

Linguistic Taxonomy of Language Errors in Scientific Writing by Twelfth-Grade Students of MA Nusantara

Ibnu Tsabit¹, Dwi Septiani² 

¹Universitas Pamulang, Indonesia (ibnutsabit48@gmail.com)

²Universitas Pamulang, Indonesia (dosen01401@unpam.ac.id)

ABSTRACT

This study aims to describe the form of language errors at the level of phonology, morphology and syntax in the writings of MA Nusantara class XII students. The data source of this research is MA Nusantara students' writing in 2023. The method used is descriptive qualitative. The data were obtained using the listening method and note-taking technique. Data analysis uses a flow chart analysis model. The stages of this model analysis are data reduction, data presentation, and conclusion drawing. The results of the study found language errors at the phonological level as much as 667 data, language errors at the morphological level as much as 17 data, and language errors at the syntactic level as much as 97 data. Language errors made by students need to be evaluated as soon as possible, because they illustrate language learning that has not been achieved. The higher the quantity of errors, the greater the language learning objectives that have not been achieved. In addition, the quantity of errors can be the teacher's benchmark for students' language competence.

Keyword:

language errors, scientific papers, student's writing


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Corresponding Author: Ibnu Tsabit

 (Email) : dosen01401@unpam.ac.id



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INTRODUCTION

Language skills constitute a fundamental competency for students, particularly in the preparation of scientific writing ([Heriyudananta, 2021](#)). Scientific writing is one of the core subjects in Indonesian language instruction at the senior high school level and equivalent educational institutions. It is taught with the aim that students are able to understand and compose scientific papers in accordance with established writing conventions and the proper use of standard language, so that research ideas are presented systematically. Scientific writing is also a form of evaluation that assesses the extent of students' ability to construct arguments, present data, and implement the knowledge they have acquired, especially linguistic knowledge ([Gereda, 2020](#)).

However, it is often found that senior high school students experience various difficulties in composing scientific papers, one of which is difficulty in using language accurately and appropriately ([Pitrianti & Gasanti, 2020](#)). As a result, the scientific papers they produce contain numerous language errors that hinder the effective delivery of arguments and ideas ([Masyita, 2025](#)). These errors not only affect the quality of scientific writing but can also have a negative impact on students' understanding of the learning material.

Language errors constitute a fairly serious problem. Students' limited understanding of correct writing conventions leads to various errors, such as the incorrect spelling of words that do not conform to dictionary standards, improper use of conjunctions, convoluted sentence structures, and the omission of core sentence constituents ([Privana et al., 2021](#)). Many students also find it difficult to construct sentences effectively and logically ([Wilda et al., 2025](#)). This condition can ultimately reduce the credibility of the ideas conveyed in scientific writing.

Language errors are defined as deviations from grammatical rules that can hinder successful communication between the communicator and the communicant ([Khairani et al., 2025](#)). In such cases, the communicant (message recipient) fails to receive the information conveyed by the communicator (message sender), resulting in ineffective communication.

The language errors examined in this study are those based on specific linguistic components, namely phonology, morphology, and syntax, as cited from the book *Kesalahan Berbahasa: Teori dan Aplikasi* by Ghufron. He classifies phonological-level errors in writing into seven types: errors in writing base words, capitalization, prefixes, prepositions, clitics, reduplication, and punctuation.

Morphological-level language errors are divided into three types: affixation,

reduplication, and compounding. In the process of affixation, language errors include incorrect determination of base forms, phoneme assimilation, phoneme retention, omission of affixes, and inappropriate selection of allomorphs and affixes. Errors in reduplication are divided into three types: errors in formation, writing, and meaning. Meanwhile, errors in compounding are classified into three types: errors in combination, errors in reduplication, and errors in affixation.

Syntactic-level language errors may occur in the construction of phrases, clauses, and sentences. In phrase construction, language errors include incorrect DM-MD structure, improper use of the prepositions *di*, *ke*, and *dari*, and incorrect use of possessive or ownership markers. In clause construction, errors are divided into five types: the addition of prepositions, omission of *oleh* in passive clauses, addition of the word *adalah* in equational clauses, separation of persona from the verb in personal passive clauses, and omission of prepositions in intransitive verb constructions. In sentence construction, syntactic errors are classified into nine types: ungrammatical sentences, incoherent sentences, non-economical sentences, imprecise sentences, ambiguous sentences, non-parallel sentences, interference sentences, illogical sentences, and confused sentences.

