

Analysis of Language Errors Influenced by Sundanese Language Acquisition in Holiday Experience Narrative Essays of Grade 5 Students at MI Muhammadiyah 2 Bandung City

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Abstract: This study aims to analyze the influence of Sundanese language acquisition on language errors in the writing of narrative essays about holiday experiences by fifth-grade students at MI Muhammadiyah 2 Bandung City. This research employs a qualitative method. The qualitative method refers to a research approach rooted in post-positivist views, aiming to investigate phenomena in their natural context. The data collection methods used in this study include tests, observation, surveys, and interviews. The object of this research is the holiday experience narrative compositions written by fifth-grade students of MI Muhammadiyah 2 Bandung. The technique for analyzing language errors in this study is based on the taxonomy of linguistic categories such as phonology, morphology, syntax, and semantics (lexicon), involving detailed steps to identify, classify, and analyze language errors at various linguistic levels. The influence of Sundanese language acquisition on language errors in the use of Indonesian is clearly evident in various aspects, including phonology, syntax, morphology, and semantics. Data analysis results from five samples show that there were 18 phonological errors, 25 morphological errors, 5 semantic errors, and 21 syntactic errors in the analyzed narrative essays. Factors influencing these language errors include regional language interference, lack of understanding of Indonesian spelling and grammar rules, and habits in using informal everyday language.

Keywords: Language Errors, Language Acquisition, Sundanese Language, Narrative Essay.

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A. INTRODUCTION

The nature of language is a system of symbols in the form of sounds that is arbitrary, dynamic, productive, human, and diverse (Chaer, 2021:11). The function of language is as a tool for verbal communication between people. Language is a complex symbolic system used by humans to communicate, express thoughts, feelings, and ideas, as well as to understand messages from others. Language involves various components such as phonology (sounds), morphology (word structure), syntax (sentence structure), semantics (meaning), and pragmatics (language use in a communicative context). In language learning, there are four main language skills: writing, speaking, listening, and reading. Writing is the activity of delivering a message (communication) using written language as a medium (Suparno, 2019:11). In writing activities, many language errors often appear in students' compositions, caused by several factors.

Language errors are closely related to the process of language teaching and learning. They are inherent symptoms that cannot be separated from the learning process. Language errors are essential elements in education and occur in both formal and informal learning contexts. These errors do not only occur among students learning a second language but also among those still acquiring their first language (Afiana, 2018). First and second language acquisition occur through learning. First language acquisition is natural, while second language learning typically takes place in structured educational settings. In this context, the first language refers to the mother tongue or regional language, while the second language is Indonesian. In the process of learning Indonesian, many students' compositions are still influenced by their mother tongue or regional language.

Analyzing language errors in students' essays involves identifying, classifying, and explaining errors in language use. These errors can include spelling, morphological, syntactic, and other mistakes. Such analysis is important for improving language use, as it affects students' communication and comprehension skills. To correct these errors, it is necessary to increase interest in and awareness of the language, language education as a foreign language, and the use of Indonesian as the official language in schools. Language errors can be categorized into two types: mistakes and errors. Mistakes can be caused by inattention, fatigue, developmental factors, and other temporary conditions. Errors, on the other hand, are caused by a lack of mastery of the language system.

Indonesian, as regulated in Law No. 24 of 2009 concerning the National Flag, Language, Emblem, and Anthem, is the official and unifying language of Indonesia. In this context, Indonesian functions as a national identity that unites the many ethnic groups, cultures, and languages in the country. According to Yulianti (2023), there are over 718 regional languages spoken by various ethnic groups in Indonesia. Indonesian plays a crucial role in facilitating communication across regions and communities. It enables smooth and effective communication among Indonesians, without being hindered by regional language differences. One of the causes of Indonesian language errors is the influence of regional or first languages.

