


Language Errors in Editing a Manuscript in Indonesian Language

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ABSTRACT

Editing is the process of correcting language expressions in a manuscript before it is published. Editing can change a word, phrase, clause, or sentence into the same sentence unit or another. Even editing can also change sentences into paragraphs or vice versa. The most important thing in editing is correcting language errors to become appropriate and standard language expressions. Meanwhile, before it became a published book, the manuscript went through a reasonably strict editing process, both in language and content. This study looks at the changes from a book manuscript to a manuscript ready to be published. Many changes have occurred to correct language errors caused by writing due to typos, misunderstandings, or false disclosures, causing non-standard or incomprehensible. This analysis uses the theory of Dulay (1982), which states that language errors can be categorized into errors due to omission, addition, misinformation, and misordering. However, other errors were also quite influential in writing, namely, typing errors (typo). The present study found that the most common type of error was the addition, followed by misinformation, typo, misordering and the least was omission. A typo error is a common error that may occur when typing in Indonesian because until now. There is no spelling check application on a computer written in Indonesian.

1. Introduction

Editing is the process of correcting grammatical errors in a manuscript before publication. Editing can change a word, phrase, clause, or sentence into a single sentence that is the same or different. Even editing can turn sentences into paragraphs and vice versa. The most important aspect of editing is correcting grammatical errors so that they become appropriate and standard expressions. Meanwhile, before the book was released, the text underwent a fairly strict editing procedure, both language and content. This research was never carried out, so this paper will add knowledge and novelty to language research.

In English, faulty language is known as 'error' and 'mistake'. Error is a fault that can be repeated and is not detected by students. These errors are a by-product of the learner's lack of understanding, and students generally do not perceive them as errors. They are errors only from the perspective of teachers and other native speakers. Self-correction is not possible because the learner is unaware or does not recognize the error.

Meanwhile, a mistake is an error that occurs when someone fails to take advantage of a well-known system. These mistakes are often made by native speakers and second language learners (Lawson, 2019). The same thing was expressed by Tarigan (1997) that in teaching a second language, two synonymous terms are distinguished (with more or less the same meaning), namely error and mistake. Language errors are examples of the use of language that deviates from the language rules that govern the language. In other words, native speakers familiar with the rules make mistakes, such as incorrect grammar. At the same time, an error is the use of language that deviates from the rules of the language but is not considered a language violation.

In another instance, Corder (1974) uses three terms for language errors: Lapses, Errors, and Mistakes. Lapses are language errors caused by speakers changing how they say something before the entire speech (sentence) is fully stated. This type of error is

referred to as "a slip of the tongue" in spoken language and "slip of the pen" in written language, which later developed into typos due to errors caused by computer use. This error occurs as a result of an unintentional mistake and is not realized by the speaker. The definition of the words error and mistake is not very different from what Lawson (2019) stated above.

In Indonesian, the three words above are not distinguished from one another, and all of them are commonly referred to as language errors – *kesalahan bahasa* in the Indonesian language. Accordingly, the terms error and mistakes in this writing are used interchangeably.

The use of computers in writing has been undeniably acknowledged. Spelling and grammar checks have become one of the strongest features in Microsoft Word. Unfortunately, not all of the language is supported with that application. Indonesian writers, for example, are now still dreaming to have that feature for Indonesian writing.

2. Literature Review

Research on Indonesian language errors is very diverse, from Indonesian errors made by foreign speakers (Susanto, 2007; Budiawan & Rukayati, 2018; Yahya & Saddhono, 2018), analyzing errors in the use of Indonesian in reports on observations of junior high school students (Ayudia, Suryanto, & Waluyo 2017), examines errors in high school students' exposition essays (Ariningsih, Sumarwati, & Saddhono, 2012), which analyzes language errors in student thesis writing (Jalal, 2012), on student scientific texts (Nurwicaksono & Amelia 2018), observing Language Errors in Student Article Manuscripts in Journals (Utomo, Haryadi, Fahmy, & Indramayu, 2019); analyzing Errors in Using the Indonesian Language in Student Translation Texts (Nisa & Suyitno, 2017) and so on.

