

Original Research Article

Written Language Error Analysis in Level 2B BIPA Students of Wisma Bahasa Yogyakarta

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ABSTRACT

Written language errors can occur in BIPA learning due to several factors: students' low grammar mastery, lack of understanding in word meaning, lack of competence in sentence forming linguistic units in Indonesian language, and influence of mother-tongue/native language in the use of Indonesian language. This research aims to describe the form of diction error, affixation, punctuation, and sentence structure in sentences written by BIPA level 2B students in Wisma Bahasa Yogyakarta. Based on 224 sentences on the questionnaire, there are 50 sentences with 80 language errors made by students. The most common language error is the use of particles in the aspect of diction, comprising 61.25%. Diction error include errors in verbs, nouns, adjectives, adverbs, numerals, particles, and clitics. In affixation section, the errors consist of 6.25% of the total errors, including prefix, suffix, and confix. Punctuation error occurs 20%, include errors in dot and comma use. Sentence structure errors cover as much as 12.5%, including subjects, predicates, and adverbs. The present study is expected to be beneficial to enrich the learners' knowledge of morphology and syntax in BIPA learning level 2B in Wisma Bahasa Yogyakarta or at another BIPA institution. Furthermore, BIPA teachers can also take into account learning materials that potentially contain possible language errors to anticipate more language errors and sentence ineffectiveness.

Introduction

Indonesian language is currently gaining popularity and learned by foreigners around the world. The language is taught not only within the country, but also in places around the world (Republika, 2014). The 2017 data suggested that the language had been taught at least in 46 countries, providing a significant contribution to the country's popularity. People outside Indonesia are more eager to learn Indonesian language to communicate with the language users when they visit Indonesia.

BIPA (Indonesian for Foreign Learners) learning is designed for foreign speakers, i.e. people with no Indonesian citizenship or people whose mother tongue is other than Indonesian. Language errors are very common and inherent occurrences in both spoken and written use of Indonesian language. The errors are caused by several factors, including: 1) the learners' lack of knowledge of Indonesian grammar; 2) lack of knowledge of the meaning of word formations in sentence; 3) low mastery in the language's linguistic units as the sentence formation

elements; and 4) heavy influence of mother tongue/native language in language use (Supriani & Siregar, 2016). In written language, one requires to consider the grammatical elements, i.e., word forms, sentence structures, dictions, spelling uses, and punctuation marks.

Language error analysis is the procedure in which a researcher observes, analyzes, and classifies errors in second language rules; it further elaborates the system the language learners operate (Ulla, 2014). As in the BIPA curriculum in Wisma Bahasa Yogyakarta, the grammar section in level 2A or pre-intermediate class ranges up to affixes subject. The present study aims to discover any grammatical errors following the prior course in the level 2B. Established in 1982, Wisma Bahasa Yogyakarta is the first Indonesian language course to exist in Yogyakarta that offers Indonesian language training courses to learners around the world.

While previous studies have been discussing language, errors committed by BIPA learners, most of them did not elaborate on the curriculum of BIPA learning. Contrary to previous studies, the present study lays its emphasis on the curriculum of level 2B class of BIPA in Wisma Bahasa Yogyakarta. As in reference (Suwandi & Mulyono, 2013), (Andayani & Saddhono, 2018), (Siroj, 2015), and (Lefrand, 2018) the curriculum of BIPA learning is still monotonous since 2014. Like Wisma Bahasa Yogyakarta, each institution develops its own curriculum (Muliastuti, 2017).

This study focuses on presenting and analyzing written language errors in the learners' answers to the questionnaire given in level 2B BIPA class. The research output is expected to be the references for BIPA teachers in composing and utilizing learning materials of level 2B class.

The error analysis aims to describe errors in dictions, affixes, punctuations, and sentence structures in sentences written by the BIPA learners of level 2B class in the research site. The study contributes to the academic discussion on morphological and syntactic elements of BIPA learning, as well as identifying written language errors committed by BIPA learners. The BIPA learners will be able to identify and anticipate learning materials containing potential errors and sentence ineffectiveness (Suparno, 2014). Language errors the learners commit serve as the information to BIPA teachers on their development, along with the learning method. The errors also serve as a medium for the learners to comprehend Indonesian language rules, and the information of Indonesian language acquisition as a second language for foreign language learners.

