

Errors in spoken Indonesian among foreign speakers from Japan at the linguistics level

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Abstract

This study aims to analyze Indonesian errors in Indonesian speakers from Japan. This study used the descriptive qualitative method. The data analysis technique in this study was in 4 stages. The stages are included collection of a sample, identification of errors, description of errors, and explanation of errors. The data sources in this study were Indonesian speakers from Japan's videos. This research showed that Indonesian speakers from Japan made Indonesian errors at the linguistic level; the details are as follows. There were 43 phonological errors: 17 adding phonemes errors, five reduction phonemes, and 21 replacing phonemes. There were ten morphological errors. These errors were five errors of omitting prefixes, two errors of omitting suffixes, one error in the aspect of omitting confixes, and errors in using inappropriate prefixes. There were nine syntactic errors: 4 errors in unsubjected sentences, two errors using prepositions, and three incorrect sentence structure formations. These results are discussed among other results from this study.

Keywords: Errors; Foreign Speaker; Linguistics.

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1. INTRODUCTION

Language is a tool for communication and interaction between one individual and another. Language can be a tool for communication and interaction if language users such as speakers, writers, listeners, and readers can use it properly and correctly so that the goals and intentions are adequately conveyed (Faisah, 2018; Rett & White 2022). In addition, as a communication tool, language also can be the identity of a nation that distinguishes one nation from another (Bulan, 2019; Hemat & Heng, 2012; Peacock, 2015; James Zwisler, 2018). Language can be the identity of a nation if the language comes from the nation itself.

Indonesian is the official language and identity of the Indonesian nation; currently, Indonesian is not only studied by Indonesian citizens but also studied by foreign nationals. In 2020 Indonesian was taught in 355 Indonesian program organizers for foreign speakers in 41 countries (Aziz, 2021). Many institutions in the world, such as the United States, Vietnam, Korea, Egypt, India, Australia, Thailand, Canada, Morocco, and Japan, have taught the Indonesian language. In Australia, Indonesian is taught in more than 500 schools and is a compulsory subject. In addition, Indonesian in Australia is the fourth most popular language. Indonesian is the second official language in Vietnam, parallel to English (Susilo, 2017). In Asia, Indonesian is in the third position after Mandarin and Japanese (Oktari, 2021). Moreover, now Indonesian has become the official language of the UN (Unesco, 2023). It will certainly increase the interest of foreign speakers in learning Indonesian. The purpose of foreign speakers learn Indonesian so that they can speak Indonesian and get to know Indonesian culture (Suyitno, 2007). Foreign speakers need Indonesian skills to support work, interact with Indonesians, or want to live in Indonesia.

In learning Indonesian, foreign speakers usually make language errors because of the interference of their mother tongue, and they have not mastered the target language. It is normal for foreign speakers to make errors in speaking Indonesian because, in the second language acquisition process, the majority of language learners make errors both in spoken and written (Alobo, 2015; Faraj & Karim, 2020; Irawansyah, 2017; Irmawati et al., 2020; Koni & Leka, 2015; Kusuma, 2018; Sompong, 2019). Errors in language learning are not always bad because language errors are an important part and aspect of the language learning process (Jobeen et al., 2015; Nawas et al., 2023). However, Indonesian language errors made by foreign speakers should not be allowed, and a solution must be found immediately (Sa'adah, 2012). Indonesian language errors are not only made by foreign speakers but also by native speakers. However, foreign speakers make more errors than native speakers (Siagian, 2017).

Language errors include phonological, morphological, syntactic, and semantic errors (Atikah, 2020; Sari et al., 2019; Justi et al., 2021). Phonology studies language related to sounds and their formation (Gani & Arsyad, 2019; Nafisah, 2017; Hesham et al., 2024). Meanwhile, according to Niswariyana & Nina (2018), phonological errors consist of two: speech and spelling errors. Phonological errors can also be interpreted as errors made by someone related to the sound of the language. Morphology is a process of changing lexemes into words (Rumilah & Cahyani, 2020; Manohar & Rajan 2023). Morphological errors can be interpreted as errors made by someone related to changes and word formation. Syntax errors can be interpreted as language errors related to sentence structure, including phrases and clauses. Meanwhile, semantic errors are language errors related to meaning.

