

Indonesian Influence on English Errors in X Tweet

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ABSTRACT

This study aims to analyze grammatical errors found in English tweets posted by Indonesian users on X. The research focuses on identifying the types of errors based on Error Analysis theory and explaining their causes through Contrastive Analysis between Indonesian and English. This study employs a qualitative descriptive method, with data collected from a number of tweets containing grammatical errors. The errors are classified into four categories: omission, addition, misinformation, and misordering. Furthermore, the sources of errors are analyzed into interlingual and intralingual factors. The findings reveal that misinformation is the most dominant type of error, followed by omission and addition, while misordering occurs less frequently. These errors include incorrect verb forms, misuse of articles, inappropriate word choices, and incorrect sentence structures. Most errors are categorized as intralingual, indicating that they are mainly caused by incomplete understanding of English grammar rather than direct influence from Indonesian. However, some errors reflect interlingual influence, particularly in the omission of articles. In addition, the study shows that the informal nature of social media contributes to the use of non-standard language forms. In conclusion, both linguistic competence and contextual factors influence learners' grammatical accuracy in online communication.

Keywords: error analysis, contrastive analysis, social media, grammar

ABSTRAK

Penelitian ini bertujuan untuk menganalisis kesalahan gramatikal dalam tweet berbahasa Inggris yang ditulis oleh pengguna Indonesia di X. Penelitian ini berfokus pada identifikasi jenis kesalahan berdasarkan teori Error Analysis serta penjelasan penyebabnya melalui Contrastive Analysis antara bahasa Indonesia dan bahasa Inggris. Metode yang digunakan adalah deskriptif kualitatif dengan data berupa sejumlah tweet yang mengandung kesalahan gramatikal. Kesalahan diklasifikasikan menjadi empat jenis, yaitu omission, addition, misinformation, dan misordering. Selain itu, sumber kesalahan

dianalisis berdasarkan faktor interlingual dan intralingual. Hasil penelitian menunjukkan bahwa kesalahan yang paling dominan adalah *misinformation*, diikuti oleh *omission* dan *addition*, sedangkan *misordering* paling sedikit ditemukan. Kesalahan tersebut meliputi penggunaan bentuk kata kerja yang tidak tepat, kesalahan penggunaan artikel, pilihan kata yang tidak sesuai, serta struktur kalimat yang keliru. Sebagian besar kesalahan termasuk dalam kategori intralingual, yang menunjukkan bahwa kesalahan lebih disebabkan oleh ketidakpahaman terhadap tata bahasa Inggris. Namun, beberapa kesalahan juga dipengaruhi oleh struktur bahasa Indonesia. Selain itu, konteks media sosial yang bersifat informal turut mempengaruhi munculnya bentuk bahasa yang tidak baku.

Kata kunci: analisis kesalahan, analisis kontrastif, media sosial, tata bahasa

A. Introduction

In recent years, social media has become an essential platform for communication, especially among English as a Foreign Language (EFL) learners. Platforms such as X (formerly Twitter) allow users to express ideas, share opinions, and interact with a global audience in real time. As a result, many Indonesian users actively use English in their social media posts to reach wider audiences and to participate in global discussions. This phenomenon indicates that social media is not only a communication tool but also a space for informal language learning and practice (Herlina et al., 2024). This is further supported by Ernestivita et al. (2024), who found that social media platforms significantly enhance language learning by providing interactive environments where learners can improve communication skills, vocabulary, and cultural understanding through authentic exposure.

This phenomenon is closely related to the concept of digital literacies, which refers to the practices of reading, writing, and communication enabled by digital media (Hafner et al., 2015). In this context, social media platforms function as global online spaces where learners engage in authentic communication and develop language skills through real-life interactions. This view is supported by Al Fadda (2020), who states that social media platforms such as Instagram and Snapchat provide opportunities for learners to engage with English in authentic contexts, increase interaction, and support informal language learning through digital communication.