In the last few decades, there has been much research on the importance of corrective feedback in second language classrooms. However, the majority of this research has been conducted in English-teaching settings, whether ESL or EFL. One study looked at teacher feedback, learner absorption, and learner and teacher perceptions of feedback in an adult Chinese as a foreign language classroom (Fu & Nassaji, 2016). Unfortunately, no information on the use of feedback in the teaching of English in the Indonesian language can be found. However, regardless of the language to be taught, this demonstrates the importance of feedback in language teaching.

Dulay, Burt, and Krashen (1982, p.146) divide errors into four categories: (1) linguistic categories, (2) surface strategies, (3) comparative analysis, and (4) communicative effects. Two main objectives guide the discussion of this taxonomy: to present error categories defined solely by observable (rather than inferred) characteristics and to report the findings of previous research on the types of errors observed (Dulay, 1982, pp.146-173).

This category focuses on how the surface structure is changed. In discovering the cognitive processes that support the learner's reconstruction of a new language, analyzing errors from this taxonomy has many potentials for academics. It also allows us to recognize that student errors are not a consequence of laziness or careless thinking, but rather logic, which serves as an intermediate guide for developing a new language (Dulay et al., 1982, pp. 154-162). The surface strategy taxonomy includes errors such as - Omission, - Addition, -Misinformation, and - Misordering.

- Omission (Disappearance). This type of error is distinguished by the absence of items that must appear in a properly formed utterance. Due to its complexity in production, certain linguistic forms may be omitted by the learner. There are two types of omission: content morpheme omission and grammatical morpheme omission.

- Addition. This type of error is distinguished by the presence of items that should not be in a well-formed utterance. This means that learners not only remove redundant elements but they also add redundant elements.

- Misinformation (misinformation). This type of error is distinguished by the use of morphemes or incorrect structures. These errors are classified into three types: regularization, archiform, and alternating form.

- Misordering (ordering error). Wrong placement of morpheme in speech characterizes this type of error. For example: What is dad doing? This is the wrong question. What is dad doing? must be a question

With regard to spelling mistakes or typos, it often happens when we use a computer when writing Indonesian. For example, the word '*bisa*' can be written '*bias*'; the word '*hampir*' is always written '*hamper*'. This happens because the language used by the computer is based on English, and the computer automatically detects spellings that are close to the written word.

3. Methodology

This study uses text analysis as the primary research method. The analyzed text is taken from a book manuscript that has not been edited and then compared with the edited one. Then an error analysis was performed on the original manuscript. Error analysis is based on the theory of Dulay, Burt, and Krashen (1982, p.146), which divides errors into four categories: the surface

strategy, as previously mentioned. There are four types of errors from the surface strategy category: omission, addition, misinformation, and misordering. Because the theory that was made in 1982 was that the computer had not played a role in writing, we added one error that occurred due to the use of the computer, namely a typo. The term typo is in line with the theory of Corder (1974), which states that errors can occur due to slips of the tongue, which are termed lapses. While lapses occur in spoken language, typos occur as written language errors.

The first two manuscripts and the edited ones were then accompanied and further analyzed the errors made.

4. Result and Discussion

The language errors found in this study are quite diverse and widespread. As shown in the following table, the most common language errors found were addition followed by misinformation, typo, misordering and the least was misinformation.

Tabel 1: Types of Mistakes in Editing

No	Types of Mistakes	Occurrences	Percentage
1	Addition	92	28,66
2	Misinformation	74	23,05
3	Misordering	55	17,13
4	Omission	38	11,84
5	Typo	62	19,31
	Total	321	100,00

4.1 Errors of Addition Type

The following table shows the sentence errors and their corrections for the Addition error type.

