

## **ANALYSIS OF PHONOLOGICAL ERRORS IN FRUIT BUYERS AT KARANGPUCUNG MARKET**

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### **Abstract**

The main purpose of this study is to investigate mistakes in phonology. Phonology is the aspect of language concerned with the sound system that is produced by human speech organs. Mistakes in phonology take place when words spoken by the speaking tools do not correspond to their intended pronunciation, thus affecting the diversity of oral and written forms of a language. Specific errors encompass phoneme deletion and addition. Therefore, there is a necessity for error analysis in language so as to recognize and assess them for useful teaching and learning techniques in schools. The data used in this research consists of errors made at the phonological level which were observed among fruit buyers at Karangpucung market while source data refers to utterances made by these participants in this market. Consequently, this study employs a qualitative descriptive design, listening to conversations containing phonological errors using note-taking to record these language errors at the said level.

*Keywords: Language, Phonology, Error Analysis*

### **Introduction**

Language is a tool of daily communication used by humans to interact with one another. It serves as a medium to express feelings to others. Language can take the form of symbols or sounds produced by the human vocal cords. In ancient times, symbolic language was used to represent the pros and cons of a situation. Through language, a group can establish its distinct identity, differentiating itself from other groups.

Mastering language requires skill development to enhance linguistic abilities and cultivate the inherent talent for language present in every individual. Language proficiency encompasses four skills: speaking, writing, listening, and reading. Among these, speaking is a commonly possessed skill in society. Speaking is the ability to produce sounds and articulate speech to convey one's opinions. This ability to speak is crucial for interacting with other people.

As social beings, humans need the assistance of others and cannot live in isolation. We constantly interact with those around us—such as neighbors, friends, and family members—to seek help or exchange information.

Speaking, in particular, has several specific purposes: (1) to foster motivation in individuals to pursue their desires with greater enthusiasm, (2) to influence others regarding the ideas being communicated, (3) to convey information to others, and (4) to uplift others' spirits by appreciating the ideas being presented.

Social environments such as markets are places where people engage in trading and transactions to meet their daily needs. During shopping, sellers and buyers often interact using regional languages as well as Indonesian, which frequently leads to language errors. For instance, this is evident among individuals interacting while purchasing fruit at Karangpucung market since fruits are rich in vitamins, making them highly sought after by the community. During these transactions, buyers frequently interact with sellers and fellow buyers. Therefore, an analysis of language errors is necessary to identify mistakes, understand their causes, and provide corrections for the sentences used by the community.

The purpose of Language Error Analysis is to reduce linguistic errors in society, thereby identifying the errors and offering corrections for the incorrect sentences. This study focuses at the error in phonemes level, smaller linguistic content than sentence to have better understanding about the error.

The objective of this research is to identify linguistic errors made by the community and use these findings as a guide in the teaching and learning process of the target language to minimize such errors during instruction in schools.

Since the research aims to determine appropriate measures for language teaching in educational settings, the benefits derived from this study include identifying effective teaching methods and strategies through the analysis of linguistic errors. This research will aid in selecting appropriate material presentation, designing lessons, and choosing content that aligns with the needs of learners.

### **Definition of Language Error Analysis**

Setyawati (2010) argues that language error analysis is a research activity that includes collecting error samples, identifying errors within these samples, explaining the errors, classifying them, and evaluating the severity of the errors. Thus, Tarigan, et. al. (1996/1997) states that in the Indonesian language, errors can be categorized as deviations, violations, mistakes, and slips. The definitions of these terms are as follows:

- a. The term "error" refers to something incorrect that should be correct. An error occurs because the language user does not know the correct term, which is referred to as a slip.
- b. "Deviation" means straying from established norms. Language users deviate because they choose not to follow the existing norms, despite knowing the correct norms.
- c. "Violation" has a negative connotation because the language user consciously chooses not to adhere to established norms, even though they know the consequences are unfavorable.

d. "Slip" refers to an unintentional error made while following language rules, resulting in a linguistic mistake.

### **Objectives of Language Error Analysis**

According to Richard (2015), there are two main objectives of language error analysis (1) to provide data related to the errors made by learners when learning the target language and the factors influencing these errors, and (2) the results of language error analysis serve as a basis for developing teaching strategies and learning media based on the learners' needs analysis.