The influence of the mother tongue on language errors in elementary students' narrative writing is an important factor. The mother tongue is the first language mastered by students, and it affects the learning of a second language. This bilingual situation significantly impacts the use of Indonesian. Elementary school children often face challenges in acquiring a second language (Indonesian), especially when their mother tongue differs. Dominant use of the mother tongue in daily interactions can affect their use and understanding of Indonesian, particularly in writing. However, there is still limited research on how the mother tongue influences language errors in students' narrative essays.

In sociolinguistics, there is a phenomenon called interference, where Indonesian children with regional mother tongues begin learning Indonesian while still using patterns from their first language. These habitual patterns create obstacles when learning a second language. The structure and elements of their mother tongue, which are deeply ingrained, are carried over into their Indonesian learning process (Chaer, 2021:120-121). For instance, children living in West Java speak Sundanese as their mother tongue. They enter formal education (elementary school) at around the age of 6 or 7, by which time they have already mastered the patterns of their native language. There are many differences between Sundanese and Indonesian

structures. These differences hinder the learning of Indonesian in terms of morphology, phonology, syntax, and semantics.

In sentence (1) "*Saya melihat jebra di kebun binatang*" ("I saw a jebra at the zoo"), there is a phonological error influenced by Sundanese, where speakers often have difficulty pronouncing the /z/ sound, resulting in the word "zebra" being pronounced as "jebra". This reflects regional pronunciation interference with standard Indonesian. In sentence (2) "*Ayah dan paman mancing di kolam*" ("Father and uncle are fishing at the pond"), there is a morphological error due to the omission of the prefix *me-*, where the correct form should be "*memancing*" ("fishing"). Sentence (3) "*Banyak ikan-ikan sedang berenang*" ("Many fishes are swimming") exhibits a syntactic error, as the phrase "*banyak ikan-ikan*" is incorrect in standard Indonesian. The correct form should be either "*banyak ikan*" ("many fish") or "*ikan-ikan*" ("fishes"), depending on the intended meaning. Finally, in sentence (4) "*Dia sangat geulis*" ("*She is very geulis*"), there is a semantic error because the word "*geulis*" does not exist in the Indonesian language. It is a Sundanese term meaning "beautiful", thus its use in an Indonesian sentence is inappropriate. This error illustrates the influence of regional language on Indonesian usage.

Based on the examples above, further research is needed, but this study is limited to written language use. The purpose of this research is to explore and analyze how the mother tongue influences language errors in elementary students' narrative writing. At the elementary level, students are still strongly influenced by their B1 (first language), which they learn from their parents and environment. At school, they begin learning Indonesian (B2). Students learning B2 are affected by their B1. They make deviations or errors in acquiring B2, and these are systematic, resembling the patterns found in children who have B2 as their first language (Sumarsono, 2014:148-150). Therefore, this study is expected to provide deeper understanding of second language acquisition in elementary students with different mother tongues. Previous research by Sapawi, a teacher at SD Negeri 01 Bangsri Karangpandan Karanganyar, titled "Analysis of Language Errors in Narrative Essays of Grade VI Elementary School Students", concludes that the mother tongue is the second most influential factor causing non-standard language use in student writing. Errors in diction, spelling, punctuation, commas, and quotation marks are examples of language errors caused by mother tongue influence (Sapawi, 2017).

Based on the literature review of relevant previous studies on errors in diction, punctuation, commas, and quotation marks due to mother tongue influence, this study will avoid overlapping discussions. Instead, it will focus on Indonesian language errors influenced by the mother tongue in the fields of morphology, phonology, syntax, and semantics. This study was conducted at MI Muhammadiyah 2 Bandung City, as the school has a diverse student background from various regions in West Java, especially due to many migrants settling in Bandung. This creates a unique environment where students' mother tongues, such as Sundanese and its dialects, vary greatly. This diversity allows researchers to explore how Sundanese acquisition influences students' Indonesian language ability, particularly in narrative writing. Therefore, MI Muhammadiyah 2 Bandung is an ideal location to study the relationship between Sundanese and language errors in learning Indonesian. The influence of the mother tongue on language errors in writing is a crucial issue in the context of language education in Indonesia. Thus, the researcher is interested in conducting a study entitled: "Analysis of Language Errors Influenced by Sundanese Language Acquisition in Holiday Experience Narrative Essays of Grade 5 Students at MI Muhammadiyah 2 Bandung City."