Language error analysis is a process for observing, analyzing, and classifying deviations from the rules of a second language (Brown, 2014). Analysis of language errors is very important to do. By knowing language errors, we can understand the process of acquiring a second language, and we can help correct the errors so that the same errors do not occur in the future (Corder, 1967; Ellis & Barkhuizen, 2005; Jabeen et al., 2015; Zhao, 2020; Koumpouros, 2024).

1.1. Purpose of study

Previous researchers have researched language errors. These researchers, Ahmed Al-Tamari (2019) and Dayat (2017) researched EFL students speaking errors. Faliyanti & Prasesti (2016) and Lestari & Subandowo (2018) researched error analysis on students' pronunciation in English speaking. Montrul (2011) researched morphological errors in Spanish second language learners and heritage speakers. Grammatical errors in English speaking have been researched by (Kamlasi, 2019; Safrida & Usman, 2016; Simbolon, 2015; Ting et al., 2010). Mashoor & Abdullah (2020) researched error analysis of spoken English among Jordanians. Alahmadi (2014) researched errors analysis of English grammatical speaking errors of Saudi learners. Gafu et al., (2012) researched Romanian acquisition as a second language error. Lathifah et al., (2021) researched the phonological level of YouTuber Mas Bas-Bule France. Based on a preliminary study of the language errors produced by the previous researchers above, it is known that most researchers researched errors in English and Indonesian language errors that have yet to be widely researched. Therefore, the researchers researched Indonesian errors in Indonesian speakers from Japan. This research aims to identify the type of error, determine whether there is a pattern of errors committed, and analyze the cause of the errors.

2. METHODS AND MATERIALS

2.1. Data collection

This study used the descriptive qualitative method. The data sources in this study are videos of Japanese foreign speakers who speak Indonesian.

2.2. Participants

In this study, researchers took samples of 6 Indonesian speakers from Japanese videos who spoke Indonesian.

2.3. Analysis

In this research, the researcher analyzed and classified the errors based on phonological, morphological, syntactic, and semantic errors. The analysis technique in this study is through 4 stages, namely: (1) determining the sample, (2) identifying errors, (3) describing errors, and (4) explaining errors (Ellis, 1994). In the first stage, the researcher determined the video sample of Japanese foreign speakers. After determining the sample, in the second stage, the researcher identified errors by listening to Japanese foreign speakers' videos who had been sampled in this study. After that, noted the language errors of Japanese foreign speakers.

Furthermore, the researchers grouped the data on Japanese foreign speakers' language errors based on their type. In the third stage, the researchers describe the types of foreign speaker errors. In the fourth stage, the researchers explain.

3. RESULTS

3.1. Indonesian errors speakers from Japan at the phonology level

Based on the analysis results, 43 Indonesian phonological errors were made by Japanese foreign speakers. There are 17 errors in adding phonemes, 5 errors in the aspect of phoneme reduction, and 21 errors in replacing phonemes with the following details (table 1, 2 & 3).

Table 1

Data of Indonesian errors speakers from Japan in the Adding Phonemes

Adding a phoneme in the middle of a word	Adding a phoneme at the end of a word
(1) The word <i>gue</i> is pronounced <i>guwe</i>	(2) The word <i>jam</i> is pronounced <i>jamu</i>
	(3) The word <i>kan</i> is pronounced <i>kang</i>
	(4) The word <i>bahan</i> is pronounced <i>bahang</i>

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- (5) The word *buah-buahan* pronounced *buah-buahang*
 - (6) The word *makan* is pronounced *makang*
 - (7) The word *kemarin* is pronounced *kemaring*
 - (8) The word *rambutan* is pronounced *rambutang*
 - (9) The word *beneran* is pronounced *benerang*
 - (10) The word *khas* is pronounced *khasu*
 - (11) The word *sehat* is pronounced *sehatu*
 - (12) The word *cantik* is pronounced *cantika*
 - (13) The word *tanggal* is pronounced *tanggalr*
 - (14) The word *kantor* is pronounced *kantore*
 - (15) The word *sembilan* is pronounced *sembilane*
 - (16) The word *ratus* is pronounced *ratusu*
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Table 2

