

## Morphological Errors in Scientific Writing (A Study of Indonesian Language for Foreign Speakers Learning in IAIN Surakarta)

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**ABSTRACT:** Word formation in Indonesian is one of the important processes because it will give meaning. In the Indonesian language, the process of word formation is studied in depth in the study of morphology. Indonesian Language for Foreign Speakers, commonly referred to BIPA, is one part of Indonesian language learning. This study describes the errors that exist in the writings of BIPA learners at IAIN Surakarta, which specifically discusses the morphological errors in affixation, reduplication, and basic word writing errors. This study is a qualitative descriptive study with a single case study. The main data sources in this study were the documents written by BIPA participants in IAIN Surakarta. The analysis technique used in this study was an interactive analysis technique, which includes activities to analyze the data on the application of actions in learning consisting of four main components, namely, data collection, data reduction, data presentation, and conclusion drawing or verification. Based on the results of the study, it can be concluded that there were eight errors that occurred in the writings of BIPA participants in IAIN Surakarta. First, the error is in the affixation process in the forms of prefixes *me-*, *ber-*, suffix *-an*, and confixes *ke-an*, *me-an*. The second error is in the reduplication process and the third in writing basic words.

**KEYWORDS:** *error, morphology, BIPA*

### I. INTRODUCTION

Word formation in Indonesian is one of the important processes because it will give meaning. In the Indonesian language, the process of word formation is studied in depth in the study of morphology. Gass and Larry in 2008 stated that the study of morphology is the study of word formation. This is in line with the opinion of Haspelmath (2002) who stated that morphology is the study of the internal structure of words. Chaer (2015) also explained that etymologically the word morphology comes from the word *morph* which means 'form' and *logi* which means 'science'. Thus, literally the word morphology means 'the science of forms'. In linguistic studies, morphology means 'the science of word forms and formation'.

The study of morphology of word formation discusses the word forming tool. So far, the forming tools in the morphological process are affixes in the affixation process, repetition in the reduplication process, incorporation in the composition process, shortening or abbreviating in the acronymization process, and changing the status in the conversion process (Chaer, 2015). Word formation is also taught to foreign-speaking students studying in Indonesia. Indonesian Language for Foreign Speakers, commonly referred to BIPA, is one part of Indonesian language learning. Suyitno (2005) explained that BIPA learning is different from Indonesian language as the first language (B1) learning. BIPA learning is more complex and complicated because foreign students studying BIPA can come from various countries. Foreign students are learners (1) who have foreign nationality (non-Indonesian) and (2) whose mother tongue is not Indonesian.

Foreign speakers who study in Indonesia are expected to be able to master the Indonesian language well, both in listening, speaking, reading and writing. Andayani (2010) stated that the students are expected to have the competencies including listening, speaking, reading, and writing comprehension in Indonesian language. In addition, they also get the effects of knowing cultural treasure. Indonesian language for foreign speakers learning is essentially a process of teaching foreigners to speak Indonesian in accordance with the culture of

Indonesian people. Therefore, in BIPA learning, cultural factors cannot be separated from the language learning process.

Ermanto (2016) in his study described the results of his study in the form of morphological processes in BI affixation adjectives, namely the process of inflection morphology and derivation morphology, and the process of inflection morphology which are divided into four kinds of processes. Furthermore, in BI there are four types of inflection affixes that derive various word forms (grammatical words) from a lexeme. The study is one of the studies in Indonesian language in the field of morphology which explores inflectional and derivative cases. In this study, the researcher discusses the process of word formation in BIPA learners' writings at IAIN Surakarta. The researcher describes the errors in BIPA students' writings, which specifically discusses the morphological errors in affixation, reduplication, and basicword writing errors. This study provides new facts about errors that exist in BIPA learners' writings, especially in word formation.

## II. THEORITICAL REVIEW

### 2.1 Word Form

Gass and Larry in 2008 stated that the study of morphology is the study of word formation. Haspelmath (2002) stated that morphology is the study of the internal structure of words. This in line with the opinion of Chaer (2008) that etymologically the word morphology comes from the word *morph* which means 'form' and *logi* which means 'science'. Thus, literally the word morphology means 'the science of forms'. In linguistic studies, morphology means 'the science of word forms and formation'. Another opinion about morphology is expressed by Rohmadi *et al.* (2012) who explain that morphology is a branch of linguistics that investigates language morphemes and the incorporation of morphemes into linguistic units known as polymorphemic Chaer (2015) explained that the morphological process is basically the process of forming words from a basic form through affixing (in the process of affixation), repetition (in the process of reduplication), incorporating (in the process of composition), shortening (in the process of acronymization), and changing status (in the process of conversion).

