
LINGUISTIC ERRORS ENCOUNTERED BY OVERSEAS STUDENTS FROM NON-ENGLISH SPEAKING COUNTRIES WHILE SPEAKING IN INDONESIAN

By

Aulia Nourma Putri¹, Sri Gustiani², Yogi Widiawati³

¹Politeknik Negeri Malang, Indonesia

²Politeknik Sriwijaya Palembang, Indonesia

³Politeknik Negeri Jakarta, Indonesia

Email: ¹aulia.nourma@polinema.ac.id, ²srigustiani@polsri.ac.id,

³widiawatiyogi@pnj.ac.id

Article History:

Received: 14-09-2024

Revised: 20-09-2024

Accepted: 17-10-2024

Keywords:

Communicate, Indonesian Language, International Classes, Linguistic Errors, Overseas Students

Abstract: *The number of overseas students from non-English speaking countries who are interested to continue their studies in Indonesia is increasing from year to year. They are enrolled in international classes together with Indonesian students in which all major courses are delivered in English. Outside the classrooms, however, those overseas students often use Indonesian language to communicate with their classmates and other Indonesian people. From the researchers' observations, many overseas students made errors in using Indonesian language resulting in misunderstandings among the interlocutors. To address this issue, the researchers conducted a study to see what linguistic errors those overseas students encountered and the reasons associated with the errors. This qualitative descriptive study involved thirty overseas students from six different non-English speaking countries who are currently enrolled at State Polytechnic of Malang - Indonesia. Their conversations with their classmates and the broader community were used as the source of data. An interactive analysis model was used to analyze the data including data collection, data reduction, data presentation, and data verification. Several linguistic errors were found in this study, including errors in pronouncing words (phonology), forming words (morphology), constructing sentences (syntax), and choosing words that resulted in incorrect meanings (semantics). Besides, the contributing factors causing them to make the errors were: low motivation to learn the Indonesian language, the lack of support from their classmates and teachers, and limited time to learn Indonesian language.*

INTRODUCTION

The researchers' interviews with prospective overseas students from non-English speaking countries at the State Polytechnic of Malang (SPM) - Indonesia revealed two main motivations to study in Indonesia. The first motivation was the motivation to master science and technology which they rated as much more advanced than what they might learn in their home countries. The second one was the motivation to learn to live independently in Indonesia without relying on their parents for financial support. Their second motivation was very possible because they got a scholarship from the SPM. However, while studying in Indonesia, they encountered several problems that were challenging yet beneficial to their future careers, including the need to meet new people from various cultural backgrounds. This kind of meeting formerly could cause cultural shock which might perplex and sadden them. Fortunately, their cultural shock was just temporary. To deal with this problem, they tried their best to adapt by keeping an open mind and heart when confronted with unusual circumstances.

Sulaiman & Saputri (2019) argued that overseas students experienced cultural shocks in two categories, namely: academic shocks and social shocks. The academic shocks are the teacher's and classmates' unexpected attitudes, the poorly structured curriculum they had, and the classroom organization they attended. Whereas the social shocks includes the women-men relationship they understood, community bonding they involved, and habits in a social gathering). To respond the shocks as quickly as possible, the overseas students who were involved in this research claimed that going out and immersing themselves as much as possible in the Indonesian culture was the best way to cope with it. Then they tried hard to study the Indonesian language and culture, in which they found bizarre. In this case, Respondent 1 said,

"The first non-academic problem I encountered while studying in Indonesia was the cultural gap between Indonesian culture and the culture of my country. However, it did not have much effect on my interactions with my friends on campus and the community around my temporary residence. It was my really big problem when I failed to communicate with the Indonesian people because of my poor Indonesian language and their limited English." (Respondent 1)

This overseas student faced a barrier in communicating with Indonesian people because they came from different ethnicities, religions, and also social differences (Jupriono, 2010). Moreover, this barrier could be caused by their different perceptions about the topic they were discussing (Putra et al., 2018). To complete those supports, Putra et al. (2018) proposed that communication barriers occur when the sender and the recipient of the message used different languages or used words that the recipient of the message did not understand. To overcome those barriers, the researchers needed to conduct a study to find what linguistics errors they made in phonological, morphological, syntactical, or semantic levels. Then the underlain reasons of the errors were also veiled to have more understanding about their problems in communicating with Indonesian people. Furthermore, this study was also trying to find the contributing factors which caused them to make the errors.