Data of Indonesian errors speakers from Japan in the Phoneme Reduction

Reduction of phonemes in the middle of a word	Reduction of phonemes at the end of words
(17) The word <i>mau</i> is pronounced <i>mu</i>	(20) The word <i>Sudirman</i> is pronounced <i>Sudirma</i>
(18) The word <i>sangat</i> is pronounced <i>sagat</i>	(21) The word <i>aman</i> is pronounced <i>ama</i>
(19) The word <i>kelihatannya</i> is pronounced <i>kelihatnya</i> (video 3 minutes to 06:06)	

Table 3

Data of Indonesian errors speakers from Japan in the Phoneme Replacement

Phoneme replacement at the beginning of the word	Replacement of phonemes in the middle of words	Replacement of phonemes at the end of words
(23) The word <i>ringan</i> is pronounced <i>lingan</i>	(27) The word <i>belum</i> is pronounced <i>berom</i>	(38) The word <i>makan</i> is pronounced <i>makam</i>
(24) The word <i>jambu</i> is pronounced <i>yambu</i>	(28) The word <i>terlalu</i> is pronounced <i>terraru</i>	(39) The word <i>makan</i> is pronounced <i>makam</i>
(25) The word <i>lima</i> is pronounced <i>rima</i>	(29) The word <i>Surabaya</i> is pronounced <i>Sulabaya</i>	(40) The word <i>tebal</i> is pronounced <i>tebar</i>
(26) The word <i>ribu</i> is pronounced <i>libu</i>	(30) The word <i>paling</i> is pronounced <i>paring</i>	(41) The word <i>kecil</i> is pronounced <i>kecir</i>
	(31) The word <i>belajar</i> is pronounced <i>berajar</i>	(42) The word <i>apel</i> is pronounced <i>aper</i>
	(32) The word <i>kelengkeng</i> is pronounced <i>kerengkeng</i>	(43) The word <i>tanggal</i> is pronounced <i>tanggar</i>
	(33) The word <i>telur</i> is pronounced <i>telor</i>	
	(34) The word <i>delapan</i> is pronounced <i>derapan</i>	
	(35) The word <i>sembilan</i> is pronounced <i>sembulan</i>	
	(36) The word <i>puluh</i> is pronounced <i>puruh</i>	
	(37) The word <i>cuci</i> is pronounced <i>cici</i>	

In data (1), the phoneme /w/ was added before the phoneme /e/ in the word *gue* becomes *guwe*. The phoneme /we/ in Japanese is also called the phoneme /ヱ/. In data (2), the phoneme /u/ is added after the phoneme /m/ in the word *jam* to become *jamu*. The phoneme /mu/ in Japanese is also called the phoneme /ム/. In Japanese, the phoneme /m/ does not have its sound, so the phoneme /m/ becomes /mu/. In data (3), (4), (5), (6), (7), (8), and (9), there is the addition of the phoneme /g/ after the phoneme /n/ so that it becomes /ng/ in Japanese is also known as the phoneme /ン/. The phoneme /ン/ in Japanese can be read as /n/, /m/, and /ng/; it can cause differences between writing

and pronunciation of words ending in the phoneme /n/. Thus, the error in adding phonemes in the middle and at the end of words in the data above is mother tongue interference (Interlingual). In data (10) and (11), the phoneme /u/ is added at the end of the word *khas* and *sehat* to be *khasu* and *sehatu*. In data (12), the phoneme /ə/ was added before the phoneme /k/ in the word *cantik* to be *cantikə*. They added the phoneme /ə/ before the phoneme /k/ because the Japanese word pattern VC (Vocal Consonant) made it impossible to end sentences with a coda. In data (13), the phoneme /r/ is added at the end of the word *tanggal* to be *tanggalr*. In the data (14), (15), (16), and (17), there is the addition of the phoneme /e/ at the end of the word. Errors in adding phonemes at the end of words made by foreign speakers are mother tongue interference (Interlingual). This finding reinforces the opinion of Marcela & Manrique (2013), which states that most phonological errors are because of mother tongue interference.

