

Word Order Errors in Phrase Structure in BIPA Students' Essays

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Abstract—Indonesian Language Learning for Foreign Speakers (BIPA) is inseparable from the difficulties faced by teachers and learners. The different types of languages between the first language and the second language that are being studied by students raise difficulties that cause errors in BIPA learners when learning Indonesian. Until now, there are still few studies that examine the syntax errors of BIPA students, especially the middle level. This study aims to describe the writing errors of phrase structures in essays by middle-level BIPA students. This descriptive study involved four BIPA students in one of the high schools in Australia. The data used in this study were written documentation of BIPA students' essays and analyzed with content analysis methods. The results showed that the errors in the use of Indonesian in writing this phrase structure occurred in the nominal phrase category, which is ten errors in four data written by BIPA learners. The findings from the results of this analysis can be used as a reference for BIPA teachers to be able to anticipate the problematic in phrase material learning in BIPA intermediate level.

Keywords: *word order errors, phrase structure, BIPA student*

I. INTRODUCTION

Language errors have become one of the topics in a second language or foreign language learning research. Mistakes are considered an important sign in the development of language learning (Phuket, 2015). Analysis of language errors arises from the difficulties faced by learners and is caused by differences in the types of first and second languages. When the linguistic principles of the native language are far different from the target language, learners find it difficult to understand, and they begin to apply the rules and structure of the native language in their learning process (Krashen, 1981). This shows that the form of misuse of the Indonesian language by foreign students in learning Indonesian is a natural (Susanto, 2007). Several studies were conducted to investigate errors made by students from various countries and find that the learner's native language is the main source of writing errors (Phuket, 2015). In addition, language errors can be caused by a lack of student understanding of learning material (Kaweera, 2013). This phenomenon of language errors will always be passed by every BIPA learner, BIPA learners are no exception in one of the high schools in Australia.

Australia has made Indonesian as the second language in all states (Kurniawan, 2016). As a result, in each state,

Indonesian language lessons become part of the curriculum and become mandatory lessons given to elementary and middle school students. However, several problems have arisen related to teaching Indonesian in schools. The difference in the type of their first language (B1), namely English, with the second language (B2) they learn creates difficulties in learning Indonesian. In terms of the structural typology of the language, English is a language with a flexible-agglutinative type, whereas Indonesian is of the agglutinative type. The difference between B1 and B2 will certainly affect BIPA students and become a difficulty for them. In line with what Susanto (2007) stated, two main factors cause difficulties for foreign learners in learning BIPA, and one of the factors is the characteristic of the target language. Characteristics of B1 that are mastered by language learners will influence and cause difficulties for a language learner when he learns a foreign language (B2) with characteristics that are different from his native language (B1).

There are several language errors experienced by BIPA students, such as phonological errors in oral contexts (Inderasari & Tiya, 2017), morphology (Maulina, 2018), and semantics (Darsita, 2014). In addition, the form of errors in the variety of writing is also found in the syntactic context, one of which is an error in writing the structure of the Indonesian phrase. Research that has been conducted previously has shown that at the syntactic level of BIPA learners still make errors, such as misplaced conjunctions and incorrect sentence structure writing (Herniti, 2017). However, there are no empirical studies that examine the difficulty of writing phrase structures in BIPA learners in Australia. Therefore, this study aims to analyze the errors of writing phrase structures in BIPA students' essays in one of the high schools in Australia. The discussion of phrases structure errors is important to study and the results can be used as a reference for BIPA teachers to be able to anticipate the problematic in phrase material learning in BIPA intermediate level.

A. Language Error Analysis

The error in the Indonesian language is the use of the Indonesian language, both verbally and in writing, which is outside or deviates from the factors of communication and language rules in Indonesian (Tarigan, 2011). Still, according to Tarigan, error analysis is a work procedure commonly used by language teachers which includes sample collection,

identification of errors contained in the sample, explanation of the error based on the cause, as well as evaluating/researching the level of seriousness. In addition, researchers also use language error theory according to Corder (1973) which uses three terms in language errors, namely lapses, errors, and mistakes.

1) Lapses

Lapses is a language error due to the speaker switching the way to state something before the entire iteration (sentence) is complete. For spoken language, this type of error is termed "slip of the tongue" while for written language, this type of error is termed "slip of the pen". This error occurs due to accidental and not realized by the speakers.

2) Error

Error is a language error due to speakers breaking rules or grammar rules (breaches of code). This error occurs due to speakers already have rules (rules) of grammar that are different from other grammars, so that it impacts on imperfections or the inability of speakers. This has implications for the use of language, language errors occur due to speakers using the wrong language rules.

3) Mistake

A mistake is a language error due to speakers not properly choosing words or phrases for a particular situation. This error refers to errors due to speakers not using proper rules that are known to be correct, not due to a lack of mastery of second language (B2). Errors occur in incorrect speech products.