Research Method

Employing a qualitative descriptive approach, this research relied on conversation and observation methods. A questionnaire was distributed to BIPA students in level 2B class in the research site; the questionnaire involved a list of questions to be answered by the students. The questions were to stimulate the students to raise questions within the questionnaire. As a receptive participant, the researcher observed the language use in sentences in the questionnaire. Moreover, the researcher documented sentences containing potential errors within data card.

Further, this study involved distributional method with segmented immediate constituent analysis technique. The data were analyzed by three steps: 1) data documentation based on the data card; 2) data classification based on four criteria: diction, affixation, punctuation mark, and sentence structure; and 3) data description based on linguistic units or based on the theory.

Results and Discussion

This present study generates four categories of errors: diction, affixation, punctuation mark, and sentence structure.

The result shows that diction errors (including errors in verbs, nouns, adjectives, adverbs, numerals, particles, and clitics) are the most common error found in words and phrases. Written errors in verb take form of 1) verb into verb, 2) verb into verb phrase, 3) verb phrase into verb phrase, 4) verb omission, and 5) verb addition. Written errors in noun take form of 1) noun into noun, 2) noun phrase into noun phrase, and 3) noun omission. Moreover,

errors in adjective take form of 1) adjective into adjective, 2) adjective phrase into adjective, and 3) adjective into noun. Further, errors in adverb take form of 1) adverb into adverb, 2) adverb phrase into noun, and 3) adverb addition. In terms of numerals, the change of numeral phrase into numerals is the most common error. Errors in particle are the most common errors in diction section, comprising 14 errors or 28.6% out of the total diction error. The errors take form of 1) conjunction into conjunction, 2) conjunction into preposition, 3) conjunction addition, 4) preposition omission, 4) preposition addition, and 5) preposition into preposition. Lastly, written errors in clitics take form of 1) pronoun into noun, 2) pronoun into pronoun phrase, 3) pronoun phrase into adjective, and 4) noun omission.

The following is a sample datum of diction errors, changing noun phrase into noun.

⁽¹⁾*Aku akan bicara dengan dia dan tanya kalau aku bisa bantu, dan mungkin mendorong dia tanya kantor kalau dia boleh hari libur jadi dia bisa menginap sama istri* [Translated: "I will talk with him and ask if I can help, and maybe encourage him ask the **office** if he can holiday so that he can stay with wife (sic)"].

The nonpersonal noun *kantor* (lit. office) is incorrect due to the verb *memberitahu* (lit. to inform) must be followed by personal noun. Using the word *kantor*, it implies that the speaker asks to a non-living thing, that is, the office. The correct word to replace *kantor* is a personal noun phrase, e.g. *kepala kantor* (lit. the office head), *orang kantor* (lit. the officer), or any other authorized people.

Regarding affixation errors, the study discovers five errors, or 6.25% out of all errors; the affixation errors comprise prefix error, suffix error, and confix error. The prefix error comprises omission of *ke-* and *mem-* prefixes. In the meantime, the suffix error comprises omission of *-i* and *-an* suffixes. Confix error only occurs once, in the form of addition of *per-/-an* confix.

The following is a sample datum of affixation errors, i.e., omission of *-i* suffix.

⁽²⁾*Semua guru-guru saya mengajar saya banyak tentang tata bahasa, kosa kata, budaya Indonesia, sambil membantu saya dengan kosa kata untuk penelitian saya.* [Translated: "All of my teachers teach me a lot about grammar, vocabulary, Indonesian culture, while help me with vocabulary for my research (sic)"]

The context for the previous sentence is: *Ceritakan pengalaman Anda ketika belajar di Wisma Bahasa* [Translated: "Please tell your experience during your time learning in Wisma Bahasa"] The word *mengajar* (lit. to teach) is considered incorrect. *Mengajar* translates to: to give lesson; therefore, considering that the word that follows it is *saya* (lit. me) as an object, the correct word is *mengajari* or *mengajar kepada* (lit. to teach (to)). From the sentence, it is discovered that one of the subjects committed error by omitting *-i* suffix in the word *mengajar*. The suffix functions to indicate whom is pointed by the next word. In this case, if the word after the verb is *saya*, therefore, *mengajari saya* (lit. to teach me) means to teach (to) me. The correct sentence is like this: *Semua guru-guru saya mengajari saya banyak tentang tata bahasa, kosa kata, budaya Indonesia, sambil membantu saya dengan kosa kata untuk penelitian saya.* [Translated: "All of my teachers teach (to) me a lot about grammar, vocabulary, Indonesian culture, while help me with vocabulary for my research (sic)"]