Table 2 Mistakes in Addition Category

No	Original Writing	Correction
1	Bab Hasil dan Diskusi membahas tentang hasil dari penelitian yang sedang dijalankan dan pembahasannya.	Bab Hasil dan Diskusi membahas hasil penelitian dan pembahasannya.
2	Diluar itu ada abstraksi (abstract) yang biasanya ditulis belakangan karena abstrak merupakan ringkasan dari isi pendahuluan	Ada Abstrak yang dapat ditulis terakhir karena abstrak merupakan ringkasan isi pendahuluan
3	Bahasa senantiasa berhubungan dengan ilmu lain karena bahasa merupakan alat untuk komunikasi	Bahasa selalu berhubungan dengan ilmu lain karena merupakan alat komunikasi.
4	Kemudian tinjauan pustaka dilengkapi dengan bahasan penelitian sebelumnya yang pernah dilakukan yang berhubungan dengan topic pembahasan.	Tinjauan pustaka dilengkapi dengan pembahasan mengenai penelitian yang pernah dilakukan berdasarkan referensi.
5	Di jaman sekarang ini dimana hampir semua tulisan hasil penelitian dapat ditemukan secara online, maka internet merupakan sumber yang jauh lebih lengkap dari pada peerpustakaan.	Ketika hampir semua tulisan hasil penelitian dapat ditemukan di internet, internet merupakan sumber yang lebih lengkap daripada perpustakaan konvensional.

In the first sentence, there is a reduction in the number of words. The two phrases are coherent, so the prepositions 'tentang' and 'dari' can be omitted. After the word 'membahas' does not need to be followed by the word 'tentang' and similarly, compound words from 'hasil penelitian' do not need to use the word 'dari' in the middle. This is similar to the word 'discuss' in English which does not need the word 'about' after it. And the words or phrase 'hasil penelitian dalam Bahasa Inggris' is translated 'research results' do not need to use the phrase 'results of research'.

In the second sentence, there is a reduction in the number of words in the sentence. The words 'Di luar itu' and 'ditulis belakangan' were omitted because they were already represented by the word 'terakhir'.

In this third sentence, the word 'bahasa' mentioned in the second clause is omitted because it is unnecessary. This improved sentence feels more effective and efficient.

In the fourth example there is a unity of ideas. The conjunction 'kemudian' is omitted because there is a phrase 'yang belum pernah dilakukan'. So the word 'sebelumnya' can be omitted.

In the fifth sentence there is a praphrase that feels very effective in expressing the desired concept. The phrase 'Di Jaman sekarang' is omitted and also the preposition 'dimana' is omitted. There is an addition to the word 'konvensional' after the word 'prpustakaan' and this feels stressed because the word 'perpustakaan' or library now it can also mean 'digital library'.

In this type of addition error, it is seen that there are additional words in the form of prepositions and conjugations that do not need to be used. The corrected sentence has fewer words than the original one, so it feels that the revised sentence is more effective and efficient in expressing the author's concept.

4.2 Misinformation Error

The following table shows the sentence errors and their corrections for the types of misinformation errors

Table 3 Mistakes in Misinformation Category

No	Original Writing	Correction
1	Berbeda dengan hewan, untuk mendapatkan ilmu manusia harus belajar dari lingkungannya.	Berbeda dengan hewan, manusia harus belajar dari lingkungannya untuk mendapatkan ilmu.
2	Kalau air itu tidak ditampung dia akan menyebar dan bisa menyebabkan banjir; maka dibangunlah bendungan dan irigasi yang gunanya untuk menampung dan mengarahkan perjalanan air.	Kalau tidak ditampung, air dapat menyebabkan banjir sehingga dibangun bendungan dan saluran irigasi untuk menampung dan mengarahkan perjalanan air.
3	Berbeda dengan hewan, untuk mendapatkan ilmu manusia harus belajar dari lingkungannya.	Berbeda dengan hewan, manusia harus belajar dari lingkungannya untuk mendapatkan ilmu.
4	Ilmu pengetahuan sejalan dengan penglaaman dan temuan manusia.	Ilmu pengetahuan berkembang bersamaan dengan bertambahnya pengalaman dan temuan manusia.
5	Research' yang kata aslinya berasal dari Bahasa Inggris atau dalam bahasa Indonesia diartikan sebagai riset, penelitian, penyelidikan, penelusuran, dsb. bisa memiliki arti yang biasa dan dapat ditemukan dalam bahasa sehari-hari, seperti halnya dalam dialog berikut ini:	Research (Ing dan riset, penelitian, penyelidikan, penelusuran – Indonesia) dapat ditemukan dalam kehidupan sehari-hari, seperti dalam dialog berikut ini.