B. METHOD

This study uses a qualitative research method. The qualitative method refers to a research approach rooted in post-positivist views, which aims to investigate phenomena in their natural context. In this method, the researcher serves as the key instrument in data collection, which is carried out through various triangulation techniques to obtain a comprehensive perspective. Data analysis in the qualitative approach is inductive, focusing on deep understanding of meaning rather than mere generalization. This method emphasizes contextual understanding and the complexity of the phenomena being studied (Sugiyono, 2017:9).

In qualitative research, individuals involved are not referred to as respondents, but rather as resource persons, participants, informants, peers, or teachers within the research context. The term “sample” in qualitative research does not refer to a statistical sample, but is instead known as a theoretical sample. This is because the main objective of qualitative research is to generate theory (Sugiyono, 2017:216). In this study, the research participants consist of five fifth-grade students from MI Muhammadiyah 2 Bandung City for the 2023/2024 academic year, out of a total of 47 students. The object of this study is the holiday experience narrative essays written by the students. This research analyzes language errors found in the students’ writing, with a focus on the influence of language acquisition, particularly Sundanese, on these errors.

In studies of language use, various methods can be employed to collect data, including observation, surveys, and interviews (Chaer, 2013:138–142). In addition to these three data collection techniques, the researcher also included testing as a method of data gathering. According to Miles and Huberman (1984), as cited in (Sugiyono, 2017:248), the process of qualitative data analysis is iterative and continuous until all aspects of the data are adequately addressed. This process involves three main stages: data reduction, data presentation, and conclusion drawing or verification. The technique for analyzing language errors is based on the taxonomy of linguistic categories such as phonology, morphology, syntax, and semantics (lexicon), involving detailed steps to identify, classify, and analyze language errors at various linguistic levels. In the data triangulation conducted, three theoretical approaches were applied: (1) Interference theory, which refers to the phenomenon where the rules or habits from the first language (mother tongue) influence the use of the second language (Chaer, 2021:120–121); (2) Negative transfer theory, which occurs when structures or rules from the first language are incorrectly applied in the second language, resulting in errors (Ghufron, 2015:33); and (3) Contrastive analysis theory, which compares two languages to identify differences that may lead to language errors (Tarigan, 1990:59).

C. RESULTS AND DISCUSSION

1. The Influence of Sundanese Language Acquisition on Language Errors

The influence of Sundanese language acquisition on language errors in the use of Indonesian is clearly visible in various aspects such as phonology, syntax, morphology, and semantics. The errors found in Sundanese-speaking students demonstrate that interference from their mother tongue significantly affects the way they use Indonesian, especially in informal situations or when communicating with fellow Sundanese speakers.

One example of a phonological error is the use of the word “mesjid”, which occurs due to a change in phoneme or sound in the pronunciation that is not consistent with the standard form in Indonesian. The correct word is “masjid”, with the vowel sound /a/, which aligns better with Indonesian phonological rules. This type of error arises from differences in sound systems between the regional or mother tongue of the speaker and Indonesian, causing speakers to pronounce words based on familiar sound patterns. This falls under the category of base word writing errors (Ghufron, 2015:101–102).

From a syntactic perspective, errors such as in the sentences “Setelah berenang di pantai aku pulang sesampainya di rumah aku mandi” and “saya dan keluarga istirahat dan besoknya lagi saya dan keluarga pulang” indicate that sentence structures in Sundanese, which tend to be more flexible and informal, are often carried over into Indonesian. These patterns result in less syntactically accurate sentences in Indonesian, with improper punctuation and unnecessary subject repetition. These are categorized as verbose sentence errors (Ghufron, 2015:144–146).