The phenomenon of language errors in students' scientific writing, as described above, also occurs at MA Nusantara, Arjawinangun. Language errors in the scientific papers of MA Nusantara students can be found at various linguistic levels, particularly phonology, morphology, and syntax. The issue of language errors made by MA Nusantara students in their scientific writing is therefore important to investigate, as no previous study has examined the scientific papers of MA Nusantara students as objects of language error analysis.

The identification of language errors can provide an overview of the types of errors most frequently made by students. This information is expected to encourage educators to design and develop more effective and specific instructional strategies, thereby improving students' language skills and enhancing the quality of the scientific papers they produce. Based on the discussion above, it is necessary to conduct a study on language errors in the scientific writing of MA Nusantara students.

METHOD RESEARCH

The method employed in this study is descriptive, a research method that aims to depict linguistic phenomena as they naturally occur ([Zaim, 2016:22](#)). The selection of a descriptive method is based on its relevance to the research objective, namely to describe the forms of language errors found in the scientific writing of twelfth-grade

students at MA Nusantara.

This study adopts a qualitative approach. The qualitative approach is chosen because the data consist of words, phrases, clauses, and sentences that deviate from standard language rules in the scientific writing of twelfth-grade students at MA Nusantara.

The data collection technique used in this study is the observation method, with note-taking as the supporting technique. The researcher carefully reads the students' scientific papers to obtain the required data. After thorough reading, the collected data are immediately recorded using Microsoft Word. The data in this study comprise words, phrases, clauses, and sentences that deviate from linguistic norms in the scientific writing of twelfth-grade students at MA Nusantara.

Furthermore, the data analysis model applied in this study is the flow chart data analysis model proposed by Miles and Huberman. This model consists of three stages: data reduction, data display, and conclusion drawing/verification.

RESULT AND DISCUSSION

Based on the research findings, language errors were identified at the phonological, morphological, and syntactic levels, with the following breakdown of the total data:

Table 1. Data on Students' Language Errors

No.	Type of Error	Number of Data
1.	Phonological-Level Errors	667 data
2.	Morphological-Level Errors	17 data
3.	Syntactic-Level Errors	97 data

1. Phonological-Level Language Errors

Phonological-level language errors found in the scientific writing of MA Nusantara students amount to a total of 667 data. Of these, 224 data involve errors in writing base words, 97 data involve capitalization errors, 170 data involve prefix errors, 91 data involve preposition errors, 20 data involve clitic errors, 2 data involve errors in writing reduplicated words, and 63 data involve punctuation errors.

A. Errors in Writing Base Words

Errors in writing base words are errors that occur due to incomplete spelling or spelling that does not conform to the Kamus Besar Bahasa Indonesia ([Ghufron](#),

[2015:104](#)).

Data 1 “Jenis telur yang di konsumsi *dalah* telur ayam, telur puyuh, dan telur bebek.” (RW)

Data 2 “Berbagai *indusatri* juga berperan dalam menyukkseskan adanya *global warming*” (NL)

Data 3 “*Handphone* tersebut *berdampah* negatif khususnya pada anak-anak...” (RD)

In Data 1, an error in writing a base word occurs in the word *dalah*, which should be *adalah*. This error is caused by the omission of the phoneme /a/. In Data 2, the error appears in the word *indusatri*, which should be *industri*. This error occurs due to the addition of the phoneme /a/ after the phoneme /s/. In Data 3, the error is found in the word *berdampah*, which should be *berdampak*. This error is caused by the substitution of the phoneme /k/ with /h/.

Overall, the errors in writing base words committed by the students take the form of phoneme omission, phoneme addition, and phoneme substitution, resulting in base-word spellings that do not conform to the vocabulary listed in the KBBI.

B. Errors in the Use of Capital Letters

Errors in the use of capital letters occur due to the inappropriate or nonconforming application of capitalization rules.

Data 4 “... pasar *arjawinangun.*” (NN)

The data above show an error in capitalization. The error occurs in the word *arjawinangun*, which should be written with an initial capital letter (*Arjawinangun*) because it is the name of a geographical entity. This is consistent with [Atmanegara \(2023:19\)](#), who states that the first letter of geographical names should be capitalized.