In the first example, there is a change in the position of the word or phrase in the sentence. The subject of the sentence is not written immediately after the verb 'belajar'. These corrected sentences are effective in expressing the real concept and are easy to understand.

In the second sentence, there is also a change in the position of words and phrases. The subject of the sentence 'dia' is removed and replaced with the direct subject 'air'. Likewise, the phrase 'yang gunanya' is omitted. This corrective sentence feels very meaningful.

In the third sentence, there is a change of position. The subject of the sentence 'manusia' is kept in front because the subject of 'manusia' is omitted in the original sentence. And the phrase 'untuk mendapatkan ilmu' is kept behind. Indeed, this corrective sentence is a little longer but feels more effective.

In the fourth sentence there is an addition of words in the sentence. This happens because of the lack of the word 'berkembang' after the words 'pengetahuan' and 'bertambahnya'

In the fifth sentence the Subject in the sentence is too long so that it obscures the meaning. This subject description is then replaced with the word 'Ing', an abbreviation of the word Bahasa Inggris and the Indonesian word stored in brackets (.....).

In this misinformation error, it appears that the subject is missing or feels lost due to improper placement. So to improve the sentence, the position is changed. There are also variations of the word count of the corrected sentence. Some have increased and some have decreased in number.

4.3 Misordering Error

The following table shows the sentence errors and their correction for the Misordering error type.

Table 4 Mistakes in Misordering Category

No	Original Writing	Correction
1	Studi literature diperlukan untuk mengetahui bentuk produk sejenis yang sudah ada di pasar/masyarakat. Sehingga produk yang dibuat nantinya memiliki kekhususan tersendiri atau keterbaruan (<i>novelty</i>) yang berbeda dengan yang sudah ada.	Studi literatur diperlukan untuk mengetahui apakah produk yang dibuat sudah ada di pasar/masyarakat, sehingga produk yang akan dibuat memiliki kekhususan atau keterbaruan (<i>novelty</i>).
2	Karya sastra adalah salah satu bentuk dari produk bahasa. Tapi tidak semua orang, termasuk mahasiswa di PS PS Bahasa, memiliki jiwa seni dan estetika yang tinggi.	Karya sastra salah satu bentuk dari produk bahasa dan tidak semua orang, termasuk mahasiswa di jurusan bahasa, memiliki jiwa seni dan estetika tinggi.
3	Produk bahasa adalah sebuah karya yang berhubungan dengan bahasa baik lisan maupun tulisan. Sehingga produk bahasa tidak hanya seperti membuat manual atau membuat buku resep masakan seperti yang dicontohkan diatas, tapi juga bisa berupa penerjemahan lisan yang biasa disebut ' <i>interpretating</i> ' dan pengisian suara untuk suatu film (<i>dubbing</i>).	Produk bahasa adalah sebuah karya yang berhubungan dengan bahasa baik lisan, maupun tulisan sehingga tidak hanya membuat manual atau buku resep masakan, seperti contoh sebelumnya, tetapi bisa juga berupa penerjemahan lisan (<i>interpretating</i>) dan pengisian suara untuk suatu film (<i>dubbing</i>).
4	Sertakan desain penelitian yang diusulkan dalam penelitian ini, apakah itu survei, eksperimen, observasi, data sekunder analisis, dll. Kemudian, jelaskan bagaimana desain ini akan memperoleh hasil.	Desain penelitian, apakah itu survei, eksperimen, observasi, data sekunder, dll., disertakan dalam penelitian ini lalu dijelaskan bagaimana desain ini akan memperoleh hasil.
5	Berikut ini adalah tampilan laman Google Scholar, dimana untuk mencari tulisan atau artikel bisa ditulis sesuai dengan topic yang diteliti.	Berikut ini adalah tampilan laman Google Scholar. Untuk mencari tulisan atau artikel, kita cukup menuliskan topik penelitian.

