Language Error Recognition in Indonesian Teaching-Learning for Foreign Speakers (Bahasa Indonesia bagi Penutur Asing/BIPA) at School

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Abstract. Indonesian teaching-Learning for Foreign Speakers or Pembelajaran Bahasa Indonesia bagi Penutur Asing (BIPA) in MAN 1 Surakarta faced significant challenges especially for Filipino students who had different language backgrounds. This research is aimed to analyze the language error in the levels of spelling and syntax to identify the barriers in BIPA learning. This research used a quantitative descriptive approach with document analysis and observation as the techniques of data collecting. The research showed that in the level of spelling, the errors included the improper use of capital letters, the incorrect punctuation marks, and the improper Italic-style for foreign words. While in syntax level, the errors found in the sentence without clear subject or predicate, the use of excessive elements, and ambiguous sentence structures. Those errors were caused by the interference of the student's mother tongue and the less understanding of Indonesian language rules. It could be concluded that the teaching-learning should be more focused on spelling rules and syntax, as well as the use of adaptive teaching materials to improve Filipino student's Indonesian language competence.

Keywords: BIPA, language error, spelling, syntax

1 Introduction

Indonesian teaching-Learning for foreign speakers or *Pembelajaran Bahasa Indonesia bagi Penutur Asing (BIPA)* in Indonesia has developed rapidly along with the interest increase of international students to learn Indonesian language and culture. State Islamic Senior School or *Madrasah Aliyah Negeri (MAN)* 1 Surakarta became one of the educational institutions which accepted international students, including a class of Filipino students who got full scholarships from the Ministry of Religion Affair. However, it turned out that these students still faced obstacles in understanding Indonesian which could be seen from language errors both orally and in writing during learning. The obstacles that occurred had an impact on smooth communication and have the potential to hinder their learning process.

Language errors experienced by Filipino students were often caused by interference from their mother tongue to Indonesian. According to Delinasari (2023), phonological interference such as the reduction or addition of phonemes was one of the main challenges faced by Filipino students in mastering Indonesian [1]. These errors caused pronunciation that was not in accordance with Indonesian language rules and affected the understanding of messages in communication. In addition, Purwiyanti et al. (2017) stated that the differences in morphological

and syntactic structures between Filipino and Indonesian contributed to grammatical errors in students' writing and sentence formation [2].

The communication strategies used by Filipino students to overcome their language barriers also need attention. Purwiyanti et al. (2017) noted that students tended to utilize strategies such as borrowing words from English, using dictionaries, and nonverbal gestures to convey their meaning [3]. However, while these strategies were helpful, over-reliance on these methods could slow down the process of independent and sustainable language learning.

In addition, research by Pusvita et al. (2019) showed that vocabulary pronunciation was one of the main challenges for BIPA students [4]. Mistakes in pronouncing certain vowels and consonants were often found which not only affected the fluency of communication but could also cause misunderstandings. From a pedagogical approach, Mantasiah and Yusri (2020) emphasized that language learning might be based on language error analysis to identify common error patterns and provide specific solutions [5].

Seeing these problems, the researchers were interested in studying the forms of language errors made by Filipino students at MAN 1 Surakarta. This interest was motivated by the fact that Indonesian is a foreign language for Filipino students. This certainly posed its own challenges in the learning process. Filipino students, despite having a rich language background such as Tagalog and other regional languages, certainly faced significant linguistic obstacles, both at the phonological, morphological, and syntactic levels, while learning to master Indonesian.

Setyawati (2010: 13) explained that the use of language that was not in accordance with the factors that influence communication or that did not follow the social norms of society could be considered as good use of Indonesian [6]. In addition, the use of Indonesian that was not in accordance with the applicable grammar rules or regulations could not be categorized as correct use of language. Based on this, it could be concluded that language errors included the use of language, both spoken and written, that deviated from the factors that influence communication, social norms of society, and the rules of Indonesian grammar.

Pateda (1989: 35) explained that error analysis aimed to enable teachers to identify errors made by learners, improve teaching methods or techniques, and assist in planning more effective language teaching systems and strategies based on these errors [7]. Language errors were seen as an important element in the language learning process, meaning that these errors were an inseparable part of language acquisition and teaching.