Morphological errors also appear, such as the use of “nonton” instead of the correct form “menonton.” In Sundanese, there is a tendency to simplify words or omit certain affixes found in Indonesian. This indicates the strong influence of Sundanese in the formation of Indonesian words. These are categorized as affix omission errors (Ghufron, 2015:114). Semantic errors are also found, for example in the use of the word “jam” to indicate time in formal or academic contexts. While “jam” refers to a timepiece, in proper formal usage the word “pukul” is preferred to refer to time. This shows that students' understanding of meaning in Indonesian vocabulary is still influenced by Sundanese patterns. This is categorized as a word misuse error (Nurjannah and Suhara, 2019). Overall, the language errors that occur show that Sundanese language acquisition has a significant impact on students' ability to use Indonesian. Interference from their mother tongue, particularly in phonology, syntax, and morphology – is the main factor causing these errors. Speakers with such multilingual abilities often struggle to use their second language (B2) due to the influence of their first language (B1) (Chaer, 2021).

2. Types of Language Errors Identified

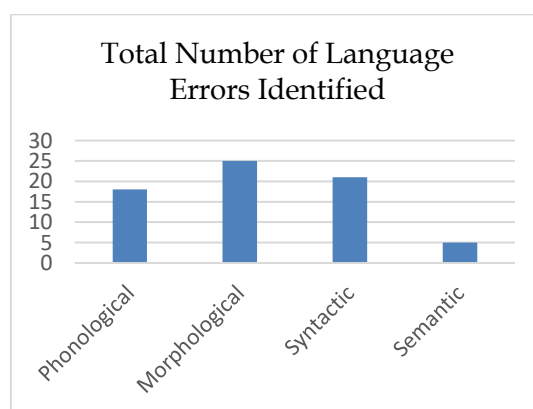


Figure 1: Number of language errors that appear

Based on Figure 1, data analysis from 5 samples shows 18 phonological errors, 25 morphological errors, 5 semantic errors, and 21 syntactic errors in the analyzed narrative essays. The language errors include:

a. Phonological Errors

These involve mispronunciation or incorrect spelling that does not comply with Indonesian language rules. Examples include *"nyampe"* instead of *"sampai,"* and *"cemilan"* instead of *"camilan."* These errors reflect regional or colloquial influences, which tend to be simpler and not aligned with standard Indonesian. These fall under base word writing errors (Ghufron, 2015).

b. Morphological Errors

These include incorrect forms of words that do not follow Indonesian spelling and writing rules. Examples include *"Jum'at"* instead of *"Jumat,"* *"disana"* and *"kesana"* instead of *"di sana"* and *"ke sana,"* and *"kuburan Alm. abahku"* which should be *"kuburan almarhum abahku."* Other errors include writing reduplication without a hyphen, such as *"bermaaf-maafan,"* or using numbers for repetition, e.g., *"teman2"* instead of *"teman-teman,"* and the use of *"nonton"* instead of *"menonton."* These fall under affix omission errors (Ghufron, 2015:114) and often stem from a lack of understanding of the *Pedoman Umum Ejaan Bahasa Indonesia* (PUEBI).

c. Syntactic Errors

These are related to sentence structure issues that do not align with Indonesian grammar. They include ineffective sentence constructions, improper punctuation, and incoherent sentence structures. For instance, *"Setelah berenang di pantai aku pulang sesampainya di rumah aku mandi"* should be split into two clearer sentences. Also, *"Subuhnya aku pulang ke bandung"* should be *"Pada subuhnya, aku pulang ke Bandung."* These show that students often struggle to construct grammatically correct sentences (Ghufron, 2015).

d. Semantic Errors

Though less frequent, semantic errors were also observed. These include using a slash symbol (/) in *"kita bermain-main dulu / beristirahat,"* which should be replaced with *"dan"* to indicate proper sequence. Other examples include using *"jam"* instead of *"pukul"* for time references and the phrase *"ngambil pohon jambu,"* which creates ambiguity and should be written as *"memetik buah jambu"* (Ghufron, 2015).

