

ABS 179

by lcels_2 Abs 179

Submission date: 30-Sep-2020 12:24PM (UTC+0700)

Submission ID: 1401064606

File name: full_paper_abs-179_2947799272.docx (31.57K)

Word count: 3716

Character count: 19468

**LANGUAGE ERRORS ANALYSIS FOR ADVANCED BIPA STUDENTS' WRITINGS A
MUHAMMADIYAH UNIVERSITY OF JAKARTA**

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ABSTRACT

The language teaching materials that will be taught to BIPA students is to equip Indonesian language proficiency, both verbal and nonverbal. Nonverbal forms such as writing skill, which is indirect communication. In writing skill, BIPA students are required to be able to use good and correct punctuation marks, sentence structure, and various writing procedures, so that readers can understand the meaning of the writing well. Good writing is in accordance with the rules of the Indonesian language. BIPA students' writing skill at Muhammadiyah University of Jakarta still needs more in-depth guidance, because there are many factors that hinder BIPA students from writing, for example the influence of their mother tongue, and the lack of vocabulary mastery. This study aims to determine the difficulties experienced by BIPA students at Muhammadiyah University of Jakarta in terms of writing skill. This is very useful for BIPA teachers to prepare matters related to BIPA learning, especially writing material. This research is a qualitative research. The writings that were analyzed were five writings of BIPA advanced students at Muhammadiyah University of Jakarta. The theme of the writings analyzed is about Betawi culture.

Language errors that occur including the inaccurate word choice and the sentence structure. Most of the students use less effective sentences.

Keywords: betawi culture, Indonesian language for foreigners, mother tongue

INTRODUCTION

The Indonesian language teaching program for advanced foreign speakers at Muhammadiyah University of Jakarta has five students from several countries. BIPA students have good relations with each other, so they form bonds like brothers, as well as BIPA teachers at Muhammadiyah University of Jakarta who are friendly. This familiarity condition causes their daily activities to be used using both verbal and nonverbal Indonesian.

Based on observations made by researchers as one of the BIPA teachers at Muhammadiyah University of Jakarta, the five BIPA students are spread into several departments on this campus. Meanwhile, there are twenty BIPA students from basic to advanced levels. After BIPA students go through several stages in BIPA learning, students can speak Indonesian well, but there are still deficiencies in non-verbal communication (written).

Advanced BIPA students are already project based. At the end of learning at the advanced level, students produce an article, including writing a bio, telling about *Betawi* culture, for example *Betawi* art, *Betawi* specialties, and so on.

The main objective of students learning Indonesian (BIPA) vary in addition to the interests of values. The general goal is to be able to communicate using Indonesian. Other special purposes are for work, travel or just wanting to know Indonesian culture.

In the process of learning Indonesian, BIPA students still often make mistakes. These errors occur in both verbal and non-verbal language. Verbal errors may be understood according to the context,

but nonverbal mistakes are difficult to understand their meaning if the mistakes are very complex. These mistakes can be said to be reasonable because the target language is not the first language used by BIPA students.

Several studies on language errors carried out by foreign students, such as 1) Analysis of Errors in the Use of Indonesian in Foreign Language Students' Writing at Sebelas Maret University; 2) Lexical Errors in the Writing of BIPA Darmasiswa UNJ Students; 3) Indonesian Language Mistakes BIPA Learners (Univ. Sanata Dharma); and 4) Analysis of Indonesian Language Errors for Thai Students and Their Use as Alternative Materials for BIPA Teaching Materials.

Based on the research on language errors of BIPA students above, this research has something different, including this research based on *Betawi* culture. The reason for *Betawi* culture is due to the geographical location of Muhammadiyah University of Jakarta in South Tangerang which is directly adjacent to Jakarta which has *Betawi* culture. The purpose of this research is the analysis of nonverbal errors (written) based on *Betawi* culture for advanced BIPA students at Muhammadiyah University of Jakarta. The assessment is about the word choice and sentence structure and the use of verbal variety.

