



Improving Linguistic Competence through Learning Based on Language Error Analysis and Problems



Haerun Ana ^a
Maulid Taembo ^b
La Yani Konisi ^c
Yunus ^d

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Abstract

The success of an educational institution, especially those related to teaching, depends on various components, including materials and learning models or approaches. Materials and learning models or learning approaches must not only be able to attract students' attention but must also be following their needs and development. One learning model that pays attention to the needs and development of students is problem and error analysis-based learning. This learning model presents a real problem for students at the beginning of learning, then resolved through investigation and applied using a problem-solving approach. Therefore, the research "Improving Linguistic Competence through Learning Based on Language Error Analysis and Problems" is very interesting to be done immediately. This study aims to identify linguistic errors and problems found in everyday life and describe solutions to understand these problems in improving students' linguistic competence. The study of learning based on error and problem analysis can contribute to the development of linguistics, especially on linguistic problems that are still unsolved. In addition, the results of this study can contribute to the improvement and development of learning models based on error and problem analysis. This will help create a fun, challenging, and easy learning environment. The test results of students who took part in this program were following the expectations contained in the learning objectives. Students were able to easily identify language errors and correct them. Almost all students were able to account for their tasks well. The assignments were related to language errors. After participating in error and problem-analysis-based learning activities, students' linguistic competence increased. This was indicated by several aspects. Students were able to easily identify language errors in written language. They were also able to explain the factors causing these errors and were able to create good and correct sentences. In addition, students were able to understand and implement several important terms in linguistics, such as phrases and syntactic roles.

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^a Department of Indonesian Language and Literature Education, Universitas Halu Oleo, Kendari, Indonesia

^b Study Program of Indonesian Language and Literature Education, Universitas Trunjoyo Madura, Bangkalan, Indonesia

^c Department of Indonesian Language and Literature Education, Universitas Halu Oleo, Kendari, Indonesia

^d Department of Indonesian Language and Literature Education, Universitas Halu Oleo, Kendari, Indonesia

Corresponding author:

Haerun Ana,
Department of Indonesian Language and Literature Education,
Universitas Halu Oleo, Kendari, Indonesia.
Email address: haerun.ana@uho.ac.id

1 Introduction

The success of an educational institution, especially those related to teaching, depends on various components, including materials and learning models or approaches. Materials and learning models or learning approaches must not only be able to attract students' attention but must also be following their needs and development. One learning model that pays attention to the needs and development of students is problem and error analysis-based learning.

This learning model presents a real problem for students at the beginning of learning, then resolved through investigation and applied using a problem-solving approach. Boud and Felletti in Wena (2009) stated that problem-based learning is a learning strategy that prioritizes students on practical problems as a basis for learning or in other words students learn through problems.

The field of linguistics is one of the fields of science that many people are interested in. Linguistics is a field of science that talks about the ins and outs of language with its various branches. Phonology is a basic branch of linguistics that discusses the problem of language sounds. Morphology is the second branch of linguistics that discusses the ins and outs of words and their formation. Syntax is a branch of linguistics that discusses the problems of phrases, clauses, and sentences. Discourse is also a branch of linguistics that discusses the paragraph level. Other branches of linguistics, namely semantics which discusses the issue of meaning, pragmatics which discusses meaning in context, and semiotics which discusses the meaning of signs. In addition, there are also branches of linguistics that are a combination of other branches of science, such as sociolinguistics which is a combination of linguistics and sociology, neurolinguistics which is a combination of linguistics and neuro, psycholinguistics which is a branch of linguistics from a combination of linguistics and psychology, lexicography which studies matters related to dictionary making, and there are still many more branches of science in linguistics (Yang & Hu, 2022).

The above explanation shows that linguistics is a very broad and interesting field of science, and is of great concern to experts. The many experts involved in the world of linguistics have contributed greatly to the development of this field of science. However, this also leaves some problems. This problem is related to the differences in arguments from experts and the complexity of linguistic data. Experts have different points of view, giving rise to theories that at first glance seem contradictory. Likewise, diverse linguistic data from various languages in the world with very different characteristics also raises several problems in linguistic learning. Therefore, the research on "problem and error analysis-based learning model in linguistics teaching is very interesting to be done immediately (Zerkina et al., 2015; Blasco, 2015; Jenkins, 2000).