Data 5 “Sejak diturunkan kepada *nabi* Muhammad ...” (MY)

Data 6 “... bapak *fathudin* menyatakan” (RD)

Data 7 “Beriman dan bertaqwa kepada *tuhan yang maha esa*” (AF)

In Data 5, the error occurs in the word *nabi*, which should be capitalized because it refers to a religious title. In Data 6, the error is found in the proper name *fathudin*, which is written in lowercase. Similarly, in Data 7, the error lies in the use of lowercase letters for the name of God and His attributes. In all of these cases, the initial letters should be capitalized. According to [Atmanegara \(2023:19\)](#), the first letter of proper names, the name of God and His attributes, and titles should be written in capital

letters. Therefore, the correct forms are *Nabi*, *Fathudin*, and *Tuhan Yang Maha Esa*.

Data 8 “1. Resiko Keamanan *Yang* Perlu Dipertimbangkan” (NN)

The data above indicate an error in capitalization that deviates from standard conventions. The deviation involves the capitalization of the function word *yang* in a subheading. To conform to the rules, function words in subheadings should be written in lowercase unless they appear at the beginning of a sentence.

Based on the findings above, capitalization errors in students’ scientific writing include incorrect capitalization of the name of God and His attributes, personal names, geographical names, and the capitalization of function words in titles.

C. Errors in Prefix Usage

Errors in prefix usage occur when prefixes are written separately from their base words. According to standard writing conventions, prefixes should be attached to the base words they modify.

Data 9 “Dari pernyataan di atas dapat *di simpulkan*” (NN)

The example above illustrates an error in prefixation, specifically in the phrase *di simpulkan*. The morpheme *di-* should be written together with the base word to form *disimpulkan*, because in this context *di-* functions as a prefix rather than as a preposition.

Based on the researcher’s findings, errors in prefix usage in the scientific writing of twelfth-grade students at MA Nusantara are found only in the use of the prefix *di-*.

D. Errors in the Use of Prepositions

Errors in the use of prepositions occur when prepositions are incorrectly written together with the words that follow them. Based on the researcher’s findings, errors in preposition usage are found only in the prepositions *di* and *ke*, as illustrated below.

Data 11 “Membawa oksigen *kejaringan* di tubuh.” (RW)

Data 12 “Pendapatan *dipasar* mulai menurun” (NN)

In Data 11, the error in preposition usage occurs in the word *kejaringan*. The error arises because the student writes the preposition *ke* together with the following word *jaringan*. Similarly, in Data 12, the student writes the preposition *di* together with the following word *pasar*.

[Ghufron \(2015: 103\)](#) explains that prepositions should be written separately from the words that follow them. An exception applies to prepositions that are conventionally considered a single word when written together, such as *kepada* and *daripada*. Therefore, the correct forms are *ke jaringan* and *di pasar*.

E. Errors in Clitic Usage

Clitics are shortened forms of complete words. There are only four types of clitics: *ku*, *mu*, *kau*, and *nya*, which are shortened forms of *aku*, *kamu*, *engkau*, and *dia*, respectively. In this study, errors occur only in the use of the enclitic *-nya*, as shown below.

Data 13 “***Banyak nya*** pemukiman di sekitar sungai..” (NL)

In the example above, the error occurs because the enclitic *-nya* is not written together with the preceding word. According to writing conventions, the clitics *ku* and *kau* are written together with the words that follow them, whereas *-ku*, *-mu*, and *-nya* are written together with the words that precede them. Therefore, the correct form is *banyaknya*.

F. Errors in Writing Reduplicated Words

Data 14 “***Kondisi kondisi*** kejiwaan...” (RD)

The error in the data above falls into the category of errors in writing reduplicated words. The error occurs because the student does not insert a hyphen (-) between the repeated forms. The correct form should include a hyphen to indicate reduplication.

G. Punctuation Errors

Punctuation errors include incorrect use of periods (.), commas (,), semicolons (;), question marks (?), and dashes (-).

Data 15 “...di mana kehidupan manusia tidak bisa di pisahkan baik lingkungan alam maupun lingkungan sosial (Buhongo, 2012).” (NL)

The error in the example above is a punctuation error involving the period (.). The error occurs because the student does not place a period at the end of the sentence. To conform to the rules, a period should be added at the end of the sentence.

Data 16 “... Pramuka menjadi ekstrakurikuler wajib karena selain diminati siswa....” (AF)

The error in the example above involves the use of a comma (,). The error occurs

because the student does not insert a comma before the conjunction. According to standard rules, a comma should be placed before the word *karena*.

