

Error Analysis in Language Use in Descriptive Texts by Indonesian Language Learners for Foreign Speakers (BIPA) in Understanding Local Culture: A Study on Kokushikan University Students, Japan

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Abstract. Language is a primary medium for understanding and introducing culture, especially in learning Indonesian for Foreign Speakers (BIPA). Proper and correct use of Indonesian in accordance with linguistic rules is essential in BIPA learning. This study aims to analyze language errors made by BIPA students in descriptive texts introducing local culture. The research focuses on students from Kokushikan University, Japan, who studied Indonesian language and culture at Universitas Sebelas Maret through the “Discover Indonesia Better” program in 2023. Using a qualitative method with a document analysis approach, the study identifies and classifies language errors in morphology and syntax. Data were obtained from descriptive texts written by 24 BIPA students. The results show morphological errors such as substitution, phoneme omission, phoneme addition, and vocabulary selection errors. Syntactic errors include sentence structure issues, incorrect placement of adverbs and objects, and misplacement of adverbs of place and tools. These errors are caused by first language interference (Japanese), limited understanding of Indonesian grammar, and restricted vocabulary mastery. The findings provide insights for improving BIPA teaching materials and strategies to help students write descriptive texts more effectively.

Keywords: Error Analysis in Language Use, Descriptive Texts, BIPA, Local Culture.

1 Introduction

The Indonesian language is one of the national languages rich in local culture. This is because the Indonesian language unites various social groups with different cultural, regional, and ethnic backgrounds into a single Indonesian identity [1]. In 2023, the number of Indonesian speakers reached over 199 million people [2], making it the 11th most widely spoken language in the world. Additionally, Indonesian was officially recognized as an official language of the General Conference of the United Nations Educational, Scientific, and Cultural Organization (UNESCO) [3]. This recognition was marked by the adoption of Resolution 42 C/28 by consensus during the Plenary Session of the 42nd General Conference of UNESCO on November 20, 2023, at UNESCO Headquarters in Paris, France.

The learning of the Indonesian language is not only in demand among local speakers but is also increasingly popular among foreign speakers through the BIPA (Bahasa Indonesia bagi Penutur Asing or Indonesian for Foreign Speakers) program [4]. Evidence for this comes from 2024 data from the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek), which recorded 183,000 active BIPA learners facilitated by the Language Development Agency in 55 countries [5]. The BIPA program is designed to provide students with a comprehensive understanding of language skills (listening, speaking, reading, and writing) and the socio-cultural context of Indonesia [6]. One crucial aspect of BIPA learning is mastering Indonesian grammar. Writing skills, in particular, are an essential measure of BIPA students' understanding and language competence.

Writing descriptive texts serves as a vital indicator for assessing students' comprehension of the Indonesian language and culture. However, this learning process is not without challenges, especially regarding linguistic errors frequently made by BIPA students. These errors encompass aspects of morphology, syntax, lexis, and semantics. A limited understanding of grammatical error patterns in Indonesian can hinder educators from developing more effective teaching methods [7].

This research is essential for identifying the types of linguistic errors, the underlying factors causing these errors, and their implications for BIPA learning and the introduction of local culture to foreign speakers. Language errors not only reflect linguistic challenges but also highlight the potential for misunderstandings in the comprehension and communication of local cultural values. In the era of globalization, where language serves as a tool for cultural diplomacy, the ability of foreign speakers to use Indonesian accurately is crucial for shaping Indonesia's positive image in the global arena [8]. Additionally, a deeper understanding of the patterns and causes of linguistic errors can help educators develop more effective and contextualized learning strategies [9]. This research is expected to contribute significantly to the development of BIPA programs, particularly in terms of pedagogy and in strengthening the function of language as a bridge for cultural exchange.

The novelty of this study lies in its focus on analyzing language errors in descriptive texts written by BIPA students within the context of introducing Indonesia's local culture, particularly focusing on students from Kokushikan University, Japan. Previous research on linguistic errors has mainly focused on mistakes made by Indonesian learners. In addition, many studies have examined linguistic aspects separately, without addressing their relationship with local cultural understanding as part of language learning.

This research goes beyond identifying the types and patterns of language errors. It also connects these errors to the challenges faced by BIPA students in understanding and expressing elements of local culture through the Indonesian language. Moreover, the study emphasizes the need for teaching methods that are not only focused on the technical aspects of language but also on the integration of cultural content into the learning process.

