



Uncovering Linguistic Anomalies: An Analysis of Language Errors in Internship Reports of Polsri Business Administration Students

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ABSTRACT

This research aims to identify the dominant forms of linguistic anomalies or language errors in internship reports written by Business Administration students at Politeknik Negeri Sriwijaya (Polsri), analyze their causative factors, and explore their implications for professional competence. The study employed a qualitative descriptive approach utilizing the Error Analysis (EA) framework based on the Indonesian General Guidelines for Spelling (PUEBI) and standard Indonesian grammar. The sample consisted of 30 internship reports from 2024 Business Administration students selected through purposive sampling. Analysis of a total of 880 linguistic anomalies (estimated) revealed that Spelling and Punctuation (SP) errors ranked the highest, accounting for 37.50% of the total errors. The most frequent sub-category within this domain was Standard Word Usage (15.34%) (e.g., *Praktek* instead of *Praktik*). The second highest was Morphological and Syntactical (MS) errors (34.66%), with Ineffective Sentences (24.43%) being the primary syntactical issue (characterized by word redundancy and the use of non-standard conjunctions like *Dimana*). These errors are attributed to a combination of intralingual factors (*overgeneralization* of affixation rules) and extralingual factors (*interference from spoken/informal register*). Overall, these findings have serious implications, namely diminishing the reports' credibility and fostering a negative perception of students' professionalism within the industry due as they are perceived as careless and lacking meticulousness.

Keywords: linguistic anomalies, language errors, internship reports

Mengungkap Anomali Linguistik: Telaah Kesalahan Berbahasa dalam Laporan Magang Mahasiswa Administrasi Bisnis Polsri

ABSTRAK

Penelitian ini bertujuan untuk mengidentifikasi bentuk-bentuk dominan anomali linguistik atau kesalahan berbahasa dalam laporan magang mahasiswa Administrasi Bisnis Politeknik Negeri Sriwijaya (Polsri), menganalisis faktor penyebabnya, dan mengeksplorasi implikasinya terhadap kompetensi profesional. Penelitian menggunakan pendekatan deskriptif kualitatif dengan kerangka Analisis Kesalahan Berbahasa (AKB) berdasarkan Pedoman Umum Ejaan Bahasa Indonesia (PUEBI) dan tata bahasa baku. Sampel yang digunakan adalah 30 laporan magang mahasiswa Administrasi Bisnis Polsri tahun 2024 yang dipilih melalui teknik *purposive sampling*. Hasil analisis terhadap total 880 anomali linguistik (perkiraan) menunjukkan bahwa Tataran Ejaan dan Tanda Baca (ETB) menduduki peringkat tertinggi dengan 37.50% dari total kesalahan. Sub-kategori kesalahan terbanyak pada tataran ini adalah Penulisan Kata Baku (15.34%) (misalnya, *Praktek* menjadi *Praktik*). Di peringkat kedua adalah Tataran Morfologi dan Sintaksis (MS) (34.66%), dengan Kalimat Tidak Efektif (24.43%) sebagai masalah sintaksis utama (ditandai dengan redundansi kata dan penggunaan konjungsi nonbaku seperti *Dimana*). Kesalahan ini disebabkan oleh kombinasi faktor intralingual (*overgeneralisasi* kaidah afiksasi) dan ekstralingual (*interferensi laras bahasa lisan/informal*). Secara keseluruhan, temuan ini memiliki implikasi serius, yaitu menurunkan kredibilitas laporan dan membentuk persepsi negatif terhadap profesionalisme mahasiswa di mata industri karena dianggap ceroboh dan tidak teliti.

Kata Kunci: anomali linguistik, kesalahan berbahasa, laporan magang

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INTRODUCTION

Communication is a fundamental foundation in every aspect of human life, including professional and academic contexts. In the era of globalization and rapid development of information technology, the ability to communicate effectively is an absolute prerequisite for individuals to compete and innovate. In the workplace, particularly in the field of Business Administration, precise, accurate, and ethical communication not only reflects professionalism but also directly impacts operational efficiency, the quality of decision-making, and the institution's overall reputation.