Data 17 “... dapat disimpulkan sebagai berikut;” (RW)

The example above illustrates an error in the use of a semicolon (;). The error occurs because a semicolon is used for an enumeration that is not a verbal phrase. To conform to the rules, the semicolon should be replaced with a colon (:).

Data 18 1. Bagaimana manfaat ekstrakurikuler Pramuka terhadap pembelajaran biologi bagi kelas XI MIA MA Nusantara. (AF)

The error in the example above involves the use of a period (.) at the end of an interrogative sentence. To comply with the rules, the period should be replaced with a question mark (?).

Data 19 “masing - masing alternatif” (NN)

The example above shows an error in the use of a dash (-). The error occurs because the student uses a dash to indicate reduplication. This usage deviates from standard conventions, as a dash is not used between repeated forms but rather between numbers, dates, or places. To conform to the rules, the dash (-) should be replaced with a hyphen (-).

2. Morphological-Level Language Errors

Morphological-level language errors found in the scientific writing of MA Nusantara students amount to a total of 22 data. Errors in affixation include errors in determining base forms (1 datum), affix retention (5 data), affix assimilation (3 data), affix omission (2 data), incorrect affix selection (2 data), and incorrect allomorph selection (1 datum). Errors in reduplication occur in only 1 datum. Errors in compounding include errors in combination (2 data) and affixation (1 datum).

A. Errors in Determining Base Forms

Data 20 “Pramuka didirikan pada tahun 1920 yang di buat oleh kiyai haji Agus Salim dan *di rubah* oleh Soekarno pada tahun 1961.” (AF)

The example above represents an error in determining the base form in the word *dirubah*. This error occurs because the student assumes that the base form of *dirubah* is *rubah*. The base form is then passivized into *dirubah*. However, the correct base form is *ubah*. [Moeliono et al. \(2017: 125\)](#) explain that base words beginning with any initial phoneme, when prefixed with *di-*, do not undergo nasalization or morphophonemic changes. Therefore, the correct derived form is *diubah*.

B. Errors in Affix Retention

Data 21 “Membaca dan menghafal Al-Qur'an sangat *mempengaruhi* terhadap kecerdasan anak.” (MY)

The example above illustrates an error in affix retention found in the word *mempengaruhi*. The error occurs because the student retains the phoneme /p/ of the base word *pengaruh* after the attachment of the prefix *me-*. In morphophonemic rules, when the prefix *me-* is attached to a base word beginning with the phoneme /p/ that is not part of a cluster or digraph, the phoneme /p/ should be assimilated into the nasal /m/ (Chaer, 2015: 48). Therefore, the correct form is *memengaruhi*.

C. Errors in Affix Assimilation

Data 22 “Belajar sebaik dan setekun mungkin agar tidak sampai *menyontek* handphone saat ujian.” (RD)

The example above represents an error in affix assimilation, namely the assimilation of the initial phoneme of the base word *ontek*. The error occurs because the student assimilates the phoneme /c/ of *ontek* after the prefix *me-* is attached. According to morphophonemic rules, a base word beginning with the phoneme /c/ triggers the nasal /ny/, resulting in *menyontek*. However, orthographically, the nasal /ny/ is realized as /n/ (Chaer, 2015:53). To form the correct derived word, the phoneme /c/ should be retained, resulting in *menontek*.

Data 23 “Mereka adalah yang paling loyal *memromosikan* produk yang mereka anggap memuaskan.” (NN)

The example above also constitutes an error in affix assimilation, involving the assimilation of the initial phoneme of the base word *promosi*. The error occurs because the student assimilates the phoneme /p/ of *promosi* after the prefix *me-* is attached. In morphophonemic rules, base words beginning with a clustered phoneme /pr/ do not undergo assimilation but instead retain the initial consonant while introducing the nasal /m/. Therefore, the correct form is *mempromosikan*.

D. Errors in Affix Omission

Data 24 “Handphone yang kini semakin canggih dapat digunakan untuk *internet*.” (RD)

The example above is categorized as an affix omission error, specifically the omission of the prefix *ber-* in the word *internet*. The word *internet* should be prefixed with *ber-* (*berinternet*) to clearly express the action denoted by the predicate.

