World Complexity in BIPA Textbook Levels A-C as Materials for Indonesian Vocabulary Mastering for Foreign Speaker

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ABSTRACT

One of the things that foreign speakers find difficult when learning Indonesian is the form of derivation. Foreign speakers find it difficult to distinguish the use of affixed words. One of the books used as a reference in learning Indonesian is the A-C level BIPA textbook published by Badan Bahasa. In the book, there is various vocabulary that foreign speakers can learn. The problem is that the book's vocabulary does not always show the level of complexity that is in line with the level of the book. Based on this, it is necessary to study the complexity of words in BIPA textbooks as a material for mastering Indonesian vocabulary for foreign speakers. Data collection used the documentation method to obtain the corpus of data from the BIPA A-C textbook. The comparative method was used for data analysis. As a result, there is an increase in word complexity from simple to complex words at each level of the BIPA textbook. The level of complexity is not clearly defined, meaning that there is still overlap between levels of BIPA textbooks. Changing simple words into complex words is not explained in the BIPA textbook.

Keywords: *Word complexity, BIPA textbook, Vocabulary mastery, Foreign speakers.*

1. INTRODUCTION

Mastery of vocabulary is important in foreign language learning. This also happens in the learning of Indonesian by foreign speakers. Examples of difficulties experienced by foreign speakers when learning Indonesian are difficulties in arranging words in sentences [1], [2] and reversing grammar [1]. Regarding wording, one of the things that foreign speakers find difficult when learning Indonesian is the form of derivation. Foreign speakers, especially speakers of flexion languages, find it difficult to distinguish the use of affixed words, for example *berdiskusi* with *mendiskusikan*, *berebut* with *merebut,* and *memperebutkan.*

One of the books used in learning Indonesian for foreign speakers (BIPA learning) is the BIPA textbook (Indonesian for foreign speakers). The book consists of three levels, namely A, B, and C, published by Badan Bahasa. Levels A—C indicate the level of ability of BIPA students or the level of ability of foreign speaker in learning Indonesian. Level A is beginner level, level B is intermediate level, and level C is advanced level. The

book is often used as a reference in BIPA learning, for example by Hertiki [1]. In the book, there is various vocabulary that foreign speakers can learn. The problem is that the book's vocabulary does not always show the level of complexity that is in line with the level of the book. In book A which is a beginner level, it is found that double affixed forms such as *membuatkan* dan *mendaftarkannya*. Based on this, studying the complexity of words in the BIPA book level A to C is necessary as a material for mastering Indonesian vocabulary for foreign speakers.

2. METHODS

Data collection done by documentation method. The data source is the BIPA textbook published by the Badan Bahasa, namely *Sahabatku Indonesia, consisting* of three levels: A, B, and C. The data is in vocabulary collected from books A-C and classified based on the basic form and its derivative form. The comparative method was used for data analysis, comparing the complexity of words contained in books A-C, and the number and distribution of words at each level. In addition, descriptive methods determine the complexity of words and words that tend to be used at each level.

3. RESULT AND DISCUSSION

Based on the frequency of word-formation found in the A-C level BIPA books, the complexity of words in this study is divided into the complexity of prefixed and confixed. The complexity of prefixed words needs to be studied because the frequency is the highest, and the distribution is the widest. In addition, the use of prefixes also joins other prefixes or suffixes. Although the frequency of use is not high, the complexity of confixed words needs to be studied because in its formation, it involves two affixes at once and has a relationship with prefixes [3].

3.1 Complexity of prefixed words

Words with prefixes are the words that are used the most in BIPA grades A-C books. The prefixes that tend to be used are the prefixes *ber-* and *meng-*. This subchapter will study these two prefixes because they have the highest frequency of occurrence and the widest distribution compared to other prefixes.

Judging from its use, there is an increase in the number of words with prefixes on BIPA books level A—C. In BIPA level A books, there are 210 words with prefixes, 590 at BIPA books at level B, and 824 BIPA books at level C. The same is true for the use of the prefix *meng-*. In the BIPA book level A, there are 281, at level B the number of words with a prefix is 1753. In the BIPA book level C, there are 1983 words with the prefix *meng-*. From these data, it appears that a very striking change occurred. from level A to B, while the addition is not too much from B to C. Although the prefixed words have a very high frequency of use, it is not comparable to the *di-* prefix. In the BIPA book level A, the prefix *di-* is only found in 77 words, while at level B it is 213, and at level C it is 243. The comparison of that number can be seen in figure 1.