### **Types of Errors Based on the Internal Structure of Language**

According to Mantasiah R. (2020), linguistic levels refer to the internal structure of the language itself, encompassing aspects of phonology, morphology, syntax, and semantics. Linguistic errors can be categorized based on these four aspects:

1. Phonological Errors: Phonology is a branch of linguistics that studies the internal structure of language, particularly the sounds produced by human speech organs. Phonological errors are associated with spoken data and are often found in the analysis of pronunciation errors, especially in speaking skills. Types of phonological errors include phoneme mispronunciation, phoneme omission, and incorrect placement of pauses in word groups and sentences. For example:

a. Phoneme mispronunciation: /i/ pronounced as /e/ (e.g., "main" becomes "maen"), /a/ pronounced as /e/ (e.g., "dekat" becomes "deket"), diphthong /au/ pronounced as /o/ (e.g., "kalau" becomes "kalo").

b. Phoneme omission: sounds are not pronounced completely, such as "hilang" becomes "ilang", "haus" becomes "aus", "indah" becomes "inda", "rumah" becomes "ruma".

c. Phoneme addition: additional sounds are included that should not be, such as "gaji" becomes "gajih", "biji" becomes "bijih", "makan" becomes "makang".

2. Morphological Errors: At the morphological level, language errors related to word formation are analyzed. Morphology focuses on the basic units of language as grammatical units. It studies the process of word formation and the functions of word form changes.

3. Syntactic Errors: According to Setyawati (2013), common syntactic errors made by learners include sentences without subjects, sentences without predicates, sentences lacking both subjects and predicates, insertion between predicates and objects, illogical sentences, ambiguous sentences, omission of conjunctions, excessive use of conjunctions, non-parallel sentence structures, use of foreign terms, and unnecessary words.

4. Semantic Errors: Griffiths (2006) explains that semantics is a branch of linguistics dedicated to studying the meanings attached to words, phrases, sentences, and discourse.

### **Method**

#### **Participants/Subjects/Population and Sample**

The objects of this study are the words and sentences found in the interactions of people buying fruit at Karangpucung market. This population includes the language used by the community in the market, specifically focusing on instances that contain phonological errors.

#### **Data Analysis Procedure**

In examining the analysis of phonological errors, the author employed a descriptive method. According to Mahsun (2005), the listening technique is a method used to obtain data by observing language use. This technique was employed to listen to the language used by the community that contains phonological errors. The noting technique involved recording the data obtained. Therefore, (1) the data collection techniques were conducted by observing and noting conversations of fruit buyers at Karangpucung market that contain phonological errors; (2) the collected data was analyzed by determining the error

phoneme in the data; and (3) drew conclusions from the accurate data description and analysis.

### **Findings**

#### **Errors in Phoneme Pronunciation**

- a. "Solat dulu sana ken": The word "solat" is incorrectly pronounced with the phoneme /o/ instead of /a/; the correct word is "salat."
- b. "Sebentar lagi bulan romadon ya mba": The word "romadon" is incorrectly pronounced with the phoneme /o/ instead of /a/; the correct word is "ramadan."
- c. "Alhamdulillah, rejeki pagi hari": The word "rejeki" is incorrectly pronounced with the phoneme /j/ instead of /z/; the correct word is "rezeki."
- d. "Ini alpuketnya mateng-mateng mba": The words "alpuket" and "mateng" are incorrectly pronounced with the phoneme /e/ instead of /a/; the correct words are "alpukat" and "matang-matang."
- e. "Pesen bakso apa mie ayam mba?": The word "pesen" is incorrectly pronounced with the phoneme /e/ instead of /a/; the correct word is "pesan."
- f. "Hari senen sepi orang-orang pada kemana ya bu?": The word "senen" is incorrectly pronounced with the phoneme /e/ instead of /i/; the correct word is "senin."
- g. "Mba, males ke alfamart lagi panas-panasnya": The word "males" is incorrectly pronounced with the phoneme /e/ instead of /a/; the correct word is "malas."
- h. "Laper bu, nanti siang makan apa ya?": The word "laper" is incorrectly pronounced with the phoneme /e/ instead of /a/; the correct word is "lapar."
- i. "Ibu ke toko mawar pake motor? padahal deket bu": The words "pake" and "deket" are incorrectly pronounced with the phoneme /e/ instead of /ai/ and /a/; the correct words are "pakai" and "dekat."