In the first example, the two sentences are combined into one. There are clauses that start with the word 'apakah' are added. The period as a sign of the end of the sentence is replaced with a comma. Revised sentences seem more effective in expressing the concept to be conveyed.

In the second example, the two sentences are combined into one. The word but is changed to and, because indeed, there seems to be no contradiction between the first and second ideas. Revised sentences feel stronger in expressing ideas.

The same thing happens in the third example where two sentences are combined into one even though the merger occurs in the reduction of the number of words. The word/phrase 'yang biasa disebut' is replaced with brackets (), this is done as a consistency in the use of brackets in the English word 'dubbing'.

In the fourth example, the word 'sertakan' is moved and changed to 'disertakan', which is the change from active to passive word. Then proceed with the word 'dijelaskan' and omit the word 'kemudian'. Revised sentences are leaner but more powerful in expressing ideas.

In the fifth example, one sentence is changed to two, but the number of words becomes less. The word 'kita' is added to emphasize the meaning of doing something. This revised sentence feels clearer.

In this misordering error, many changes are made from two sentences to one or vice versa. Changes also occur in the form of the word, where the word that is placed first is moved to the middle of the sentence so that this requires changes both in the form of the word and in the structural demands of the word, for example from active to passive.

4.4 Omission Error

The following table shows the sentence errors and their correction for the Omission error type

Table 5 Mistakes in Omission Category

No	Original Writing	Correction
1	Kemudian dapat memunculkan pertanyaan atau hipotesis yang selanjutnya dapat diuji dalam percobaan formal.	Pertanyaan atau hipotesis dapat dimunculkan lalu diuji dalam percobaan formal.
2	Penelitian sekunder adalah penelitian berdasarkan sumber-sumber datanya diambil dari hasil penelitian orang lain atau dari dokumen dokumen yang ada di perpustakaan atau internet.	Penelitian sekunder adalah penelitian yang sumber-sumber datanya diambil dari hasil penelitian orang lain atau dari dokumen dokumen yang ada di perpustakaan atau internet.
3	Dengan peta ini, peneliti dapat menginterpretasikan informasi yang dia kumpulkan dan dapat membuat kesimpulan yang bagus tentang hasilnya.	Dengan peta ini, peneliti dapat menginterpretasikan informasi yang dikumpulkan dan dapat membuat kesimpulan yang bagus tentang hasil penelitian .
4	Ini memberi tahu peneliti faktor-faktor mana yang penting untuk dipelajari dan bagaimana mereka dapat saling terkait satu sama lain atau disebabkan oleh manipulasi yang diperkenalkan oleh peneliti (mis. Program, perawatan atau perubahan dalam lingkungan).	Hal ini/ Keadaan ini/ Proses ini memberi tahu peneliti faktor-faktor mana yang penting untuk dipelajari dan bagaimana mereka dapat saling terkait atau disebabkan oleh manipulasi yang diperkenalkan oleh peneliti (mis. Program, perawatan atau perubahan dalam lingkungan).
5	Sekarang orang tidak lagi nonton TV kecil hitam putih tapi TV dengan suara yang menggelegar dan gambar yang sangat tajam melalui smart TV yang memiliki dimensi 85 inchi!	Sekarang, orang tidak lagi nonton melalui TV hitam putih, tetapi melalui TV yang suaranya menggelegar dan gambar yang sangat tajam melalui <i>smart</i> TV berdimensi 85 inchi

In the first example, the clause cannot stand alone. This sentence has no subject, so it can be considered wrong. In the revised sentence 1, the subject is clearly stated in the phrase 'Pertanyaan atau hipotesis'. This sentence was then changed to a passive sentence in the revised sentence.