LITERATURE REVIEW

The preliminary study found that overseas students from non-English speaking

countries involved in this research admitted that they often had difficulties in communicating with Indonesian people using the Indonesian language. They claimed that speaking Indonesian was their most complex and difficult skill to master (Nazara, 2011). To be more specific they still found it difficult to apply grammar and pronounce the Indonesian language. As Richard (2008) said that those problems became barriers for them to communicate in the target language. This might happen because they failed to encode the message into a form that was acceptable for the communication channel, and their interlocutors could not decode the message to comprehend its meaningful content. In this case, Daniel (2013) explained how five aspects of communication, namely the sender/encoder, message, medium of transmission, medium of reception, and receiver/decoder (Awoniyi, 1982), work together to make communication possible. To have understandable communication, the speaker must encode the message using a medium of transmission, which is then received and decoded by interlocutors using a medium of reception (Daniel, 2013).

The failure of those overseas students to communicate their thoughts to their Indonesian interlocutors was probably due to errors in pronouncing the terminology they used, choosing the words they used, or building the sentences they used. If one or more of the errors occurred, it meant that the speakers and interlocutors were misinterpreting each other's message. This is in line with Lunenberg's (2010) argument that the speaker and interlocutor must have the same understanding of the message. According to Slameto (2010), the speaker's internal factors such as anxiety, demotivation, pessimistic attitudes, and low self-esteem as well as external factors such as lack of support from their families and the school environment can cause a communication failure. Slameto's (2010) beliefs about overseas students' anxiety in speaking the Indonesian language are in line with Riasti's (2011) notion. The asserts that students can suffer anxiety as a result of issues related to negative assessment such as fear of correction and fear of making a mistake.

During their study in Indonesia, those overseas students did not face the problems mentioned above when communicating in the Indonesian language. It was because they claimed they did not feel anxious at all, as seen by their regular conversation in Indonesian, despite their peers laughing at them when they made errors. Even they admitted that they required feedback from interlocutors since they thought it would serve as a baseline for evaluating their communication effectiveness. In this context, Seun (2010) defines feedback as maintaining the communication process, assuring the speakers that their communication made sense, evaluating the efficacy of their communication, and planning the next communication. To provide feedback, we need to know what linguistic errors were made by those overseas students. In this case, Harmer (2007) defines errors as parts of the natural process of language learning and are thought to play a crucial role in assisting learners in discovering the rules of the target language through the feedback they elicit. Additionally, these errors, then, can be used as a guide to building better sentences as Barker (2008) claims that common errors can also form the basis of a rigorous grammar curriculum.

Whitaker (2009) divides the students' difficulties in communicating in a foreign language into numerous categories, including those relating to hearing, speech, language development, and fluency. Each student may face distinct obstacles and problems when speaking in a foreign language, one of which is their restricted ability to hear people speak the language they want to use. Due to the fact that they sat in international classes, which

obliged them to speak English in class, overseas students rarely heard their classmates and teachers spoke Indonesian in this setting. They did not always hear people around them speaking Indonesian properly and correctly because young people outside the classroom tended to use their local language or non-formal Indonesian. The lack of interlocutors to correct their incorrect sentences could slow their progress in learning a foreign language. Because different speakers said the same thing in different ways, all of this could cause a lot of confusion among international students. Furthermore, the prevalence of utilizing their native language is what causes students to fail to master a foreign language (Sa'ad and Usman, 2014).