In data (18), there is a reduction in the phoneme /a/ in the word *mau* to be *mu* in Japanese, also called the phoneme /ム/. This error occurs because there is no diphthong /au/ in Japanese. In data (19), there is a reduction in the phoneme /n/ in the word *sangat* to be *sagat*. In data (20), there is a reduction in the phoneme /an/ in the word *kelihatannya* to *kelihatnya*. This happens because there are syllables with the same vowel over and over, namely [ke] + [li] + [ha] + [tan] + [nya]. Speakers do not pronounce [an] on the syllable [tan]. This error is intralingual.

In the data (21) and (22), there is a reduction in the phoneme /n/ at the end of the word *Sudirman* and *aman* to be *Sudirma* and *ama*. The speaker pronounces the sound [n] incoherently when it becomes a syllable coda at the end of the word. In data (23), there is a replacement of the phoneme /r/ with the phoneme /l/ because the two sounds are not found in Japanese, so Japanese people find it difficult to distinguish the phoneme /l/ and the phoneme /r/. So, the pronunciation can be reversed. In data (24), there is a replacement of the phoneme /y/ on the phoneme /j/. In data (25) and (26), there is a replacement of the phoneme /l/ with the phoneme /r/ at the end of the word.

In the data (27), (28), (29), (30), (31), and (32), there is a replacement of the phoneme /l/ into the phoneme /r/ in the middle of the word. The replacement of the phoneme /l/ with the phoneme /r/ occurs because the Japanese language does not have a phoneme /l/. The closest phoneme in Japanese phonology is the phoneme /r/. However, the phoneme /r/ in Japanese is the sound /ra/, /ri/, /ru/, /re/, and /ro/, which differs from the phoneme /r/ in Indonesian. So in Japanese, the phoneme /l/ is read /エル/(eru) because /l/ will be read /el/, /l/ is replaced by /r/ then the phoneme /u/ after the phoneme /r/. In data (33), there is a replacement of the phoneme /u/ with /o/ because of how Japanese people pronounce the phoneme [u] with /o/ in Japanese. The position of the lips is close to the upper middle lip, and the phoneme [u] becomes [o]. In data (34) there is a replacement of the phoneme /l/ with the phoneme /r/. In data (35), there is a replacement of the phoneme /i/ with the phoneme /u/. In data (36), the phoneme /l/ was replaced with /r/. In data (37), there is a replacement of the phoneme /u/ with the phoneme /i/.

In data (38) and data (39), there is a replacement of the phoneme /n/ into /m/, which in Japanese is also called the phoneme /ム/. The phoneme /ム/ can be read as /n/, /m/, and /ng/. So even though the word ends in the phoneme /n/ in writing, it can be /m/ in its pronunciation. The error in pronouncing the phoneme /n/ into /m/ is the mother tongue interference (Interlingual), namely Japanese. In data (41) and (42) there is a replacement of the phoneme /l/ with the phoneme /r/ at the end of the word. In the data (42), there is a replacement of the phoneme /l/ into a phoneme /r/. Namely, the word *apel* is pronounced *Aper*. In the data (43), a phoneme changes change the phoneme /l/ into a phoneme /r/; the word *tanggal* is pronounced *tanggar*.

Thus, at the phonological level, there are 43 errors which include adding phonemes, subtracting phonemes, and replacing phonemes of foreign speakers from Japan. The dominant error is in using the phonemes /l/ and /r/ at the phonological level. Indonesian speakers from Japan find it difficult to distinguish the two phonemes, so many words are used in reverse, such as the phoneme /l/