Based on Figure 1, it appears that the words that tend to be used in BIPA books level A to C are words with the prefix *meng-*. However, using words with the prefix *meng-* is not balanced with the passive form. This can be seen from the use of words with the prefix *di-* which is very little compared to words with the prefix *meng-*. For example, in book A1, there are *mengenal* and *menulis* but the passive form is *dikenal* and *ditulis* not. On the other hand, there are words *dikepang* and *ditimbang* but no words *mengepang* and *menimbang*. This can confuse BIPA students, especially in addition *mengenal*, there is also *memperkenalkan*. Why is there a need to balance words with the prefixes *meng-* and *di-*? In Indonesian, passive verbs are formed from transitive active verbs. One of the characteristics of a transitive active verb is that it begins with *meng-*. Thus, a balance between words with the prefix *meng-* and *di-* can help BIPA students to understand active and passive verbs in Indonesian. The balance of complex words with the

prefixes of *meng-* and *di-* can appear in the reading text or the explanation. If there are words with prefixes in the text, then in the explanation or discussion of the structure, these words have a passive form. Unfortunately, it has not been found thoroughly in BIPA textbooks. Active and passive explanations tend to certain words that are not linked between the active and passive forms.
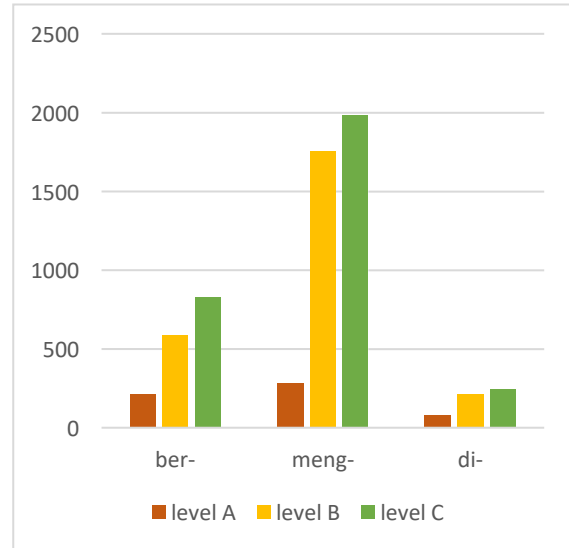

Figure 1 Prefixed words in BIPA textbooks.

Judging from its formation, words with prefix *ber-* in BIPA level A books tend to undergo a morphological process, such as bersepatu, berbicara, and *berpola*. In addition, two words have additional prefixes given to abbreviations, for example, *ber-SMS* and prefix ber- in the form of repeated words, for example, *bermacam-macam*. It is different in adding the prefix *meng-*. The addition of prefixes to words does not only occur in one morphological process, but also occurs in more than one morphological process.

Table 1. Word Complexity Comparison

No	roots	words with sufiks *-kan/-i*	words with *meng-* and *-kan/-i*
1	*Baca*	*Bacakan*	*Membacakan*
2	*dengar*	*dengarkan*	*Mendengarkan*
3	*hormat*	*hormati*	*Menghormati*

The roots are the baca 'read', dengar 'listen', and hormat 'respect' in table 1. Adding the suffix *-kan* to these three words makes the word an imperative verb. The prefixes meng- and -kan make the word a transitive active verb. In a sentence, transitive active verbs always require an object. An example of the difference between these three words in a sentence is as follows.

(1) *Saya membaca* (active verb) 'I read'

(2) *Saya membaca buku* 'read a book to myself'

(3) *Saya membacakan buku ...* (active verb; the word *buku* must be present) 'read a book to other people' for example *Saya membacakan buku untuk adik* 'I read a book to my sister'

(4) *Saya membacakan** (wrong form)

(5) *Bacakan buku!* (command to read a book)

Combined affixes also occur in BIPA grades A-C books. This can be seen in the following sample data.

A   *Memperkenalkan*
B   *Memperbanyak*
     memperluas
     memperhatikan
C   *memperhatikannya*
     memperjuangkan
     mempersiapkan

At level A, only one word is found. At level B found 10 words and at level C found 29 words. Thus, it can be seen that the difference from A to C lies in the number only, but the structure of permissibility has been introduced at the basic level. This is certainly difficult for foreign speakers learning Indonesian. In addition, some words are attached to the prefix meng- and the pronouns, *ku*, and *mu*. This can be seen in the following example.

mainkan	*memainkan*	*memainkannya*
daftarkan	*mendaftarkan*	*mendaftarkannya*
buatkan	*membuatkan*	*membuatkanku*
membantu		*membantumu*

Of course, the prefixed words in the example become very complex, especially since an explanation of their use does not accompany these words. For example, the difference *mendaftar*, *mendaftarkan*, *daftarkan*, and *mendaftarkannya*. The same is true for the prefix *di-*. Some words are formed from two or more morphological processes, such as *diharapkan, disukai, dimainkannya*, and *dibandingkan*. In addition, some words use the prefix *di-* but the active form (prefix *meng-*) is not displayed. For example, in the words *dikuncir, ditimbang*, and *disukai*, the forms of *menguncir, menimbang,* and *menyukai* were not found in the BIPA level A book. This is unfortunate because the passive form is based on the active form.

