



ORAL LANGUAGE ERRORS AT THE PHONOLOGY, MORPHOLOGY, SYNTAX, SEMANTICS, AND DISCOURSE LEVEL IN STUDENTS' SPEECH

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ABSTRACT

Formal language varieties often have more rigid and binding rules, so there is a greater chance of errors being found in their use. The purpose of this study is to analyze language errors made by students seen from the linguistic level, which includes: phonology, morphology, syntax, semantics, and discourse. This study uses the content analysis method to analyze language errors found in research data in the form of language utterances. The results of this study indicate that in students' language utterances in formal situations in classroom learning activities, various language errors are found at the levels of phonology, morphology, syntax, semantics, and discourse.

INTRODUCTION

Language use in educational settings is an engaging issue to explore. Even in formal situations, language mistakes frequently occur. Essentially, language functions as the main tool for human communication. Improper language use may cause discrepancies between what is expressed and what is actually meant, in both spoken and written forms. In written communication, the speaker is not physically present and is represented solely

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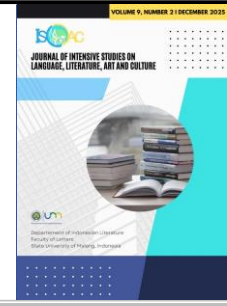
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through sentences and word arrangements. Therefore, writing skills and careful word selection play a crucial role in delivering messages effectively to readers. Accurate spelling, punctuation, diction, and awareness of context and language rules are necessary to ensure that meaning is clearly and correctly understood.

Through this study, researchers sought to assess the extent of students' spoken language skills in learning contexts and formal situations. Adherence to the indicators of good and correct Indonesian language is key to language use in formal situations. The researchers focused on analyzing error categories based on phonological, morphological, syntactic, semantic, and discourse aspects. Experts define language as a primary means of communication among society members, typically realized through sound symbols produced by the human vocal tract (Keraf, 2001). Language manifests in two primary forms: spoken and written. This research specifically focuses on the use of spoken language.

Spoken language inherently differs from written language. While written text allows for careful structuring, editing, and comprehensive grammatical precision (e.g., clear subject-predicate-object relationships), spoken communication often occurs quickly and unedited. In spoken discourse, clarity can be supplemented by non-verbal cues (body movements, eye contact), allowing for grammatical structures to be less strictly adhered to.

However, the unedited nature of spoken language frequently leads to observable errors. These errors, regardless of their cause or specific linguistic level, demonstrate that mastery of a second language (in this context, Indonesian) remains imperfect. Analyzing these errors is crucial; it serves as a foundation for improving future Indonesian language learning strategies, ultimately aiming to minimize or avoid such errors. In terms of delivery, spoken and written languages differ primarily in intonation, rhythm, and structural length. Written text often requires writers to reformulate sentences to convey meaning and express nuance with the same completeness that spoken language achieves through vocal delivery.

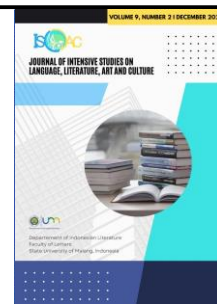
Research on language errors has predominantly focused on written language due to its adherence to strict conventions such as spelling and grammar. Several studies have investigated written language errors, including analyses focusing on conjunction and pronoun errors in student essays and scientific papers (Jiwandono, 2018, 2024). Other relevant studies include Nurwicaksono and Amelia (2018), who analyzed language errors in student scientific texts, and

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Nisa (2018), who examined errors in newspaper articles. These studies consistently demonstrate that despite being taught from an early age, Indonesian language learners still encounter numerous difficulties in achieving proficiency, particularly in meeting the requirements of using language that is both good and correct.

However, minimal research has comprehensively addressed errors in spoken language across the full spectrum of linguistic aspects. Given that observed errors often stem from language use failing to meet both the "good" and "correct" requirements simultaneously, a targeted investigation is necessary. Consequently, this research specifically focuses on identifying and classifying errors in spoken data across five levels: phonological, morphological, syntactic, semantic, and discourse errors. Analyzing these systemic errors is crucial, as it facilitates the identification of underlying causes and offers valuable input for improving future Indonesian language learning strategies.

