



Analyzing language errors in mathematics Electronic School Book

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Article's information	ABSTRAK
History: Submitted : 20 Agustus 2020 Revised : 25 Maret 2021 Published : 30 April 2021	Penelitian ini bertujuan guna menggambarkan dan mengategorikan jenis kesalahan bahasa dalam Buku Sekolah Elektronik (BSE) Matematika Kelas VII. Konten analisis merupakan desain yang dipilih melalui pendekatan deskriptif kualitatif. Sumber data berasal dari BSE Matematika Kelas VII. Data berupa kesalahan berbahasa yang berkaitan dengan kesalahan penuturan kata, kaidah, dan pemilihan kata dalam Buku Sekolah Elektronik matematika. Data dikumpulkan menggunakan teknik identifikasi dan kategorisasi dalam tabel korpus. Penelitian ini menunjukkan bahwa terdapat kesalahan bahasa yang teridentifikasi dalam BSE sebanyak 43 kesalahan bahasa yang terdiri dari 12 <i>lapses</i> , 21 <i>error</i> , dan 10 <i>mistake</i> . Hasil penelitian ini menjadi masukan perbaikan penggunaan bahasa dalam buku sekolah elektronik, agar pengguna mudah memahami makna yang disampaikan
Kata kunci: Analisis kesalahan Bahasa Matematika Buku sekolah elektronik	ABSTRACT This study aims to describe and categorize the types of language errors in the Class VII Mathematics Electronic School Book (BSE). The content analysis is a design chosen through a qualitative descriptive approach. The data source comes from BSE Mathematics Class VII. Data in the form of language errors related to speech errors, rules, and word choices in the Mathematics Electronic School Book. Data were collected using identification and categorization techniques in the corpus table. This study shows 43 language errors identified in BSE, consisting of 12 lapses, 21 errors, and ten mistakes. The results of this study become input for improving the use of language in electronic school books so that users can easily understand the meaning conveyed.
Keyword: Language error analysis Math Electronic school book	

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Introduction

Mathematics is regarded as a problematic subject in comprehending definition and concept and doing questions even until now (Yusmin, 2017). The difficulty in understanding mathematics affects students' learning outcomes (Utami et al., 2020). Textbook availability also influences comprehension and accomplishment of the learning process (Safitri, 2018). Thus, textbooks are there to help students obtain a large amount of information about the discussed materials.

An electronic textbook (e-book) is known as BSE (Electronic School Book). BSE is basic needs in flourishing 12-year compulsory education program in learning accomplishment of Law No. 20 of 2003 about the national education system. Therefore, the government declares BSE program which can freely be downloaded from a website.

BSE is published by Permendiknas (Minister of National Education Regulation) No. 12, 34, and 41 of 2008. Furthermore, BSE is published to fulfill teachers and students' needs for textbooks based on national education standard amid the current condition in which textbook price skyrockets (Wahyu, 2017). BSE itself can be accessed on <http://www.sibi.or.id/> and <http://www.pusbuk.or.id/>, as well as <http://bse.depdiknas.go.id> as the leading site.

The appearance of the e-book is supposed to grant students ease of comprehending more and wider knowledge (Wahyu, 2017). BSE, as a development project, has been through several stages starting from need analysis, design planning, and expert validation which are coordinated by the development team. Its quality is also graded by a team from *Pusat Kurikulum dan Perbukuan* of Ministry of Education before being widely disseminated to prevent any flaws. Nevertheless, based on the initial study that is conducted by the author toward one of the e-

books, there are a few language errors, for example, ambiguity and conceptual fault. As a matter of fact, language is a means of communication and development of other knowledges (Nurdjan & Rustan, 2010).

Language errors found in BSE cause misinterpretation by the readers. Misinterpretation is the main cause of errors committed by students in doing mathematics questions (Jana, 2018; Mulyani & Muhtadi, 2019). It surely affects students' mathematics learning outcomes, so it is important to analyze language errors in BSE, especially in mathematics book.

Language deviations arising due to neglecting rules of a language are known as language errors (Feny Oktaviani et al., 2019). Those errors are committed in the form of either spoken or written language and they happen because of lack of understanding of proper language rules as well as thoroughness in using languages (Sa'adah, 2016). Oktaviani, Rohmadi, & Purwadi (2018) formulate a procedure to analyze language errors, they are:

1. Collecting data of language errors;
2. Identifying the collected data;
3. Explaining the errors;
4. Grouping the data;
5. Describing the form of language errors based on existing theories.