This research aims to identify linguistic problems and errors found in everyday life and describe solutions to understand these problems in improving students' linguistic competence. Given that linguistics is very broad and linguistic problems are also very numerous, this research only focuses on pure linguistic branches, namely morphology and syntax. In other words, the problems that are the objects of this study are only related to words and their formation, and the structure of phrases, clauses, and sentences.

This study is expected to provide an overview of the learning model based on error and problem analysis in improving students' linguistic competence. Problem and error analysis-based learning studies can contribute to the development of linguistics, especially on linguistic problems that are still unresolved. In addition, the results of this study can contribute to the improvement and development of learning models based on error and problem analysis (Liu & Pásztor, 2022; Liu et al., 2021). This will help create a fun, challenging, and easy learning environment. Through this research, information can be obtained regarding unsolved problems in linguistics and what are still common mistakes, and a practical description of the problem-based learning model to facilitate students in understanding common linguistic problems. Based on the description above, a description of the learning model based on error and problem analysis is very necessary, especially in improving students' linguistic competence (Chan et al., 2001; Selim, 2007).

Theoretical Framework

Linguistic competence

Linguistic competence is not only used to communicate but also to understand language rules. This competence will not come automatically but must go through training and practice. A person is said to have skills if the person can act after they learn (Hanifah, 2018; Putri, 2018). This is in line with what was conveyed by Agustin (2011) and Devianty (2017) that the position of language is very relative as a system of symbols and cultural values, and following its function the value of language use/role is following the use concerned in society.

Linguistic competence is needed by every individual because this skill is a model for developing students' intellectual, character, and social abilities. Therefore, students should be able to improve the four language skills through language learning on campus, namely speaking, listening, reading, and writing skills. Speaking and writing skills are productive skills. Listening and reading skills are receptive skills. To support improving linguistic competence, the learning design must be related to students' language intelligence (Cai et al., 2021; Allami & Naeimi, 2011; Bender, 2005). Gardner suggests that there are eight types of multiple intelligences, namely: verbal linguistic intelligence, logical mathematical intelligence, visual-spatial intelligence, musical-rhythmic intelligence, bodily-kinesthetic intelligence, interpersonal intelligence, intrapersonal intelligence, and naturalistic intelligence. Of the eight bits of intelligence, the most related to language skills is verbal-linguistic intelligence.

The competence aspect is defined as the knowledge possessed by the language user about their language (Rusyana & Samsuri, 1976). This aspect is not much different from the concept of language proposed by Saussure. Langue is defined as the entire system of signs that function as a means of communication between members of the language community (Kentjono, 1990). This aspect is abstract because it is only a set of rules (language) that are in the brain of the language user. Given its abstract nature, this competence or language aspect tends to be unconscious by the language user or speaker. Almost most Indonesian speakers are not aware of it when pronouncing words, for example, reading, writing, listening, speaking, reading, saying, overcoming, and trembling. The existence of the problem of Indonesian language competence was once put forward by Saleh (1990). In his discussion, he stated that there are groups of language experts and Indonesian language users. In more detail, it is stated that Indonesian language users can be divided into (a) groups who understand Indonesian, (b) groups who can use Indonesian, and (c) groups who are just learning Indonesian.

The importance of emphasizing the competence aspect (in the form of language rules) in the correct use of language can be proven by several common mistakes in Indonesian (as an aspect of language performance). These common mistakes tend to occur as a result of a lack of mastery of the applicable rules. The lack of mastery of these rules can also be caused by a lack of attention to the emphasis on the competence aspect. Errors in language performance can occur in all linguistic elements. These errors can occur in spelling, phonology, morphology, syntax, and semantics.

Learning model based on language error analysis and problems

Language errors can occur because someone does not understand the language system or spelling and grammar. Thus, to find out language errors, an understanding of the language system is needed. This can be done using language error analysis techniques. Language error analysis is a technique for systematically identifying and interpreting language errors (Cristal in Mansoer, 1989). Language errors can be errors in language sounds, word forms, and sentence structure, as well as meaning.

One way to find out and provide solutions to language errors is through problem and error-analysis-based learning. Through this technique, students can find out their language errors or other people's language errors, so that these errors no longer occur to them. Problem and error analysis-based learning is related to problem-based learning. Teachers or educators can ask students to identify language errors both in writing and orally or can provide cases and language problems that must be discussed with students.