pronounced /r/ and the phoneme /r/ pronounced /l/. Indonesian speakers from Japan have difficulty distinguishing the phonemes /l/ and /r/ because of the phonetic differences between Japanese and Indonesian. This finding is also similar to Tuninetti & Tokowicz, (2018) findings, which state that Indonesian speakers from Japan have difficulty distinguishing the phonemes /l/ and /r/ in English. In addition, to distinguishing the phonemes /r/ and /l/, Indonesian speakers from Japan also have difficulty pronouncing the phoneme /n/ pronounced /ng/. Indonesian speakers from Japan have difficulty pronouncing the phoneme /n/ because, in Japanese, the phoneme /n/ is the same as the phoneme /ㄱ/. However, the phoneme /ㄱ/ in Japanese can be read as /n/, /m/, and /ng/. So even though the word ends in the phoneme /n/ in writing, it can become /ng/ in its pronunciation. Moreover, the phoneme /n/ is pronounced /m/ and vice versa. The phonological error experienced by Indonesian speakers from Japan is mother tongue interference. The researcher's findings follow the opinion of Rajab et al., (2016), which state that the mother tongue is a supporting and inhibiting factor for foreign language acquisition.

3.2. Indonesian errors speakers from Japan at the Morphology Level

At the morphological errors, there were 10 Indonesian errors at the morphological level made by Indonesian speakers from Japan. The errors are 5 errors of omitting prefixes, 2 errors of omitting suffixes, 1 error of omitting confixes, and errors in using inappropriate prefixes. The details of the error at the morphological level are as follows (table 4).

Table 4

Data of Indonesian errors speakers from Japan in the Morphology

Omitting Prefixes	Omitting Suffixes	Omitting Confixes	Improper Use of Prefix
(44) <i>Harus jual di Jepang</i>	(49) <i>Tipis juga mirip</i>	(51) <i>Jadi menurut orang</i>	(52) <i>Jadi enggak merasa</i>
(45) <i>Penjualnya bawa gula</i>	(50) <i>Rasa juga agak mirip</i>	<i>jepang lebih suka</i>	<i>saus martabak telur</i>
(46) <i>Bawa nasi kotak</i>		<i>martabak telur</i>	(53) <i>Saya belum pernah</i>
(47) <i>Ada yang bisa bantu</i>			<i>perajar</i>
(48) <i>masa ini bisa gigit</i>			

In data (44), the word *jual* in the sentence is not quite right. The word needs to be prefixed (di) to become *harus dijual di Jepang*. In data (45) and (46), the use of the word *bawa* in data (45) and (46) is not correct. The word needs to be added with a prefix (meN) to become *penjualnya membawa gula* and *membawa nasi kotak*. In the data (47), there is an omission prefix in the word *bantu* that should have a prefix (meN-) so that it becomes *membantu*. In data (48), there is an omission of the prefix in the word *gigit* should have a prefix (di-) so that it becomes *digigit*.

In the data (49) and (50), there are errors in using the words *tipis* and *rasa*. The words *tipis* and *rasa* should be added with a suffix (nya) to become *tipisnya* and *rasanya*. In data (51), the use of the word *suka* in the sentence is inappropriate because the word *suka* does not show adjectives. The word *suka* in the data (51) needs to be added with a confix (meN- -i) so that it becomes *orang jepang lebih menyukai martabak telur*.

In data (52), the use of the prefix (me) in the word *merasa* is not appropriate, the prefix (me) should be replaced with the prefix (ter) so that it becomes *jadi tidak terasa saus martabak telur*. In data (53), the use of the word *perajar* [*pelajar*] is not appropriate, the prefix (pel) should be replaced with the prefix (ber) so that the word becomes *belajar*.

Thus, at the morphological level, there are 10 errors made by Indonesian speakers from Japan. These errors include omitting prefixes, suffixes, and confixes, and using inappropriate prefixes. The errors made by Indonesian speakers from Japan at the morphological level are because they have not mastered the use of affixes. This error belongs to the category of Intralingual errors.

3.3. Indonesian errors speakers from Japan at the Syntax Level

There were 9 errors in Indonesian at the syntactic level made by Indonesian speakers from Japan. These are 4 errors in unsubjected sentences, 2 errors in using prepositions, and 3 incorrect sentence structure formations. The details of the error at the syntax level are as follows (table 4).