This research is relevant to studies conducted by Kusuma & Kayati [10] on the patterns of language errors in the Darmasiswa BIPA program, which involved students from various countries. A similar study was conducted by Saddhono et al. [11], who analyzed the use of Indonesian grammar by BIPA students from Yale University, USA. A study on language error analysis was also conducted by Debi et al. [12] at the syntactic level, focusing on President Jokowi's speech at the United Nations General Assembly. This study extends the scope of previous research by focusing on the analysis of errors in descriptive texts — a topic that has

not been widely explored in the context of introducing local culture. By selecting Kokushikan University students from Japan as research subjects, this study broadens the scope of existing research by highlighting the specific challenges faced by foreign speakers in producing descriptive texts that are not only linguistically accurate but also culturally relevant. This research is expected to reinforce previous findings while offering new insights for a more holistic approach to BIPA teaching. The findings advocate for an approach that integrates both linguistic and cultural aspects into the learning process, ultimately supporting students in producing descriptive texts that are linguistically accurate and culturally meaningful.

2 Research Method

This study employs a qualitative research method with a document analysis approach. The research analyzes and describes linguistic errors in descriptive texts produced by students from Kokushikan University, Japan, as part of their learning in the Indonesian for Foreign Speakers (BIPA) program. The data were collected from descriptive texts written by 24 BIPA students who were learning the Indonesian language and culture at Universitas Sebelas Maret under the Discover Indonesia Better 2023 program. The data collection technique involved documenting students' descriptive writing assignments after a series of field study activities. These activities included visits to cultural and historical landmarks, such as the Museum Pers (Press Museum), Museum Keris (Keris Museum), Solo Safari (Solo Zoo), and participation in a culinary tour featuring Selat Solo (traditional Javanese dish). After these field activities, the BIPA students were tasked with writing descriptive texts about their experiences and their understanding of local culture gained through these cultural and culinary excursions. The data were analyzed using the error analysis method, which involves the identification, classification, and explanation of errors at morphological errors and syntactic errors. To ensure the validity of the data, the study utilized triangulation techniques. This involved cross-checking the data through a review process conducted by linguistic experts and advanced-level BIPA students from Japan who had attained a higher proficiency in Indonesian. This validation process aimed to ensure the accuracy and reliability of the analysis. The results of this study are expected to provide insights into the patterns of linguistic errors made by students, the factors that contribute to these errors, and the implications for the development of more contextual and effective BIPA learning materials. The findings are also intended to support the teaching of Indonesian language and culture, enabling students to better understand and describe local Indonesian culture through descriptive texts.

3 Result And Discussion

Japanese students participating in the Discover Indonesia Better 2023 program are taught Indonesian language and culture through BIPA (Indonesian Language for Foreign Speakers) learning. The learning activities are conducted through field studies to several cultural destinations in Solo City. BIPA students from Kokushikan University, Japan, participate in field study-based learning by visiting the Press Museum, the Keris Museum, Solo Safari, and experiencing the unique culinary delights of Solo, such as Selat Solo. This activity aims to provide students with direct experience of Indonesia's cultural diversity and local culinary richness.

After participating in the series of field studies, students are required to write descriptive texts narrating their experiences in Indonesian. These descriptive texts contain depictions of their experiences, the objects they observed, the traditional foods they tasted, as well as their personal impressions and messages during the tourism activities. The collected descriptive texts are then

analyzed using an error analysis method. The research results indicate that the most frequent language errors in the descriptive texts include errors at the levels of phonology, morphology, and syntax..

3.1. Morphological Errors

BIPA (Indonesian Language for Foreign Speakers) learners from Japan often face challenges in mastering Indonesian morphology. The errors that arise generally relate to sound substitution, phoneme omission, phoneme addition, and vocabulary selection. These errors occur due to differences in the phonological and morphological systems between Japanese and Indonesian, as well as the interference of the mother tongue (Japanese) into the target language (Indonesian). The following are some of the morphological errors found in the students' language use.