Problem and error analysis-based learning is a learning approach that presents contextual problems to stimulate students to learn in classes that implement problem-based learning, students work in teams to solve real-world problems (Ministry of Education and Culture, 2015). Several definitions of problem-based learning (PBL) can be mentioned as follows. According to Bern and Ericson in Kokom (2013), problem-based learning is a learning strategy that involves students in solving problems by integrating various concepts and skills from various disciplines. This strategy includes collecting and integrating information and presenting findings. According to

Ibrahim and Nur in [Rusman \(2011\)](#), problem-based learning is a learning approach used to stimulate students' high-level thinking in situations oriented to real-world problems, including learning how to learn. According to Boud and Feletti in [Rusman \(2011\)](#), problem-based learning is the most significant innovation in education. Matteson suggests that PBL helps to improve the development of lifelong learning skills in an open, reflective, critical, and active learning mindset. PBL facilitates successful problem-solving, communication, group work, and interpersonal skills better than other approaches. The main characteristics of problem-based learning include orienting students to authentic, multidisciplinary problems or questions, demanding cooperation in investigations, and producing work.

Based on the views of the experts above, problem and error analysis-based learning is a learning model based on the principle of using problems as a starting point for integrating new knowledge. Problem-solving can develop skills in solving problems, as well as producing meaningful knowledge because it independently provides real experience for students.

Furthermore, Yazdani in [Rusmono \(2012\)](#), said that the learning process with the PBL learning strategy is characterized by the following characteristics: 1) students determine learning issues, 2) lesson meetings are open-ended or end with opportunities to share ideas about solving problems so that learning does not take place in one meeting, 3) the tutor is a facilitator and should not act as an "expert" who is the only source of information, and 4) the tutorial takes place according to the student-centered PBL tutorial.

PBL refers to a learning approach that focuses on the problem-solving process by acquiring the necessary knowledge. PBL is a learning method where students learn with inspiration, group thinking, and using related information. To try to solve both real and hypothetical problems, students are trained to synthesize knowledge and skills before they apply them to the problem ([Chen et al., 2011](#)).

[Trianto \(2009\)](#), said that problem-based learning is a learning model that can be said to be a strategy where students learn through practical problems related to real life. Then students are directed to solve the problems being discussed through a series of systematic learning. To find solutions to these problems, students are required to find the data and information needed from various sources. So that in the end, students can find solutions to problems or can solve the problems being discussed critically and systematically and can draw conclusions based on their understanding.

The main characteristics of problem and error analysis-based learning include asking questions or problems that focus on interdisciplinary relationships. Authentic investigation, collaboration, and producing work and demonstrations. Problem-based learning is not designed to help teachers provide as much information as possible to students.

2 Materials and Methods

Problem identification

The research team identified problems related to linguistics. These problems are related to words and their formation, as well as phrase, clause, and sentence structures. These aspects also be linked to language skills, mainly speaking and writing skills.

Determining solutions

The identified problems were grouped based on the field and how important the problem is in affecting language skills. In addition, these problems also be grouped based on their interconnectedness with other problems.

Determining actions

The solutions that have been determined were used to prepare an action plan. The action plan was prepared based on the problems and target students. The action plan is also carried out based on the order of the problems, namely starting from language sounds, words, and their formation, to phrase, clause, and sentence structures.

The action plan uses steps in the problem and error analysis-based learning model. There are five stages in the problem and error analysis-based learning model, namely: 1) The stage of student orientation to the problem. The teacher explains the learning objectives and motivates students to be involved in solving the problems they choose. 2) The stage of organizing students to learn. The teacher helps students define and organize learning tasks related to

the problem. 3) The stage of guiding individual and group investigations. The teacher encourages students to collect appropriate information and conduct experiments to obtain explanations and solutions to problems. 4) The stage of developing and presenting work results. The teacher forms students to plan and prepare appropriate work. 5) The stage of analyzing and evaluating the problem-solving process. The teacher helps students to reflect on or evaluate their investigations and the processes they use. These stages are based on Ibrahim's views in [Ridwanudin \(2015\)](#).

In addition to these stages, this study also combines with the model proposed by [Tarigan \(1997\)](#), related to the steps of language error analysis, namely collecting and identifying language errors, describing errors and their causes, and how to correct errors.