Meanwhile, Ur (1996) identified four factors of foreign language students speaking difficulty. The first factor is *inhibition*, which implies when students try to communicate in a foreign language. They lack the courage to convey their views for fear of being laughed at by their classmates. As the result, for overseas students to communicate in the target language, they must first recognize to be mentally strong in order to convey their ideas. The second factor is *nothing to say*, which means that overseas students do not know what to say because they have no idea what to talk about. The third factor is *the use of mother tongue*, which means that international students prefer to communicate in their native tongue rather than the target language. The last factor is *low or uneven participant*, which means that there is only a small group of students who dominate the conversation so that most of the other students do not have the opportunity to convey their ideas in the target language.

RESEARCH METHOD

The purpose of this research was to gather various qualitative data, such as a description of the inhibiting factors in speaking and a description of overseas speakers' unintentional speech errors. Sherman & Webb (2005) state that qualitative research is discovering new concepts, not just the verification of ideas, whereas Ary et al. (2010) states that qualitative research focuses on interpreting people's experiences. Hence, this research was intended to investigate, discover, and describe foreign speakers' speaking abilities (Jason & Glenwick, 2016). The thirty respondents in this study were all fourth-semester SPM's overseas students from non-English speaking countries. They were chosen using purposive sampling because they were fluent in speaking Indonesian though they often made errors that cause misunderstanding between the speakers and their interlocutors. The data were collected by observing and recording their speech contact with their Indonesian classmates and other persons in a variety of situations. The situations included their interactions on-campus during academic and non-academic activities, in stores when purchasing daily necessities, and the like. Moreover, in the research processes, the researchers acted as the main actors who planned, implemented, processed, analyzed, and compiled directly the research data that were reported due to the implementation of the research. In collecting data in the field, researchers acted like people who observed and made in-depth observations in examining the overseas students' communication in Indonesian. To analyze the gained data, the researchers applied the Miles, Huberman & Saldana Model (2014) as displayed follow.

change the information or meaning conveyed. However, Rosiana (2013) argues that errors in the pronunciation of a sound can be in consonants or vowels. This is also acknowledged by Budiawan & Sidiq, (2017) who says that it is not easy for overseas students to find the difference between the phonological system of their mother tongue and that of the second language they are studying.

Regarding this research, the respondents frequently had trouble in distinguishing between the vowels /e/ and /ɛ/. The following are some phonological errors made by the respondents: Respondent 1 mispronounced an Indonesian word *lebaran*, which the letter *e* should be pronounced with /e/, meaning *Eid*, instead of /ɛ/ indicating *broader*. Of course, this inaccuracy can alter the overall sense of the sentence. If the word *lebaran* in the following sentence (*Hari lebaran nanti kamu mau liburan kemana?*) is pronounced correctly, it will mean: *Where do you want to spend your Eid vacation?* If, on the other hand, the word *lebaran* is pronounced wrongly, the sentence becomes nonsensical, or in other words, the meaning of the sentence is obliterated. Then, when the other participants were asked to say that English sentence into Indonesian, ten out of twenty respondents mispronounced the word *lebaran* wrongly as what Respondent 1 did.

Then, when those eleven respondents were asked why they failed to pronounce it correctly, two of them confessed that they did not know how to pronounce it and that they could not produce /e/ sound. In responding to this problem, Respondent 19 said:

“To be honest, I had no idea that the Indonesian language includes a phonetic system that distinguishes between meanings. I thought that Indonesian was distinct from English in that its pronunciation might alter the meaning of a word.” (Respondent 19)

While the other nine participants who also could not pronounce the word *lebaran* correctly claimed that they never heard its right pronunciation and they did not much care about the pronunciation. The most important thing for them was that they could communicate with Indonesian people. In this case Respondent 13 responded to the question by writing a short message via *WhatsApp* Messenger explaining that she never paid attention to such a thing. In this case, she wrote:

“Sorry I have to say that I never paid attention to that because the important thing for me is that my interlocutor can understand what I'm saying”
(Respondent 13)