There were several views on the causes of language errors. James (1988:137) mentioned two types of causes of language errors, namely (1) interlingual errors and (2) intralingual errors [8], while Richards (1974:173) classified the causes of language errors into three types, namely (1) interlingual errors or (interference errors), (2) intralingual errors and (3) developmental errors [9].

Based on document analysis and initial observations of Filipino students' writing, it was known that they made many language errors at various levels such as spelling, phonology, morphology, and syntax. Nasucha, et al. (2009: 92) stated that in reality, language use still caused many language errors caused by errors in the application of spelling, especially punctuation [10]. At the phonological level, Chaer (2013: 96) stated that in the practice of speaking, phonemes or language sounds did not stand alone, but were interrelated in a sequence of sounds [11]. Then at the morphological level, language errors often occurred in the affixation process. Kridalaksana (2010: 28), stated that affixation was a process that changed lexemes into complex

words [12]. Rohmadi, et al. (2013: 49) also stated that affixation was the process of adding affixes to form compound/complex words [13].

Finally, at the syntactic level, errors often occurred in sentence structure. According to Chaer (2009:33), the order of the functions S, P, O, and I (information) commonly referred to as structure [14]. The order of these functions might be fixed, but some were not fixed. In this case, S always preceded P, and P always preceded O. While *Compl* could be at the beginning of the clause or at the end of the clause. However, the syntactic structure was still "subject" to what were called syntactic tools, namely word order, word form, intonation, and connectors. The analysis in this study focused on the spelling and syntax levels because the most errors were found in these two areas. Spelling errors often occurred in the use of capital letters, punctuation, and word writing, while in syntax, errors generally involved incomplete sentence structures or the use of inappropriate conjunctions.

Research on language errors in BIPA (Indonesian for Foreign Speakers) learning had been conducted with various focuses and contexts. Husna (2022) in her research at Thammasat University, Thailand, analyzed language errors in the speaking skills of BIPA students [15]. This study used a qualitative descriptive method and found that common errors occurred in changes, deletions, and additions of phonemes. Similar research was conducted by Dewi (2024) who reviewed the literature related to language errors in BIPA learners [16]. This study identified various errors, especially at the phonological level, such as sound changes, additions, and reductions of phonemes. Kusuma and Kayati (2023) examined the language error patterns of Darmasiswa program students in Indonesia [17]. They found that errors often occurred at the phonological, morphological, and syntactic levels.

The three studies had similarities in focusing on identifying and analyzing BIPA learners' language errors, both in speaking and writing skills. However, there were differences in the research context, such as location, method, and type of data analyzed. The research conducted by Husna and Kusuma & Kayati focused more on the specific context of the BIPA program, while Dewi's research presented a broader literature review.

Based on the description, this study aimed to identify and analyze language errors made by Filipino students at MAN 1 Surakarta at the spelling and syntax levels. The focus on these two levels was based on initial findings that indicated a high frequency of errors in the use of capital letters, punctuation, and incomplete sentence structures or those that did not comply with Indonesian language rules. This study was expected to provide in-depth insight into language error patterns, so that it could be the basis for designing more effective BIPA learning strategies that were in accordance with students' needs. The findings of this study were also expected to contribute to the development of an adaptive pedagogical approach to improving Indonesian language competence for international students.

2 Research Methods

This study aimed to analyze language errors at the level of spelling and syntax made by Filipino students at MAN 1 Surakarta. This study used a qualitative approach based on two main considerations. First, the development of the research concept was based on existing data, and second, the nature of this research was descriptive, meaning it tried to provide a systematic, factual, and accurate description of the phenomenon being studied (Furchan, 2004: 447) [18].

Descriptive research aimed to obtain information about the status of a symptom at the time the research is taking place.

The data source in this study came from the writings of Filipino students at MAN 1 Surakarta, with a research implementation period of two months, namely from June to July 2024. The subjects of the study were Filipino students who were studying high school at MAN 1 Surakarta. According to Azwar (2001: 117), the subject of the study referred to the parties who were the targets of the study, namely Filipino students [19]. The data collection techniques used were observation and documents. Then the triangulation techniques used included theory and method triangulation.