Written documents, such as reports, memos, emails, and presentations, are vital media for conveying crucial information, archiving data, and fostering internal and external collaboration. Therefore, good language skills, including grammar, spelling, and word choice, are fundamental skills every business practitioner must possess. Mistakes in business documents can lead to ambiguity, misunderstandings, and even financial loss, damaging a professional's image and resulting in a loss of credibility with stakeholders.

Higher education institutions play a crucial role in equipping students with communication skills that are relevant to the needs of the workplace. Particularly in practice-oriented study programs like Business Administration, students are required not only to master business theory and practice but also to articulate their ideas in writing to professional standards. This ability is an integral part of the work competencies developed through training and development programs. Furthermore, all formal writing practices must adhere to standard language rules, such as the General Guidelines for Indonesian Spelling (PUEBI), to ensure uniformity and accountability of information.

A critical forum for students to apply and test these skills is through the internship program (Kerja Praktik). The internship program is designed to bridge the gap between theoretical lecture and practical application, providing real-world work experience and preparing students for professional challenges. As an integral part of this program, the internship report reflects the student's

accumulated knowledge, skills, and experience. More than just an administrative document, the internship report serves as an evaluation tool, a professional portfolio, and evidence of the student's ability to organize and present complex information. Therefore, the quality of the internship report, including its linguistic accuracy, is a critical indicator of a student's professional competence.

Although a good command of the Indonesian language is crucial, initial observations suggest that students, including those at the tertiary level, often still face challenges in applying standard and effective Indonesian language rules, particularly in formal writing contexts such as internship reports. Sriwijaya State Polytechnic (Polsri), as one of the leading vocational education institutions in South Sumatra, is committed to producing work-ready graduates in Business Administration. However, based on teaching and mentoring experiences, various forms of "linguistic anomalies" or language errors are often found in student internship reports. These errors are not only limited to spelling and punctuation, but also include ineffective sentence structure, inappropriate word choice, and inconsistencies in the use of technical business terms. This systematic error phenomenon necessitates an in-depth analysis using the Language Error Analysis (LEA) framework to elucidate learners' cognitive processes in language acquisition.

This research builds on several key studies relevant to identifying, analyzing, and mitigating linguistic anomalies in students' formal writing. First, this Research will refer to works that focus on the Analysis of Language Errors in Final Project Reports or Theses, such as the study by Setyawan (2023). This review is crucial for comparing the types of language errors commonly found in academic documents with internship reports as vocational documents, to determine whether the language error patterns encountered by students are systematic across all types of formal writing. Second, this Research will strengthen the argument of urgency through studies that discuss Written Communication Skills in the Scope of Business Administration and Professionalism, as reviewed by Lubis & Handayani (2024). These studies help



emphasize that mastery of grammar is not merely an academic requirement but an absolute prerequisite that affects operational efficiency and professional reputation in the workplace. Third, to understand the root of the problem, this Research will explore the findings from articles discussing the Factors Causing Language Errors (Intralingual and Extralingual) and Obstacles to the Implementation of PUEBI, as examined by Wulandari (2022). By juxtaposing these findings, this study will position itself as a study that not only describes the errors but also analyzes why they occur in the specific context of Polsri Business Administration students, while formulating their implications for the professional competence of graduates.

This linguistic anomaly phenomenon raises critical questions that underlie this research:

- 1) What are the most dominant forms of language errors in Polsri Business Administration students' internship reports?
- 2) What intralingual and extralingual factors underlie these linguistic anomalies?
- 3) How might these linguistic anomalies impact the quality of the reports and the perception of students' professionalism in the eyes of industry?

Given that internship reports are students' first exposure to the professional world, significant language errors have the potential to diminish the credibility and quality of the information conveyed. This study aims to address these questions through an in-depth analysis, making a tangible contribution to enhancing the quality of Polsri Business Administration graduates by ensuring they possess strong written communication skills that meet the demands of the workplace.

his research is expected to make significant contributions, both theoretically and practically. Theoretically, the results of this study will enrich the scientific treasury in the field of Applied Linguistics, particularly through the development of a Language Error Analysis (LEA) model applied to the context of professional/vocational documents, namely internship reports. The findings regarding the linguistic anomaly patterns of Polsri Business Administration students will also provide

valuable empirical data for the development of Business Linguistics. This discipline focuses on the written communication challenges of prospective practitioners in Indonesia. Meanwhile, the practical benefits of this study are multidimensional. For the Institution (Polsri), the results of this study will provide a clear problem map, which can be used as a basis for revising the curriculum of Business Communication or Indonesian Language courses to focus more on correcting systematic errors.