- j. "Mba tolong bantuin milih salak ya 5 kg": The word "milih" is incorrectly pronounced with the phoneme /m/ instead of /p/; the correct word is "pilih."
- k. "Pilihin salak yang bagus mba, jangan yang bosok": The word "bosok" is incorrectly pronounced with the phoneme /o/ instead of /u/; the correct word is "busuk."
- l. "Mba pilihin anggur yang masih seger": The word "seger" is incorrectly pronounced with the phoneme /e/ instead of /a/; the correct word is "segar."
- m. "Abis ini, beli seblak yang pedes ya mah": The word "pedes" is incorrectly pronounced with the phoneme /e/ instead of /a/; the correct word is "pedas."
- n. "Kemaren, harganya 15 ribu mba sekarang naik lagi?": The word "kemaren" is incorrectly pronounced with the phoneme /e/ instead of /i/; the correct word is "kemarin."
- o. "Hari kemis ga pasaran cimanggu mba?": The word "kemis" is incorrectly pronounced with the phoneme /e/ instead of /a/; the correct word is "kamis."
- p. "Pasaran rebo sepi mba, beda sama pasaran minggu": The word "rebo" is incorrectly pronounced with the phoneme /o/ instead of /u/; the correct word is "rabu."
- q. "Yang cepet milih salaknya": The word "cepat" is incorrectly pronounced with the phoneme /e/ instead of /a/.
- r. "Beli banyak harganya tetep sama mba?": The word "tetep" is incorrectly pronounced with the phoneme /e/ instead of /a/; the correct word is "tetap."
- s. "Mba itu buahnya jatuh": The word "jatoh" is incorrectly pronounced with the phoneme /o/ instead of /u/; the correct word is "jatuh."
- t. "Mba minta nomernya mau pesen buah": The word "nomernya" is incorrectly pronounced with the phoneme /e/ instead of /o/; the correct word is "nomornya."
- u. "Mba tutupnya malem apa sore?": The word "malem" is incorrectly pronounced with the phoneme /e/ instead of /a/; the correct word is "malam."

### **Errors in Phoneme Omission**

- a. "Mba, ini udah 5 kg belum salaknya?": The word "udah" omits the phoneme /s/; the correct word is "sudah."
- b. "Kakak syifa, main ke tobong yo": The word "yo" omits the phoneme /a/ and changes /o/ to /u/; the correct word is "ayo."
- c. "Utang naga dulu ya mba, besok bayarnya": The word "utang" omits the phoneme /h/; the correct word is "hutang."
- d. "Mba, ada anggur ijo?": The word "ijo" omits the phonemes /h/ and /u/ and changes /a/ to /o/; the correct word is "hijau."
- e. "Duren satunya berapa ini mba?": The word "duren" omits the phoneme /a/ and changes /i/ to /e/; the correct word is "durian."
- f. "Mba, alpukatnya ada yang pait": The word "pait" omits the phoneme /h/; the correct word is "pahit."
- g. "Salaknya abis mba?": The word "abis" omits the phoneme /h/; the correct word is "habis."
- h. "Krudungnya bagus mba, beli dimana?": The word "krudung" omits the phoneme /e/; the correct word is "kerudung."
- i. "Parsel buahnya kurang warna merah, jadi keliatan kurang bagus": The word "keliatan" omits the phoneme /h/; the correct word is "kelihatan."
- j. "Beli jeruk buat ade ya mah": The word "ade" omits the phoneme /k/ and changes /i/ to /e/; the correct word is "adik."
- k. "Beli jeruk 20 kg buat sodara mau hajatan": The word "sodara" omits the phoneme /a/ and changes /a/ to /o/; the correct word is "saudara."