The analysis in this study used error analysis, which was a technique for identifying, classifying, and interpreting errors made by students in learning a second or foreign language, based on linguistic theory and procedures (Chrystal in Pateda, 1989: 32) [20]. The steps taken in this study included: 1) data collection, 2) error identification, 3) error explanation, 4) error classification, and 5) error evaluation.

3 Results and Discussion

In learning Indonesian for Foreign Speakers (BIPA) at MAN 1 Surakarta, language errors were a common phenomenon. The process of learning Indonesian by students who came from different language backgrounds certainly presented its own challenges. Differences in phonology, morphology, and syntax between Indonesian and students' mother tongues could cause errors in language use, both orally and in writing. Therefore, it was important to identify and analyze language errors that occur in the BIPA learning process, in order to improve the effectiveness of teaching and understanding of Indonesian for learners. The following were the results of the classification of Indonesian language error data in BIPA learning at MAN 1 Surakarta, which included spelling, phonology, morphology, and syntax.

3.1 Spelling Level

Table 1. Spelling Errors

No	Spelling Errors	Incorrect Spelling	Correct Spelling
1.	Capital letter at the beginning of a sentence.	"**bagaimana** kabarmu, Rea?" ("**how** are you, Rea?)	"**Bagaimana** kabarmu, Rea?" ("**How** are you, Rea?"
		"**kabarku** baik, San." ("**i** am fine, San.")	"**Kabarku** baik, San." ("**I** am fine, San.")
		"**kenapa** kamu terlihat sedih" ("**why** do you look so sad")	"**Kenapa** kamu terlihat sedih" ("**Why** do you look so sad")
		"**saya** tidak tahu cara mematikan kran di kamar mandi" ("**i** don't know how to turn off the tap in the bathroom")	"**Saya** tidak tahu cara mematikan kran di kamar mandi" ("**I** don't know how to turn off the tap in the bathroom")

	Capital letters in the names of years, months, days and holidays.	hari **senin** kami pergi ke toko buku (on **monday** we went to bookstore)	Hari **Senin** kami pergi ke toko buku (on **Monday** we went to bookstore)
	Capital letters in the title	Saya membaca buku berjudul **sejarah kebudayaan islam** (I read a book entitled **the history of islamic culture**)	Saya membaca buku berjudul **Sejarah Kebudayaan Islam.** (I read a book entitled **The History of Islamic Culture**)
	Capital letters in personal pronouns	…**saudara** tinggal di mana? (...where do you live, **bro**?)	… **Saudara** tinggal di mana? (...where do you live, **Bro**?)
		Siapa yang duduk di samping **anda**? (Who is sitting beside **you**?)	Siapa yang duduk di samping **Anda**? (Who is sitting beside **you**?)
	Capital letters in place names	Aku siswa **man 1 surakarta** (I am a student **man surakarta**)	Aku siswa **MAN 1 Surakarta** (I am student of **MAN 1 Surakarta**)
		Pasar **gede** (**gede** Market)	Pasar **Gede** (**Gede** Market)
2.	Punctuation Marks	Dimana letak rumah **Rani** (Where is **Rani's house**)	Di mana letak rumah **Rani?** (Where is **Rani's house?**)
		Jangan buang sampah **sembarangan** (Do not **litter**)	Jangan buang sampah **sembarangan!** (Do not **litter!**)
		Apakah kamu mengetahui kuliner khas kota **solo** (Do you know the culinary specialities of **solo**)	Apakah kamu mengetahui kuliner khas kota **Solo?** (Do you know the culinary specialities of **Solo?**)
3.	Italic	**Snack**	*Snack*

In the data classification contained in the table above, spelling errors were categorized based on capitalization, italics, and use of punctuation. Based on these categories, it could be seen that the most dominant spelling errors occurred in the use of capital letters. The tendency of BIPA students to use lowercase letters at the beginning of sentences in direct quotations was a dominant error at this level.

In Indonesian, this case is a form of error in spelling, where it is not in accordance with the Enhanced Spelling V or *Ejaan yang Disempurnakan (EYD) V*. In the rules stated in EYD V, capital letters are used at the beginning of sentences in direct quotations. However, in the writing results of Filipino students, there were many sentences where all the initial letters were lowercase. The following is an explanation of each finding.

