other two will also change. This interrelation creates seven harmful phases for adolescents.) (Klm-6)

These sentences can be corrected as follows.

- *Haruskah kita berpatokan kepada salah satu dari tiga hal tersebut, yakni pikiran, emosi, dan perilaku. Pada dasarnya pikiran, emosi, dan perilaku (memiliki) saling keterkaitan satu sama lain. **Oleh karena itu,** jika kita mampu memfasilitasi perubahan dalam salah satu dari tiga hal ini, dua yang lain akan juga mengalami perubahan. Keterkaitan itulah yang membuat tujuh fase yang membahayakan bagi remaja.* (Should we refer to one of these three things: thoughts, emotions, and behaviors. Their thoughts, emotions, and behaviors are basically related to each other. **Therefore**, if we can change one of these three things, the other two will also change. This interrelation creates seven harmful phases for adolescents.) (Klm-6)
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m. *Manfaat lainnya adalah dapat meningkatkan **aktifitas** biologis dengan dihasilkannya mikroorganisme yang bersifat melembabkan yang membuat suhu tanah ideal bagi tumbuh dan berkembangnya biota tanah mengandung nutrisi penting untuk tanaman dan dapat meningkatkan ketersediaan unsur hara pada tanah.* (Another benefit is to increase biological **activities** by producing moisturizing microorganisms to create an ideal soil temperature for the growth and development of soil biota containing important nutrients for plants and to increase the availability of nutrients in the soil.) (Klm-12)
These sentences can be revivsed as follows.

- *Manfaat lainnya adalah dapat meningkatkan **aktivitas** biologis dengan dihasilkannya mikroorganisme yang bersifat melembabkan yang membuat suhu tanah ideal bagi tumbuh dan berkembangnya biota tanah mengandung nutrisi penting untuk tanaman dan dapat meningkatkan ketersediaan unsur hara pada tanah.* (Another benefit is to increase biological **activities** by producing moisturizing microorganisms to create an ideal soil temperature for the growth and

development of soil biota containing important nutrients for plants and to increase the availability of nutrients in the soil.) (Klm-12)

n. *Rasulullah saw. <u>Menyatakan</u> bahwa….* (The Prophet Peace Be Upon Him <u>Says</u> that) (HK-38)

A full stop is put after the word 'saw.' because it is an abbreviation. Therefore, the successive word within the same sentence should be written in a small case, not a capital letter.

- *Rasulullah saw. <u>menyatakan</u> bahwa….* (The Prophet Peace Be Upon Him <u>says</u> that) (HK-38)

o. *Bagaimana cara agar **kita** para remaja tidak terpengaruh oleh handphone atau smartphone*? (How do **we** prevent adolescents from being affected by mobile phones or smartphones?) (Klm-1)

- *Bagaimana cara(nya) agar para remaja tidak terpengaruh oleh handphone atau smartphone?* (How to prevent adolescents from being affected by mobile phones or smartphones?) (Klm-1)

p. *Untuk mengatasi masalah remaja masa kini perlu di berdayakan.* (To overcome the problems the adolescents should be empowered.) (Klm-4)

q. *Ancaman keras bagi pelaku zina tersebut karena dalam pandangan Islam zina, merupakan perbuatan tercela yang menurunkan derajat dan harkat kemanusiaan secara umum.* (A perpetrator of adultery will receive a strong threat because in Islamic law adultery, is a despicable act that generally lowers the degree and dignity of humanity.) (Klm-19)

Klm-4 does not use a comma. In fact, the absence of a comma can cause ambiguity in the sentence. Meanwhile, Klm-19 inappropriately uses a comma. Appropriate use of a comma is pivotal because it will distinguish the meaning of a sentence. These incorrect sentences can be revised as follows.

- *Untuk mengatasi masalah, remaja masa kini perlu di berdayakan.* (To overcome the problems, adolescents should be empowered.) (Klm-4)

- *Ancaman keras (diperuntukkan) bagi pelaku zina tersebut, karena dalam pandangan Islam, zina merupakan perbuatan tercela yang menurunkan derajat dan harkat kemanusiaan secara umum.* (A perpetrator of adultery will receive a strong threat, because in Islamic law, adultery is a despicable act that generally lowers the degree and dignity of humanity.) (Klm-19)

r. Question mark errors
- *Kenapa zina diancam dengan hukuman berat*. (Why is adultery threatened with severe punishment.) (Klm-18)

- *Hukum rajam dianggap…………….., apa ada hukuman separoh mati*. (The law of stoning is considered..............., is there a half-death penalty.) (Klm-21)

These incorrect sentences can be revised as follows.