E. Errors in Affix Selection

Data 25 “Oleh karena itu perlu melakukan *persambungan* dalam menghafalnya dengan cara menghafal ulang satu atau dua ayat yang telah dihafal terakhir.” (MY)

The example above illustrates an error in affix selection between *pe-an* and *per-an* in the word *persambungan*. The word *persambungan* is derived from the base word *sambung*. The attachment of the affix *per-an* to *sambung* produces the grammatical meaning “a state of being connected” and is morphologically related to the word *bersambung*.

Based on the context, the sentence describes a process or action of connecting verses. However, the use of the affix *per-an* in *persambungan* renders the meaning somewhat ambiguous. To clarify the intended meaning, *persambungan* should be replaced with *penyambungan*. The word *penyambungan* is derived from *sambung* through the attachment of the affix *pe-an*, which yields the grammatical meaning “the process of connecting” and is morphologically related to the verb *menyambungkan*.

F. Errors in Allomorph Selection

Data 26 “Instrumen penelitian adalah alat-alat yang digunakan untuk *meperoleh* atau menyaring data.” (AF)

The example above represents an error in allomorph selection in the process of prefixation with *me-*. The student fails to realize the nasal consonant in the base word *peroleh*. To form the correct derived word, the nasal in the prefix *me-* must be realized, resulting in *memperoleh*.

G. Errors in Reduplicative Meaning

Data 27 “Di antara beragam jenis-jenis makanan....” (RW)

The example above is categorized as an error in reduplicative meaning. The error occurs because the student uses a synonymous word together with a reduplicated form in the same phrase. The reduplicated form *jenis-jenis* is redundant because the word *beragam* already conveys a similar meaning. Therefore, the correct forms are either “*Di antara beragam jenis makanan ...*” or “*Di antara jenis-jenis makanan ...*”.

3. Syntactic-Level Language Errors

A. Incorrect Use of the Preposition *ke* in Prepositional Phrases

Data 28 “... melimpahkan tugasnya *ke* orang lain.” (NL)

The data above are classified as an error in the use of the preposition *ke*, found in the phrase *ke orang lain*. The use of the preposition *ke* in this phrase is inappropriate because *ke* cannot precede a noun referring to a person. To form a correct prepositional phrase, the preposition *ke* should be replaced with *kepada*.

B. Addition of a Preposition Between a Transitive Verb and Its Object

Errors of preposition addition occur when students insert a word between a transitive verb and its object.

Data 29 “Menjelaskan tentang definisi strategi marketing.” (NN)

This error is caused by the insertion of the preposition *tentang* between the transitive verb *menjelaskan* and its object *definisi strategi marketing*. The object of a transitive verb must not be separated from the predicate by a preposition because the object is closely bound to the verb. Therefore, the insertion of *tentang* deviates from Indonesian grammatical rules. The sentence should be revised as follows: *menjelaskan definisi strategi marketing*.

C. Omission of the Word *oleh* in Passive Clauses

Data 30 “Siswa SD sudah dipercayakan kedua orang tuanya untuk memiliki *handphone*.” (RD)

The error in the sentence above is caused by the omission of the word *oleh* in a passive clause. A passive clause is characterized by a passive verb followed by the agent of the action. [Ghufron \(2015:135\)](#) states that the agent in a passive clause should be introduced by the word *oleh* to clarify the meaning of the actor. Therefore, the sentence should be revised as follows: *siswa SD sudah dipercayakan oleh kedua orang tuanya untuk memiliki handphone*.

D. Ungrammatical Sentences

In the scientific writing of twelfth-grade students at MA Nusantara, ungrammatical sentences occur due to the absence of a subject or predicate. Ungrammatical sentences caused by the omission of objects or complements were not found.

Data 31 “Dengan penggunaan salah satu metode dapat memudahkan para penghafal dalam mencapai target yang telah ditentukan.” (MY)

berarti menggunakan alat-alat tersebut data dikumpulkan. The incorrect structure causes ambiguity in meaning. To achieve coherence, the sentence should be revised as follows: “... *Data dikumpulkan menggunakan alat tersebut.*”

Data 34 “Membaca dan menghafal Al-Qur'an sangat mempengaruhi *terhadap* kecerdasan anak.” (MY)

This sentence is incoherent due to the insertion of the preposition *terhadap* between the transitive verb *mempengaruhi* and its object *kecerdasan anak*. The sentence should be revised as follows: “*Membaca dan menghafal Al-Qur'an sangat mempengaruhi kecerdasan anak.*”

Data 35 “Penulis menggunakan pengumpulan data yang digunakan berupa wawancara dan angket.” (NN)