This phenomenon is further supported by recent studies highlighting the significant

role of social media in language learning. Social media platforms provide interactive and engaging environments where learners can develop communication skills, expand vocabulary, and gain cultural understanding through authentic exposure (Ernestivita et al., 2024). These platforms enable learners to interact with real-world language use beyond the classroom, making language learning more accessible and meaningful. However, despite these advantages, the informal nature of social media may also contribute to the persistence of grammatical inaccuracies, as learners often prioritize communication over correctness.

From a sociolinguistic perspective, language use on social media is influenced by various social factors such as age, gender, and educational background (Karimah, 2021; Wardaugh, 2006). These factors shape how users construct meaning, choose vocabulary, and express identity in digital communication. For instance, younger users tend to use informal language, abbreviations, and slang, while users with higher educational backgrounds are more likely to produce grammatically accurate expressions (Karimah, 2021). This indicates that language use in digital spaces is not only a matter of linguistic competence but also a reflection of social identity and communicative purpose.

However, despite the increasing exposure to English through digital platforms, many users still produce grammatical errors in their writing. These errors appear in various forms, including incorrect word choices, missing grammatical elements, and improper sentence structures. This situation suggests that exposure alone is not sufficient to ensure accurate language use. Instead, learners still struggle to apply

grammatical rules correctly, especially in spontaneous and informal contexts such as social media (Putri & Agustina, (2024). This is in line with Al Fadda (2020), who found that although social media facilitates engagement and communication, the content shared on these platforms often contains grammatical and spelling errors due to their informal and unstructured nature. This can be explained by the nature of digital communication, which tends to be fast, multimodal, and less focused on linguistic accuracy, as highlighted in digital literacy studies (Hafner et al., 2015).

From a second language acquisition perspective, these errors are not merely signs of failure but reflect a developmental linguistic system known as interlanguage. According to Al-khresheh (2015), interlanguage refers to a separate and evolving linguistic system constructed by learners, which is independent of both their first language (L1) and the target language (L2). This system represents learners' hypotheses about the target language and develops gradually as they gain more exposure and experience. Therefore, grammatical errors found in social media captions can be seen as evidence of learners' ongoing language development rather than simply incorrect usage.

These errors are important to analyze because they may reflect two main aspects: the influence of the users' first language (Indonesian) and their level of understanding of English grammar. Indonesian and English have significantly different grammatical systems. For instance, Indonesian does not require the use of "to be" in nominal sentences, does not mark plurality in the same way as English, and does not use articles such as "a," "an," or "the." In contrast, English relies heavily on these grammatical features. As a result, Indonesian learners often transfer patterns from their first language into English, which leads to errors in their writing. This aligns with previous findings that learners frequently omit or misuse essential grammatical elements such as auxiliary verbs, articles, and inflections in their writing (Putri & Agustina, 2024). Writing interference in EFL learners is an inevitable

phenomenon caused by differences between linguistic systems and learners' dependency on their native language structures (Rahmawati & Rohmana, 2023).

Furthermore, errors in EFL writing are considered a natural and inevitable part of the language learning process. Writing requires complex cognitive and linguistic abilities, and learners often struggle to balance meaning and grammatical accuracy simultaneously. Writing is widely acknowledged as one of the most difficult language skills because it requires not only idea generation but also the correct application of grammar and structure (Putri & Agustina, 2024). As highlighted by Murtiana (2019), writing is one of the most challenging language skills because it involves not only idea generation but also the correct application of vocabulary, syntax, and writing conventions. Therefore, the occurrence of errors should not be seen merely as failure, but as evidence of learners' ongoing language development.

Previous studies have shown that learners' errors are generally influenced by two major factors: interlingual and intralingual factors. Interlingual errors occur when learners transfer elements from their first language into the target language, while intralingual errors are caused by incomplete knowledge of the target language itself. Interlingual and intralingual interference are common phenomena in EFL writing, where learners' first language structure and incomplete mastery of the target language contribute significantly to grammatical deviations in writing (Rahmawati & Rohmana, 2023). However, as argued by Al-khresheh (2015), not all errors can be explained solely by L1 interference or incomplete L2 knowledge, since learners construct their own interlanguage system, which operates with its own internal rules and logic.