### 2.2 Scientific Writing

Dalman (2013) explained that scientific work is a writing whose content tries to explain a scientific discussion conducted by a writer or researcher. It aims to tell something logically and systematically to the reader.

### 2.3 Indonesian Language for Foreign Speakers (BIPA)

One part of Indonesian language learning is Indonesian language for foreign speakers learning, commonly known as BIPA (Indonesian Language for Foreign Speakers). BIPA is the Indonesian language learning subject for foreign learners as the subject. BIPA is seen more on its learner factor. The people who are the subjects of BIPA learning are foreigners, not Indonesian speakers. Indonesian language is a foreign language for learners, whether as a second language, third language, fourth language, or others. BIPA learning allows foreigners (learners) to master Indonesian or be able to speak Indonesian (Kusmiatun, 2016). The second language is a form that is obtained in an environment where the language is used originally (Larsen, Freeman, & Long, 2014).

BIPA learning is different from Indonesian language as the first language (B1) learning. BIPA learning is more complex and complicated because foreign students studying BIPA can come from various countries. They are learners (1) who have foreign nationality (non-Indonesian) and (2) whose mother tongue is not Indonesian (Suyitno, 2018).

## III. METHODOLOGY

This study used a qualitative-descriptive method with a single case study strategy. A study is called a single case study when it is focused on one characteristic. This means that the study is only conducted on one target (one location, one subject) (Sutopo, 2002). The main data sources in this study were the documents written by BIPA participants in IAIN Surakarta. The data were obtained with observation, interviews, and document analysis, and validated by triangulation of methods and sources. The analysis technique used in this study was an interactive analysis technique, which includes activities to analyze the data on the application of actions in learning. The results of the analysis were used as a basis in the preparation of action plans for the next stage. Miles and Huberman (2011) explain that in the data analysis process there are four main components that must be understood. They are data collection, data reduction, data presentation, and conclusion drawing or verification.

## IV. RESULT AND DISCUSSION

The following is the description of the results of the study conducted on the existing data. The examples of the findings of the data are as follows:

a. Errors in using the prefix *me-*

... tentunya penyakit-penyakit ini disebabkan karena kurang teratur dalam *mengonsumsi* makanan ...  
 (... these diseases are indeed caused by irregular *consumption* of food ...)  
 ... lalu oleskan pada wajah hingga *mengkering*...  
 (... then apply on the face until it *dries* ...)  
 ... psikologis individu yang *mempengaruhi* kemampuan seseorang dan membantu dirinya...  
 (... individual psychology that *influences* one's ability and helps him/her ...)  
 ... individu yang menjunjung tinggi nilai agama tidak akan terpengaruh oleh lingkungan sosial untuk *mencontek*, manipulasi, dan korupsi...  
 (... individuals who uphold religious values will not be affected by the social environment for *cheating*, manipulating, and corrupting ...)

Errors in using the prefix *me-* occur because foreign-speaking students do not fully understand the affixation process. The Indonesian grammar reference for foreign speakers written by Djoko Kentjono, *et al.* (2010) explains that the addition of the prefix *me-* to the following basic forms causes a change, *me-* to *meng-* if it is followed with the basic words with the phonemes /k/, /a/, /e/, /g/, /h /, /i/, /o/, /q/, and /u/. Then, the prefix *me-* becomes *mem-* when it is followed with the basic word beginning with the phonemes /p/, /b/, /f/, and /v/. Furthermore, the prefix *me-* becomes *meng-* when it is followed with the basic word beginning with the phoneme /s/. Then, the prefix *me-* becomes *meng-* when it is followed with the basic word beginning with the phonemes /c/, /d/, /j/, /t/, and /z/. The prefix *me-* does not experience a change in its form when it is followed with the basic word beginning with the phonemes /l/, /m/, /n/, /r/, /w/ and /y/. Based on these rules, the correct uses of the prefix *me-* are as follows:

... tentunya penyakit-penyakit ini disebabkan karena kurang teratur dalam *mengonsumsi* makanan ...  
 (... these diseases are indeed caused by irregular *consumption* of food ...)  
 ... lalu oleskan pada wajah hingga *mengering*...  
 (... then apply on the face until it *dries* ...)  
 ... psikologis individu yang *memengaruhi* kemampuan seseorang dan membantu dirinya...  
 (... individual psychology that *influences* one's ability and helps him/her ...)  
 ... individu yang menjunjung tinggi nilai agama tidak akan terpengaruh oleh lingkungan sosial untuk *menyontek*, manipulasi, dan korupsi...  
 (... individuals who uphold religious values will not be affected by the social environment for *cheating*, manipulating, and corrupting ...)

b. Errors in using the prefix *ber-*

One of the errors that occur in the affixation process is in the prefix *ber-*. The example of the error found in this aspect includes the following:

... hiburan yang *ber nilai* pendidikan itu tentu saja cukup bagus...  
 (... entertainment with educational *value* is certainly quite good ...)

This error occurs because foreign-speaking students do not fully understand the affixation process. Based on the standard Indonesian grammar, there are four morphophonical rules for the prefix *ber-*. All of them are the combination of the prefix *ber-* with the basic word. Based on these rules, the correct use of the prefix *ber-* is:

... hiburan yang *bernilai* pendidikan itu tentu saja cukup bagus...  
 (... entertainment with educational *value* is certainly quite good ...)

c. Errors in using the prefix *di-*

One of the errors that occur in the affixation process is the prefix *di-*. The examples of the errors found in this aspect include the following:

... mereka *di jaga* ketat oleh militer Israel agar tidak terjadi apa-apa...  
 (... they are strictly *guarded* by the Israeli military to prevent anything to happen ...)  
 ... namun api tersebut tak dapat *di padamkan*...  
 (... but the fire cannot be *put off* ...)

Errors in using the prefix *di-* occur because foreign-speaking students do not fully understand the affixation process. Based on standard Indonesian grammar (2003: 116), the prefix *di-* combined with a basic word does not change its form. We must differentiate between *di-* as a prefix and *di-* as a preposition. If followed by a word that indicates a place, *di-* and the basic word is written separately. Based on this rule, the correct use of the prefix *di-* is as follows:

... mereka *dijaga* ketat oleh militer Israel agar tidak terjadi apa-apa...  
 (... they are strictly *guarded* by the Israeli military to prevent anything to happen ...)  
 ... namun api tersebut tak dapat *dipadamkan*...  
 (... but the fire cannot be *put off* ...)

**d. Errors in using the suffix *-an***

One of the errors that occur in the affixation process is the prefix *-an*. The examples of the errors found in this aspect include the following:

... karena hidup dalam organisasi itu pasti *bersentuh* dengan bermacam-macam masalah...  
 (... because life in an organization will *deal* with various problems ...)

The error in using the suffix *-an* occurs because foreign-speaking students do not fully understand the affixation process. Based on standard Indonesian grammar (2003: 117), the suffix *-an* does not change its form when combined with any basic words. If the last phoneme of a basic word is /a/, the writing of the phoneme is aligned with the suffix *-an*. Based on this rule, the correct use of the suffix *-an* to form a complete and meaningful word is as follows:

... karena hidup dalam organisasi itu pasti *bersentuhan* dengan bermacam-macam masalah...  
 (... because life in an organization will *deal* with various problems ...)

**e. Errors in using the confix *ke- -an***

One of the errors that occurs in the affixation process is the confix *ke- -an*. The examples of the errors found in this aspect include the following:

... memberikan pujian atau reward bila anak sudah menunjukkan *kemajukan*...  
 (... giving a compliment or reward if the child has shown a *progress* ...)

The error in using the confix *ke- -an* occurs because foreign-speaking students do not fully understand the affixation process. Based on standard Indonesian grammar (2003: 107), the prefix *ke-* can only be combined with the suffix *-an*. Based on this rule, the use of the correct confix to form a complete and meaningful word is as follows:

... memberikan pujian atau reward bila anak sudah menunjukkan *kemajuan*...  
 (... giving a compliment or reward if the child has shown a *progress* ...)

**f. Errors in using the confix *me- -kan***

One of the errors that occur in the affixation process is in the confix *me- -kan*. The example of errors found in this aspect is as follows:

... walaupun mendidik karakter tidak semudah *membalikan* telapak tangan...  
 (... even though educating a character isn't as easy as *turning* the palm of the right hand ...)

The error in using the confix *meng- -an* occurs because foreign-speaking students do not fully understand the affixation process. Based on standard Indonesian grammar (2003: 107), the prefix *meng-* cannot be combined with the suffix *-an*. Based on this rule, the correct use of the confix to form a complete and meaningful word is as follows:

... walaupun mendidik karakter tidak semudah *membalikkan* telapak tangan...  
 (... even though educating a character isn't as easy as *turning* the palm of the right hand ...)