Data (1)

"**bagaimana** kabarmu, Rea?" ("**how** are you, Rea?"), "**kabarku** baik, San." ("**i** am fine, San."), "**kenapa** kamu terlihat sedih" ("**why** do you look so sad"), "**saya** tidak tahu cara mematikan kran di kamar mandi" ("**i** don't know how to turn off the tap in the bathroom")

The sentences should be written as follows: *"Bagaimana kabarmu, Rea?* ("**How** are you, Rea?"), *"Kabarku baik, San"* ("**I** am fine, San."), *"Kenapa kamu terlihat sedih"* ("**Why** do you look so sad")*, "Saya tidak tahu cara mematikan kran di kamar mandi"* ("**I** don't know how to turn off the tap in the bathroom"). Because based on EYD V, the initial writing of a sentence in a direct quotation uses a capital letter. This error was included in the spelling level, where the writing of capital letters at the beginning of a sentence had not been applied correctly. This kind of error was often found in BIPA learning, especially in the early stages of understanding spelling and basic writing rules.

The next error occurred in the writing that showed the first letter of the name of the year, month, day, and important days or holidays that should use capital letters. However, in the writing results of the Filipino students, there was a writing of the name of the day that used lowercase letters. The following findings show the error.

Data (2)

*hari **senin** kami pergi ke toko buku (on **monday** we went to bookstore)*

The sentence should be written as follows: *"Hari **Senin** kami pergi ke toko buku"* (On **Monday***, we went to a bookstore)*. Because based on EYD V, the writing of the name of the year, month, day, and important days or holidays is written using capital letters. This error showed a lack of understanding of students regarding the capitalization rules that applied to the names of days, months, and certain other entities in Indonesian. In general, Filipino students ight be more familiar with writing that did not use capitalization on the names of days, because in some other languages, such as English, the capitalization rules for the names of days may not be as strict as in Indonesian. Therefore, there needed to be further familiarization about the importance of capitalization on the names of days and months in learning Indonesian.

Then, the error also spread to the use of capital letters that should be used as the first letter of each word (including perfect reduplication elements) in the titles of books, essays, articles, and papers as well as the names of magazines and newspapers, except for task words, such as *di, ke, dari, dan, yang,* and *untuk,* which were not in the initial position. However, in the writing results of the Filipino students, there were book titles that used lowercase letters. The following findings indicate the error.

Data (3)

*"Saya membaca buku berjudul **sejarah kebudayaan islam"*** (I read a book entitled **the history of islamic culture**)

The sentence should be written as follows: *"Saya membaca buku berjudul **Sejarah Kebudayaan Islam"*** (I read a book entitled **The History of Islamic Culture**). According to the rules in the Enhanced Spelling (EYD) V, the writing of the title of an article, book, essay, or other written work must follow certain rules, one of which is the use of capital letters for each main word in the title, except for the function word which is not in the initial position. In this sentence, the writing of the title of the book "history of Islamic culture" is not in

accordance with the provisions of EYD V because it does not use capital letters for each word that should be the main word in the title, namely "Sejarah/History," "Kebudayaan/Culture," dan "Islam/Islamic."

Next, errors occurred in the use of capital letters used as the first letter of elements of people's names, the beginning of sentences in direct quotations, geographical names. However, in the writing results of Filipino students, there were many sentences that all used lowercase letters. The following findings show these errors.

Data (4)

"…**saudara** tinggal di mana?" (...where do you live, **bro**?), "Siapa yang duduk di samping **anda**?" (Who is sitting beside **you**?)

The sentence should be written as follows: *"...**Saudara** tinggal di mana? ("Where do you live, **Bro**?"), "Siapa yang duduk di samping **Anda**?"* (Who is sitting beside **you**?). Because based on EYD V, personal pronouns should be written in capital letters.

There were still many errors in writing place names in Indonesian language learning texts, especially in the use of capital letters. Most prefixes were not capitalized. In fact, in EYD V it is clearly stated that capital letters are used as the first letters of elements of position and rank names followed by the person's name or used as a substitute for the person's name, agency name or place name. Here are the findings that show the error.