Corder (1974) cited in Jabeen, Kazemian, and Shahbaz, (2015: 53) explained that ¹⁰ error analysis plays an important role in the teaching of second and foreign languages. Error analysis gave new insights and techniques as the alternative solution for language learning matters. In other words, ⁸ the role of error analysis becomes very important in the teaching and learning of second and foreign languages. Corder (1978) cited in Khelai (2012: 10) explained ⁵ that interlanguage can be seen as a restructuring or a recreating continuum and, therefore; evaluates their role in second language acquisition. In addition, Khamsah and Roos (2002) stated that several error analysis case believes that the continuity between foreign languages begins with the first language. This means that

foreign language learners must break away from the schemata of their first language as they build competence in the target language. In fact, the inter-language continuum starts from zero competence in ¹⁴ the target language and the first language is the sources of linguistic knowledge that students have to develop their foreign language. Thus, the language continuum between foreign language learners is no different from first language learners who start from zero knowledge.

Language error analysis is a work procedure ⁷ commonly used by language researchers or teachers, which includes: collecting error samples, identifying errors contained in the sample, explaining these errors, classifying the errors, and evaluating the seriousness of the errors (Tarigan, Tarigan, 2011).

Language errors are not only made by learners of foreign or regional languages but also native / native speakers. However, language errors that mostly occur are usually second and / or foreign language learners. According to research on language errors, the elements of language errors in the essays of students who speak foreign languages are divided into four, namely errors in spelling, morphology, semantics, and syntax (Anjasari, 2013).

Language errors have multiple meanings. According to Corder (1974) there are three terms in limiting language errors, namely 1) Lapses: language errors due to speakers switching their ways to state something before the speech is fully stated (slip of the tongue for oral or slip of the pen for writing); 2) error: language errors due to speakers violating rules or grammar rules (breaches of code); and Mistake: language errors due to speakers not choosing words or phrases for certain situations. Meanwhile, according to Burt and Kiparsky in Syafi'ie (1984) language errors in terms 1) goof: sentences or utterances that contain errors; 2) gooficon: the type or nature of grammatical errors; and: 3) goofing: the mention of all errors.

In this study, what is called a language error is an error due to a speaker violating grammatical rules or rules (error) and choosing an incorrect word or expression (mistake) so that it does not meet the criteria of good and correct Indonesian, the Indonesian language used is in accordance with the norms social affairs.

RESEARCH METHODS

This research is a descriptive study and follows the steps of language error analysis according to Tarigan (2000), namely:

1) Collecting Data

The data used is the result of a writing assignment in a writing project about Betawi culture. Students tested in this study were advanced BIPA students at Muhammadiyah University of Jakarta.

2) Identifying Errors

Researchers identified errors in nonverbal written language) made by BIPA advanced students of Muhammadiyah University, Jakarta.

3) Ranking or ranking errors.

From the entire list of language errors made by students, researchers ranked the errors based on the frequency of errors.

4) Describe the situation.

From all the list of language errors that were made, the researcher only discussed the two most frequent mistakes made by students. Researchers explain the errors that occur, the ¹³causes of errors, and the corrections of these errors.

5) Predicting error-prone language levels.

Researchers estimate that the level of language learned by advanced BIPA students at Muhammadiyah University of Jakarta has the potential to lead to language errors.

6) Correcting mistakes.

Researchers correct existing errors, looking for appropriate ways to reduce and if they can eliminate these errors. Things that can be done so that these mistakes do not happen again by perfecting the components of the language teaching and learning process such as objectives, materials, methods, media, and assessment.

FINDINGS AND DISCUSSION

The data used in this study were the writings of advanced students at Muhammadiyah University of Jakarta. This writing is one of the results of the assignment in the final semester exam. The assignment given to students is to write down their opinions about Betawi culture. Therefore, the expected bill of assignment is a written / formal language that follows Indonesian language rules. Posts outside these parameters are considered to have made a language error.