There are a few types of language errors discussed in this study. They are lapses, error, and mistake (Corder, 1973; Norissh, 1983). Lapses are errors which are unintentionally committed as the language users are not aware of the errors which they do. Then, an error is a language deviation that results due to contravention of existing rules. Different from an error, a mistake occurs as the language users deliver inaccurate word choices or phrases in certain conditions. Meanwhile, language errors discussed in this article are the deviation in defining and writing symbols so that multiple interpretations arise.

Language errors definitely affect students' interpretations related to discussed materials (Mulyani & Muhtadi, 2019). Sa'adah (2016) argue that mistakes made by students in doing mathematic questions are mostly caused by errors in using languages. In addition, textbook evaluation is needed in order to provide readers proper information (Marthinus, 2017). Analysis of language errors can become an evaluation to improve learning processes and to avoid repeated errors in the future (Sa'adah, 2016). Thus, all of the relevant parties oblige to study language errors in textbooks.

Numerous researches on language errors have been carried out. Putri et al. (2019) analyze language errors on persuasive texts in Junior High School textbook in which they find several errors in writing phrases. Those errors are related to inappropriate use prepositions and excessive use of superlative. Meanwhile, Nisa (2018) examines language errors on newspaper, Sinar Indonesia Baru, and she finds out that there are a few errors in spelling, morpheme, grammar, and semantic. Another study is conducted by Reistanti (2018) on Junior High School textbooks, particularly in a fable story. There are 57 errors in syntax, morphology, and phonology. Then, Hasibuan (2018) analyzes language errors on outdoor media and finds out that there are some deviations in the use punctuation, preposition, and foreign language. Also, Marthinus (2017) conducts a study of language errors on three Class VII Mathematics BSE. The aspects examined are mathematics concept, language use and illustration.

According to the list of research above, studies of language use accuracy on Class VII BSE based on lapses, mistake and error are barely conducted, especially on Mathematics subject. Therefore, this study aims to describe and analyze language errors on Class VII Mathematics BSE related to lapses, mistake, and error.

Method

This study was a descriptive qualitative research using Content Analysis approach. The content analysis procedure referred to Neuman in Nanang Martono (2010) which is determining analysis unit and research variable and doing data collection.

There were five Class VII BSE which were examined. They were Contextual Teaching and Learning *Matematika Sekolah Menengah Pertama atau Madrasah Tsanawiyah* (written by Atik Wintarti, et. al), *Pegangan Belajar Matematika* (written by A. Wagiyono, et. al), *Matematika Konsep dan Aplikasinya* (written by Dewi Nuharini and Tri Wahyuni), *Matematika Jilid 1* (written by J. Dris and Tasari), and *Matematika Buku Guru* (written by Agung Lukito dan Sisworo).

Corpus data were completed with finding validation checklist by the experts. There were two steps used by the researcher to collect the data, namely:

- I. Identification. In this step, the researcher thoroughly identified language errors on Mathematics BSE. This step was carried out by giving codes on the obtained data.

2. Categorization. This was the step where the identified data of language errors were grouped based on error category that was previously set. Those errors were lapses, error, and mistake.

Result and Discussion

I. Language in Mathematics BSE

- a. There are a few errors in a book entitled Contextual Teaching and Learning *Matematika Sekolah Menengah Pertama/Madrasah Tsanawiyah* written by Atik Wintarti, et. al. as presented in the following image.

Data 1

5. Gantilah tanda o dengan $<$, $>$, atau $=$.
 a. $0 \square - 8$ b. $1 \square - 7$ c. $-12 \square - 5$ d. $-3 \square - 7$
 e. $-66 \square 5$ f. $76 \square - 239$ g. $-999 \square - 99$ h. $45 \square - 45$

The error is found in sign "o" that should be replaced by " $>$ ", " $<$ ", and " $=$ ". There are squares in each multiple choice instead of sign "o".

Correction: replace \square with $<$, $>$, or $=$.