In addition, contrastive studies between Indonesian and English grammar have demonstrated that structural differences in word order, tense, articles, and verb usage significantly contribute to learners' difficulties in English acquisition (Fitria, 2026). Interlingual and intralingual interference are widely recognized as the

two primary sources of errors in EFL writing. Interlingual errors occur when learners transfer structures from their first language into the target language, while intralingual errors arise from incomplete mastery of the target language system itself. These phenomena are common in second language acquisition and reflect the learners' developmental process in constructing linguistic knowledge. Previous research by Murtiana (2019) revealed that both types of errors frequently appear in students' compositions, with interlingual errors often dominating due to strong first language influence. This finding indicates that learners tend to rely heavily on their native language when producing English sentences, particularly in lexical choice and sentence structure.

These differences strengthen the argument that grammatical interference from Indonesian plays an important role in shaping learners' errors. Error in EFL writing is commonly categorized into interlingual and intralingual errors, where interlingual errors are caused by first language interference and intralingual errors result from learners' incomplete mastery of the target language system (Purnama Sari, 2016). Interlingual errors occur due to negative transfer from the learners' native language, while intralingual errors emerge from overgeneralization and incorrect application of English rules during language development (Purnama Sari, 2016); Brown, 1980).

Previous studies have also identified several underlying factors that contribute to students' grammatical errors in EFL writing. Hapsari et al. (2022) found that Indonesian students' writing errors are influenced by three major factors, namely the influence of the first language, large class sizes, and limited opportunities for writing practice. These factors are considered significant because they show that grammatical errors are not only caused by linguistic interference, but also by learning conditions in the classroom. Despite years of English instruction, students may still produce persistent errors due to insufficient feedback and lack of intensive writing practice. This supports the idea that both linguistic and

instructional environments play an important role in shaping students' writing performance.

Writing is widely considered one of the most complex skills for EFL learners due to its requirement for mastery of grammar, vocabulary, and structure. Many Indonesian students still struggle with grammatical accuracy in writing, particularly in areas such as articles, punctuation, and word usage. A study by Mubarok and Budiono (2022) found that Indonesian EFL students frequently produce errors in punctuation, articles, and unnecessary words, indicating limited mastery of grammatical rules and writing conventions. These difficulties are often influenced by learners' first language and limited exposure to English in daily communication.

In addition, the context of social media plays a significant role in shaping language use. Social media platforms tend to encourage informal and flexible communication, where users prioritize speed and expression over grammatical accuracy. As a result, non-standard forms, abbreviations, and informal expressions are commonly used. While this type of language use is acceptable in casual contexts, it may contribute to the persistence of grammatical errors, especially when learners do not distinguish between formal and informal writing conventions (Herlina et al., 2024).

Therefore, this study aims to analyze grammatical errors found in English captions on X by Indonesian users and to investigate whether these errors are influenced by Indonesian language structure. By focusing on authentic data from social media, this study provides a more realistic picture of how English is used by EFL learners in everyday communication.

In order to achieve this objective, this study applies two main approaches: Error Analysis and Contrastive Analysis. Error Analysis is used to identify, classify, and explain the types of errors found in the data. According to this approach, errors can be categorized into four main types: omission, addition, misinformation, and misordering. Omission occurs when necessary elements are missing in a sentence, such as the absence of "to be" or articles. Addition

refers to the presence of unnecessary elements that should not appear in the sentence. Misinformation involves the use of incorrect forms, such as wrong verb forms or incorrect pluralization. Misordering, on the other hand, occurs when sentence elements are arranged in an incorrect order.

Furthermore, errors can also be analyzed based on their sources, which are classified into interlingual and intralingual factors. Interlingual errors are influenced by the learners' first language, while intralingual errors result from incomplete mastery of the target language. Understanding these sources is important because it helps explain why certain errors occur and how they can be addressed in language learning.