Regarding punctuation marks, it is found from the questionnaire that the learners commit errors in dot (dot omission) and comma use (comma omission, comma addition, and change of conjunction into comma). In total, the errors in punctuation mark comprise 16 cases or 20% of total errors discovered. Errors in comma use are the most common errors in punctuation mark section, comprising 13 errors or 81.25% out of the total diction errors.

The following is a sample datum on punctuation mark errors:

⁽³⁾*Waktu kami tiba di Jogja kami berdua senang sekali karena Jogja merupakan kota yang menarik dan ada masyarakat yang ramah sekali* [Translated: "When we arrived in Jogja we both were very happy because Jogja is an interesting city and there are very friendly local citizens (sic)"].

⁽⁴⁾*Waktu saya baru datang di Yogyakarta saya senang karena banyak orang di sini ramah* [Translated: "When I just arrived in Yogyakarta I was very happy because people here are friendly (sic)"].

The comma is used to separate between equivalent clauses. In the sentence (3), *waktu kami tiba di Jogja* (lit. when we arrived in Jogja) and *kami berdua senang sekali* (lit. we both were very happy) are equivalent to each other. In order for the sentence (3) to be correct, the equivalent clauses need comma to separate between them. This also occurs in sentence (4) whose equivalent clauses, *waktu saya baru datang di Yogyakarta* and *saya senang*, require conjunction. Therefore, the correct sentences are as follows: *Waktu kami tiba di Jogja, kami berdua senang sekali karena Jogja merupakan kota yang menarik dan ada masyarakat yang ramah sekali* [Translated: "When we arrived in Jogja, we both were very happy because Jogja is an interesting city and there are very friendly local citizens (sic)"]. *Waktu saya baru datang di Yogyakarta, saya senang karena banyak orang di sini ramah* [Translated: "When I just arrived in Yogyakarta, I was very happy because people here are friendly (sic)"].

In terms of sentence structures, the study figures out that the learners commit errors in use of subject, predicate, and complementary (adverb). Errors in subject comprise subject misinterpretation, subject omission, and inaccurate subject formation elements. Meanwhile, predicate errors consist of loss of predicate in sentence. Moreover, errors in adverb include incorrect use of causation adverbs and inaccurate adverb formation elements. Based on the questionnaire, the research finds ten sentence structure errors or 12.5% of total errors committed. Errors in adverb use are the most common errors in sentence structure section, comprising four errors or 40% out of the total errors in the section.

The following is a sample datum of sentence structure errors, particularly loss of predicate in a sentence:

⁽⁵⁾*Saya belum terbiasa cabai, tetapi saya menambah sedikit lebih untuk setiap makan* [Translated: "I not used to chili, but I add more every time I eat (sic)"].

The previous sentence already contains predicate function *belum terbiasa* (lit. not used to), however, the sentence is not grammatically correct due to the presence of the word *cabai* (lit. chili) after the predicate. A verb is needed prior to the object *cabai*; the correct verb is *makan* (lit. eat). Therefore, the correct form of predicate is *belum terbiasa makan* (lit. not used to eating). Hence, the correct clause in the sentence (5) is as follows: *Saya belum terbiasa makan cabai* [Translated: "I am not used to eating chili (sic)"].

Conclusion

Based on the research results, this study identifies several written language errors committed by BIPA students in level 2B at the research site, i.e.: diction, affixation errors, punctuation errors, and sentence structure errors. The most common language error committed by BIPA level 2B learners is diction error in use of conjunctions and prepositions. In affixation section, prefix and suffix errors are found more than confix error. The punctuation errors found include errors in dot and comma use. Further, the sentence structure errors include errors in subject, object, and adverb functions. In total, it is found that 22.3% of sentences contain spelling errors with 80 errors based on 50 sentence data. In percentage, the BIPA students commit writing errors that consist of: 61.25% of word choices, 6.25% of affixation errors, 20% of punctuation errors, and 12.5% of sentence structure errors.

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