- *Kenapa zina diancam dengan hukuman berat?* (Why is adultery threatened with a severe punishment?) (Klm-18)

- *Hukum rajam dianggap…………….., apa ada hukuman separoh mati?* (The law of stoning is considered..............., is there a half-death penalty?) (Klm-21)

2. Sentence Errors

Syntactic errors most frequently found in the papers of Language-Intensive Program students are effective sentence errors. An effective sentence consists of seven characteristics: 1) structural equivalence, 2) parallel forms, 3) assertive meaning, 4) frugal words, 5) accurate reasoning, 6) cohesive ideas, and 7) logical language.[20] Sentence errors are found because the composed sentences contradict the characteristics of an effective sentence. The data on sentence errors are explained as follows.

Sample data:

a. ***Biasa*** *remaja merokok hanya karena alasan ingin tahu.* ***mungkin*** *juga karena ingin mengobati rasa sakit fisik maupun jiwa.* ***Atau mungkin*** *hanya sekedar untuk mengusir rasa bosan*. (**Usual** teenagers smoke only for curious reasons. They **probably** also want to treat physical and mental pain. Or they **probably** just get rid of boredom.) (Klm-26)

The above sentences contain several redundancies because they repeatedly use the word 'mungkin' (probably). These incorrect sentences can be revised as follows.

- *Biasanya remaja merokok hanya karena alasan ingin tahu. Selain itu, bisa juga karena ingin mengobati rasa sakit fisik maupun jiwa, atau hanya sekadar untuk mengusir rasa bosan*. (Usually, teenagers smoke only for curious reasons.) Besides, they probably want to treat physical and mental pain or get rid of boredom.)
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b. Sebelum **ia** mengenal internet **ia** rajin belajar. (Before he gets to know the internet he studied hard.) (Klm-31)

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[20] Tim Penulis, *Bahasa Indonesia Bahasa Bangsaku,* (Semarang: PPB UIN Walisongo Semarang, 2016), p. 130.

c. *Tentunya untuk **mereka** yang beragama islam, begitu juga dengan peserta didik yang beragama selain islam, **mereka** juga dituntut untuk mempelajari agama **mereka** masing-masing.* (Of course **they** Muslims, as well as non-Muslim learners, **they** are also required to learn their religion.) (Klm-58)

These sentences can be corrected as follows.

- *Sebelum mengenal internet, **ia** rajin belajar.* (Before **he** gets to know the internet, he studied hard.) (Klm-31)
- *Tentunya (bagi) yang beragama Islam, mupun peserta didik yang beragama selain Islam, juga dituntut untuk mempelajari agama **mereka** masing-masing.* (Of course Muslims, as well as non-Muslim learners, are also required to learn their religion.) (Klm-58)

d. *Semua itu karena ketidakadilan **gender selalu kerap terjadi.*** (All of these are caused by gender injustice that **always frequently occurs**.) (Klm-51)

e. ***Hingga sampai detik ini banyak sekali stereotipe** dari masyarakat yang telah mereka asumsikan semakin melekat pada **mindset-mindset** lingkungan.* (**To date** there have **been so many stereotypes** of society and they have increasingly assumed these stereotypes are attached to environmental **mindsets**.) (Klm-54)

f. ***Bukan hanya** para mahasiswa **saja, (pemakaian hijab juga)** bahkan sudah menyebar di tengah para pedagang, artis, bahkan penyanyi dangdut.* (**Not only** by students **only**, **(wearing hijab)** has also been practiced by traders, artists, and dangdut singers. (Klm-122)

Words with similar or nearly similar meanings can be written once. Thus, these incorrect words can be revised as follows.