METHOD

This research is a qualitative study. Qualitative research encompasses a variety of methods that refer to approaches aimed at interpreting and exploring the nature of the research object or subject (Denzin & Lincoln, 2005). In this context, researchers seek to provide understanding and theoretical perspectives regarding a phenomenon and interpret the meaning behind the phenomenon based on specific theoretical guidelines. The research object is spoken language in a formal context, with first-semester students (semesters one and two) participating in the Indonesian Language and Scientific Writing course.

This study uses content analysis to analyze students' spoken language errors. As a method, content analysis is not limited to communication research (Krippendorff, 2004). Furthermore, content analysis is a popular method used to explore the influence of communication in various fields (Lacy et al., 2015). Therefore, the researchers attempted to use content analysis to describe language errors in this language-themed study.

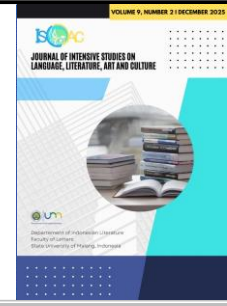
Content analysis can be a qualitative or quantitative research design. This study falls under qualitative content analysis. In qualitative content analysis, research data consists of language, words, and themes, allowing researchers to draw interpretations (Bengtsson, 2016). In general, this research is a qualitative descriptive study that describes linguistic errors in spoken language.

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According to Creswell (2017), data in qualitative research is not in the form of scores, numbers, ratings, or frequencies, which are typically measured using statistical or mathematical calculations. Furthermore, Creswell (2017) explains that in qualitative research, research results are obtained from the researcher's interpretation of the perspectives of the participants or research subjects involved. According to Denzin & Lincoln (2005), qualitative research utilizes various methods, including interpretive and naturalistic approaches to research subjects.

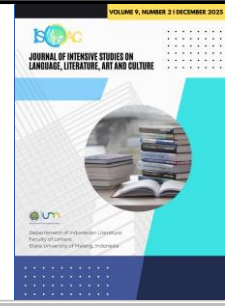
The data for this research are the spoken language of students taking the Indonesian Language and Scientific Writing course in the odd semester of 2023/2024. Data were taken from the spoken language used by students during the lesson. The data collection steps in this study are as follows. The data collection techniques used in this study were observation, audio-visual, and note-taking.

The data for this study were obtained through careful observation and recording, both audio and visual, to support stronger and more structured observation results. Students presented and discussed the material according to the lesson plan (RPS) and weekly meetings. The researcher conducted observations and recorded data on observation sheets according to the problem formulation and established indicators. The researcher also made audio-visual recordings to support the observation data in special situations. The recorded data, in the form of students' spoken language, was documented and then analyzed according to the problem formulation.

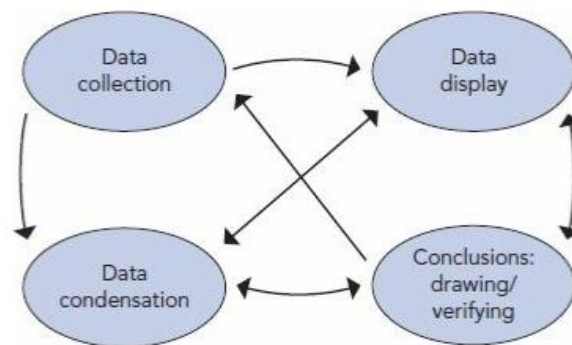
In this study, the researcher was a key instrument in data collection and analysis. The researcher acted as observer, planner, and reporter of the research results. Therefore, the researcher's presence was necessary. In this study, the researcher was present during the program implementation. The assignment process was conducted in class, so the researcher was present and observed the process until the final results.

The analytical steps used in this study were identification, codification, classification, description, reduction, and conclusion. Identification was done by reading the transcribed student speech and identifying parts of the speech that contained errors. Next, codification or coding was carried out. Coding was carried out to facilitate the analysis of the oral speech. Codification was carried out by assigning a code to each error and utterance.