From this explanation, it can be concluded that the analysis of language errors is a deviation of the use of the Indonesian language from the rules of language which are motivated by various causes which may be in the form of lapses, errors, or mistakes.

As for the causes of language errors, two factors influence them, namely interlingual errors and intralingual errors. Interlingual errors are errors caused by the influence of the first language on the second language that learners learn. Interlingual errors are errors originating from the influence/interference of B1 on B2. Language learners consciously or unconsciously make their first language (B1) a reference when learning a second language or a new language. In some cases, interference from B1 against B2 cannot be avoided. When the linguistic principles of the native language differ greatly from the target language, the learners find it difficult to understand, and they begin to apply the rules and structure of the native language in their learning process (Krashen, 1981). Intralingual error is an error that refers to the stages of the development of language learning. This error is not caused by the interference of the first language but because of the process of learning the second language itself, for example when learners obtain insufficient second language knowledge (Kaweera, 2013).

B. Phrase Structure

Phrases are a combination of two or more words that are not predicative. The categorical phrases are divided into six, namely 1) nominal phrases, 2) verbal phrases, 3) adjectival phrases, 4) adverbial phrases, 5) numeral phrases, and 6)

prepositional phrases. The phrases that will be discussed in this study are nominal phrases. The structure of nominal phrases based on the categories of words that compose them can be composed of nouns + nouns (N + N), nouns + verbs (N + V), nouns + adjectiva (N + A), adverbial + nouns (Adv + N), nouns + adverbial (N + Adv), noun + numeralia (N + Num), numeralia + noun (Num + N), and noun + demonstrativa (N + Dem). Phrases or clauses in Indonesian are generally patterned, "diterangkan-menerangkan". D-M law, the abbreviation of "diterangkan-menerangkan", is a rule in Indonesian grammar that states that both in compound words and in sentences, everything that explains always lies behind what is explained (Alisjahbana, 1983). An example of the application of this law is the word *baju kuning* (yellow shirt), the word *baju* (shirt) explained by the word *kuning* (yellow). Alisjahbana mentions the part explained as the subject matter and the part that explains it as content.

According to Alisjahbana, D-M's law has several exceptions in the form of several word groups, which despite explaining something, always or often located in front of the words they describe, that is, as in the number words: *seekor* (one), *setiap* (every), *segala* (everything); prepositions: *di* (in), *dari* (from), *kepada* (to); and adverbs: *sudah* (already), *akan* (will). This type can have different meanings if the composition is different, for example *makan lagi* dan *lagi makan*.

According to Badudu (2003), this law is one of the differences between the Indonesian languages (also other languages that belong to the Austronesian family) with languages belonging to the Indo-German family, such as Dutch and English, which have an M-D structure (explaining-explained).

II. METHOD

This research uses a content analysis method. Content analysis is a method for identifying the characteristics of messages or information, usually -although not necessarily- sourced from written content from communication (Fraenkel & Wallen, 1993). The source of the data of this study was in the form of essays by BIPA students in one of the high schools in Australia. The data used were four essays. The research instrument used was a guideline for analyzing the structure of phrases. The data collection technique used is the written documentation technique. Written documentation is used to obtain the required data in the form of student essays and then collected and examined errors.

III. FINDINGS AND DISCUSSION

From the results of data analysis obtained 10 errors of patterns or word order in writing the phrase structure in 4 essays by BIPA students in one of the high schools in Australia, described below (see Table I).

1. *Merokok bisa menyebabkan kanker, serangan jantung, penyakit paru-paru, kehamilan gangguan dan janin, dan juga penyakit gigi* (smoking can cause cancer, heart attacks, lung disease, pregnancy and fetal disorders, and also dental disease).

2. Terima kasih untuk membaca tulisan ini, tolong membeli majalah lain Tempo di minggu depan untuk tulisan lain (Thank you for reading this article, please buy another Tempo magazine next week for another article).
3. Rumah sakit penuh dgn orang-orang bahwa sakit dari merokok karena rokok penuh dgn bahan kimia suka ter dan tembakau dan mereka kimia berbahaya untuk orang-orang kesehatan (Hospitals are full of people that get sick from smoking because cigarettes are full of chemicals like tobacco and tobacco and they are dangerous chemicals for health people).
4. Orang-orang meninggal dunia dari kankers suka paru-paru kanker dan penyakit jantung (People die from cancer like lung cancer and heart disease).
5. Orang-orang Indonesia kebutuhan pendidikan tentang merokok dan apa rokok berisi dan kesehatan risiko untuk mereka dan mereka keluarga (Indonesian people need education about smoking and what cigarettes contain and health risks for them and their families).
6. Pemerintah Indonesia tidak mau orang-orang berhenti merokok karena mereka mendapat milyaran dari pajak di rokok (Indonesian government does not want people to stop smoking because they get billions of taxes on cigarettes).
7. Pertama, pemerintah Indonesia harus cepat-cepat menandatangani "WHO kontrak" tentang membersihkan dunia merokok (First, the Indonesian government must quickly sign a "WHO contract" about cleaning the smoking world).
8. Juga rokok penjual menjual rokok di luar sekolah dan di mana-mana (also cigarette sellers sell cigarettes outside of school and everywhere).