### **Errors in Phoneme Addition**

- a. "Ken, itu salak berapa rebong?": The word "rebong" adds the phonemes /n/ and /g/ and changes /i/ to /e/ and /u/ to /o/; the correct word is "ribu."
- b. "Kamu di gaji berapa ken disini?": The word "gaji" adds the phoneme /h/; the correct word is "gaji."



- c. "Dukuhnya berapaan mba?": The word "dukuh" adds the phoneme /h/; the correct word is "duku."

### **Discussion**

The study aimed to investigate phonological errors in the language used by buyers at Karangpucung market. The findings reveal a range of phonological errors, which can be categorized into three main types: errors in phoneme pronunciation, phoneme omission, and phoneme addition. These errors highlight significant aspects of language usage and phonological awareness in the community.

#### **Errors in Phoneme Pronunciation**

The most frequent type of error observed was in phoneme pronunciation. Words like "solat" instead of "salat" and "romadon" instead of "ramadan" indicate a trend where certain phonemes are consistently replaced by others. This could be due to regional accents or dialectal influences, where the local vernacular impacts the standard pronunciation of words. The consistent substitution of /a/ with /o/, as seen in multiple instances, suggests a phonological pattern that might be rooted in the local speech community's linguistic habits.

The prevalence of such errors may also reflect a broader sociolinguistic phenomenon where informal speech deviates from the standard language norms. This deviation can be influenced by factors such as education level, exposure to the standard language, and the informal context of market transactions, where conversational efficiency often takes precedence over phonological accuracy.

#### **Errors in Phoneme Omission**

Errors involving phoneme omission, such as "udah" instead of "sudah" and "ijo" instead of "hijau," suggest a tendency towards phonological simplification in casual speech. The omission of phonemes often occurs to streamline speech, making it quicker

and easier to articulate. This is particularly evident in environments where rapid communication is essential, like a busy market.

The omission of phonemes can also be indicative of the speakers' phonological processing, where certain sounds are deemed unnecessary for conveying meaning. This aligns with theories of linguistic economy, where language users tend to minimize effort while maintaining comprehensibility.

### **Errors in Phoneme Addition**

Phoneme addition errors, such as "rebong" instead of "ribu" and "gajih" instead of "gaji," highlight instances where extra phonological elements are inserted into words. These errors might arise from hypercorrection, where speakers overcompensate in an attempt to sound more accurate or formal. Hypercorrection often occurs when speakers are conscious of their informal speech patterns and try to adjust them towards what they perceive as the standard form.

Additionally, phoneme addition could be a result of mishearing or misinterpreting the standard pronunciation, leading to the insertion of unnecessary sounds. This might be influenced by the interplay between the speakers' native phonological rules and those of the standard language.

### **Conclusion**

The objective of this research was to identify linguistic errors made by the community and use these findings as a guide for improving the teaching and learning process of the target language. The aim was to minimize such errors during instruction in schools. Through an analysis of phonological errors made by buyers at the Karangpucung market, we categorized these errors into three main types: pronunciation mistakes, phoneme omissions, and phoneme additions.

Our findings revealed that pronunciation errors were common, with examples such as "solat" instead of "salat" and "romadon" instead of "ramadan." These errors likely result from regional accents and dialects. This highlights the importance of addressing local

phonological patterns in language instruction, to help students transition from informal speech to standard language norms.

Phoneme omission errors were also frequent, with instances like "udah" instead of "sudah" and "ijo" instead of "hijau." These errors suggest a tendency to simplify speech in casual conversations. Recognizing these patterns can help educators develop strategies that emphasize the importance of retaining phonemes for accurate pronunciation.

Additionally, phoneme addition errors were observed, such as "rebong" instead of "ribu" and "gajih" instead of "gaji." These errors often stem from hypercorrection or mishearing standard pronunciations. Addressing these issues in the classroom can help students better understand the phonological rules of the target language and avoid overcompensating.

In conclusion, this research underscores the significance of understanding regional dialects, sociolinguistic contexts, and cognitive aspects of language processing in designing effective language instruction. By incorporating these insights into teaching strategies, educators can better support students in reducing phonological errors and achieving greater proficiency in the target language. This approach will ultimately contribute to more accurate and effective communication in both academic and everyday settings.

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