3 Results and Discussions

Based on the results of the study, a description of linguistic problems that are often encountered by students is obtained. The students who are the objects of this study are students of Trunojoyo University, Madura, which consists of 2 classes with a total of 57 students. The linguistic data in this study are the power that uses Indonesian, especially in linguistic learning.

3.1 Identification of linguistic problems that are difficult for students to understand

Based on the results of learning observations, several things were found that are still problems in language learning. Most linguistic problems found in language learning relate to determining the subject and predicate in a sentence, not being able to distinguish several morphemes that must be written together and separately, inappropriate use of question words, excessive or redundant use of words, excessive use of conjunctions, inappropriate use of phrases and ambiguous phrases, and inappropriate use of words.

Mistakes that are often found in language, especially in student writing and several Indonesian language texts are sentences that do not have a predicate or subject, such as the following examples of language errors:

Data 1: "*Mereka yang telah melaksanakan hal itu*" (Those who have done it).

The sentence in data 1 above is a sentence that does not have a predicate. The error occurs due to a lack of understanding of the predicate in the sentence. Another example is follows.

Data 2: "*Lebih baik menghindari daripada harus mencoba dan terjerumus*" (It is better to avoid than to try and fall into it).

The sentence in data 2 above is a sentence that does not have a subject. In oral communication, this sentence is normal and not wrong. However, in academic writing, this sentence does not fulfill the elements of an effective sentence, so it is considered an incorrect sentence.

Another error is that students cannot distinguish between several morphemes that must be written together and separately, such as the preposition "di" and the affix "di". Here are examples of incorrect sentences.

Data 3: "*Polisi menangkap pencuri **dirumah** makan*" (The police caught a thief at the restaurant).

Data 4: "*Acara itu **di hadir** oleh banyak pejabat*" (The event was attended by many officials).

The sentence in data 3 does not match the Indonesian spelling. The morpheme "di" in the word **dirumah** is a preposition, so it must be written separately from the word after it (it should be written "di rumah"). Meanwhile, the sentence in data 4 does not match the Indonesian spelling. The morpheme "di" in data 4 is an affix, so it must be written in a series (combined) with the word after it (it should be written "dihadiri").

The use of inappropriate question words is also often found in written language, as in the following example.

Data 5: "*Mereka belajar **bagaimana** cara memasak yang baik*" (They learn how to cook well).

The sentence in data 5 does not match the Indonesian spelling because the word "bagaimana" should be used to ask questions. The use of the word "bagaimana" in the sentence is considered inappropriate. In addition, there are also language errors due to excessive use of words, as in the following example:

Data 6: "*Hal itu terjadi **disebabkan karena** kelalaian para petugasnya*" (This happened due to the negligence of the officers).

Data 7: "*Berdasarkan pendapat **tersebut di atas***" (Based on the opinion above).

The words "disebabkan" and "karena" in data 6 have the same meaning, so the sentence is considered inappropriate. A good and correct sentence uses one of the two words (not both). Likewise, the words "tersebut" and "di atas" have the same function and refer to the same thing. A good and correct sentence uses one of the two words

(“tersebut” or “di atas”). In addition to full words, errors are also often found in using excessive conjunctions, as in the following example.

Data 8: “*Kepala sekolah mengadakan rapat bersama dengan guru dan komite, serta orangtua dan murid*” (The principal held a meeting with teachers and committees, as well as parents and students).

The sentence in data 8 contains excessive conjunctions, namely “and” which is written twice, and the conjunction “serta”, which has the same meaning. Language errors that are also often found are inappropriate diction choices. This is related to the syntactic role, as in the following example.

Data 9: “*Hasil penelitian ini dapat mengungkap...*” (The results of this study can reveal...).

The verb “reveal” has a syntactic role of action whose subjects are generally humans. The subject “research results” is not appropriate for the predicate “reveal”. Language errors also often occur in the aspect of phrase construction, as in the following example.

Data 10: “*Penelitian ini menggunakan teori Rolland Barthes semiotik*” (This study uses Rolland Barthes’ semiotic theory).

The phrase “*teori Rolland Barthes semiotik*” is more following the structure of English phrases, which has the pattern “explain-explained”. The Indonesian language pattern is different from the structure of English phrases. The Indonesian phrase structure is “explained-explain”.

3.2 Planning of solutions

Based on the identification of language errors, the solutions to handle these errors vary according to the problem. Based on the results of this study, several things are solutions for handling or preventing language errors.