The use of prefixed words, which tends to be more complex than words with definite prefixes, needs to be reconsidered for the BIPA book level A, a basic level. There needs to be a match between each prefix used. In words with prefixes, the basic form used also tends to be simpler, indicating the meaning of 'activity', 'wearing', or 'possession' such as berenang, berbicara, bertopi *berbaju, beradik*, and *berhidung*. This is different from words with the prefix *meng-*, which has a more complex basic form. The complexity of words formed by prefixes

is also found in BIPA books level B and C. This can be seen in the following table 2 below.

Table 2. Complexity of Affixed Words

Prefix	Textbook level A	Textbook level B	Textbook level C
ber-	The basic form is a root	The basic form is a root, a compound word There is a reduplication There are additional particles	The basic form is a root, a compound word There is a reduplication There are additional Particles
meng-	The basic form is a	More basic forms of affixes (2-3	More basic forms of affixes (2-3
	root and anaffix There are additional pronouns	affixes combined) There is a reduplication There are additional pronouns	affixes combined) There is a reduplication There are additional pronouns
di-	Not always accompanied by the active form The basic form is a root or affix	Not always accompanied by the active form The basic form is a root or affix	Not always accompanied by the active form The basic form is a root or affix There are additiona pronouns

Based on table 2, it can be seen that the level of word complexity at each level is not equal. In words with prefixes *ber-*, the difference in complexity between levels A to B is quite significant. At the basic level, the structure used tends to be easier than at the intermediate level (B). However, this is not seen between levels B to C. The complexity of words with prefixes tends to be the same. In words with the prefix *meng-*, the complexity of words at the basic level is quite high. This is indicated by the basic form of affixes and the addition of pronouns

to words that have been attached to the prefix *meng-*. The difference in word complexity level is also not very visible between levels A to B and B to C. The difference in word complexity with the prefix *meng-* at level A to B is only indicated by the reduplication attached to the prefix *meng-*. Likewise with B to C, the difference only occurs in terms of quantity, namely, the basic forms of affixes attached to prefixes are more numerous and varied and the addition of pronouns.

3.2. Confixed Word Complexity

The complexity of confixed words in BIPA A-C books tends to be marked by *per-an* and *ke-an* confixes. There are not many words with confixes in BIPA A—C books compared to words with prefixes. The following is a comparison of these confixed words.
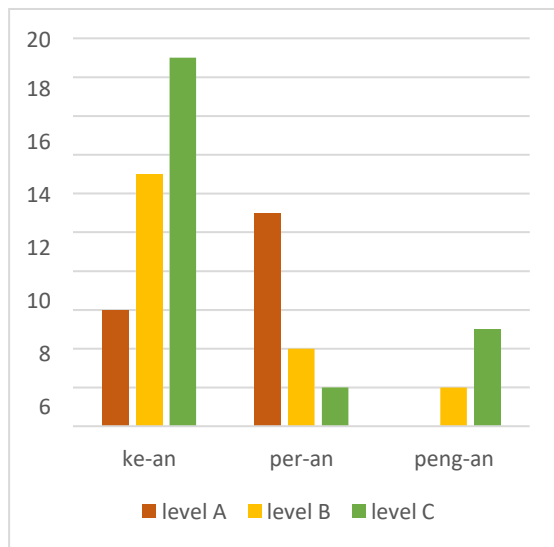

Figure 2 Confixed words in BIPA textbooks.

In figure 2 it appears that higher levels do not always have more numbers. It can be seen in the *per-an* confix at level B. There are fewer words with *per-an* confix. In addition to the confix of *ke-an* and confix of *per-an*, confixes *peng-an* were found, for example *penulisan*, *peminjaman*, *pembayaran*, and *pengalaman*. The confix is only found at levels B and C. It can be seen in the following table.

Based on the table 3, there is no significant difference between the word complexity in level A, B, and C. These words have the same level of structural difficulty. The difference between concrete and abstract words is also not visible. Based on the words in the table, only the words *kelahiran, perempatan, penulisan, dan peminjaman* show concrete things. Others are abstract. In addition, there is the use of the confix *peng-an* which is combined with the prefix *pra-* in the BIPA level A book. Of course, the word with the confix is very complex and not suitable for level A (beginner).

Prefix *pra-* is a loan prefix from Sanskrit. Only certain words get the prefix. Therefore, the use of complex words such as *prapengajaran* should not appear in BIPA grade A books.