Then, the researcher classified or grouped the types of language errors based on linguistic level. The next step was to describe the data according to the codification and grouping criteria.



Afterward, the researcher presented the data in tabular and narrative form. The final step was to conclude. These data analysis steps were adapted from (Miles et al., 2014) interactive data analysis model. The data analysis flow can be seen in the following diagram.



Picture 1. Analisis Data Model Interaktif (Miles et al., 2014)

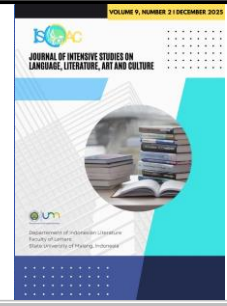
FINDINGS AND DISCUSSION

Findings

In this section, the research results are presented in the form of language errors found, including five forms of error variations, namely (1) language errors at the syntactic and phonological levels; (2) language errors at the syntactic level; (3) language errors at the semantic level; (4) language errors at the discourse level; (5) language errors at the morphological, syntactic and semantic levels.

The classification of linguistic errors in this research's findings section is based on an analysis of each investigated utterance, which generally revealed variations in combined errors across several linguistic levels. Specifically, the data exhibited five distinct error types: the first involves a combination of syntactic and phonological errors within a single utterance; the second and third involve isolated syntactic and semantic errors, respectively. The fourth variation shows errors only at the discourse level. Finally, the fifth variation represents the most complex combination, comprising simultaneous errors at the morphological, syntactic, and semantic levels.

Language Errors at the Syntactic and Phonological Levels



The first language error is at the syntactic and phonological levels. Errors at the syntactic level relate to errors in sentence structure, while those at the phonological level relate to errors in sound or phoneme. In spoken speech data, errors at these two levels are found within a single spoken utterance or data. This error model can be seen in the following data:

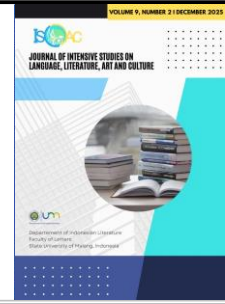
Kepada kelompok, waktu kami persilahkan. (K1-SF)

The word "waktu" in the sentence above creates confusion. In the above context, the word "waktu" is unnecessary because what is being invited is the group (group members), not the time. The correct form of the utterance is to omit the word "waktu" so that the sentence's functions are clear. The phrase "kepada kelompok" serves as an adverb, the word "kami" serves as the subject, and the word "persilahkan" serves as the predicate. Thus, the sentence is effective, and there is no confusion in meaning and syntactic function. This error falls into the category of syntactic language errors.

In the word "persilahkan" (persilahkan), there is an additional phoneme /h/. It should be used instead, as this word is formed from the root word "sila" (sila) and the prefix "per-kan" (per-kan). This use of "persilahkan" falls into the category of phonological language errors. This form of "persilahkan" is frequently encountered in both spoken and written Indonesian across formal and informal situations. This is because "persilahkan" is more frequently used and is therefore considered the correct or standard form. The listener's or conversation partner's tendency to accept, or even fail to understand, proper language rules also contributes to this error, which is still frequently encountered in Indonesian.

Language Errors at the Syntactic Level

The second language error is a language error at the syntactic level. This error model occurs in utterances with inappropriate or ineffective sentence structures, resulting in syntactic-level language errors. This error can be seen in the following data.



Contoh kalimat ini itu adalah ... (K3-S)

*Yang kedua adalah konjungsi Di mana konjungsi ini bertujuan menjelaskan waktu.
(K4-S)*

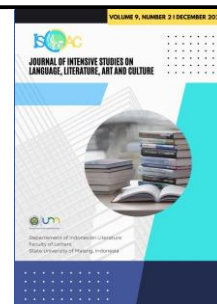
Contoh dari konjungsinya ini adalah ... (K7-S)

The pronoun "itu" in sentence K3-S is unnecessary because it is already used as a demonstrative pronoun. The pronouns "ini" and "itu" have opposite meanings, so the sentence would be ambiguous if used in one utterance. In sentence K3-S, the more appropriate pronoun is "ini" because it refers to something not far from the speaker.