- ***Bukan hanya** para mahasiswa, **(pemakaian hijab) juga** sudah menyebar di tengah para pedagang, artis, bahkan penyanyi dangdut.* (**Not only** by students, **(wearing hijab) has also** been practiced by traders, artists, and dangdut singers.) (Klm-122)

- *Semua itu karena ketidakadilan gender **selalu** terjadi.* (All of these are caused by gender injustice that **always** occurs). (Klm-51)

        Or

    *Semua itu karena ketidakadilan gender **kerap** terjadi.* (All of these are caused by gender injustice that **frequently** occurs.) (Klm-51)

- ***Hingga** detik ini, banyak sekali stereotipe dari masyarakat yang telah mereka asumsikan semakin melekat pada mindset-mindset lingkungan.* (**To date**, there have been so many stereotypes of society and they have increasingly assumed these stereotypes are attached to environmental mindsets.) (Klm-54)

        Or

> ***Sampai*** *detik ini, banyak sekali stereotipe dari masyarakat yang telah mereka asumsikan semakin melekat pada mindset-mindset lingkungan.* (**To date**, there have been so many stereotypes of society and they have increasingly assumed these stereotypes are attached to environmental mindsets.) (Klm-54)

g. *bagaimana cara agar* **kita** *para remaja tidak terpengaruh oleh* **handphone** *atau* **smartphone**? (how do **we** prevent adolescents from being affected by **mobile phones** or **smartphones**?) (Klm-1)

The use of the word 'kita' (we) followed by the word 'para remaja' (teenagers) makes the sentence incongruous. In addition, the word 'kita' is unscientific so that it should not be used. This incorrect can be revised as follows.

- *bagaimana cara(nya) agar para remaja tidak terpengaruh oleh handphone atau smartphone?* (how to prevent adolescents from being affected by mobile phones or smartphones?) (Klm-1)

h. *Adapula yang disebabkan oleh kebutuhan para pengguna untuk bermain* **games**, *(?) membuka jejaring sosial.* (Other causes are the users' need to play **games**, (?) open social networks). (Klm-2).

i. *(?) Terutama yang terjadi melalui situs pertemanan facebook.* (mostly occur on a friendship site of facebook.) (Klm-36)

j. *Contoh dari kodrat adalah ketika perempuan memiliki payudara,* **(?)** *laki-laki tidak memiliki payudara.* **Dan** *ketika laki-laki memiliki jakun, namun perempuan tidak memiliki jakun.* (The examples of natures are when women have breasts, **(?)** males do not have breasts. **And** when a man has an adam's apple, but a woman does not have an adam's apple.) (Klm-49)

Inconsistencies occur due to incomplete sentences. To complete the sentences, they must be filled with words that fit the expected meanings.

k. *Mereka tidak berpikir dampak* **apa** *yang ditimbulkan …….* (They do not think about **what** the resulting impacts,) (Klm-24)

l. *Remaja yang merokok biasanya………,* **dimana** *orang tua tidak begitu memperhatikan anaknya dan memberikan hukuman fisik yang keras.* (Adolescents smoke………, **where** their parents usually neither pay much attention to their children nor give the children harsh physical punishment) (Klm-25)

The improper use of question words can be corrected as follows.

- *Mereka tidak berpikir dampak yang ditimbulkan ….* (They do not think about the resulting impacts.) (Klm-24)
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- *Remaja yang merokok biasanya…,* **(yang kemungkinan disebabkan)** *orang tua tidak begitu memperhatikan anaknya dan memberikan hukuman fisik yang*

keras. (Adolescents usually smoke………, **(because probably)** parents neither pay attention to their children nor punish the children physically.) (Klm-25)

m. ***Biasa*** *remaja merokok hanya karena alasan ingin tahu.* ***mungkin*** *juga karena ingin mengobati rasa sakit fisik maupun jiwa.* ***Atau mungkin*** *hanya sekedar untuk mengusir rasa bosan.* (Usual teenagers smoke only for curious reasons. They **probably** also want to treat physical and mental pain. Or they **probably** just get rid of boredom.) (Klm-26)

- *Intinya internet sudah menjadi bagian yang tak bisa dipisahkan* ***oleh*** *manusia modern saat ini…* (The point is that the internet has become an inseparable part **from** modern people.) (Klm-27)

These incorrect sentences can be revised as follows.

- ***Biasanya*** *remaja merokok hanya karena ingin tahu, ingin mengobati rasa sakit fisik maupun jiwa,* ***atau*** *hanya sekedar untuk mengusir rasa bosan.* (Adolescents **usually** smoke because they are curios with it, want to treat physical and mental pain, **or** merely get rid of boredom.) (Klm-26)

n. *Tugas dan PR sering menyontek teman-temannya.* (Assignments and homework often cheat on his friends.) (Klm-32)

This incorrect sentence should be fixed as follows.