On a different occasion, Respondent 10 mispronounced the word *apel* /ʌpəl/ meaning *apple* with /ʌpɛl/ meaning *ceremony* when she wanted to ask the price of apples per kilo gram in the Indonesian language by saying *Berapa harga apel itu perkilo gram?* If the word *apel* in this sentence is correctly pronounced /ʌpəl/, the sentence will mean: *What is the price of this apple per kilogram?* However, if the word *apel* is pronounced incorrectly /ʌpɛl/, the meaning of the sentence will be ruined or incorrect because the word *apel* which is pronounced with /ɛ/ means *ceremony*. This incorrect pronunciation was also made by the other twelve participants. The thirteen participants who mispronounced the word *apel* with /ɛ/ were admitted they did not know how to pronounce the word, ten of them admitted that they had no idea they had done so. Respondent 12 remarked in this case:

“Frankly speaking, I didn't know that I was wrong in pronouncing the

Indonesian word *apel*. I would never have realized my pronunciation was incorrect if you hadn't asked me about it." (Respondent 12)

2. Morphological Errors

Bilingual contact in all elements of language abilities, such as listening, speaking, reading, and writing might result language error in linguistic terms like phonology, morphology, syntax, and semantics (Anjarsari et al., 2013). Hence, when speaking in the Indonesian language, overseas students may make morphological errors, i.e.: errors in applying word formation using prefixes or suffixes. The following are some morphological errors they made. Respondents 8, 11 and 13 said: *Sebentar lagi kami akan **berajar** di rumah teman aku*. They wanted to say: *Soon we will be **studying** at my friend's house*. Unfortunately, they made a morphological error in forming the word *belajar* (*studying*). In this case, they thought wrongly that the word *belajar* was derived from the root word *ajar* + prefix {*ber-*} becoming *berajar*.

This situation happened because they did not know how to form derived verbs. They only knew that to form a verb from a noun was to add a prefix {*ber-*} to a noun. In this case, Respondent 11 said:

"I just realized that Indonesian language is quite complicated. At first, I only knew that if we were going to form an active verb, we just had to add a prefix {*ber-*} to the noun but we had to add a prefix {*di-*} to make a negative verb. Now I am starting to know about Indonesian grammar. The fact that suffix {*ber-*} has its variations, i.e.: {*be-*} and {*bel-*}" (Respondent 11)

A similar case happened to Respondents 2, 7, and 12 when they tried to say *bekerja* meaning *to work* but they said *berkerja*. As what was stated by Respondent 11 above, these 3 respondents confessed that they did not know the variations of prefix {*ber-*}. In this case, Respondent 2 said:

"I haven't studied Indonesian grammar since I arrived in Indonesia, so I don't know how to form verbs. Worse, I'm not aware of a prefix variation such as {*be-*}. Only the prefixes {*me-*; *ber-* and *ter-*} are familiar to me." (Respondent 2)

In addition, a female respondent made another morphological error. When she talked to her friends that she always *saw herself in the mirror* before leaving her boarding house by saying in Indonesian language: *Saya selalu bercermin sebelum keluar rumah kontrakan*. The morphological error she made was that forming the word *bercermin* which should be *becermin*. It can be discussed as follows: the prefix {*ber-*} changes to {*be-*} if it is added to a root word whose first syllable ends in the letter /*er/*. Besides, a similar problem happened to Respondents 5, 6, and 14 when they tried to pronounce an Indonesian word *berranting* (double consonant *r* sounds) meaning *having twigs*. Since it was difficult to recognize the sounds, those respondents were asked to write that Indonesian word mentioned above. Then, they made an error. Regarding these mistakes, they confessed that they did not know about the prefix {*ber-*} in the Indonesian language.

3. Syntactic Errors

Sasangka (2019) states that sentences can express the speaker's intended ideas. Then, he claims that an effective sentence must have the following characteristics: straightforwardness, correctness, clarity, frugality, and alignment. Referring to those characteristics, this study found that sentences without subjects are the most prevalent syntactic errors made by overseas students. Respondent 5 stated, "*Apakah tahun depan **di Polinema** masih menawarkan beasiswa untuk mahasiswa asing ?*" to inquire "Is Polinema still going to give out scholarships to foreign students?" His Indonesian statement is grammatically incorrect. When notified that the sentence was incorrect since there was no subject, he claimed that he was unaware of the error. This is due to his lack of understanding of the Indonesian sentence form, which requires a subject and a predicate. This is what he said:

"I thought the sentence "*Apakah tahun depan di Polinema masih menawarkan beasiswa untuk mahasiswa asing?*" was complete. It turns out that the Indonesian word *di* has a significant impact on the Indonesian language. Now I see that all I have to do to construct a good sentence is to remove the word *di*." (Respondent 5)

In addition to the above-mentioned incorrect sentence, it turned out that overseas students made other grammatical errors while expressing their views in Indonesian, such as the usage of double conjunctions. To express his idea, Respondent 8 told his Indonesian peers, "*Karena saya sudah menyelesaikan tugas saya, **maka** saya akan pulang*" to express his idea of "*Because I have submitted my homework, ~~then~~ I will go home.*" That respondent was unaware that his sentence was not acceptable in Indonesian due to the inclusion of a conjunction in the main clause (*then*). In this case, he stated:

"I thought my sentence was grammatically correct. To be honest, I just learned that there can't be two conjunctions in the main clause and sub-clause of a complex sentence." (Respondent number 8)

Another syntactic error that overseas students made was that putting the wrong subject in complex sentences. Grammatically speaking, if a complex sentence has the same subject in the main clause and the sub-clause, the subject in the sub-clause may be omitted but the subject in the main clause may not be removed. In this case Respondent 20 expressed her English sentence "*While I am watching television, I always eating peanuts*" by saying "*Pada saat saya nonton televise, selalu makan kacang*". Here, she put the subject in the wrong place (in the sub-clause) which should be put in the main-clause as follows: "*Pada saat nonton televise, saya selalu makan kacang*". When she was told the right sentence, she confessed:

"I am very weak in the grammar of Indonesian language, so I don't know whether all the subjects in complex sentences whose subjects are the same in their main-clause and sub-clause should be mentioned in both clauses or one can be omitted. If one of the subjects is allowed to be removed, which one should be discarded and which should be retained" (Respondent 20)

4. Semantic Errors

Correctness, accuracy, truth, prevalence, and appropriateness of the words are factors to consider when speaking to explain the speaker's concepts more easily and to avoid misunderstandings between the speaker and listeners (Sasangka, 2012). For these reasons, overseas students frequently translated their native language into Indonesian. If their word choices were correct, this method could help them expand their Indonesian vocabulary (Qodratillah, 2019). Based on the observations, the researchers found that some overseas students used words that had similar meanings but were employed in distinct ways. Three respondents wrongly used the word *tidak* and *bukan* meaning *no* or *not*. Respondent 15 said in the Indonesian language *Saya bukan belajar di Jurusan Akuntansi* which he meant to say *I am not studying in the Accounting Department*. In this case, he should use the word *idak*, not *bukan*.

The words *bukan* and *tidak* are not semantically interchangeable. The word *bukan* means *distinct from the truth*, and the word *tidak* means *denial* and *rejection*. The word *bukan* is used to express *rejection* or *denial* for pronouns or nouns. While the term *tidak* can also be used to denote *denial*. However, this word is used for verbs or adverbs. When the 3 respondents who made the error were told the correct sentence, they said they were surprised because they had seen the meaning of the word *no* in the Indonesian dictionary means *tidak /bukan*. In this case, Respondent 4 said:

"Because in the English-Indonesian dictionary the word *no/not* means *tidak/bukan*, I think the two words are interchangeable. That's why when I wanted to say "*I don't study in the Accounting Department*, I immediately said: "*Saya bukan belajar di jurusan Akuntansi*". It turned out I was wrong." (Respondent 4)

Furthermore, five respondents utilized the words *masing-masing* and *tiap-tiap* in their statements inaccurately. Respondent 15, for an example, said "*Masing-masing mahasiswa harus mengerjakan sepuluh soal mathematics*" instead of saying "*Tiap-tiap (setiap) mahasiswa harus mengerjakan sepuluh soal mathematics* which means in English "*Each student has to do ten math problems*". Since the word *masing-masing* is a pronoun, particularly a person or object pronoun (KKBI Edition IV), there is no need to be followed by the word *student*. Meanwhile, the word *tiap-tiap* is an adjective, which describes a noun, so *tiap-tiap* must be followed by a noun, such as (*tiap-tiap /setiap mahasiswa*). Respondent 12 in this case stated:

"I used the word *masing-masing* in the sentence above because I frequently heard my Indonesian friends used it in that way. Aside from that, a sentence using the word *masing-masing* sounds better than using the word *tiap-tiap*." (Respondent 12).