In sentence K4-S, the word "di mana" is a question word that functions to ask about location, so it is inappropriate to use it in the context of the sentence above. This word should be removed because it is not functional or has no clear meaning or function in this sentence. One form of linguistic error frequently encountered is the misuse of the question words "di mana" and "bagaimana" (Jiwandono, 2024). These two words are often misused as conjunctions or nouns rather than as interrogative pronouns, which are used to ask about place and method/process. In fact, according to Indonesian grammar, "di mana" and "bagaimana" are included in the category of interrogative pronouns (interrogative pronouns), which functionally should be used to ask questions, not carry out other syntactic functions.

In sentences K7-S, the word "dari" is a preposition that indicates the initial place (in space, time, series, etc.). Therefore, it is unnecessary to use it because it does not fit the context of the sentence. The pronoun *-nya* indicates a third-person pronoun. The word *-nya* is a pronoun that indicates possession and therefore does not fit the context of the sentence. Therefore, the pronoun *-nya* should be omitted in the context of the sentence above. The correct sentence should be "*Contoh konjungsi ini adalah ...*."

Language Errors at the Semantic Level



The second language error is a semantic-level issue. This error can be seen in the following data.

Saya ingin memaparkan makalah ... (K2-Se)

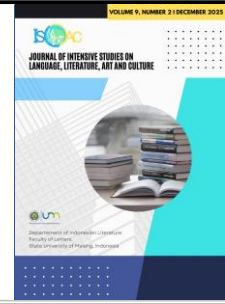
The word "ingin" in the sentence above means "to want," "to desire," or "to desire." Meanwhile, the word "akan" means to express something that will happen. In the context of the K2-Se sentence, the actor is in a situation in which something is about to happen or be done, not related to desire or will. In the sentence construction "I want to present a paper..." (K2-Se), the use of the verb "ingin" indicates a personal will, desire, or desire for an action. Meanwhile, in formal linguistic contexts, particularly when conveying plans or academic activities such as presenting a paper, what is more relevant is not the affective aspect of personal desire, but rather the statement of a planned action. Therefore, the verb "akan" is more appropriate because it has a prospective meaning, referring to an event that will occur in the future, without involving subjective nuances like "ingin". Thus, the more semantically (and pragmatically) appropriate sentence in an academic context is "*Saya akan memaparkan makalah...*", because it better reflects the form of stating a plan or activity that is planned to be carried out. Therefore, the word "akan" is more appropriate in the context of the sentence above than the word "ingin".

Language Errors at the Discourse Level

The next language error is a discourse-level one. This error can be seen in the following data.

Ketika aku berdiri tadi, aku sudah nyelonong. (K5-W)

The words "aku" and "saya" essentially have the same meaning: first-person pronouns. However, they have different uses in sentences. "saya" is more appropriate in formal contexts, while "aku" is more appropriate in casual/informal contexts. The word "nyelonong" is a colloquial term. In the KBBI (Big Indonesian Dictionary), the affix "me-" should be used to form "menyelonong."



Language Errors at the Morphological, Syntactic, and Semantic Levels

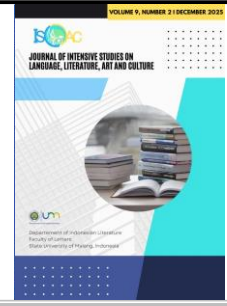
The final language error is a language error at the morphological, syntactic, and semantic levels. This type of error occurs simultaneously within a single utterance, which contains three types of errors. These errors can be seen in the following data.

Pas saya ketemu anaknya masih sakit ... (K6-MSSe)

Kata "pas" means "just right"; no more, no less; appropriate; not loose; not tight. "Pas" in this case is unrelated or does not indicate time. Therefore, it must be replaced with a time-related conjunction, such as "saat" or "waktu." This error is a semantic or meaning error. This error can occur due to interference or the influence of the first language (in this case, Javanese) on the use of the second language (Indonesian).