Data 2

Untuk menjumlahkan satu bilangan negatif dan satu bilangan negatif, misalnya $-7 + 2$ dapat dilakukan dengan beberapa cara, misalnya:

1. Hitunglah selisih kedua bilangan tanpa memperhatikan tandanya, yaitu $7 - 2 = 5$. Karena 7 pada soal bertanda negatif, maka beri tanda negatif pada hasil di atas, yaitu -5 . Jadi $-7 + 2 = -5$.
2. Jika menggunakan garis bilangan, mulailah dari nol. Kemudian melangkah tujuh satuan ke kiri sehingga mencapai -7 kemudian lanjutkan dua satuan ke kanan sehingga mencapai -5 . Jadi $-7 + 2 = -5$.

In the image above, a language error is found in giving an example of addition operation between negative numbers. The given example explains an addition operation between a negative number and a positive number.

Correction: there are a few ways of adding one negative number and one positive number, e.g. $-7 + 2$, namely:

Data 3



Bab 4 **Sistem Persamaan Linier Dua Variabel**

Standar Kompetensi

2. Memahami bentuk aljabar, persamaan, dan pertidaksamaan linier satu variabel.
3. Menggunakan bentuk aljabar, persamaan dan pertidaksamaan linier satu variabel, dan perbandingan dalam pemecahan masalah.

A language error is found on the title chapter. The chapter explains the system of linear equation in one variable, but what is written on the title is the system of linear equation in two variables.

Correction: change the title to "*Sistem Persamaan Linier Satu Variabel*"

In general, Contextual Teaching and Learning *Matematika Sekolah Menengah Pertama/Madrasah Tsanawiyah* written by Atik Wintarti et. al contains 18 language errors.

- b. There are several errors found in *Buku Pegangan Belajar Matematika* written by A. Wagiyono et. al.

Data 4

7. Salin dan dan lengkapilah tabel berikut!
 Kemudian, telitilah pada kolom yang mana didapatkan hasilnya sama?
 Apakah kesimpulanmu?

The error is that conjunction "and" is written twice.

Correction: Change the instruction to "*Salin **dan** lengkapilah tabel berikut!*"

Data 5

(ii) FPB dari $6a^2$, $8ab$, dan $12a^3b^2$

Jawab:

$$6a^2 = 2 \times 3 \times a^2$$

$$8ab = 2^3 \times a \times b$$

$$12a^3b^2 = 2^2 \times 3 \times a^3 \times b^2$$

$$\text{FPB} = 2 \times a = 2a$$

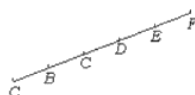
Dari contoh di atas, FPB dapat ditentukan dengan menuliskan faktor prima yang dimiliki semua bilangan. Jika terdapat faktor prima yang sama maka dipilih yang terbesar.

The image above shows a language error in determining prime factorization. It is written that if identical prime factorization exists, the one to choose is the biggest one. However, the truth is the other way.

Correction: change the line to "Jika terdapat faktor prima yang sama maka dipilih pangkat yang terkecil"

Data 6

2. Perhatikan gambar berikut!



Panjang $\overline{AF} = 5$ satuan. Jika $\overline{AD} = 6$ cm, hitunglah panjang \overline{AC} , \overline{AB} , \overline{BF} , dan \overline{BE} !

Based on the image above, there is a language error in naming a point. A point which is supposed to be named as A is named as point C instead. Furthermore, an error is also found in the description telling " $\overline{AF} = 5$ satuan". In fact, there is no line \overline{AF} at all in the description.

Correction: the first diagonal point should be replaced by a letter "A".

In total, there are five language errors in *Pegangan Belajar Matematika* written by A. Wagiyono, et. al.

- c. A book written by Dewi Nuharini and Tri Wahyuni entitled *Matematika Konsep dan Aplikasinya* contains several errors in it.

Data 7

4. Perbandingan panjang sisi sejajar pada sebuah trapesium sama kaki adalah $2 : 5$. Diketahui besar sudut pada salah satu kaki trapesium adalah 60° , panjang kaki trapesium = 10 cm, tinggi = 8 cm, dan luasnya 80 cm^2 . Tentukan

- besar sudut yang belum diketahui;
- panjang sisi-sisi yang sejajar;
- keliling trapesium.

There is an error in the question saying "*salah kaki*".

Correction: "*salah kaki*" should be replaced by "*salah satu kaki*". This error causes misinterpretation when students do the questions.

Data 8

Dari uraian tersebut dapat disimpulkan sebagai berikut.