**g. Errors in the reduplication process**

One of the errors that occur in the reduplication process is as follows:

... namun api tersebut tak dapat dipadamkan *sampe-sampe* wartawan...  
 (... but the fire could not be put off *until* the reporter ...)

In the process of repetition or reduplication above, there is a complete repetition error, that is, the basic form is repeated without making physical changes from the root. The correct basic word is *sampai* (until). Based on this rule, the correct reduplication to form a complete and meaningful word is as follows:

... namun api tersebut tak dapat dipadamkan *sampai-sampai* wartawan...  
 (... but the fire could not be put off *until* the reporter...)

#### h. Errors in the basic word writing

Errors that occur in writing basic words occur because foreign students do not understand well the basic words in Indonesian, such as the following examples:

... dihaluskan dengan 1-2 sendok *the* madu...  
 (... mashed with 1-2 tablespoons of honey ...)  
 Buah *papaya* dipercaya dapat memutihkan kulit wajah...  
 (*Papaya* is believed to whiten facial skin ...)  
 ... dapatkan kulit kaki yang *lembab*, halus, dan lembut...  
 (... get *moist*, smooth and soft foot skin ...)  
 ... waktu imsak berpatokan pada terbitnya *fadjar*...  
 (... imsak time is based on the *sunrise* ...)  
 ... seperti masalah *peribadi* maupun masalah umum...  
 (... like *personal* or general problems ...)  
 ... keluwesan dalam *berfikir* dan memahami...  
 (... flexibility in *thinking* and understanding ...)

Based on standard grammar in Indonesian big dictionary, the italicized words above are not standard words that can be used in scientific writing. The following are the correct standard words of the examples above:

... dihaluskan dengan 1-2 sendok *teh* madu...  
 (... mashed with 1-2 tablespoons of honey ...)  
 Buah *pepaya* dipercaya dapat memutihkan kulit wajah...  
 (*Papaya* is believed to whiten facial skin ...)  
 ... dapatkan kulit kaki yang *lembap*, halus, dan lembut...  
 (... get *moist*, smooth and soft foot skin ...)  
 ... waktu imsak berpatokan pada terbitnya *fajar*...  
 (... imsak time is based on the *sunrise* ...)  
 ... seperti masalah *pribadi* maupun masalah umum...  
 (... like *personal* or general problems ...)  
 ... keluwesan dalam *berpikir* dan memahami...  
 (... flexibility in *thinking* and understanding ...)

After describing the findings above, we know that the focus of this study is to study the errors in the form of words in scientific writing produced by BIPA learners in IAIN Surakarta. The previous study written by Sari, *et al.* (2017) with a focus on the study of grammatical functions in the relative clauses of Indonesian language on the foreign students' essays resulted in the relativity process that occurs in Indonesian language can only make the relative clause for the subject function. As linguistics develops, the process of relativity also occurs in the object. The relativity on the object will be accepted if it is changed into the passive form. In addition, the relativity process can occur through the steps of the obliteration strategy. The obliteration strategy functions to omit the main noun in the relative clause. This study concludes that the relative clausal process in Indonesian only occurs on the subject. Then, the relativity strategy in Indonesian commonly used is the obliteration strategy.

The difference between this study and the previous one is that this study examines the errors that exist in scientific writing of the learners of Indonesian language for foreign speakers while the study of Sari, *et al.* examines the grammatical function in the Indonesian relative clauses in foreign students' essays. Differences

studies in these two researches provide new knowledge, especially in the field of linguistics and in the study of writings produced by BIPA learners or by foreign students.

## V. CONCLUSION

Based on the previous discussion, it can be concluded that there are eight errors that occur in the writings of BIPA participants in IAIN Surakarta. The first error is in the affixation process in the forms of prefixes *me-*, *ber-*, suffix *-an*, and confixes *ke-an*, *me-an*. The second error is in the reduplication process and the third in writing basic words. Descriptions of errors found in the writings of BIPA learners give an overview of their ability to understand the process of word formation. This can be used by BIPA teachers to find ways for BIPA students, especially in IAIN, to understand the process of word formation. This study can also be used as a reference for BIPA learners to understand the process of word formation and minimize errors in the process of word formation. Therefore, that BIPA learners will subsequently produce good writings and there will be no more errors in morphology.

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