Students who write in Indonesian must understand Indonesian spelling and grammar, and must not be influenced by regional or foreign language grammar. Errors related to sentences that do not have a predicate or subject are a concern for students and each sentence must be ensured to have a clear subject and predicate. Likewise, students must be able to distinguish “d” as a word (preposition) and “di” as an affix (not a word). So, “di” is written separately from the word after it if it behaves as a word and is written in series (combined) with the word after it if it acts as an affix.

Another important thing that needs to be understood is the influence of spoken language, which is informal or semi-formal. One of the influences of spoken language is the use of question words that are often found in positive sentences. In academic written language, question words are used to ask questions. Likewise, the meaning of the word must be understood. This is very important because many sentences use words that have the same meaning, so the word is considered redundant or unnecessary. This also happens in the use of conjunctions. The syntactic role of a word is also very important to produce sentences that have logical meaning. Moreover, in this era of globalization, the influence of very intensive communication and highly developed spoken language in the selection of vocabulary causes many words whose meanings also develop and are uncontrolled. Therefore, understanding the original and standard meaning of words must be considered carefully in writing. Subjects have certain properties that are only suitable for certain predicates. Likewise, not all predicates can be used for any subject.

Another thing that is also often encountered is the use of Indonesian which is influenced by the structure of English, such as in the arrangement of phrases. Moreover, English dominates references to various branches of science and technology. Thus, not a few Indonesian writings in academic contexts are influenced by the structure of English, including the selection of vocabulary.

3.3 Taking Action

Based on the identification of errors and solutions offered, this study carried out error-based learning activities and linguistic problems. The first activity carried out was to provide a general explanation of language errors and important terms in linguistics, especially syntax learning. Students were asked to choose a text in the form of academic writing and identify language errors in the text.

Error identification was carried out in groups. The results of error identification were discussed with group members before being presented in front of the class. Each group presented their work. Other groups responded in the form of criticism and suggestions for improvement. The lecturer provided feedback after the group discussion and presentation. This activity took place in several meetings.

The next activity was the lecturer provided a general conclusion and strategy on how to identify and correct errors by analyzing the causes of the errors. The final activity was giving a test or exam. The test results of students

who took part in this program were following the expectations contained in the learning objectives. Students were able to easily identify language errors and correct them. Almost all students were able to account for their tasks well. The assignments were related to language errors.

After participating in learning activities based on error and problem analysis, students' linguistic competence increased. This was indicated by several aspects. Students were able to easily identify language errors in written language. They can also explain the factors causing the error and can make good and correct sentences. In addition, students can understand and implement several important terms in linguistics, such as phrases and syntactic roles.

4 Conclusion

Based on the results of learning observations, several things were found that were still problems in language learning. Linguistic problems found in language learning consisted of confusion in determining the subject and predicate in a sentence, not being able to distinguish several morphemes that must be written together and separately, inappropriate use of question words, excessive or redundant use of words, excessive use of conjunctions, inappropriate use of phrases and ambiguous phrases, and inappropriate use of words.

Based on the identification of language errors, the solutions to handle these errors vary according to the problem. Based on the results of this study, several things are solutions for handling or preventing language errors. Students who write in Indonesian must understand Indonesian spelling and grammar and must not be influenced by either regional or foreign language grammar. Errors related to sentences that do not have a predicate or subject are a concern for students and each sentence must be ensured to have a clear subject and predicate.

Based on the identification of errors and the solutions offered, this study carried out learning activities based on errors and linguistic problems. The first activity carried out was to provide a general explanation of language errors and important terms in linguistics, especially syntax learning. Students were asked to choose a text in the form of academic writing and identify language errors in the text.

The test results of students who took part in this program were following the expectations contained in the learning objectives. Students were able to easily identify language errors and correct them. Almost all students were able to account for their tasks well. The assignments were related to language errors. After participating in error and problem-analysis-based learning activities, students' linguistic competence increased. This was indicated by several aspects. Students were able to easily identify language errors in written language. They were also able to explain the factors causing these errors and were able to create good and correct sentences. In addition, students were able to understand and implement several important terms in linguistics, such as phrases and syntactic roles.

Conflict of interest statement

The authors declared that they have no competing interests.

Statement of authorship

The authors have a responsibility for the conception and design of the study. The authors have approved the final article.

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