In addition, this study also employs Contrastive Analysis to compare the structural differences between Indonesian and English grammar, particularly in word classes, sentence structure, and tense systems. Structural differences between Indonesian and English contribute to learners' grammatical difficulties, particularly in verb structure, word order, and article usage, which can be explained through contrastive analysis (Rahmawati & Rohmana, 2023); (Fitria, 2026). According to Fitria (2026), contrastive analysis helps explain how differences between L1 and L2 contribute to systematic learning difficulties. By identifying these differences, researchers can better understand the challenges faced by Indonesian learners when using English and provide more effective teaching strategies.

Overall, this study highlights the importance of analyzing learners' language use in real-life contexts, such as social media. By examining both the types and causes of grammatical errors, this research not only contributes to the field of applied linguistics but also provides practical insights for improving English language teaching and learning among Indonesian EFL learners. This study is supported by previous research which confirms that both interlingual and intralingual interferences consistently appear in EFL learners' writing, with intralingual errors tending to be more

dominant in most contexts (Rahmawati et al., 2023); (Nur Fitria, 2026).

B. Research Method

This study employs a qualitative descriptive research design to analyze grammatical errors found in English captions on social media, particularly on X (formerly Twitter). A qualitative approach is considered appropriate because the focus of this study is to describe, interpret, and explain language errors in context rather than to quantify them statistically. Through this approach, the researchers aim to gain a deeper understanding of how and why grammatical errors occur in authentic language use.

The data of this study consist of 29 English captions collected from Indonesian users on X. These captions were selected purposively based on specific criteria, namely captions that contain identifiable grammatical errors in English. The data were collected from publicly accessible posts, ensuring that the study uses naturally occurring language. Each caption was documented along with the username and supported by screenshots to maintain data authenticity and accuracy. The use of screenshots also helps preserve the original form of the captions, including punctuation, capitalization, and informal expressions.

The data collection technique used in this study is documentation. The researchers observed social media posts on X and systematically selected captions that met the research criteria. This technique allows the researchers to gather real-life examples of language use in digital communication contexts. In addition, this method ensures that the data reflect spontaneous language production rather than controlled or edited writing.

In analyzing the data, this study applies Error Analysis and Contrastive Analysis as the main analytical frameworks. The data analysis procedure consists of several stages. First, the researchers identify grammatical errors in each caption. Second, the identified errors are classified into four categories: omission, addition, misinformation, and misordering. Third,

each error is analyzed to determine its source, whether it is interlingual (influenced by Indonesian language structure) or intralingual (caused by incomplete understanding of English grammar).

Furthermore, Contrastive Analysis is used to compare the structural differences between Indonesian and English. This comparison helps explain why certain errors occur, particularly those influenced by the learners' first language. For example, differences in the use of articles, verb forms, and sentence structure are analyzed to identify patterns of interference from Indonesian.

To support the analysis, the findings are presented in the form of tables that show the classification and frequency of errors. These tables help organize the data systematically and make it easier to identify dominant error types. Overall, this method enables the researchers to comprehensively identify, classify, and explain grammatical errors in English captions on social media, while also revealing the underlying linguistic factors that influence learners' language use.

C. Result and Discussion

This study analyzes grammatical errors found in English captions posted by Indonesian users on X. The data were collected from multiple users and consist of more than 25 captions. The errors are classified into four categories: omission, addition, misinformation, and misordering.

This classification is consistent with previous error analysis studies which categorize learners' errors into these four main types (Putri & Agustina, 2024). This supports the concept of digital literacies proposed by Hafner et al. (2015), which emphasizes that language use in online spaces is often fluid, multimodal, and shaped by global communication practices rather than strict adherence to standard grammatical rules.