Table 1. Morphological Errors in Student Language

| Incorrect Word | Correct Word (English Meaning) | Type of Error | Cause of Error |
|-----------------------|---------------------------------------|------------------------------------|--|
| Banten | Banteng (bull) | Substitution of /n/ with /ŋ/ | The nasal sound /ŋ/ does not exist in Japanese |
| Kambin | Kambing (goat) | Substitution of /n/ with /ŋ/ | Difficulty pronouncing /ŋ/ at the end of a word |
| Tellinga | Telinga (ear) | Addition of the phoneme /l/ | Overgeneralization of Indonesian spelling patterns |
| Durung | Burung (bird) | Substitution of /d/ with /b/ | Phonological interference from Japanese sounds |
| Kuris | Keris (traditional dagger) | Substitution of vowel /e/ with /u/ | Interference from Japanese vowel sounds |
| Karis | Keris (traditional dagger) | Substitution of vowel /e/ with /a/ | Difficulty distinguishing the vowel sounds /e/ and /a/ |
| Gorem | Goreng (fried) | Substitution of /ŋ/ with /m/ | Difficulty distinguishing /ŋ/ and /m/ |
| Suwarā | Suara (sound) | Addition of the vowel /w/ | Interference from Japanese pronunciation patterns |
| Koren | Koran (newspaper) | Substitution of vowel /a/ with /e/ | Phonological interference from Japanese sounds |
| Persiden | Presiden (president) | Substitution of vowel /e/ with /i/ | Difficulty distinguishing /e/ and /i/ |
| Heiwan | Hewan (animal) | Omission of /w/ | Interference from Japanese pronunciation of vowel /e/ |
| Gaja | Gajah (elephant) | Omission of /h/ | Difficulty pronouncing the consonant /h/ at the end |
| Tomba | Tombak (spear) | Omission of /k/ | Mispronunciation of the sound /k/ |
| Slat | Selat (strait) | Omission of vowel /e/ | Interference from Japanese pronunciation patterns |
| Sian | Siang (afternoon) | Omission of the nasal /ŋ/ | Difficulty distinguishing /n/ and /ŋ/ |
| Sebulm | Sebelum (before) | Omission of /u/ | Omission of the central vowel |
| Camera | Kamera (camera) | Use of a foreign letter | Interference from English/Japanese spelling |
| Semera | Kamera (camera) | Substitution of /k/ with /s/ | Mispronunciation of the initial /k/ sound |

| | | | |
|---------|-------------------|---------------|------------------------------------|
| Lebah | Lebar (wide) | False Friends | Similar sounds, different meanings |
| Sejalan | Sejarah (history) | False Friends | Similar sounds, different meanings |

3.1.1. Substitution Errors

Substitution errors occur when learners replace a sound in a word with a similar or more "familiar" sound based on their native language's sound system. An example of substitution can be seen in the replacement of the /ŋ/ sound with /n/ in the words "Banten" (should be "Banteng") and "Kambin" (should be "Kambing"). This is influenced by the differences in the nasal sound system between Japanese and Indonesian. In Japanese, the final nasal sound tends to be /n/, while in Indonesian, there are variations of nasal sounds /n/, /m/, and /ŋ/ [13].

Substitution errors also occur in vowel sounds, such as in "Lebah" (should be "Lebar") and "Persiden" (should be "Presiden"). These errors arise because BIPA students from Japan have difficulty distinguishing between the vowel sounds /e/ and /i/, which are not significantly differentiated in Japanese. Research by Nurfitriani & Putra [14] found that BIPA learners from Japan often struggle to distinguish the vowel sounds /e/, /i/, and /a/ due to differences in the phonological systems of the two languages. This shows that the error patterns are closely related to negative transfer from the mother tongue.

A contrastive sound practice can be a solution for BIPA instructors to address these issues. For example, practicing the comparison of words such as "Banteng" vs. "Banten" and "Kambing" vs. "Kambin." Repetition-based learning techniques are also effective, as suggested by Kusmiatun [15], who mentioned that repetition can help learners internalize new sounds.

3.1.2. Phoneme Omission Errors

Phoneme omission errors occur when one or more phonemes are removed from a word. This phenomenon is often found in the final or middle position of a word. An example of this error is the omission of the consonant /h/ in "Gaja" (should be "Gajah") and the omission of the sound /k/ in "Tomba" (should be "Tombak"). In the study by [16] Agustina & Oktavia (2019), it was found that BIPA learners at IAIN Surakarta tend to omit final consonants because in their language, consonants rarely appear at the end of words. This indicates a pattern of simplification in the interlanguage process.

Additionally, vowel omission occurs in the word "Sebulm" (should be "Sebelum"), where the vowel /u/ in the middle of the word is omitted. This type of error often occurs due to vowel elision, a common occurrence in rapid speech. According to Evizariza [17] elision happens because learners tend to speed up pronunciation of words they perceive as complex.