Table 5

Data of Indonesian errors speakers from Japan at the Syntactic Level

Unsubjected Sentence	Error in Using Preposition	Incorrect sentence structure formation
(54) <i>Pertama kali kaget ya</i>	(58) <i>Okonomiyaki itu makanan</i>	(60) <i>Menurut aku lebih mirip ini</i>
(55) <i>Makan martabak telur</i>	<i>Osaka</i>	<i>makanan Korea chijimi</i>
<i>dulu</i>	(59) <i>Jadi kalau Jepang berapa ya</i>	(61) <i>Tapi aku pernah makan di</i>
(56) <i>Tak tahu kan?</i>		<i>shooting</i>
(57) <i>Walaupun belum makan,</i>		(62) <i>Karena aku nyanyi</i>
<i>[...] jangan bilang tidak</i>		<i>suaranya gak bagus</i>
<i>suka ya</i>		

In the data (54) and (55), there are no subjects in the data, so the sentence cannot be understood. In both sentences, the subject should be added to *saya* or *aku* so that it becomes *saya pertama kali kaget* and *saya makan martabak telur*. Data (56) and (57) are missing sentences with no subject. The sentence should add the subject *kamu* or *Anda* to show what the sentence means.

In data (58), there is an error in the omission of prepositions. In the sentence, the preposition indicates the place should be added so that the sentence becomes *Okonomiyaki itu makanan dari Osaka*. In data (59), there is a lack of use of prepositions before Japanese words, so the sentence becomes *jadi kalau di Jepang berapa ya*.

In data (60), there is an error in using the sentence structure that is inappropriate in the placement of the word *ini* because the word *ini* refers to the egg *martabak* in the previous sentence. The sentence should be *menurut aku ini lebih mirip makanan Korea Chijimi*. In data (61), there is an error in using an inappropriate sentence structure so that the sentence becomes ambiguous. There should be a *tempat* before the word *shooting* so that the sentence becomes *tapi aku pernah makan di tempat shooting*. The word *tempat* in the sentence shows that the speaker has eaten snake fruit in the shooting location, so there is no confusion in the sentence. In data (62), there is an error in using an inappropriate sentence structure. The sentence should be *karena ketika bernyanyi, suaraku tidak bagus*.

Thus, at the syntactic level, there are 12 errors made by Indonesian speakers from Japan. These errors include unsubjected sentences, incorrect use of prepositions, and improper sentence structure formation. Indonesian speakers from Japan make syntax errors because they have not mastered the rules of Indonesian (Intralingual). At the syntactic level, the errors of foreign speakers from Japan include unsubjected sentences, errors using prepositions, and incorrect sentence structure formation. The results of this study can complement the results of research by Lestari (2015) and Wiyanti et al., (2017) which state that syntactic errors in the process of mastering a second language are not only the use of compound words, ineffective sentences, non-standard sentence formation, non-normative sentences, illogical sentences, and ambiguous sentences.

3.4. Indonesian errors speakers from Japan at the semantic level

At the semantic level, there are 8 errors in Indonesian at the semantic level made by speakers from Japan. These are 5 errors in choosing inaccurate diction and 3 ambiguous sentences. The details of the error at the syntax level are as follows.

Table 6

Data of Indonesian errors speakers from Japan at the Semantic Level

Inappropriate Diction Selection		Ambiguous Sentence	
(63)	<i>Banyak sekali kalau satu orang pasti tidak bisa</i>	(68)	<i>Tapi aku pernah makan dishooting</i>
(64)	<i>Saus juga bagus</i>	(69)	<i>Masa, ini bisa gigit</i>
(65)	<i>Ini [rasanya] kaya laci</i>	(70)	<i>Karena aku nyanyi suaranya gak bagus</i>
(66)	<i>Hari ini aku mau makam buah-buahan</i>		
(67)	<i>Ini tuh, kecirkan. Jadi bikin Gak bisa berhenti makan ya</i>		