- *(Dalam mengerjakan) tugas dan PR,* **(subjek)** *sering menyontek teman-temannya.* ((To do) assignments and homework, (**the subject**) often cheats on his friends.) (Klm-32)

o. *Remaja dituntut untuk…dan* ***berinovatif*** (Adolescents are required to ... and become **innovative**.) (Klm-22)

The use of inappropriate affixes that create different parts of speech can result in unexpected meanings. These sentences should be written as follows.

- *Remaja dituntut untuk…dan* ***berinovasi*** (Adolescents are required to ... and to **innovate**.) (Klm-22)

p. *Namun bagi perokok itu hanyalah* ***sebuah*** *yang tidak terlalu penting sehingga mereka* ***menghiraukannya.*** (But for smokers it is only **an** unimportant thing so that they **ignore it**.) (Klm-23)

Klm-23 is an illogical sentence because it uses improper diction. KBBI (Indonesia Dictionary) defines the word 'hirau' as care; thus, the word 'menghiraukan' means 'caring'. However, sentence 23 requires the word, which means 'not too important'. Therefore, the word 'hirau' is not appropriate for this sentence, but another word with the opposite meaning should be used.

3. Factors Causing Language Errors

It is undeniable that Indonesian language errors in the writing of students of the Language-Intensive Program at UIN Walisongo Semarang are caused by several factors. This study collected data by distributing questionnaires to Indonesian language lecturers and students. The result shows two major factors causing language errors: external factors and internal factors.

The first external factor is the lecturers. Chapter VI in the Handbook[21] of Lecturers, especially Article 28 concerning the identity of lecturers, states that the lecturers of the Language-Intensive Program (Arabic, English, and Indonesian) are lecturers of UIN Walisongo (civil servant lecturers, non-civil servant permanent lecturers, honorary lecturers, and guest lecturers) who have competence in language learning. In addition, lecturers of the Language-Intensive Program refer to lecturers who are competent and committed to carrying out their duties and obligations.

The language development center of UIN Walisongo Semarang reports that [22] only a few lecturers of the Language-Intensive Program have an educational background in Indonesian. Some lecturers of the Language-Intensive Program are recommended by the faculty to meet the quota teaching staff; unfortunately, their educational background is inappropriate for the subject taught. Moreover, a survey of lecturers of the Language-Intensive Program, especially those with an educational background in Indonesian, has revealed that most of the lecturers of the Language-Intensive Program are new lecturers, who have been teaching at UIN Walisongo for less than five years. The competence of lecturers of the Language-Intensive Program is suspected as an external factor that causes ineffective Indonesian Language Teaching.

The second external factor is material. The material taught in the Language-Intensive Program includes ten materials described in the textbook. These materials include Indonesian spelling; Indonesian language varieties, functions, and dictions; good and correct Indonesian; effective sentences; standard languages; paragraphs; topics, themes, and titles; essay frameworks; essays; and scientific papers. A survey of lecturers of the Language-Intensive Program, especially those with an educational background in Indonesian, has revealed that the lecturers are still doubtful if the designed material is very suitable. This result is proven by the fact that not all lecturers have considered that the material is suitable. The survey has discovered that 50% of the respondents consider that the material is suitable, 33.3% consider that it is not suitable, and 16.7% are still doubtful if the materials taught are suitable for the learning objective, namely to support the writing skills of students. This finding is confirmed by the results of interviews with lecturers of the Language-Intensive Program who did not receive questionnaires. Most of them explain that the suitability of this teaching material has become a serious problem. They also highlighted that multiple choices in questions of the final semester exam (UAS) could neither represent the students' understanding of the material after

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[21] Tim Penyusun, *Panduan PIB (Program Intensif Bahasa) untuk Program S1 dan D3 UIN Walisongo*, (Semarang: PPB UIN Walisongo Semarang, 2016), p. 23.

[22] The 2019 data on lecturers

learning one semester nor assess their writing skills. This condition disagrees with the learning objective of the Language-Intensive Program, namely improving students' writing skills. Finally, it is concluded that the suitability of materials is one of the key external factors. Doubt in the suitability of the material will hamper the achievement of the learning objective of the Language-Intensive Program, namely improving students' writing skills.