For Lecturers, these findings provide specific guidelines for optimizing teaching and mentoring strategies. Finally, for Students, this study is expected to enhance their critical awareness of the importance of language accuracy, enabling them to use the findings as a self-correction guide to produce professional-standard internship reports and increase their credibility in the eyes of the industry.

METHOD

This study used a qualitative descriptive approach to conduct an in-depth analysis of language errors (linguistic anomalies) in internship reports (Fraenke et al., 2012; Hatch & Farhady, 1982). A descriptive design was chosen because it aimed to describe in detail the types, frequencies, and patterns of errors, as well as explore the causal factors and implications without manipulating variables.

The study was conducted at the Business Administration Department, Sriwijaya State Polytechnic, Palembang. This university is located at Jl. Sriwijaya Negara Bukit Besar, Palembang, 30139. Data collection took place from July 28 to August 2.

The study population was all 99 internship reports submitted by Business Administration students at Sriwijaya State Polytechnic in 2024.

The study sample was determined using a purposive sampling technique, with 30 internship reports from 2024 selected based on representative criteria to capture the diversity of language errors. The primary instrument in this study was the researcher herself (human instrument), who served

as both data collector and analyst. To ensure consistent identification, the researchers used the language error analysis guidelines as a tool, which refer to the general guidelines for Indonesian Spelling (PUEBI), standard grammar, and language error analysis theory.

The research procedure involved four systematic stages. The preparation stage involved determining the focus and categories of errors, as well as obtaining permission to access internship report data from the Department of Business Administration.

The data collection stage involved sampling reports, procuring copies of the data, and critically reading each report to identify and mark all language errors. The data analysis stage consisted of classifying errors into categories (spelling, morphology, syntax, etc.), calculating frequencies, describing them, explaining them, and analyzing

causal factors and implications. Finally, the Interpretation and Conclusion Stage focused on drawing conclusions that answered the problem statement and formulating practical suggestions.

RESULTS

The 30 internship reports that were the subject of this research were analyzed. These manuscripts were then analyzed for: 1) spelling and punctuation errors, including capitalization errors, misspellings of standard words, abbreviations, acronyms, and punctuation errors; 2) morphological and syntactic errors; and 3) semantic and pragmatic errors. The analysis results included.

1. Spelling and Punctuation Errors (SPE)

The SPE category remains the largest contributor to the percentage of errors, especially in writing standard words and using punctuation.

Table 1
Spelling and Punctuation Errors (SPE)

Error Sub-Categories	Key Findings Examples	Estimated Number of Findings (N=30)	Percentage of Total (880)
1. Capitalization	Incorrect capitalization of abbreviations, acronyms, technical terms, and inconsistent titles.	95	10.80%
2. Standard Word Writing	Incorrect spelling of standard words (Administration → Administration, Practice → Practice), spelling of separate words, and particles (di as affixes/prepositions).	135	15.34%
3. Punctuation	Inappropriate use of commas (before and within details), excessive periods (in abbreviations of titles/organizations), and errors in hyphens.	70	7.95%
4. Abbreviations and Acronyms	Inconsistent use of periods and capitalization (for example, in company names like PLN, BPR, PT).	30	3.41%
Subtotal SPE		330	37.50%



2. Morphological and Syntactic Level Errors (MSE)

Syntactic errors (sentence structure) showed a substantial increase, indicating consistency issues in the construction of scientific sentences.

Table-2
 Morphological and Syntactic Level Errors (MSE)

Error Sub-Categories	Key Findings Examples	Estimated Number of Findings (N=30)	Percentage of Total (880)
1. Morphology (Word Formation)	Incorrect affixes (affect → affect, incorrect use of me-), and inappropriate repetition of words.	90	10.23%
2. Syntax (Sentence Structure)	Ineffective sentences (ambiguous subject/predicate, misplaced conjunctions, inconsistent active/passive sentences, and word wasting).titles.	215	24.43%
Subtotal MSE		305	34.66%

3. Semantic and Pragmatic Errors (SPE)

Although the overall percentage decreased slightly due to increases in the other two categories, diction and grammar errors remained high.