Data (5)

"Aku siswa **man 1 surakarta**" (I am a student **man surakarta)**, "Pasar **gede**" (**g**ede Market)

Those sentences should be written as follows: *"Aku siswa **MAN 1 Surakarta"*** (I am student of **MAN 1 Surakarta**), *"Pasar **Gede"*** (Gede Market). According to EYD V, names of places and institutions must begin with a capital letter. The error occurred because the words "man 1 Surakarta" were not written in capital letters. The correct writing is to use capital letters, namely "MAN 1 Surakarta" to indicate the official name. Then, place names, such as "Pasar Gede," must begin with a capital letter. The error occurred because capital letters were not applied to the word "Gede" which indicates the name of the place.

In addition, there was an error in the use of question marks. Based on EYD V, question marks are used at the end of interrogative sentences and in brackets to indicate parts of the sentence that are doubtful or that cannot be proven to be true. However, in the writing of the Filipino student, there was a question sentence written without using punctuation. The following findings indicate the error.

Data (6)

*Apakah kamu mengetahui kuliner khas kota **solo*** (Do you know the culinary specialities of **solo**), *"Dimana letak rumah **Rani"*** (Where is **Rani's house**), *"Jangan buang sampah sembarangan"* (Do not **litter**).

The sentences should be written as follows: *"Apakah kamu mengetahui kuliner khas kota **Solo?** (Do you know the culinary specialities of **Solo?**), "Di mana letak rumah **Rani?"*** (Where is **Rani's house?**), *"Jangan buang sampah **sembarangan!** (Do not **litter!**)".* According to EYD V, a question mark should be used at the end of an interrogative sentence, and place names, such as "Kota Solo/Solo City," should begin with a capital letter. These

errors included two aspects: first, the use of incorrect punctuation in interrogative sentences, and second, the incorrect writing of place names, namely without capitalizing the word "Kota Solo." These errors are generally influenced by Filipino students' habits in writing their mother tongue, which may not apply the same punctuation and capitalization rules as Indonesian. Therefore, a more in-depth study of the use of punctuation and capitalization in the context of interrogative sentences and writing place names was very necessary. Then, the preposition "di" (in) indicating place must be separated from the next word. In addition, a question mark must be used at the end of an interrogative sentence. The error occurred because "dimana" was written together and there was no question mark at the end. Correct writing uses the separation "di mana" (where) and a question mark. Apart from that, command sentences must end with an exclamation mark, as in the sentence "Jangan buang sampah sembarangan" (Don't litter fruit) the sentence should end with an exclamation mark.

In addition, errors also occurred in the use of italics. Italics are used to write book titles, magazine names, or newspaper names that are cited in the writing including the bibliography. Italics are used to emphasize or emphasize letters, parts of words, words, or groups of words in a sentence. Italics are used to write words or phrases in regional languages or foreign languages. However, in the BIPA listening class teaching materials, there were foreign words written using italics. The following findings indicate these errors.

Data (7)

Snack

The word should be written as follows: ***"Snack"*** because based on EYD V, italics are used to write words or phrases in regional languages or foreign languages. The error showed that Filipino students had not fully mastered the rules regarding the use of italics for foreign words. The error occurred due to their ignorance of the conventions for writing foreign words in Indonesian, which often used italics to distinguish words that come from other languages.

Based on the description that had been presented, the language errors found in this study covered various levels of spelling, especially in the use of capital letters, italics, and punctuation. These errors indicated that although Filipino students had mastered the basics of Indonesian, there were still weaknesses in the application of more detailed spelling rules. These errors could be caused by differences in the writing system in their mother tongue which affected the way they write in Indonesian. Therefore, it was necessary to conduct more in-depth and continuous teaching regarding spelling rules in Indonesian so that students could better master Indonesian according to the applicable rules.

3.2 Syntax Level

Table 2. Syntactic Language Errors

No	Syntax Error	Incorrect Writing	Correct Writing
1.	Sentence without predicate	Raizah tugas. (Raizah assignment)	Raizah sedang mengerjakan tugas. (Raizah is doing the assignment)
		Saya siswa. (I student)	Saya seorang siswa yang sedang belajar di MAN 1 Surakarta.