In some cases, overseas students took their major courses seriously, despite their desire to improve their Indonesian language skills. This could be they were swamped with tasks from their teachers. In this situation, they frequently reasoned that the same Indonesian language they might use on the street or read in the newspaper would suffice.

Table 1. Four Linguistic Errors by Overseas Students in Speaking the Indonesian Language and its Reasons.

No	Error	Example	Reason
1	Phonological	Improper distinguishing between the vowels /e/ and /ε/	No knowledge of vowels pronunciation. No awareness about the vowel pronunciation difference.
2	Morphological	Applying word formation using incorrect prefixes or suffixes	No knowledge of forming derived verbs and the variations of prefix. Difficulty in recognizing the prefixes or suffixes sounds.
3	Syntactic	Sentences without subjects	Lack of understanding of the Indonesian sentence forms.
		Double usage of conjunctions	No awareness about the sentence acceptance in Indonesian due to the inclusion of a conjunction in the main clause.
		Wrong subject in complex sentences	Lack of knowledge about the Indonesian Language grammar
4	Semantic	Improper translation from their native language into Indonesian.	Misinterpretation of the word meaning in the Indonesian dictionary.
		Used words that had similar meanings in distinct ways.	Being swamped with tasks from their teachers.

5. Contributing Factors Causing Linguistic Errors

When speaking in the Indonesian language, three factors drive foreign students to make linguistic errors. To begin with, the overseas students' errors were caused by their lack of motivation to study the Indonesian language. It is understandable because someone who is not strongly motivated will not study the Indonesian language seriously. The outcomes will undoubtedly be unsatisfactory (Salam et al., 2020). The reasons twelve out of twenty overseas students made so many linguistic errors that they were not interested in learning Indonesian in particular.' Respondent 16 stated in this case:

"I came to Indonesia to study information technology, not to learn the Indonesian language therefore I don't need to concentrate on it. The most important thing for me is that I can communicate with Indonesian people effectively using the Indonesian language so that I can live in the country without major difficulties." (Respondent 16)

The lack of support from peers and teachers was another reason that caused many errors in speaking the Indonesian language for overseas students. They continued making mistakes when speaking in the Indonesian language because their classmates and teachers never corrected their sentences. This was in line with the findings of Ansonga et al. (2017) in their study. It was stated that classmates and teachers could provide informal support in improving their communication skills and that students were expected to naturally communicate with their peers in a variety of informal ways, particularly outside of the school setting. In this case, Respondent 20 stated:

"I frequently conversed in the Indonesian language with my classmates, yet

they never corrected my sentences. That's why I believed everything I said was correct. It suggests that my sentences were not a problem for them because they could comprehend them." (Respondent 20)

The last factor of linguistic errors when overseas students speaking the Indonesian language was their lack of time to learn the language. Mastering any foreign language, according to fifteen out of twenty overseas students, was never easy because it was a complex system that required a lot of time, focus, dedication, effort, determination, patience, and discipline (Ansonga et al., 2017). In this case, seventeen out of twenty overseas students cited a lack of time to learn the language caused their poor Indonesian skills. They did not even have enough time to master the language because they would rather concentrate on their main studies. On this occasion, Respondent 2 said:

"Because of the strict requirements for gaining a scholarship at this school, I was forced to concentrate on my schoolwork. I don't give much thought to how my Indonesian speaking abilities are. I want to be successful in my studies. The most crucial thing is that I am able to interact effectively with Indonesians." (Respondent 2)

During the observation and recording of the respondents' communication, the researchers found four errors, i.e.: phonological, morphological, syntactic, and semantic errors that overseas students made while they were speaking in the Indonesian language.