This sentence is incoherent due to improper structure, resulting in unclear meaning. To improve coherence, the sentence should be revised as follows: “*Pengumpulan data yang digunakan oleh penulis adalah wawancara dan angket,*” or “*Untuk pengumpulan data, penulis menggunakan wawancara dan angket.*”

Data 36 “Para penghafal Al-Qur'an hendaknya tidak hanya menghafal Al-Qur'an saja, namun perlu menghafalnya dengan cara mengulanginya secara istiqamah.” (MY)

The data above are categorized as incoherent sentences. The incoherence is caused by the incorrect use of the correlative conjunction *tidak hanya ... namun* Correlative conjunctions consist of two conjunctions that function to link two words, phrases, or clauses that have the same or equivalent syntactic status. These conjunctions occur in fixed pairs and cannot be substituted with other forms.

In this case, the student pairs the conjunction *tidak hanya* with *namun* as a correlative conjunction linking the phrase *menghafal Al-Qur'an*, which functions syntactically as a predicate, with the phrase *perlu (menghafalnya dengan cara) mengulanginya*. This usage does not conform to the explanation of correlative conjunctions in *Tata Bahasa Baku Bahasa Indonesia*. The conjunction *tidak hanya* should be paired with *tetapi juga* ([Moeliono, 2017:391](#)). The incorrect use of correlative conjunctions causes the sentence to be incoherent. In addition, the phrase *menghafalnya dengan cara* should be omitted because it is redundant. Therefore, to produce a coherent sentence, the data above should be revised as follows: “..... *hendaknya tidak hanya menghafal Al-Qur'an saja, tetapi juga perlu mengulanginya secara istikamah.* (MY)

F. Ambiguous Sentences

Data 37 “Biologi berasal dari bahasa Yunani yaitu “Bios” yang *berartikan* kehidupan.”

This sentence demonstrates a syntactic-level error categorized as an ambiguous sentence caused by lexical contamination in the word *berartikan*. The student combines two different structures, *berarti* and *diartikan*, resulting in *berartikan*. This blending causes ambiguity. To eliminate ambiguity, the sentence should be revised as follows: “*Biologi berasal dari bahasa Yunani yaitu “bios” yang berarti kehidupan.*”

G. Ineffective (Redundant) Sentences

Ineffective sentences found in the scientific writing of twelfth-grade students at MA Nusantara include the use of synonymous words, synonymous derived forms, synonymous conjunctions, and excessive subjects.

Data 38 “*Membaca* ayat yang akan dihafalkan dengan melihat mushaf sebanyak 10 kali sampai 30 kali dengan konsentrasi penuh.” (MY)

This sentence is ineffective due to the use of synonymous derived words, namely *membaca* and *melihat*. Both verbs refer to visual activity, making their combined use redundant. To achieve conciseness, the phrase *dengan melihat mushaf* should be removed. The revised sentence is: “*Membaca ayat yang akan dihafalkan sebanyak 10 kali sampai 30 kali dengan konsentrasi penuh.*”

Data 39 “... setiap manusia oleh Tuhan dibekali kemampuan yang berbeda-beda untuk *tumbuh* dan *berkembang*.” (AF)

The data above are classified as uneconomical sentences. The lack of economy in the sentence is caused by the use of the base word *tumbuh* and its derivative *berkembang*. Both words convey the same meaning, as *tumbuh* and *berkembang* equally refer to the process of becoming larger. Because they share identical meanings, these two words should not be used together in a single sentence. To avoid sentence inefficiency, the student should select only one of the two words.

Data 40 “*Meskipun* Allah telah menjamin keaslian Al-Qur'an, *namun* umat Islam pada dasarnya tetap berkewajiban secara nyata dan konsekuen berusaha memelihara Al-Qur'an.” (MY)

The data above are classified as uneconomical sentences. The lack of economy in the sentence is caused by the use of two synonymous conjunctions, namely *meskipun* and *namun*. Both function as interclausal conjunctions used to express contrast with the preceding clause. The use of both conjunctions in the same sentence renders *namun* functionally redundant, resulting in an uneconomical sentence. Therefore, the sentence should be revised as follows. “*Meskipun Allah telah menjamin keaslian Al-Qur'an, umat Islam pada dasarnya tetap berkewajiban secara nyata dan konsekuen berusaha*

memelihara Al-Qur'an."