In the second example, it appears that there is no word 'yang' between the word 'penelitian' and the word 'berdasarkan'. The word 'yang' is important to show that it is a clause which in English is the same as the conjunction 'that, which, who and so on.

In the third example, the pronoun 'nya' is missing or should be replaced with the actual word. In this case the results are not clear, and are replaced with the phrase 'hasil penelitian'.

The word 'ini' in the original sentence does not clearly replace what. So that the revised sentence is added with the word 'hal' or 'keadaan' atau 'proses' etc. The next phrase in the sentence does not change.

In the example of the fifth sentence that does not exist is a comma after the word 'sekarang' at the beginning of the sentence. In this sentence. there is an idea in the form of a parallel between the idea of the phrase 'melalui TV hitam putih' dengan 'melalui TV yang suaranya menggelegar' or translated in English as 'through a black and white TV' and 'through a TV where the sound is booming'.

From the example above, it can be seen that the omission error occurs due to the absence of punctuation marks, the absence of the conjunction 'yang' and pronoun pronouns to emphasize the description of a word. There are no major changes such as changes from one fifth to two or vice versa.

4.5 Typo Error

The following table shows sentence errors and their corrections for typo errors. From the following, it can be seen that there are several types of typo errors, namely changes from English, the presence of double vowels, excess vowels, excess consonants, fewer vowels and fewer consonants. The following are examples of errors of various types of typos.

Tabel 5 Kesalahan pada Kategori Typo

No	Typo		Correction
	Types of Typo	Mistakes	
1	English Words	hamper	hampir
		bias (2)	bisa
		unsure	unsur
2	Double Vowel	Adaa	ada
		tidaak	tidak
		percaakapan	percakapan
3	Unwanted Vowel	Taopi	tapi
		wajoib	wajib
		penyakita	penyakit
4	Unwanted Consonant	teklnologi	teknologi
		kemahlian	keahlian
		pusisi	puisi
5	Short of Vowel	pengjaran	pengajaran
		pran	peran
		scnned	scanned
6	Short of Consonant	aka	akan
		sebelumna	sebelumnya
		pranko	perangko

Typo errors occur due to the use of computer keyboards and software programs that automatically change the spelling of English words. The use of keyboards has occurred since computers were used in the early 1980s. The keyboard is a very sensitive computer device, very different from the typewriter used before the computer. Typing errors such as the example above, one key letter is unconsciously pressed for a long time or several times so that words such as *adaa*, *tidaak*, dan *wajoib* (sic) are typed. There are also words that are written without realizing that some vowels or consonants are missing or redundant. Then terketioklah words *pran*, *scnnad*, *pusisi*, (sic) etc.

Typo errors are spelling errors. This type of error has become a problem in writing especially among the students of English as a foreign language, as mentioned in Fadlallah (2021), Shifat (2019) and Shaikh, N. I. & K. Jibran (2020)

Meanwhile, words such hamper, bias, and unsure are typed because they look physically similar to Indonesian words hampir, bisa, and *unsur*. This happens because the software program for writing is made in English and is set to automatic use for spelling in English writing.

5. Conclusion

The present research uncovers the truth about editing an Indonesian book manuscript. It seeks to find out the problems of writing well-expressed and grammatically accepted ideas in the Indonesian language.

The idea of finding mistakes or errors from Dulay (1982) is unbelievably useful, although it should be combined with another more recent idea because the idea was too old and at that time, computer was not commonly used. It was found that the most common type of mistake is related to addition, followed by misinformation, typo, misordering and the least was an omission.

Surprisingly, type has become the second most frequent mistake found in the manuscript. This could be avoided if there were an Indonesian spelling check in the word processing application.

As there is no spelling check in Indonesian and writing is done through a computer using software which is equipped based on the English written system, many mistakes were made unconsciously. This is avoidable should a spelling check is available with the Indonesian writing system.

The present research hopefully can trigger those involved in Indonesian written communication in making such software. Information technological expertise and Indonesian language scholars should work together to realize this Indonesian writers' longtime dream.

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