Based on complexity, the difference in confixed words at each level of the BIPA book is only in terms of numbers. In terms of complexity, words with confixes at each level tend to be the same and not tiered. For example, at level B found the word *kegiatanmu*. In addition to the *ke-an* confix, the word also gets the possessive pronoun *-mu*. The form is not found at level C.

Table 3. Complexity of confixed words

confix	BIPA textbook level A	BIPA textbook level B	BIPA textbook level C
ke-an	*keagamaan*	*kebersamaan*	*kewarga-negaraan*
	kepercayaan	*keistimewaan*	*kebisuan*
	kelahiran	*keberadaan*	*kehidupan*
per-an	*Persimpang-an*	*pertanyaan*	*perasaan*
	pertemuan	*percakapan*	*permasa-lahan*
	Perbanding-an	*Pelajaran*	*peralatan*
peng-an	*penulisan*	*Penulisan*	*pengguna-an*
	peminjaman	*pengembangan*	*pengawas-an*
	pembatalan	*penggunaan*	*pengharga-an*

3.3. The Leveling of Word Complexity in the BIPA Book

The objectives of BIPA learning on beginner level (basic) writing skills consist of 1) copying simple language units; 2 write simple language units; 3) and 4) write simple statements and questions [7]. These goals align with BIPA goals in listening, reading, and speaking skills. In line with Iskandarwassid dan Sunendar [7], Ghazali [8] stated the objectives of BIPA learning at the beginner and advanced levels. Goals at the beginner level consist of recognizing some letters in the second language alphabet system; copying or transcribing

words or phrases; and writing short simple expressions. Advanced BIPA learning aims to write narratives and factual descriptions of several paragraphs in length for general topics. Thus, referring to the learning objectives of BIPA [7] and [8], the vocabulary learned at the beginner level should be simple vocabulary, not complex vocabulary consisting of a combination of prefixes and confixes. This is different from advanced BIPA learning. Complex vocabulary is needed in advanced BIPA learning because the learning objectives are alsomore difficult.

Based on the results found in the BIPA A-C book, it appears that the grading of word complexity has not been done explicitly. The complex words used at each level tend to overlap and are simply based on their number. For foreign speakers, it is certainly difficult to learn. Why is word complexity important? Words or vocabulary can be used by language users differently [4]. The word *mengeratkan* will not be the same as *mempererat*; Similarly, the word *menulis* will not be the same as *menuliskan*. Therefore, vocabulary knowledge usually indicates the progress of language learners [4]. The correct placement of vocabulary will shape students to master the language they are learning [5]. Learning vocabulary has always been a skill that is taught and evaluated such as reading, writing, listening, and speaking [6].

In addition, the use of complex words in BIPA books should be accompanied by their basic forms. For example, when the word pengembangan is used it needs to be accompanied by the words mengembang, mengembangkan, berkembang, and perkembangan. The use of these words can also be tiered. That is, in the BIPA level A book the words berkembang and mengembang have been introduced. At the intermediate level, the words perkembangan and pengembangan are used. Thus, BIPA students can easily understand these words because the basic forms have been studied at the previous level (level A). It will be difficult if BIPA students are only given one word, for example pengembangan. Learners cannot compare it with other forms of learning. Therefore, explaining the form of complex word derivation needs to be done in BIPA textbooks, not just bringing up complex words with uneven distribution at each level.

Based on this, it is necessary to rank the complexity of words in the BIPA book. This means that each level of the BIPA book needs to be distinguished by its complexity. Some tenses should not appear at the beginner level, but can appear at the intermediate or advanced level. For example, the words *memperkenalkan* and *memainkannya* cannot appear in beginner level BIPA books because they are very complex. If this can be done, it will be clearly seen, the difference in levels between the BIPA books. Students

will also be able to understand Indonesian vocabulary, ranging from simple to complex words.

4. CONCLUSION

The complexity of words in BIPA A—C books tends to overlap and there are no clear boundaries. The difference between each level in the book is based on the frequency of word usage. With the same affix, fewer words are used at the beginner level than at the intermediate level and fewer words are used at the intermediate level than at the advanced level. Based on the complexity of the words, the overlap between simple words and complex words tends to occur in words affixed to *meng-* which is characterized by a combination of affixes at the basic level which also appears at the middle and high levels. Thus, it is necessary to rank the complexity of words in the BIPA book to clear separation between the words used in the BIPA book for basic, intermediate, and advanced levels.

AUTHORS' CONTRIBUTIONS

All authors conceived and designed this study. All authors contributed to the process of revising the manuscript, and at the end all authors have approved the final version of this manuscript.

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