Table 1. Misinformation Errors in English Captions

| No | Username | Error Example | Explanation | Cause |
|----|------------------|----------------------------|--|--------------|
| 1 | @fideverso | literatures | incorrect plural (uncountable noun) | Intralingual |
| 2 | @Gamabunta04 | they focusing | incorrect verb form | Intralingual |
| 3 | @Gamabunta04 | becoming citizen | Missing article influenced by Indonesian | Interlingual |
| 4 | @001Wealth | informations | uncountable noun error | Intralingual |
| 5 | @Pamileri | can used | incorrect passive form | Intralingual |
| 6 | @ben_UGH | consists many informations | wrong structure + noun form | Intralingual |
| 7 | @mackbeths | many informations | wrong quantifier | Intralingual |
| 8 | @ProtectNJZ | many informations | wrong quantifier | Intralingual |
| 9 | @yacpping | indonesia people | wrong word formation | Intralingual |
| 10 | @punisheddudon | more easy | wrong comparative | Intralingual |
| 11 | @twitzted8913 | wasnt | missing apostrophe | Intralingual |
| 12 | @777sidez | Indonesia 65' history | unclear expression | Intralingual |
| 13 | @EruharuChan | he dance | subject-verb agreement error | Intralingual |
| 14 | @tiyangbendungan | What's is | double auxiliary | Intralingual |
| 15 | @pickspoonatR | jealously | wrong word form | Intralingual |
| 16 | @heakuaris | demonstration consist | subject-verb error | Intralingual |
| 17 | @Amortalizartsz | this regimes | wrong noun agreement | Intralingual |

As shown in Table 1, misinformation is the most dominant type of error found in the data. These errors involve incorrect use of grammatical forms, such as noun forms, verb forms, word choice, and sentence structure. This supports previous findings that students frequently misuse grammatical forms due to partial understanding of English grammar rules (Putri & Agustina, 2024).

One example of misinformation error can be seen in Figure 1, where the user writes "are extremely hate," which shows an incorrect combination of auxiliary and main verbs.



Figure 1. Example of Misinformation Error (Source: X user @nachtaf, 2026)

Misinformation errors also include incorrect plural forms such as “informations” and “literatures,” incorrect comparative forms such as “more easy,” and subject–verb agreement errors such as “he dance” and “demonstration consist.” These errors indicate that learners have partial knowledge of English grammar but apply it incorrectly. Most of these errors are categorized as intralingual, meaning they are caused by incomplete understanding of English grammar rules rather than direct influence from Indonesian.

From a contrastive perspective, these errors can be explained through structural differences between Indonesian and English grammar. Indonesian does not use plural markers such as “-s/-es,” does not require auxiliary verbs in many sentence structures, and does not apply strict subject–verb agreement rules. These differences often lead learners to transfer Indonesian grammatical patterns into English production (Fitria, 2026).

Table 2. Omission Errors in English Captions

| No | Username | Error Example | Explanation | Cause |
|----|------------------|----------------------|------------------------|--------------|
| 1 | @sosial77805 | making opinion | missing article | Intralingual |
| 2 | @sosial77805 | Dont | missing apostrophe | Intralingual |
| 3 | @001Wealth | missing comma | punctuation omission | Intralingual |
| 4 | @k_cee07 | i | missing capitalization | Intralingual |
| 5 | @omwanba_ | run-on sentence | missing punctuation | Intralingual |
| 6 | @777sidez | I kinda been reading | missing auxiliary | Intralingual |
| 7 | @Carenyu | . making | sentence fragment | Intralingual |
| 8 | @Abundanceofbook | my fault | missing linking verb | Intralingual |
| 9 | @kikorasamatcha | it's | missing | Intralingual |

capitalization

As presented in Table 2, omission errors are the second most frequent type. These errors occur when necessary grammatical elements are missing from a sentence. These include missing articles, auxiliary verbs, punctuation, and capitalization.

An example of omission error is shown in Figure 2, where the user writes “making opinion” without the article “an.”

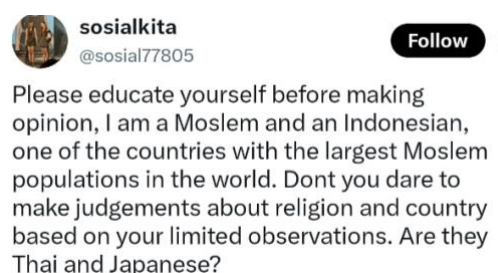


Figure 2. Example of Omission Error (Source: X user @sosial77805, 2026)

Omission errors such as “I kinda been reading” (missing auxiliary verb “have”) and “Dont” (missing apostrophe) also reflect contrastive influence. Indonesian does not require articles or auxiliary verbs in the same way as English, which makes learners more likely to omit these elements in English production (Fitria, 2026).