Data 41 "*Mereka* menganggap bahwa telur termasuk makanan penting untuk dikonsumsi karena mereka mengetahui bahwa telur mengandung protein dan bisa meningkatkan sistem kekebalan tubuh." (RW)

The data above are classified as uneconomical sentences. The lack of economy in the sentence is indicated by the excessive use of the subject *mereka*. It is considered excessive because the same subject is used in both clauses. In fact, the repetition of the subject in the second clause does not affect the meaning of the sentence. Therefore, the subject in the second clause should be omitted to make the sentence more economical, as follows: "*Mereka menganggap bahwa telur termasuk makanan penting untuk dikonsumsi karena tahu bahwa telur mengandung protein yang dapat meningkatkan sistem kekebalan tubuh.*"

H. Inaccurate Sentences

Inaccurate sentences in the scientific writing of twelfth-grade students at MA Nusantara are caused by dysfunctional conjunctions, incorrect conjunction selection, improper use of prepositions, and omission of copular verbs.

Data 42 "Mengonsumsi telur disesuaikan dengan kebutuhan. *Dan* bagi orang yang sedang sakit hanya 6 biji sehari. *Sedangkan* bagi anak-anak tidak ada batasan sesuai dengan kebutuhannya saja."

The data above are classified as inaccurate sentences. This inaccuracy is caused by the use of the conjunctions *dan* and *sedangkan* at the beginning of sentences. The conjunction *dan* is a coordinative conjunction that functions to express addition. Its use at the beginning of a sentence causes the conjunction to lose its function. Moreover, placing *dan* at the beginning of a sentence violates grammatical rules because it is not an intersentential conjunction.

The next inaccuracy is caused by the use of the conjunction *sedangkan* at the beginning of a sentence. The conjunction *sedangkan* is a coordinative conjunction used to express contrast and can only be used in the middle of a sentence. To make the sentence accurate, the word *dan* must be omitted, while the word *sedangkan* may either be omitted or merged with the preceding sentence.

Data 43 "Semua konten baik, *maupun* tidak baik, yang bermanfaat *maupun* yang tidak bermanfaat sudah banyak di berbagai macam internet ini." (RD)

The data above are classified as inaccurate sentences. This inaccuracy is caused by the use of the conjunction *maupun* to indicate a choice between two words with

opposite meanings. The conjunction *maupun* is a correlative conjunction that must be paired with the conjunction *baik*. The use of *maupun* in isolation is not grammatically acceptable because correlative conjunctions must be used in fixed pairs. Therefore, the conjunction *maupun* in the data should be replaced with the conjunction *ataupun*.

Data 44 “Berdasarkan hasil wawancara *kepada* seorang pedagang, bahwasanya belanja *online* berdampak besar bagi para pedagang di pasar.” (NN)

The error in the data above is classified as an inaccurate sentence. This inaccuracy is caused by the use of the preposition *kepada* to indicate an instrument in carrying out the action expressed by the verb. Such usage does not conform to the function of the preposition *kepada*, as it is only used to mark purpose or direction. Instead, the appropriate preposition should be one that indicates an instrument. Therefore, the preposition *kepada* should be replaced with the preposition *dengan*, since this preposition can express an instrumental relationship ([Chaer, 2015:116](#)).

Data 45 “Belanja *online* proses jual beli barang, jasa yang lain-lain yang dilakukan secara *online*.” (NN)

The data above are classified as an inaccurate sentence. This inaccuracy is caused by the omission of a copular verb between the subject (*belanja online*) and the predicate (*proses jual beli ...*). The omission of the copular verb makes the boundary between the subject and the predicate unclear. In addition, the length and complexity of the predicate require the insertion of a copular verb between the subject and the predicate in order to make the sentence grammatically clear.

I. Illogical Sentences

Data 46 “Sengitnya persaingan di Industri digital menyebabkan online shop mau tidak mau membuka berbagai penawaran menarik dalam mencari pembeli untuk berbelanja di toko online mereka. *Tentunya hal ini sangat menguntungkan bagi para pemburu barang edisi terbatas. Yang pada dasarnya gemar berbelanja online dengan mencari produk berharga miring di Internet.*” (NN)

The data above are classified as an illogical sentence. The illogicality arises from the presence of a contradictory meaning. The sentence implies that limited-edition products are sold at low prices on online marketplaces. In reality, limited-edition products are generally offered at higher prices than ordinary products because they are specially produced and available in limited quantities. Therefore, the sentence in the data above is considered illogical. To make it logical, it should be revised as follows: “..... *Tentunya hal ini sangat menguntungkan bagi para pemburu barang edisi terbatas, karena barang edisi terbatas berpeluang dihargai lebih murah daripada biasanya.*”

(NN)

J. Non-Parallel Sentences

Non-parallel sentences are sentences that do not fulfill the principle of parallelism. This type of error is found in the scientific writing of twelfth-grade students of MA Nusantara, as follows.