The third external factor is textbooks. It is suspected that many students still have language errors because their textbooks could not optimally present good content of the material. An Indonesian language textbook entitled *Bahasa Indonesia Bahasa Bangsaku* was compiled by a writing team of the Language Development Center and published by the Language Development Center of UIN Walisongo Semarang. The book has been revised several times. The recent version consists of ten chapters for the Language-Intensive Program, and the teaching materials have been previously described. A survey of lecturers has revealed that 66.7% of the lecturers consider that the textbooks used in the Language-Intensive Program have been able to support the achievement of learning objectives. In contrast, 33.3% are doubtful. No respondents argue that the textbook could not support the achievement. However, the respondents' voices are still divided into 'yes' and 'doubt'. Meanwhile, a survey of students has revealed that 64.7% of the respondents answer that the Indonesian modules are incomplete. Meanwhile, 29.4% of respondents answer that the Indonesian modules are complete. Finally, 5.9% of respondents show a normal response. These results show a huge gap.

The interviews with lecturers and students have obtained similar results. Thus, this study concludes that the content of the textbook is still considered incomplete or less representative. This condition requires special attention to evaluate the learning process.

Besides external factors, internal factors are necessarily considered. Internal factors refer to factors that come from within the learners (students). This study has found two internal factors: students' inability to understand Indonesian spelling guidelines and other applicable rules as well as their lack of motivation to learn. The students' inability to understand the Indonesian spelling guidelines is reflected in the number of spelling errors made. Spelling errors are the most common language errors found, and these errors include errors in writing letters, using words, writing punctuations, and writing absorption elements.

The students' inability to understand the spelling guidelines can also be caused by an internal factor, namely the students' lack of motivation to learn. Moreover, this problem can be influenced by external factors, such as the lecturers' teaching competence, the suitability of teaching materials, and imperfect textbooks. The majority of the respondents (47.1%) assert that they are not enthusiastic about attending Indonesian classes. In contrast, 35.3% of the respondents are enthusiastic about attending Indonesian classes. Finally, only 17.6% of the students are very enthusiastic about attending Indonesian classes.

Therefore, further research should be conducted to find out the cause of students' enthusiasm for attending Indonesian classes. It is necessary to examine if the causes come from the internal factor of the students or external factors, such as lecturers' competence and learning materials. More efforts are necessary to motivate the students to learn, foster their seriousness in attending the classes, and achieve the learning objective, namely mastering writing skills (especially academic writing) to deal with the academic world.

After observing and selecting the factors that influence students' writing skills based on the learning objectives of the Language-Intensive Program, this study formulates several solutions to solve the problems. The first solution is related to the lecturers. The external factors signify that a small number of lecturers with Indonesian language competence are the critical factor that influences students' writing skills. Therefore, the number of lecturers with Indonesian language competence should be increased. This policy can be made by stakeholders in the relevant campus. Lecturers' suitable competence is believed to affect the quality of teaching, which ultimately supports the achievement of learning objectives.

The second solution is to improve and update the materials taught. This solution is necessary because the findings of this study show that the materials of the Indonesian-Intensive Program are incomplete and do not fully support the achievement of the learning objectives. The Language Development Center of UIN Walisongo Semarang should accommodate this need because it is the university's institution that manages the needs of language learning. Moreover, lecturers with Indonesian language competencies should be involved in formulating and designing the appropriate material.

The third is to formulate the content of the textbooks. If the learning material is reformulated or updated, the textbook will automatically be updated. This textbook should adjust to the teaching material delivered to the students. The revision of textbooks will involve many schemes that can only be accommodated and facilitated by the Language Development Center.

The fourth solution is to conduct further investigation on other external factors that influence the students' writing skills. Thus, the right solution to solve this problem can be created. Further investigation is necessary because the findings of this study deploy that the students' ability to understand spelling guidelines and other language rules is influenced by external factors.

The last solution is to instill students' self-motivation. This solution is critical because motivation is related to internal and external factors of the students. Self-motivation can be instilled by motivating them to attend Indonesian classes, commit to the classes, and solve any inhibiting factors. Students' self-motivation is an internal factor that strongly influences the achievement of the learning objective. However, if the motivation is derived from the external factor of the students, other solutions should be found.

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