Table 3. Additionn Errors in English Captions

| No | Username | Error Example | Explanation | Cause |
|----|-------------|--------------------|---------------------|--------------|
| 1 | @nachtaf | are extremely hate | double verb | Intralingual |
| 2 | @croixsanct | will highlights | double marking verb | Intralingual |

Table 3 shows that addition errors occur less frequently compared to misinformation and omission errors. These errors involve the use of unnecessary grammatical elements in a sentence.

One example is presented in Figure 3, where the user writes “will highlights,” which incorrectly combines a modal verb with a verb marked by “-s.”



한승철

@croixsanct

Follow

Dear SEAbings, today in Jakarta, Indonesia, there will be protests by students and various elements of society against the government. These protests will primarily highlights the government's massive spending programs, widespread corruption, economic depression

Figure 3. Example of Addition Error (Source: X user @croixsanct, 2026)

Another example is “are extremely hate,” where two verb forms are used simultaneously. These errors reflect overgeneralization, where learners apply grammatical rules excessively without fully understanding their correct usage. This type of error is categorized as intralingual.

Table 4. Misordering Errors in English Captions

| No | Username | Error Example | Explanation | Cause |
|----|-----------|---------------|---------------------|--------------|
| 1 | @Ayiku145 | nor I have | incorrect inversion | Intralingual |

As shown in Table 4, misordering errors are the least frequent in the data. These errors occur when sentence elements are arranged incorrectly.

An example of this error is “nor I have,” which should be “nor do I have.” This error indicates that learners still struggle with English sentence structure, particularly in more complex constructions such as inversion. Although less frequent, this type of error reflects difficulty in mastering English word order, especially in structures that do not exist in Indonesian grammar (Fitria, 2026).

Table 5. Frequency of Error Types

| Error Type | Frequency | Percentage |
|----------------|-----------|------------|
| Misinformation | 17 | 57% |
| Omission | 9 | 32% |
| Addition | 2 | 7% |
| Misordering | 1 | 4% |
| Total | 29 | 100% |

Based on the findings, the most dominant type of error is misinformation (57%), followed by omission (32%), addition (7%), and misordering (4%).

Misinformation errors include incorrect verb forms, noun usage, word formation, and sentence structure. This indicates that learners have partial knowledge of English grammar but apply it incorrectly.

Omission errors mainly involve missing articles, auxiliary verbs, punctuation, and capitalization. These errors reflect learners’ incomplete understanding of essential grammatical components in English. Addition errors occur when learners insert unnecessary grammatical elements, such as double verbs. This reflects overgeneralization of grammar rules. Misordering errors are the least frequent, indicating that most learners have a basic understanding of sentence structure but still struggle with more complex constructions such as inversion.

In terms of error sources, the majority of errors are categorized as intralingual. This suggests that the errors are primarily caused by incomplete mastery of English grammar rather than direct influence from Indonesian. However, a few cases show interlingual influence, particularly in article usage and sentence structure.

However, this finding contrasts with the study conducted by Murtiana (2019), which reported that interlingual errors were more dominant than intralingual errors in students’ compositions. The difference may be influenced by the context of data and the nature of writing tasks. While Murtiana’s study analyzed formal academic writing, the present study focuses on informal social media captions, where learners tend to rely more on partial knowledge of English rather than direct translation from their first language. This suggests that the dominance of error types may vary depending on the writing context and level of formality.

From a broader perspective, the dominance of intralingual errors suggests that learners are not only influenced by their first language, but also by incomplete mastery of English grammar rules. This finding is consistent with Purnama Sari (2016), who reported that intralingual errors dominate learners’ writing performance, particularly due to overgeneralization and incorrect application of grammatical rules.