3. Factors Influencing Language Errors

a. Regional Language Interference

Language interference occurs when a speaker incorporates elements from their first language (usually the mother tongue or a dominant language) into their use of a second language. From the perspective of language purity, this process is seen as negative because it can disrupt or distort the structure of the target language (Firmansyah, 2021). Regional language interference refers to the influence of local languages on students' Indonesian, particularly evident in the case of Sundanese. Research shows that many students are still heavily influenced by the structure, vocabulary, and pronunciation patterns of their native language, leading to language errors such as:

1) Incorrect Use of Prefixes and Affixes

In Sundanese, the prefix “ny-” is often used informally to mark actions, as in “nyampe” instead of the proper “sampai” in Indonesian. Students accustomed to this pattern tend to carry it into their writing.

2) Non-Standard Vocabulary

Certain commonly used regional words are often absorbed into Indonesian in non-standard forms. For example, “hape” (from HP) and “kaka” instead of “kakak.”

3) Phonological Influence

Phonological structure of the local language affects pronunciation and spelling in Indonesian. For instance, students may write “cemilan” instead of “camilan” due to Sundanese phonological influence.

b. Lack of Understanding of Spelling and Grammar Rules

Another major factor contributing to language errors is poor mastery of spelling and grammar rules. Research indicates that this can stem from:

b. Lack of Knowledge of PUEBI

Students often do not understand or apply the official spelling rules correctly, such as in writing reduplications without hyphens (“teman2” instead of “teman-teman”), or incorrectly splitting affixes from root words (“dikabar kan” instead of “dikabarkan”). This highlights the need for more structured instruction on proper Indonesian spelling.

c. Difficulty Applying Correct Grammar

Beyond spelling, students often ignore proper grammar rules. For example, ineffective or convoluted sentence structures suggest that students may not fully grasp how to construct coherent, grammatically correct sentences. These errors include incorrect word order, improper punctuation, or redundant subject use.

4. Habits in Everyday Conversational Language

Daily language habits also play a significant role in the emergence of language errors. The language used in everyday informal conversations often does not adhere to formal standards. This is consistent with findings by Hastuti (2015), who observed that mother tongue influence leads students to unknowingly incorporate first language patterns into their writing. Aspects of these habits include:

a. Use of Simplified or Informal Language

In everyday speech, students tend to use simplified or abbreviated words. For example, “nyari” instead of “mencari.” These habits carry over into writing, resulting in errors.

b. Use of Inappropriate Phrases or Words

Students may be accustomed to using certain phrases or words informally that are not appropriate in formal writing. For instance, using “sama” instead of more suitable prepositions like “oleh”, or using “hape” instead of “telepon genggam” (mobile phone).

c. Neglect of Punctuation and Sentence Structure

In casual speech, punctuation is often ignored or inconsistently applied. Students may be used to long, unpunctuated sentences such as “Setelah berenang di pantai aku pulang sesampainya di rumah aku mandi.” This habit can cause difficulty when

writing sentences that conform to proper language rules.

D. CONCLUSIONS AND SUGGESTIONS

The influence of Sundanese language acquisition on Indonesian language errors is clearly evident in the aspects of phonology, syntax, morphology, and semantics. Based on the chart above, data analysis from five samples shows that there were 18 phonological errors, 25 morphological errors, 5 semantic errors, and 21 syntactic errors in the narrative essays analyzed. Morphological errors, with a total of 25 occurrences, were the most frequently found in this study. The language errors among students were mainly caused by regional language interference, a lack of understanding of Indonesian grammar, and the habit of using informal everyday language.

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