CONCLUSION

The overseas students from non-English speaking countries who studied in Indonesia unavoidably produced four linguistics errors when they were speaking in the Indonesian language. The errors were found in phonology, morphology, syntactic and semantic. In phonological error, the students' mistakes on how to distinguish certain Indonesian vowels created a misunderstanding of the sentence meaning. This was reasoned by no knowledge of the Indonesian vowel pronunciation and no awareness of the vowel pronunciation difference. In morphological error, the overseas students applied word formation using incorrect prefixes or suffixes when they were speaking in the Indonesian language. The error was not only caused by no knowledge in forming the derived verbs but also by the difficulty in recognizing the Indonesian prefixes and suffixes sounds. The syntactic errors were indicated from their sentences without subjects, double usage of conjunctions, and wrong subject. They admitted that they have no awareness about the sentence acceptance due to the inclusion of a conjunction in the main clause of their Indonesian spoken sentence. In semantic ones, the students translated improperly their native language into the Indonesian language as they misinterpreted the word meanings in the Indonesian dictionary. Moreover, there were also contributing factors causing the existed linguistics errors. Lack of motivation and time to study the Indonesian language and lack of support from friends and teachers contributed to the overseas students' mastery in speaking good Indonesian.

RECOMMENDATION

It is highly recommended for further research to conduct this topic in a quantitative method with larger participants. The quantitative research is expected to illuminate more linguistics errors and dig deeper the problems which associated with the reasons of the errors. Moreover, it would be interesting to listen the perspectives of the overseas students in overcoming the existed problems when they are speaking in the Indonesian language. Also, it is worthy to know whether the linguistics errors are correlated to the students' achievement in study.

REFERENCES

- [1] Anjasri et al., 2013. *Analisis Kesalahan Pemakaian Bahasa Indonesia dalam Karangan Mahasiswa Penutur Asing di Universitas Sebelas Maret*. BASASTRA. Jurnal Penelitian Bahasa, Sastra Indonesia dan Pengajarannya, 2(1)
- [2] Ansonga, D., et.al. (2017). *The Role of Parent, Classmate, and Teacher Support in Student Engagement: Evidence from Ghana*. International Journal of Educational Development. Volume 54, May 2017, Pages 51-58.
- [3] Arsjad, M., G. & Mukti, U.S. (1987). *Pembinaan Kemampuan Berbicara Bahasa Indonesia*. Jakarta: Erlangga.
- [4] Ary et al. 2010. *Introduction to Research in Education (8th Ed.)*. Wadsworth: Cengage Learning.
- [5] Awoniyi, T. A. (1982). *The Teaching of African Languages*. London: Hodder and Stoughton.
- [6] Barker, D. 2008. *An A–Z of Common English Errors for Japanese Learners*. Nagoya, Japan: BTB Press.
- [7] Budiawan, R., & Sidiq, Y. (2017.) *Studi Kasus: Kesulitan Pengucapan Pemelajar BIPA di Rajamangala University of Technology Krungthep, Bangkok, Thailand Tahun 2017*. Prosiding Konferensi Internasional BIPA X.
- [8] Daniel, I.O. (2011). *Introductory Phonetics and phonology of English*. Newcastle upon Tyne: Cambridge Scholars Publishing.
- [9] Daniel, I.O.A. (2013). *Communication as socio-cultural meaning exchange. The example of Richard Wright's Black Boy*. International Journal of Applied Linguistics and English Literature, 2,5:173-177.
- [10] Xiaoyan. (2009). *The Affective Filter in Second Language Teaching*. Asian Journal Science, 5(8), 162-164.
- [11] Harmer, J. 2007. *The Practice of English Language Teaching (Fourth edition)*. Harlow, Essex: Pearson Education.
- [12] Jason, L. A., & Glenwick, D. S. (2016). *Handbook of methodological approaches to community-based research: Qualitative, Quantitative, and Mixed Methods*. New York: Oxford University Press.
- [13] Jupriono, D. (2010). *Lelucon etnis Madura dalam Perspektif Multikulturalisme*. <https://sastrabahasa.blogspot.co.id/2010/10/d.html>.
- [14] Badan Pengembangan dan Pembinaan Bahasa Kementerian Pendidikan dan Kebudayaan. 2016. *KKBI* Edition IV. <https://kabar24.bisnis.com/read/20160729/255/570211/badan-bahasa-kemendikbud-luncurkan-kbbi-edisi-iv-versi-online>.