The findings of this study can also be explained through the framework of digital literacies and sociolinguistics. According to Hafner et al. (2015), language use in digital environments is characterized by flexibility, hybridity, and multimodality, where users prioritize meaning-making and interaction over strict grammatical accuracy. This explains why many Indonesian users produce non-standard forms, abbreviations, and hybrid expressions in their English captions. From a broader theoretical perspective, the findings of this study can also be interpreted through the lens of Interlanguage theory. While Error Analysis and Contrastive Analysis focus on identifying and explaining errors based on L1 interference and L2 mastery, interlanguage theory provides a more comprehensive explanation of how learners develop their own linguistic system. According to Al-khresheh (2015), learners do not simply transfer structures from L1 or imitate L2 forms, but actively construct a new system that reflects their current stage of language development.

Furthermore, the role of social media in shaping learners' language use is significant. Ernestivita et al. (2024) found that social media enhances communication skills and vocabulary acquisition through authentic exposure and interaction. However, this study also supports the idea that such informal environments may lead to reduced attention to grammatical accuracy. Learners tend to focus more on expressing meaning quickly rather than applying correct grammatical rules, which contributes to the persistence of errors found in this research.

The dominance of intralingual errors in this study indicates that learners rely heavily on partial knowledge of English grammar, which supports the idea that their interlanguage system is still developing. Errors such as incorrect verb forms ("they focusing"), pluralization ("informations"), and comparative forms ("more easy") show that learners have internalized certain grammatical rules but have not yet mastered their correct application. These patterns are consistent with the concept of interlanguage, where learners test hypotheses and gradually refine their linguistic system over time.

Moreover, the presence of interlingual errors, although less dominant, suggests that Indonesian language structure still influences learners' interlanguage system. However, as emphasized by Al-khresheh (2015), L1 interference is not the only source of errors, and learners' errors should be viewed as part of a dynamic and evolving process rather than isolated mistakes.

In the context of social media, this interlanguage development becomes more visible because learners produce spontaneous and unedited language. The informal nature of social media encourages experimentation with language, which may accelerate the development of interlanguage but also increases the occurrence of non-standard forms. Therefore, grammatical errors found in this study should be interpreted as part of learners' natural progression toward language proficiency rather than simply as deficiencies in their language ability.

In addition, sociolinguistic factors such as age, gender, and educational background also influence how language is used in social media contexts (Karimah, 2021). Younger users tend to adopt informal and creative language styles, while users with higher educational backgrounds are more likely to demonstrate greater grammatical control. These variations indicate that grammatical errors are not only caused by linguistic limitations but also shaped by social identity and communicative context.

Therefore, the persistence of grammatical errors in this study should not be viewed solely as a lack of competence, but also as a reflection of the dynamic nature of language use in digital spaces. Social media encourages rapid, expressive, and interactive communication, which often leads to reduced attention to grammatical accuracy. This supports the idea that digital communication environments play a significant role in shaping learners' language practices, particularly in informal contexts.

The findings of this study are in line with previous research on EFL learners' writing errors. Mubarok and Budiono (2022) revealed that the most dominant errors among Indonesian EFL students include

punctuation, article usage, and unnecessary words. Similarly, the errors identified in this study also indicate that learners still face difficulties in applying grammatical rules accurately. These errors may result from both interlingual interference (influence of the first language) and intralingual factors such as overgeneralization and incomplete rule application.

However, contrastive analysis shows that Indonesian-English structural differences still play a significant role in shaping error patterns, especially in articles, verb structures, and sentence formation (Fitria, 2026). The presence of interlingual errors in students' writing indicates strong first language interference, especially in word order and omission of auxiliary verbs, which aligns with previous findings by Purnama Sari (2016). Furthermore, the findings align with contrastive analysis theory, which states that differences between L1 and L2 structures can predict potential learning difficulties (Fitria, 2026).