			(I am student of MAN 1 Surakarta)
2.	Sentence without Subject	Berlari ke arah barat. (Running westward.)	Kucing itu berlari ke arah barat. (The cat is running westward)
3.	The use of excessive elements	Saya naik ke atas lantai dua untuk melihat pemandangan di luar yang ada di luar sekolah. (I went up to the second floor to see the outside view outside the school.)	Saya naik ke lantai dua untuk melihat pemandangan di luar sekolah. (I went to the second floor to see the view outside the school.)
4.	Excessive use of superlative form	Pagi-pagi sekali pukul 05.00 WIB saya mandi kemudian sarapan pagi. (Very early in the morning at 5 a.m. I take a bath and have breakfast)	Pagi pukul 05.00 WIB, saya mandi kemudian sarapan pagi. (At 5 a.m. I take a bath and have breakfast)
5.	Incorrect word structure	Pergi dia ke pasar membeli buah-buahan. (Goes she to the market buying some fruits)	Dia pergi ke pasar untuk membeli buah-buahan (She goes to the market buying some fruits)
6.	Ambiguous sentence	Saya bercerita dengan mengikuti instruksi arah secara benar. (I tell the story following the direction correctly)	Saya bercerita sesuai dengan panduan yang diberikan secara benar (I tell the story according to the guidance given correctly)

In the classification of syntactic level data, there were several errors in the sentence structure. In general, the error was in the unclear subject and predicate in the sentence. The sentence having a hanging relationship is called a subordinate clause, while the sentence on which the subordinate clause depends is called the main clause. If observed, these sentences did not have a subject nor a predicate. These sentences were only information about the previous sentence.

In addition, according to Indonesian language rules, a single sentence cannot begin with the word *karena* (because)*, sehingga* (so)*, apabila* (if)*, agar* (for)*, seperti* (like)*, kalau* (if)*, walaupun* (although)*, jika* (if)*, and other conjunctions. Such conjunctions can start a sentence if the word that starts it is a subordinate clause that precedes the main clause (Setyawati, 2013:81) [21]. The following are several forms of language errors at the syntactic level in the writing of Filipino students at MAN 1 Surakarta.

Data (8)

Raizah tugas. (Raizah assignment), *Saya siswa* (I student) .

Those sentences do not have predicates. Therefore the correct spellings are *"Raizah sedang mengerjakan tugas."* (Raizah is doing the assignment), "*Saya seorang siswa yang sedang belajar di MAN 1 Surakarta"* (I am student of MAN 1 Surakarta)*.*

The language errors in the data above are classified based on sentences without a predicate. Sentences that do not have a predicate are caused by consecutive or too long subject information, the information is given another explanation, so that the writer forgets that the sentence he made is not complete.

Data (9)

Berlari ke arah barat. (Running westward.)

The sentence does not have a clear subject. Therefore, a clear subject must be given. Here is the correct writing form: "*Kucing itu berlari ke arah barat."* (The cat is running westward)

The error in the classification of the data above is also caused by the absence of a clear subject. Sentences should consist of at least two elements, namely subject and predicate, except for the answers of the imperative sentences or utterances. Usually sentences with unclear subjects were found in sentences with active transitive verb predicates in front of the subject there was a preposition (Setyawati, 2013:76) [22].

The subject of the sentence above is unclear because the subject of the sentence is preceded by the preposition to. Other words that are similar to this preposition and often obscure the subject are *dalam* (in)*, bagi* (for)*, dari* (from)*, dengan* (with)*, sebagai* (as)*, merupakan* (as)*, pada* (on)*.

There were two ways to improve the sentence above, namely (a) the predicate is changed to passive form to keep the preposition that precedes the subject, and (b) the preposition that precedes the subject must be removed to remain the predicate in active form. (Setyawati, 2013:77) [23].

Data (10)

"Saya naik ke atas lantai dua untuk melihat pemandangan di luar yang ada di luar sekolah. (I went up to the second floor to see the outside view   outside the school.)*"*

The words "ke atas" (up) dan "di luar" (outside) in the sentence should be removed because it obscures the meaning of the sentence. The correct spelling is as follows: *"Saya naik ke lantai dua untuk melihat* pemandangan *di luar sekolah."* (I went to the second floor to see the view outside the school.) The language error in the data classification above lies in the use of excessive or redundant elements. It is often found that words that contain the same meaning (synonymous) were used at the same time in a sentence. Using two synonymous words at once in a sentence was considered redundant because it was not economical. Therefore, only one should be used (Setyawati, 2013:72) [24].