In data (63), there is an incorrect use of diction that is inappropriate for the word *tidak bisa* because the sentence refers to food, namely *martabak*, so the word is not quite right. The right word is *tidak habis* to show that the portion of the food is very large so the correct sentence is *banyak sekali kalau satu orang pasti tidak habis*. In data (64), there are errors in the use of inappropriate diction, namely the word *bagus*, referring to the nature of food. The correct word is *enak*, so the sentence becomes *saus juga enak*. In data (65), there is a diction error in the word *laci*. *Laci* means a small box (on a table and so on) that can be pulled and pushed. The correct word is *lici (leci)* which means a round, tapered fruit. The skin has nodules like hair marks, the flesh is white, juicy, fragrant, and sweet. The correct sentence is *ini [rasanya] seperti lici*. In data (66), there is an error in choosing the word *makan* to be *makam* in the sentence *Hari ini aku mau makam buah-buahan*. The words *makan* and *makam* have different meanings. *Makan* in Indonesian means putting food in your mouth. Meanwhile, the *makam* in Indonesian means grave. The correct sentence is *Hari ini aku mau makan buah-buahan*. In data (67), there is an error in choosing diction in the word *berhenti makan*, the right word according to the context of the sentence *kenyang*. So, the correct sentence is *buah ini kecil jadi membuat saya tidak kenyang*.

In data (68), there is an error in word selection which causes ambiguity in word shooting. There should have been the word *tempat* because if it was only the word *dishooting* it could have a double meaning, namely *makan saat dishooting* or *atau makan di tempat shooting*. In data (69), a word choice error causes ambiguity in the word *gigit*. The word should be added with the prefix *di-* so that it becomes *digigit* because if only the word *gigit* can have a double meaning, that is, *buah itu bisa digigit* or *buah itu bisa menggigit*. In data (70), there is an error in word selection which causes ambiguity in the word *suaranya*. The word *suaranya* should have been changed to *suaraku*. The correct pronunciation is *karena ketika bernyanyi, suaraku tidak bagus*.

Inaccurate diction and ambiguity. The results of this study follow the opinion (Herniti, 2017; Indihadi, 2015), which states that the source of language errors at the semantic level is symptoms of ambiguity and inappropriate diction selection. The semantic error of Indonesian speakers from Japan is because they have not mastered Indonesian language rules (Intralingual) at the semantic level.

4. CONCLUSION

The results of the analysis of Indonesian errors made by Indonesian speakers from Japan based on Phonology, Morphology, Syntax, and Semantics are as follows: at the phonological level, language errors made by Indonesian speakers from Japan have a total of 43 errors which include adding phonemes in the middle of words, adding phonemes at the end words, reduction of phonemes in the middle of words, reduction of phonemes at the end of words, replacement of phonemes at the beginning of words, replacement of phonemes in the middle of words, replacement of phonemes at the end of words. At the morphological level, the language errors made by Indonesian speakers from Japan contained a total of 10 errors which included omitting prefixes, omitting suffixes, omitting confixes, and using inappropriate prefixes. At the syntactic level, the language errors made by Indonesian speakers from Japan contained a total of 9 errors

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which included unsubjected sentences, incorrect use of prepositions, and improper sentence structure formation. At the semantic level of language errors made by Indonesian speakers from Japan, there are a total of 8 errors which include inaccurate diction selection and ambiguity errors.

The results of this study also show that Indonesian speakers from Japan make errors when pronouncing the phoneme l into r and the phoneme n becoming ng at the end of the word. Indonesian speakers from Japan often pronounce the phoneme l into the phoneme r. The error in pronouncing the phoneme /l/ into a phoneme /r/ occurs because the Japanese language does not have a phoneme /l/. The closest phoneme in Japanese phonology is the phoneme /r/. Mispronunciation of the phoneme /n/ into /ng/ or in Japanese is also called the phoneme /ŋ/. These errors can occur because the phoneme /ŋ/ can be read /n/, /m/, and /ng/. So even though the word ends in the phoneme /n/in writing, it can become /ng/in its pronunciation. The data in this research is limited to Indonesian foreign speakers from Japan. The researcher suggests that future researchers can study speakers' errors from other countries in learning Indonesian.

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