BIPA instructors can address phoneme omission errors using the syllable-by-syllable pronunciation method. Words like "se-be-lum" should be pronounced slowly and separated into syllables. This method has been shown to be effective in research by Valenzuela [18] which demonstrated that syllable-based pronunciation techniques help TESOL learners more quickly recognize word structures and prevent sound omission.

3.1.3. Phoneme Addition Errors

Phoneme addition errors occur when BIPA students add sounds that should not be in a word. A common example is "Tellinga" (should be "Telinga") and "Suwara" (should be "Suara"), where the phonemes /l/ and /w/ are added without morphological reasons. This phenomenon may be influenced by the learners' tendency to overemphasize sound pronunciation due to being overly

cautious Kusuma & Kayati [10]. Phoneme addition may also occur due to the influence of foreign spelling patterns. A case in point is the word "Camera" and "Semera," which should be "Kamera." In Japanese, borrowed words from English, such as "kamera" (カメラ, kamera), are written with different phonemes than in Indonesian.

BIPA instructors can address these errors through word visualization techniques. Teachers can introduce the word "telinga" by showing a picture of an ear, followed by the slow pronunciation of "te-lin-ga." This technique is effective because it involves both visual and auditory recognition. Teachers can also use a sound reduction drill to help learners recognize which parts of the word need to be omitted.

3.1.4. Vocabulary Selection Errors (False Friends)

Vocabulary selection errors occur when learners choose words that sound similar but have different meanings. Examples include the words "Lebah" (should be "Lebar") and "Sejalan" (should be "Sejarah"). These errors happen because BIPA learners tend to rely on phonological strategies when trying to understand new words. If they encounter similar-sounding words, they assume the words have similar meanings.

This error is closely related to the phenomenon of false friends, which are words that sound similar in two languages but have different meanings. Such errors occur in the interlanguage process because learners rely on familiar sound patterns from their mother tongue. For example, the word "Sejalan" is phonetically similar to "Sejarah," so learners may confuse the two. Similar findings were observed in Maryana's [19] research on the permeability of language systems among students learning English as a Foreign Language at SMP Muhammadiyah 5 Surakarta.

The contextualization of meaning can be used by BIPA instructors as an alternative solution to this problem. BIPA students should be introduced to the context in which the word is used through stories or pictures. For instance, to distinguish between "lebah" (a bee) and "lebar" (wide), the BIPA instructor can show a picture of a bee and a picture of a wide road. The visual context will reinforce the difference in meanings between the two words.

Morphological errors made by BIPA students from Japan can be classified into four types: sound substitution, phoneme omission, phoneme addition, and vocabulary selection (false friends). These errors are influenced by mother tongue interference and the interlanguage process. Language errors are systematic and can be corrected through various learning alternatives, such as sound-based pronunciation practice, word visualization, and contextual learning. With structured teaching methods, BIPA students from Japan can reduce errors and improve their ability to use the Indonesian language.

3.2. Syntax Errors (Sentence Structure)

The syntax errors made by Japanese students in learning Indonesian are generally influenced by interference from the Japanese language structure (日本語の干渉, nihongo no kanshō). The difference in sentence structure between Japanese, which uses an SOV (Subject-Object-Predicate) pattern, contrasts with the SPO (Subject-Predicate-Object) structure of Indonesian. Additionally, Japanese has unique patterns for using particles such as は (wa), を (wo), and で (de), which fundamentally differ from the use of adverbs and sentence element positioning in Indonesian. Below is an analysis of four sentences along with a comparison of sentence structures in Indonesian and formal Japanese.

3.2.1. Sentence Structure

Table 2. Sentence Structure

| Incorrect Sentence (Indonesian) | Correct Sentence (Indonesian) and (English Meaning) | Sentence in Japanese (formal) |
|--|--|---|
| Saya nama Haruna | Nama saya Haruna (My name is Haruna) | 私の名前は春菜です。 (Watashi no namae wa Haruna desu) |

The sentence "Saya nama Haruna" uses a structure influenced by the Japanese language. In Japanese, the nominal predicate sentence structure is:

X は Y です (X wa Y desu)

This means "X is Y." In this case, "watashi" (私, I) is used as the subject, followed by "namae" (名前, name), which functions as the main subject, and "Haruna" (春菜) as the identity. In Japanese, the phrase "watashi no namae" (私の名前) means "my name." However, in Indonesian, the correct structure is "Nama saya Haruna," where "Nama" is the subject, "saya" is the possessive marker, and "Haruna" is the complement. Japanese students tend to transfer the SOV pattern from Japanese and start the sentence with "Saya" instead of "Nama." This is an error of subject-complement inversion. Japanese language interference: The structure 私の名前は (watashi no namae wa) is directly translated as "Saya nama," which leads to this mistake.