Data 47 “... sangat bermanfaat bagi orang banyak, terutama bagi siswa pelajar dalam *mengembangkan* kedisiplinan diri, *menambahnya* wawasan dan *pengenalan* alam.” (AF)

The data above show a syntactic-level language error. This error is classified as a non-parallel sentence or a sentence that does not meet the principle of parallelism. The lack of parallelism is caused by the use of the form *pengenalan*. The enumerated elements in the sentence do not exhibit parallel forms. Therefore, the word *pengenalan* should be changed to *mengenal* so that the enumerated elements become parallel, resulting in: “... *mengembangkan kedisiplinan diri, menambah wawasan, dan mengenal alam.*”

K. Ambiguous Sentences

Data 48 “Keaktifan belajar merupakan hal penting dalam meningkatkan hasil belajar siswa terutama ekstrakurikuler pramuka.” (AF)

The data above indicate a syntactic-level language error. The error is classified as an ambiguous sentence because it gives rise to more than one possible interpretation. The meaning intended by the student is the influence of the Pramuka extracurricular activity on the improvement of students’ intraclass learning outcomes, whereas another possible meaning is that learning activeness improves achievement in Pramuka activities. Therefore, the sentence needs to be revised to eliminate ambiguity, as follows: “*Keaktifan belajar terutama dalam ekstrakurikuler pramuka merupakan hal penting dalam meningkatkan hasil belajar siswa.*”

L. Interference Sentences

Interference sentences are sentences that are influenced by another language. Such sentences are found in the scientific writing of twelfth-grade students of MA Nusantara, as follows.

Data 49 “Metode yang baik akan berpengaruh kuat terhadap proses *hifzhul qur’an*” (MY)

The data above show a syntactic-level language error. The type of error is

lexical interference from Arabic, specifically the phrase *hifzhul qur'an*. When translated into Indonesian, *hifzhul qur'an* means *menghafal Al-Qur'an*. The use of this foreign term is disruptive and potentially problematic because readers may not understand its meaning. Therefore, the foreign lexical item should be replaced with *menghafal Al-Qur'an*.

CONCLUSION

Based on the results and discussion, numerous language errors are found in the scientific writing of twelfth-grade students at MA Nusantara. These errors occur across all linguistic levels, namely phonological, morphological, and syntactic levels.

First, phonological-level language errors found in the students' scientific writing include errors in writing base words, clitics, prefixes, prepositions, capitalization, hyphenation, and punctuation. Errors in writing base words amount to 224 data, clitic errors to 20 data, prefix errors to 170 data, preposition errors to 91 data, capitalization errors to 97 data, reduplication errors to 2 data, and punctuation errors to 63 data.

Second, morphological-level language errors found in the scientific writing of twelfth-grade students at MA Nusantara include errors in affixation, comprising errors in determining base forms (1 datum), affix retention (5 data), affix assimilation errors (3 data), affix deletion (2 data), incorrect affix selection (2 data), and incorrect allomorph selection (1 datum). Morphological errors in reduplication are limited to 1 datum, namely semantic reduplication. Morphological errors in compounding include errors in word combination amounting to 2 data and affixation errors amounting to 1 data.

Third, syntactic-level language errors found in the scientific writing of twelfth-grade students at MA Nusantara include incorrect use of the preposition *ke* (1 data), addition of prepositions (2 data), omission of the word *oleh* in passive constructions (7 data), ungrammatical sentences (12 data), incoherent sentences (11 data), ambiguous or ill-formed sentences (1 datum), uneconomical sentences (13 data), inaccurate sentences (40 data), illogical sentences (2 data), non-parallel sentences (2 data), ambiguous sentences (2 data), and interference sentences (4 data).

The explanation above indicates that, at the phonological level, the most frequent errors are errors in writing base words. At the morphological level, the most frequent errors are affix retention errors. At the syntactic level, the most frequent errors are those caused by inaccurate sentence construction.

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