This finding is supported by Murtiana (2019), who emphasized that first language interference significantly affects learners' lexical selection and sentence construction. In many cases, learners translate expressions directly from Indonesian into English, resulting in unnatural or grammatically incorrect forms. This phenomenon highlights the persistent influence of L1 in shaping learners' interlanguage system, especially when learners have limited exposure to authentic English usage. Therefore, understanding these differences is essential for designing effective grammar instruction for Indonesian EFL learners.

In addition to interlingual and intralingual factors, previous research provides further explanation regarding the persistence of errors in EFL writing. Hapsari et al. (2022) state that students' writing difficulties are also influenced by external learning conditions such as large class sizes and limited writing practice opportunities. These conditions reduce the amount of individualized feedback that students receive, making it harder for them to correct recurring grammatical mistakes. Therefore, the occurrence of errors in this study can also be understood not only from linguistic

perspectives, but also from pedagogical and classroom environment factors that affect learners' writing development.

Furthermore, the findings reveal that social media context contributes to informal and non-standard language use. Many captions include abbreviations, missing punctuation, and casual expressions, which influence grammatical accuracy (Herlina et al., 2024). This finding is consistent with Al Fadda (2020), who highlights that social media platforms often promote informal and less structured language use, where grammatical accuracy is not prioritized, leading to frequent spelling and grammatical errors in users' posts.

Overall, the results indicate that Indonesian users are able to communicate ideas in English but still face challenges in grammatical accuracy, especially in applying rules consistently. These findings support previous studies that emphasize the importance of explicit grammar instruction and exposure to standard English usage in improving learners' writing skills. Additionally, the influence of social media in shaping flexible and informal language use further supports the idea that digital communication environments contribute to the persistence of non-standard forms (Herlina et al., 2024). In line with Hafner et al. (2015), online environments provide rich opportunities for authentic communication; however, they also encourage hybrid and non-standard language practices, which may explain why grammatical errors persist despite frequent exposure to English. In addition, Al Fadda (2020) suggests that while social media increases motivation and engagement in learning English, it is more effective for developing vocabulary and interaction rather than mastering complex grammatical structures, which may explain the persistence of grammatical errors found in this study.

D. Conclusion and Suggestion

This study aimed to analyze grammatical errors found in English captions posted by Indonesian users on X and to investigate whether these errors are influenced by Indonesian language structure.

The findings reveal that the most dominant type of error is misinformation, followed by omission, addition, and misordering. This indicates that learners are generally able to construct English sentences but often apply grammatical rules inaccurately.

Furthermore, the majority of errors are categorized as intralingual, suggesting that they are mainly caused by incomplete mastery of English grammar rather than direct interference from the Indonesian language. However, some interlingual influence is still evident, particularly in errors related to article usage and sentence structure, which differ significantly between Indonesian and English.

Another important finding is that the social media context plays a significant role in shaping language use. The informal nature of communication on X encourages the use of non-standard forms, abbreviations, and simplified structures, which may contribute to the occurrence of grammatical errors. Therefore, learners' English performance is influenced not only by linguistic competence but also by contextual and communicative factors.

Overall, this study highlights that Indonesian users are capable of expressing ideas in English but still face challenges in achieving grammatical accuracy, particularly in applying rules consistently and appropriately in informal digital environments.

Based on the findings, several suggestions are proposed. First, for English language learners, it is important to increase awareness of standard grammatical structures, especially in areas such as verb forms, article usage, and sentence construction. Learners should be encouraged to practice writing in both formal and informal contexts to develop better grammatical control.

Second, for educators, it is recommended to incorporate authentic materials from social media into teaching practices. This can help students identify real-life errors and improve their ability to use English accurately in digital communication contexts.

Third, for future researchers, it is suggested to expand the scope of the study

by including a larger dataset and analyzing different social media platforms such as Instagram or TikTok. Future studies may also explore other aspects of language use, such as pragmatics, code-switching, or discourse features in online communication.

Finally, further research can investigate the effectiveness of specific teaching strategies in reducing grammatical errors in digital writing, particularly among EFL learners in Indonesia.

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