Kata "ketemu" must be replaced with "bertemu" because the affix "ber-" in Indonesian indicates activity or performing an action in the active form. This error is a word formation or morphological error. In the sentence "*Pas saya ketemu anaknya masih sakit...*" (K6-MSSe), the use of the word "ketemu" is a non-standard form in Indonesian. Morphologically, "ketemu" is a verb form that does not conform to standard Indonesian word formation rules. This word is a derived form of the base verb "temu," which should be formed through affixation to become "bertemu." The affix "ber-" in Indonesian functions to form intransitive active verbs that express an action or activity carried out by the subject, in this case, the activity of meeting. Therefore, by Indonesian morphological rules, the correct form is "bertemu," not "ketemu." This error falls into the category of morphological errors, namely errors in word formation, particularly in the use of affixes. This phenomenon also indicates the intrusion of informal language forms into formal language varieties, which should be avoided in academic communication and other formal contexts.

In the sentence "*Pas saya ketemu anaknya masih sakit...*" (K6-MSSe), the use of the pronoun "-nya" indicates a third-person possessive pronoun, indicating ownership.



Grammatically, the form "anaknya" implies "someone's child." However, in the context of the sentence, the meaning of ownership is unclear because there is no explicit prior reference to the child's owner. This ambiguity creates ambiguity in the sentence's understanding. The pronoun *-nya* indicates third-person ownership. "Anaknya" means "a child belonging to". So, the word must be replaced with the more appropriate form.

Discussion

This section consists of two sub-sections, namely: (1) causes of spoken language errors and (2) implications of linguistic errors in academic communication. This section provides a critical analysis based on the research findings presented in the previous part.

Causes of Spoken Language Errors

Language errors at the linguistic level, as explained in the previous section, can result from many factors. Factors causing errors at the phonological, morphological, syntactic, semantic, and discourse levels include: students' lack of knowledge of Indonesian grammar, speakers' lack of skill in choosing appropriate utterances or words according to the situation or context, or the influence of grammar from a foreign language or their first language (mother tongue).

The first and second factors are inseparable. These factors relate to students' lack of understanding and skill in standard Indonesian grammar, which should be consistently used across standard language varieties, including classroom settings. These errors are also influenced by fatigue, tiredness, and inattention (due to nervousness, etc.). These errors occur at the performance stage. Experts refer to them as errors. Errors caused by a lack of knowledge of language rules or competence factors. These errors reflect systematic deviations stemming from students' still-developing knowledge of the second-language system.

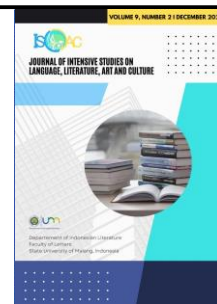
The third factor is the influence or interference of the mother tongue or first language on the second language. In this research, several speech samples were found to

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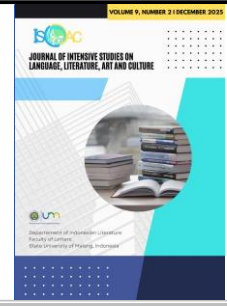
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contain language errors due to the influence of the mother tongue (Javanese) on the second language (Indonesian). A second-language speaker will experience linguistic difficulties due to interference between the first and second languages (Beardsmore, 1982). This can be seen in the word “pas”, which means fitting; no more, no less; appropriate; not loose; not tight. The word “pas” in Indonesian is unrelated to time, whereas in Javanese, it means time or moment. In the sentence or utterance *Pas saya melihat anak masih sakit ...* (K6-MSSe), the word “pas” is inappropriate because it is interpreted as time. So, the word must be replaced with a time-related conjunction, such as *kapan*, *saat*, or *waktu*. This error is included in the semantic or meaning level. This error can occur due to the influence of the first language (in this case, Javanese) on the use of the second language (Indonesian). In linguistics, this phenomenon is called language interference. According to Derakhshan & Karimi (2015), the first language interferes with the second language for many reasons, including similarities and differences in language structure. If there are structural differences between the first and second languages, negative transfer can occur, hindering the acquisition of the second language. On the other hand, the influence of the first language on the second language is also supported by the view that interference arises from habits in the first language that must be eliminated before learning the second language (Dulay et al., 1982).