3.2.2. Errors in the Position of Adverbs and Objects

Table 3. Errors in the Position of Adverbs and Objects

| Incorrect Sentence (Indonesian) | Correct Sentence (Indonesian) and (English Meaning) | Sentence in Japanese (formal) |
|--|--|--|
| Saya Selat Solo mau membeli | Aku mau membeli Selat Solo I want to buy Selat Solo | 私はソロのサラットを買 いたいです。 (Watashi wa Soro no saratto wo kaitai desu) |

In Japanese, the sentence structure is:

私は (watashi wa) [Subject] + ソロのサラット (Soro no Saratto) [Object] + 買いたいです (kaitai desu) [Predicate]

This follows the SOV (Subject-Object-Predicate) pattern. In this case, the Japanese student applies the same order in Indonesian, resulting in the incorrect sentence "Saya Selat Solo mau membeli." The correct Indonesian sentence should follow the S-P-O (Subject-Predicate-Object) structure: "Aku mau membeli Selat Solo." This error involves word order (Object-Verb Inversion): the position of the object and predicate is reversed. It reflects interference from the SOV pattern of Japanese.

3.2.3. Errors in the Placement of Adverbs of Place and Means

Table 4. Errors in the Placement of Adverbs of Place and Means

| Incorrect Sentence (Indonesian) | Correct Sentence (Indonesian) and (English Meaning) | Sentence in Japanese (formal) |
|--|---|--|
| Aku naik bus pergi ke Museum Keris | Aku pergi ke Museum Keris naik bus (I went to the Keris Museum by bus) | 私はバスで博物館に行きます。 (Watashi wa basu de hakubutsukan ni ikimasu) |

In Japanese, the sentence structure is:

私は (watashi wa) [Subject] + バスで (basu de) [Means] + 博物館に (hakubutsukan ni) [Place] + 行きます (ikimasu) [Predicate]

This follows an S-K-P-K (Subject-Adjunct-Predicate-Place) order. Japanese students often transfer this structure into Indonesian, resulting in the incorrect sentence "Aku naik bus pergi ke Museum Keris." In Indonesian, the adverb of means ("naik bus") is generally placed at the end. This error involves the misplacement of the adjunct: the position of the adjunct is incorrect due to interference from Japanese sentence structure. The correct order in Indonesian should be "Aku pergi ke Museum Keris naik bus."

Syntax errors indicate that the thinking pattern of Japanese students when forming sentences is still influenced by the structure of their mother tongue (母語の干渉, *bogo no kanshō*), which is Japanese. One alternative solution is that BIPA instructors need to explicitly teach Indonesian sentence structures by introducing the SPOK (Subject-Predicate-Object-Adjunct) pattern through sentence reordering exercises and fill-in-the-blank activities. A contrastive approach, comparing language patterns, can also help students understand the fundamental differences between Indonesian and Japanese sentence structures. With proper teaching and consistent practice, Japanese students can reduce interference from their native language and become more capable of forming correct Indonesian sentences.

4 Conclusion

This study reveals that language errors in descriptive texts written by BIPA students from Kokushikan University, Japan, occur at both the morphological and syntactic levels. At the morphological level, errors include phoneme substitution, phoneme omission, phoneme addition, and the use of inappropriate vocabulary. Meanwhile, syntactic errors involve incorrect sentence patterns, improper placement of adverbs and objects, and inaccurate positioning of place and means adjuncts. These errors indicate difficulties in applying Indonesian language rules correctly.

Factors contributing to these errors include interference from the first language (Japanese), insufficient understanding of Indonesian language rules, and limited vocabulary proficiency. The findings have important implications for the development of BIPA teaching materials and methods. Instructors are expected to design more effective learning strategies, particularly in providing detailed explanations of Indonesian morphology and syntax, as well as strengthening

students' vocabulary mastery. It is hoped that through these efforts, BIPA students will be able to write better descriptive texts that align with Indonesian language rules.

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