Jika A dan B adalah dua buah himpunan, gabungan himpunan A dan B adalah himpunan yang anggotanya terdiri atas anggota-anggota A atau anggota-anggota B.

An incomplete description found in describing a combined set causes multiple interpretations.

Correction: there should be an additional description saying "Jika A dan B dua himpunan, maka gabungan dari himpunan A dan B merupakan suatu penyatuan anggota himpunan A dan B dimana anggotanya merupakan anggota himpunan A atau anggota himpunan B, dengan aturan jika himpunan A dan B memiliki anggota yang sama maka hanya ditulis sekali." This kind of error makes students incorrectly interpret the concept.

Generally, there are five language errors in a book written by Dewi Nuharini and Tri Wahyuni entitled *Matematika Konsep dan Aplikasinya*.

- d. A few errors can be seen in a book entitled *Matematika Jilid I Untuk SMP dan MTs Kelas VII* written by J. Dris and Tasari.

Data 9

2 Satuan Sudut

Satuan sudut yang sering digunakan untuk mengukur besar sudut adalah *derajat* ($^{\circ}$), misalnya 60° dibaca enam puluh derajat. Dalam satuan sudut ini, keliling lingkaran dibagi

An error is found in writing a symbol of degree. The comprehension will be distracted if such error exists.

Correction: an angle unit that is widely used to measure a size of an angle is degree ($^{\circ}$), e.g. 60° (sixty degrees).

Data 10



Lakukanlah kegiatan berikut selama teman kelompokmu.

1. a. $4a = 20$, tentukan penyelesaiannya dengan cara substitusi.
- b. $4a = 20$, tentukan penyelesaiannya dengan kedua ruas dibagi 4.

Apakah persamaan $4a = 20$ adalah persamaan yang setara dengan $4a : 4 = 20 : 4$?

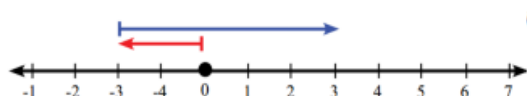
A language error in the image above can be seen in an imperative sentence stating "*selama teman kelompokmu*"

Correction: the instruction should be changed into "*Lakukanlah kegiatan berikut **bersama teman kelompokmu***". This error confuses students in doing the question and comprehending the instruction.

Overall, there are five language errors in a book entitled *Matematika Jilid 1 Untuk SMP dan MTs Kelas VII* written by J. Dris and Tasari.

- e. A book written by Agung Lukito and Sisworo contains a few errors which can be seen in Data II.

Data II



Gambar 1.10 Pengurangan $-2 - (-5)$

There is an error in number line which numbers to the left of 0 are -4, -3, -2, -1 and so on.

Correction: the numbers to the left of 0 should be **-1, -2, -3, -4**, and so on. This error can disturb students' comprehension in drawing number line and understanding the concept related to number line.

Data 12

- ♦ Untuk bilangan pecahan dengan penyebut 100 disebut persen
- ♦ Sedangkan bilangan pecahan dengan penyebut 100 disebut permil

An error is found in explaining a concept in which permille is described as a fraction with 100 as the denominator.

Correction: permille is a fraction with **1000** as the denominator.

Data 13

Contoh 2.5

Tentukan himpunan semesta dari tiga himpunan berikut

$A = \{\text{ayam, kambing, kucing}\}$
 $B = \{\text{hiu, paus, lumba-lumba}\}$
 $C = \{\text{merpati, elang, burung}\}$

Alternatif Penyelesaian

Himpunan A adalah nama-nama hewan yang hidup di air, himpunan B adalah nama-nama hewan yang bisa terbang, dan himpunan C adalah nama-nama hewan yang hidup di air. Himpunan semesta dari ketiga himpunan tersebut adalah himpunan yang memuat semua unsur dari himpunan A , B , dan C . Dengan demikian himpunan semestanya adalah nama hewan

The image above shows a language error in an explanation about set A , B , and C although its universal set is already correct.

Correction: the explanation should be changed to “Himpunan A adalah nama-nama hewan yang *hidup di darat*, himpunan B adalah nama-nama hewan yang *hidup di air*, dan himpunan C adalah nama-nama *hewan yang bisa terbang*.”

In total, there are five language errors in a book entitled *Matematika Buku Guru* written by Agung Lukito and Sisworo altogether.