Data (11)

Pagi-pagi sekali pukul 05.00 WIB saya mandi kemudian sarapan pagi. (Very early in the morning at 5 a.m. I take a bath and have breakfast)

The error in this sentence lies in the redundancy of the time information. Syntactically, the sentence above has two overlapping time adverbs, namely "pagi-pagi sekali" (very early in the morning) dan "pukul 05.00 WIB" (at 5 a.m). Based on syntactic theory, an efficient and clear sentence structure only requires one element of time information that is specific enough to convey the meaning. According to Alwi et al. (2003), in Indonesian syntax, excessive information tends to cause unclear information [25]. In this case, redundancy can be eliminated by maintaining a more specific time description, i.e "pukul 05.00 WIB" 9at 5 a.m). The correct writing should be *"Pagi pukul 05.00 WIB, saya mandi kemudian sarapan pagi"* (At 5 a.m. I take a bath and have breakfast).

Data (12)

Pergi dia ke pasar membeli buah-buahan. (Goes she to the market buying some fruits)

The error in the sentence above is in the word order which does not follow the basic syntactic pattern of Indonesian, namely Subject (S) - Predicate (P) - Object (O) - Information (I). In the sentence, the predicate "pergi" (go) precedes the subject "dia" (she), which causes the sentence structure to be unnatural. This is in accordance with Kridalaksana's (1994) view that inaccurate word order in a sentence can interfere with the reader's or listener's understanding [26]. To improve this, the subject must precede the predicate so that the meaning is clearer and in accordance with Indonesian syntactic rules. In addition, adding the conjunction "for" between the predicate and the object is needed to clarify the relationship between the two elements. The correct writing is as follows: *"Dia pergi ke pasar untuk membeli buah-buahan"* (She goes to the market buying some fruits).

Data (13)

Saya bercerita dengan mengikuti instruksi arah secara benar. (I tell the story following the direction correctly)

The sentence above has a problem of ambiguity in meaning caused by the choice of words or phrases that are not specific. Syntactically, the use of the phrase "mengikuti instruksi arah" (following directions) provides the opportunity for multiple interpretations because "directions" are not explained in more detail. In syntactic analysis according to Setyawati (2013), ambiguity often occurs when descriptive phrases do not clearly refer to certain objects [27]. Therefore, ambiguous words must be replaced with phrases that are more specific or relevant to the context of the sentence. The use of the word "panduan" is more appropriate because it provides clarity regarding the intended meaning of the instructions. The correct writing is as follows, *"Saya bercerita sesuai dengan panduan yang diberikan secara benar"* (I tell the story according to the guidance given correctly).

Based on analysis at the syntactic level, various language errors were found in the writing of Filipino students at MAN 1 Surakarta. These errors included inaccuracies in sentence structure, such as the absence of a clear subject or predicate, the use of excessive elements that make the sentence redundant, as well as incomplete sentences that are only information. For example, in the data presented, sentences were found with synonymous elements used together and sentences without clear subjects or predicates, which caused the meaning to be ambiguous. Correcting these errors emphasized the importance of a complete and logical sentence structure according to Indonesian language rules, including ensuring that the subject was not preceded by a preposition that obscures its grammatical role. These findings show the need for a deep

understanding of syntactic rules and effective language use to support learning Indonesian as a foreign language.

4 Conclusion

Based on the discussion that has been done, it can be concluded that Filipino students at MAN 1 Surakarta faced various language errors in BIPA learning, especially at the spelling and syntax levels. Spelling errors included inappropriate use of capital letters, inappropriate punctuation, and errors in the use of italics for foreign words. Meanwhile, syntax errors included sentences without clear subjects or predicates, excessive use of elements that caused inefficiency, and ambiguous sentence structures. These findings indicated the importance of strengthening understanding of spelling and syntax rules in learning Indonesian as a foreign language. Thus, more structured learning efforts that focused on these aspects needed to be improved to support students' overall language competence.

On the other hand, the research conducted only focused on errors in the fields of spelling and syntax. Further researchers are advised to examine language errors at a more complex level, such as semantics and pragmatics, in order to complete the analysis of language errors as a whole. In addition, a comparative approach between students from different mother tongue backgrounds can provide deeper insight into the influence of mother tongue interference in BIPA learning.

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