Table-3
 Semantic and Pragmatic Errors (SPE)

Error Sub-Categories	Key Findings Examples	Estimated Number of Findings (N=30)	Percentage of Total (880)
1. Semantics (word meaning)	Inappropriate word choice (diction) for a scientific context. Excessive wording (pleonames) and ambiguous sentences that confuse meaning.	160	18.18%
2. Pragmatics (context & language tone)	Use of informal/conversational language in scientific narratives (e.g., in the methodology or results sections).	85	9.66%
Subtotal SPE		245	27.84%

4. Recapitulation

First, spelling and punctuation (SP) remains the category with the highest number of errors (37.50%). Second, morphology and syntax errors (MSE) is now the second-highest single error subcategory (34.66%). Third, semantics and pragmatics errors (SPrE) is the third -highest single error (27.84%). The data on language errors in this internship report is presented in the table below.

Table 4
Summary of Internship Report Language Errors

Main Categories	Total Findings (Estimate)	Percentage of Total	Ranking
1. Spelling and Punctuation Errors (SPE)	330	37.50%	1
2. Morphology and Syntax Errors (MSE)	305	34.66%	2
3. Semantics and Pragmatics Errors (SPrE)	245	27.84%	3
Total	880	100.00%	

DISCUSSION

The analysis shows that linguistic anomalies in internship reports are significantly distributed across two levels. Spelling and Punctuation Errors (SPE) dominate, contributing approximately 50% of the total errors, followed by Morphology and Syntax Errors (MSE), with a percentage ranging from 30% to 35%. This high number indicates a fundamental weakness in mastering the mechanical aspects of formal writing at the university level.

At the ETB level, the primary focus of errors lies in non-compliance with the General Guidelines for Indonesian Spelling (PUEBI). Consistent errors are found in the spelling of standard words (e.g., "Job Internship" should be "Work Practice" and "Musholla" should be "Musala") and in the capitalization of general positions not followed by proper nouns (e.g., "Head of Department" should be "Head of Department"). Mistakes in the spelling of acronyms, such as "DIII Business Administration" should be "D-III Business Administration," are also consistently found. This violation of the PUEBI (Indonesian Language Standards) reflects that the implementation of basic formal Indonesian language rules remains a challenge at the university level (Sari, 2021), even though spelling accuracy is a fundamental prerequisite for produc-

ing authoritative official documents. "Meanwhile, syntactic anomalies are a significant problem at the MS level, particularly in the form of ineffective sentence construction. This is characterized by the use of the non-standard function word "Where" at the beginning of a sentence or as a double conjunction, as well as word redundancy (pleonasm). Grammatically, the inappropriate use of function words and pleonastic sentence structures directly disrupts the clarity and formality of scientific narratives. Furthermore, at the morphological level, errors in the use of the prefix *di-* in separated verbs (e.g., "yang *di* dapat" instead of "yang mendapat") are found, indicating difficulty in distinguishing the functions of *di-* as a prefix (passive verb) and a preposition (preposition indicating place).

A combination of intralingual and extralingual factors causes these linguistic anomalies:

- 1) Intralingual Factors (Lack of Competence): Intralingual factors include the phenomenon of interference or overgeneralization. This error occurs when students apply a partially understood rule of the target language (Indonesian) to forms that should be exceptional, such as inconsistent spelling



of affixes. This overgeneralization error is a natural mechanism in language acquisition (Ellis, 1997), but in this context, it indicates that the learner's internal linguistic system is not yet fully mature. This error is caused by the complexity of the L2 system itself, not the influence of the first language (Sinaga et al., 2024; Bango, 2022; Leksono 2019).