2. Language errors identified in BSE book are mentioned as follows:

a. *Lapses*

Lapses are accidental errors which are committed by language users. The detailed lapses in *Buku Sekolah Elektronik Matematika* which is being discussed are shown in the Table I below:

Table I. Lapses in Class VII BSE book

No.	Book name	Number of lapses	Page(s)
I	Contextual Teaching and Learning	7	35, 47, 134, 138, 155, 204, and 315
II	<i>Pegangan Belajar Matematika</i>	-	-
III	<i>Matematika Konsep dan Aplikasinya</i>	1	189
IV	<i>Matematika Jilid I</i>	1	65
V	<i>Matematika Buku Guru</i>	3	8, 10, and 28

The table above shows that there are 12 lapses in the examined books. Seven lapses in BSE book I, one lapse in BSE book III, 1 lapse in BSE book IV and three lapses in BSE book V. Yet, there is no lapse found in BSE book II.

b. *Mistake*

A mistake occurs as the language users deliver inaccurate word choices, phrases, or expression in certain conditions. The detailed mistakes found in Class VII Mathematics BSE book are mentioned in the following table:

Table 2. Mistakes in Class VII BSE book for

No.	Book name	Number of mistakes	Page(s)
I	Contextual Teaching and Learning	4	9, 48, 83, and 223
II	<i>Pegangan Belajar Matematika</i>	2	8 and 163
III	<i>Matematika Konsep dan Aplikasinya</i>	2	180 and 276
IV	<i>Matematika Jilid I</i>	-	-
V	<i>Matematika Buku Guru</i>	2	108 and 179

Based on the table above, there are 10 mistakes found in the examined books. Four mistakes in BSE book I, two mistakes in BSE book V. However, there is no mistake identified in BSE book IV.

c. Error

An error is a language deviation that results due to contravention of existing rules. The detailed errors found in Class VII Mathematics BSE book can be seen in the table below:

Table 3. Errors in Class VII BSE book

No.	Book name	Number of errors	Page(s)
I	Contextual Teaching and Learning	7	3, 6, 7-8, 71-72, 142, 214, and 321
II	<i>Pegangan Belajar Matematika</i>	3	3, 70, and xi
III	<i>Matematika Konsep dan Aplikasinya</i>	2	4 and 166
IV	<i>Matematika Jilid I</i>	4	3, 66, 136, and 162
V	<i>Matematika Buku Guru</i>	5	12, 13, 60, 72, and 185

The table above shows that there are 21 errors in examined books. Seven errors in BSE book I, three errors in BE book II, two errors in BSE book III, four errors in BSE book IV and five errors in BSE book V.

According to the three language errors identified in five Class VII Mathematics BSE books, error is the most committed followed by lapses and mistake. Language errors are generally carried out when comprehending and writing symbols, so varied interpretations appear. A large number of errors found in BSE book is relevant to a research result conducted by Nurwicaksono and Amelia (2018). Their research proves that error is the most frequent language error appearing in the form word forms, punctuation, spelling, and loanwords.

There are several factors causing language errors. According to Fitriania and Rahmawati (2020), language errors in printed media arise in editing process and writers' faults as a result of lack of understanding related to grammar rules. Furthermore, Ayudia et. al. (2016) mention that language errors are caused by lack of writers' accuracy and motivation.

Multiple interpretations disturb students in comprehending materials discussed in the books. Mulyani and Muhtadi (2019) and Jana (2018) argue that misinterpretation of language is one of the factors which cause students make mistakes when doing mathematics questions.

Those mistakes affect students' Mathematics learning outcomes and motivation in the subject as it is already regarded as a difficult subject from the first place (Rustan & Bahru, 2018). Thus, any error found in BSE book can hopefully be minimized through a few steps such as giving information to the writer about the identified language errors, discussing and correcting either individually or in groups by giving examples of the committed errors.

Conclusion

Several language errors are found in Junior High School Class VII BSE book, especially in Mathematics subject. Those errors are in the form of lapses, error, and mistake. Overall, there are 43 language errors identified that are 12 lapses, 21 errors, and 10 mistakes. The result of this study is used as a reference for teachers to develop their knowledge and to be more selective in choosing learning materials. Those need to be done to prevent any disturbance in a teaching and learning process. For the stakeholders and publishers, this finding can be a matter to consider in improving the quality of learning materials.

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