- [15] Lunenberg, F.C. (2010). Communication: The process, barriers and improving effectiveness. *Schooling*, 1.1:1-11
- [16] Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis, A Methods Sourcebook*. SAGE Publication.
- [17] Nazara, S. (2011). Students' Perception on EFL Speaking Skill Development. *Journal of English Language Teaching*, 1 (1): 28-43.
- [18] Putra, Y. P., Darmawan, A. & Rohim, A. I. (2018). Hambatan Komunikasi Pada Mahasiswa Perantauan Luar Jawa Di Kampus Universitas 17 Agustus 1945 Surabaya (Studi Deskriptif Tentang Komunikasi Antar Budaya Di Kalangan Mahasiswa Perantauan Dari Luar Jawa Dalam Menghadapi Culture Shock Di Universitas 17 Agustus 1945 Surabaya). *Jurnal Representamen*. Vol. 4, No. 01 (2018).
- [19] Qodratillah, Meity Takdir. 2019. *Seri Penyuluhan Bahasa Indonesia: Tata Istilah*. Jakarta: Pusat
- [20] Pembinaan Bahasa dan Sastra, Badan Pengembangan dan Pembinaan Bahasa,
- [21] Kementerian Pendidikan dan Kebudayaan.
- [22] Riasati, M. J. (2011). Language Learning Anxiety from EFL Learners' Perspective. *Middle-East Journal of Scientific Research*, 7(6), 907-914.
- [23] Richard, J. C. (2008). *Teaching listening and speaking: From theory to practice*. Cambridge: Cambridge University Press.
- [24] Rosiana, A. A. (2013). Analisis Kesalahan Berbicara Bahasa Prancis pada Siswa Kelas XI Bahasa SMA N 1 Pandaan Tahun Pelajaran 2011- 2012. Skripsi. Yogyakarta: Universitas Negeri Yogyakarta.
- [25] Sa'ad, T.U., & Usman, R. (2011). The Causes of Poor Performance in English Language among Senior Secondary School Students in Dutse Metropolis of Jigawa State, Nigeria. *Journal of Research & Method in Education*, 4(5), 41-47.
- [26] Salam, N., Rizki, M. F., Nourma P, A. (2020) Implementasi Communicative Language Teaching Berbasis VideoScribe untuk Meningkatkan Keterampilan Berbicara Bahasa Inggris Mahasiswa
- [27] Sasangka, Sri Satria Tjatur. 2019. *Seri Penyuluhan Bahasa Indonesia: Kalimat*. Jakarta: Pusat
- [28] Pembinaan Bahasa dan Sastra, Badan Pengembangan dan Pembinaan Bahasa,
- [29] Kementerian Pendidikan dan Kebudayaan.
- [30] Seun, O. (2010). The Importance of Feedback in Communication
https://EzineArticles.com/expert/Oluwanisola_Seun/352487
- Sherman, R.R & Webb, R.B (2005). *Qualitative Research in Education: Focus and Methods*. British Library Cataloguing in Publication Data Education. ISBN 0-203-64599-5 Master e-book ISBN
- [31] Slameto. (2010). *Belajar dan Faktor-Faktor Yang Mempengaruhinya*. Jakarta: Rineka Cipta.
- [32] Sulaiman, M. and Saputri, S. (2019). Culture Shock Among Foreign Students: A Case-Study Of Thai Students Studying At Universitas Muhammadiyah Palembang. *English Community Journal*. Vol. 3, No. 1.
- [33] Ur, P. (1996). *A Course in Language Teaching Practice: and Theory*. Cambridge: Cambridge University Press.
- [34] Whitaker, H. (2009). *Concise Encyclopedia of Brain and Language*. Amsterdam: Elsevier, Inc.

HALAMAN INI SENGAJA DIKOSONGKAN