- 2) Extralingual Factors (spoken interference and Non-Linguistic Stress): A crucial extralingual factor is the interference of informal and spoken language styles. This is evidenced by widespread pragmatic errors, such as the use of informal and emotive diction (e.g., "Temen-teman sejuangan" and "Lesen Pembimbing Kami Terbaik") in the introduction. The transfer of everyday conversational language styles into the context of scientific reports demonstrates students' lack of awareness of the standard language styles required in formal writing. Furthermore, students' primary focus on the technical content of Business Administration and the pressure to complete reports on time often make linguistic aspects secondary. This lack of thoroughness in the revision and editing process is categorised as a performance error triggered by fatigue or inattention (Nastiti & Yuliarti, 2020; Parancika & Aris, 2021; Rosdiana, 2020; Sihite et al., 2025).

Language errors have profound negative implications for the quality of reports and the perception of professionalism of Business Administration students.

- 1) Risk of Business Information Distortion: In terms of quality, syntactic errors and the use of pleonastic verbs make sentences ineffective and ambiguous (McCrimmon, 1984; Chaplen, 1974; Tarigan, 2015). In business reports that demand precision, this ambiguity is particularly dangerous be-

cause it can distort or obscure the meaning of the findings. A report that is unclear or indirect can hinder readers' understanding, including that of investors and managers, leading to errors in business decision-making. Thus, linguistic weaknesses directly impact the effectiveness of professional communication.

- 2) Damage to Credibility and Professional Image: Internship reports serve as a representation of students' skills and work ethic to the industry. Reports filled with structural and spelling errors and using informal language demonstrate a lack of attention to detail, carelessness, and an inability to adhere to professional written communication standards. In the context of Business Administration, which demands high precision, these linguistic weaknesses can create negative perceptions of graduate competence and undermine the institution's credibility. Therefore, mastery of standard language is not merely an academic issue, but an integral part of the professional competency required of graduates (Adler & Elmhorst, 2015; Atmojo et al., 2023; Ruggiero, 1981).

Overall, these findings underscore that linguistic anomalies in Business Administration students' internship reports are not merely minor errors but rather indicative of two significant challenges: fundamental weaknesses in mastery of standard-language rules (intralingual) and interference from spoken language (extralingual). The predominance of errors at the Spelling and Syntax levels, characterised by violations of PUEBI (Indonesian Language Standards) and ineffective sentence construction, directly threatens the academic quality and integrity of the business information presented. Furthermore, these linguistic weaknesses have profound implications for perceptions of professionalism, as inaccurate language in formal documents can damage the writer's credibility in the eyes of industry and, ultimately, influence the assessment

of graduates' job-readiness. Therefore, accurate and contextually appropriate Indonesian language skills must be strengthened as an integral part of professional competency.

CONCLUSION

Research on linguistic anomalies in the internship reports of 30 Business Administration students from Sriwijaya State Polytechnic in 2024 concluded three main points that answer the problem formulation.

- 1) **Dominant Forms of Errors:** The most dominant linguistic anomalies found were in Spelling and Punctuation Errors (SPE) (37.50%), followed by Morphology and Syntax Errors (MSE) (34.66%), and Semantics and Pragmatics (SPrE) (27.84%). The most frequently occurring sub-categories of errors were Spelling Standard Words (15.34%) and Ineffective Sentence Structure (24.43%), indicating that students still struggle to apply PUEBI (Indonesian Standards for Ethics) and construct coherent, formal sentences.
- 2) **Causal Factors:** These errors are caused by a combination of intralingual factors (such as overgeneralization or a partial understanding of affixation rules) and crucial extralingual factors. Extralingual factors are dominated by the interference of informal/spoken language styles (such as the use of informal and emotive diction) and a lack of thoroughness in the final editing process due to the primary focus on technical business substance and deadline pressures.
- 3) **Implications of Errors:** The presence of linguistic anomalies in internship reports has two negative implications. First, from an academic perspective, grammatical and syntactic errors disrupt the cohesion and coherence of information, potentially leading to ambiguity in the presentation of business data. Second, from a professional per-

spective, inaccurate and error-ridden reports damage the student's professional image, as these linguistic weaknesses are indirectly interpreted as a lack of attention to detail and carelessness by industry.

Overall, these findings underscore the urgency for the Polsri Business Administration Department to strengthen its formal report writing materials and guidance, with a particular emphasis on language style differentiation and rigorous editing practices to ensure graduates possess strong written communication skills that meet the demands of the workplace.

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