TABLE I. WORD ORDER ERROR IN PHRASE STRUCTURE

Essay Code	Error	Phrase Category	Phrase Structure	Correction
K1: k5	kehamilan gangguan (pregnancy disorder)	FN	N + N	gangguan kehamilan (disorders of pregnancy)
K1: k15	majalah lain Tempo (another magazine Tempo)	FN	N + A + N	majalah tempo lain (another Tempo magazine)
K2: k3	orang-orang kesehatan (health people)	FN	N + N	kesehatan orang-orang (people's health)
K2: k6	paru-paru kanker (lung cancer)	FN	N + N	kanker paru-paru (lung cancer)
K2: k7	indonesian orang-orang (Indonesian people)	FN	N + N	orang-orang indonesia (Indonesian people)
K2: k8	kesehatan risiko (health risks)	FN	N + N	risiko kesehatan (health risk)

K2: k8	mereka keluarga (they are family)	FN	N + N	keluarga mereka (their family)
K2: k8	indonesian pemerintah (Indonesian government)	FN	N + N	pemerintah indonesia (Indonesian government)
K3: k9	WHO kontrak (WHO contract)	FN	N + N	kontrak WHO (WHO contract)
K4: k6	rokok penjual (cigarette seller)	FN	N + N	penjual rokok (cigarette seller)

- In code K1: k5 there are errors in writing patterns or word order, namely *kehamilan gangguan* that should be *gangguan kehamilan*.
- In code K1: k15 there are errors writing patterns or word order, that is *majalah lain Tempo* that should be *majalah Tempo lain*.
- In the code K2: k3 there are errors in writing patterns or word order that is *orang-orang kesehatan* who are supposed to be *kesehatan orang-orang*.
- In K2: k6 there are errors in writing patterns or word order, namely *paru-paru kanker* which is supposed to be *kanker paru-paru*.
- In K2: k7 there are errors in writing patterns or word order, namely *Indonesian orang-orang* who should be *orang-orang Indonesia*.
- In K2: k8 there are errors in writing patterns or word order, namely *kesehatan risiko* that should be *risiko kesehatan*.
- In K2: k8 there are errors in writing patterns or word order that is *mereka keluarga* that is supposed to be *keluarga mereka*.
- In K2: k8 there are errors in writing patterns or word order, namely *Indonesian pemerintah* that should be *pemerintah Indonesia*.
- In K3: k9 there is a mistake in writing the pattern or word order, which is *WHO kontrak* which should be *kontrak WHO*.
- In K4: k6 there are errors in writing patterns or word order, i.e. *rokok penjual* who is supposed to be *penjual rokok*.

There are 10 words order errors in the nominal phrase structure made by BIPA learners. Almost all nominal phrases are formed by nouns, but writing incorrect word order is errors that is found. Moreover, the most incorrect category of phrases is also nominal phrases, although there are also other categories of phrases such as fewer verbal phrases.

Based on the error category according to cored, this error is included in the category of the error. This finding shows that the cause of errors made by BIPA students is the interference from the first language brought by the learner or also called interlingua errors. Referring to Weinreich (1968), this error is interference, which is the application of the grammatical connection of the first language to the morpheme

of the second language or ignoring the connection of the second language which does not have a prototype in the first language. Learners consciously or unconsciously apply the principles of their first language, which is English with structured *menerangkan-diterangkan* (M-D). For example, in the code essay K2: k3 with the error *orang-orang kesehatan*, which in English means *people's health*. Indonesian language has a D-M law or *diterangkan-menerangkan*, that is something that is explained must exist or be written in front of things that explain, not vice versa. This is different from the order of words in the structure of phrases/clauses in English which are patterned *menerangkan-diterangkan* (M-D). This error also results in changes or differences in meaning attached to the phrase.

IV. CONCLUSION

Based on data analysis and discussion, the researcher can conclude the following points. First, errors in the use of the Indonesian language at the level of phrase structures, especially writing this word order occur as many as 10 errors. Second, the category of the phrase that is experiencing an error is a nominal phrase. Third, learners still apply the *menerangkan-diterangkan* (M-D) pattern of their first language. Fourth, errors made by students categorized errors caused by the first language interference or also called interlingua errors.

The implication of this research can be used as a reference for BIPA teachers to be able to anticipate the problematic learning of BIPA intermediate especially phrase material which is still a confusing material for students.

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