The fourth factor stems from the learner's input. According to Jing et al. (2016), errors can also arise from the training patterns or instructions received by the learner. Input from the environment, including teachers and others around the learner, greatly influences the learner's language mastery. Inappropriate input tends to increase the frequency of language errors among learners across several categories.

Certain learner errors require timely intervention; if left unaddressed, they may become fossilized within the interlanguage system (Amara, 2015). Language teachers must have effective methods to correct students' language errors. Without the support of their environment, especially teachers, these errors will continue to be prevalent among



students in elementary school and higher education.

Implications of Linguistic Errors in Academic Communication

The findings of this research highlight a significant gap between students' linguistic competence and their performance in formal academic settings. The prevalence of combined errors, ranging from phonological to discourse levels, suggests that spoken language errors are not merely isolated slips of the tongue but are deeply rooted in the students' interlanguage development.

One critical implication is the fossilization of non-standard forms. As seen in the persistent use of the word "persilahkan" and the interrogative "di mana" as a conjunction, these errors have become socialized as acceptable in daily communication. If these patterns are not addressed through corrective feedback in an academic environment, they may become permanent features of the students' language use, hindering their professional communication skills in the future.

Furthermore, the complexity of the fifth variation, which involves morphological, syntactic, and semantic errors occurring simultaneously, indicates that students often struggle with cognitive load during spontaneous speech. When students focus on conveying complex academic content, their monitoring mechanism for grammatical accuracy tends to weaken. This aligns with the Monitor Model, where the internal editor functions effectively only when the speaker has sufficient time and focus on form. In the context of this study, the pressure of oral presentation often leads to reliance on the first language (L1) structure and informal registers, as evidenced by interference from Javanese and colloquialisms such as "nyelonong" or "pas".

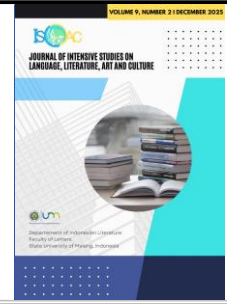
Consequently, these findings suggest that language instruction in higher education should not only focus on theoretical grammar but also on pragmatic awareness. Students need to be trained to distinguish between different communicative contexts and to develop strategies for self-correction during spoken discourse to minimize the negative transfer

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from their mother tongue.

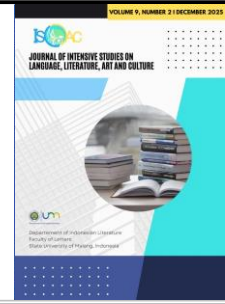
CONCLUSION AND SUGGESTIONS

The conclusion of this study is that language errors were found at several linguistic levels, including phonological, morphological, syntactic, semantic, and discourse levels. These results demonstrate that the use of a second language (in this case, Indonesian) by Indonesian speakers still faces challenges in terms of language performance. Among multilingual speakers, errors in the use of a second language are often due to various factors, such as the influence of the first language or mother tongue, limited linguistic knowledge of the second language, or the speaker's inability to use the language appropriately in specific situations or contexts.

Research on language errors can serve as an important reference for educators in determining effective second language teaching strategies. To address the pervasive errors identified across all linguistic levels, practical steps must be implemented. Specifically, teachers should prioritize explicit instruction and focused practice on Standard Indonesian pronunciation and affixation rules to mitigate phonological and morphological errors. To address syntactic and semantic challenges, instruction should use a contrastive analysis approach and incorporate contextualized sentence construction drills to manage first-language interference. Furthermore, to reduce errors at the discourse level, educators must emphasize the pragmatic aspects of language use by training students to apply Indonesian appropriately in varying social contexts. We recommend that educational institutions integrate these findings into their curricula by creating dedicated modules targeting the most frequent error types. Future research should investigate the efficacy of these proposed teaching strategies.

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