Language errors made by students were various, such as the use of incorrect word choices, problematic sentence structures, use of oral variations on writing assignments, use of conjunctors, phrases, spelling that was not in accordance with Indonesian language rules, and other mistakes. This study only discusses the two most frequent language errors. The mistakes most often made by students are language errors at the level of inaccurate word choice, sentence structure, use of verbal forms on writing assignments. Here are some examples that will be discussed;

Table 1. Errors in choice of words, sentence structure, and use of verbal variations

No.	Type of Language Errors	Students' Word/Sentence Example	Discussion
1	Words Choices	<ul style="list-style-type: none"> <li data-bbox="623 604 997 827">▪ Pendengaran saya merasa lezat jika mendengar musik Betawi (I feel delicious when I hear Betawi music) <li data-bbox="623 863 997 1346">▪ Motor saya berlari kencang saat saya pergi ke Setu Babakan, salah satu pusat budaya Betawi. (My motorbike was running fast when I went to Setu Babakan, one of the Betawi cultural centers) <li data-bbox="623 1381 997 1604">▪ Ketika saya melihat ondel-ondel, saya merasa seram. (When I saw ondel-ondel, I felt fear.) <li data-bbox="623 1640 997 1738">▪ Bolehkah saya ikut rasa sedap melihat pemandangan 	<ul style="list-style-type: none"> <li data-bbox="1019 604 1362 701">□ Use of the word delicious identically is used for food <li data-bbox="1019 863 1362 1085">□ Should use the word speed, because the word running is for humans, while in this sentence it is a motor <li data-bbox="1019 1381 1362 1478">□ It is more appropriate to use the word scary. <li data-bbox="1057 1640 1362 1738">▪ It supposed to use the word 'enjoy'.

		<p>ini? (May I share the pleasure of seeing this sight?).</p> <ul style="list-style-type: none"> ▪ Jika saya haus, saya harus makan (If I'm thirsty, I have to eat) 	<ul style="list-style-type: none"> ▪ It should be thirsty then drink, if hungry then eat
2	Sentence Structure	<ul style="list-style-type: none"> ▪ Kerak telur merupakan makanan khas Betawi, asinan juga, dan dodol juga, begitu pula ada soto. (<i>Kerak telur</i> is a typical Betawi food, asinan too, and dodol too, as well as soto) ▪ Salah satu lagu Betawi yang bernama Kompor Meleduk adalah boleh Benyamin Sueb, lagu ini sangat menggairahkan (One of the Betawi songs called <i>Kompor Meleduk</i> is allowed 	<ul style="list-style-type: none"> ▪ Supposedly <i>kerak telur, asinan, dodol,</i> and soto are Betawi specialties. ▪ The Betawi song entitled <i>Kompor Meleduk</i> by Benyamin Sueb should have been one of the Betawi songs with an uplifting tone.

		<p>Benyamin Sueb, this song is very exciting)</p> <ul style="list-style-type: none"> ▪ Saya memiliki cinta rasa berjalan-jalan ketika ke Kota Tua. (I have a love of traveling around the Old Town) 	<ul style="list-style-type: none"> ▪ I should be happy to take a walk to the Old Town
		<ul style="list-style-type: none"> ▪ Bu Nisa, makan mau apa? (Mrs. Nisa, food what do you want? ▪ Kami pergi akan kemping ke Wiladatika taman (We go will camping to Widalatika Park). 	<ul style="list-style-type: none"> ▪ Seharusnya Bu Nisa mau makan apa? (It supposed to be “What do you want to eat, Mrs. Nisa?”) ▪ Seharusnya Kami akan pergi kemping ke Taman Wiladatika. (It supposed to be “We will go camping to Wiladatika Park)
3.	The Use of Verbal Variety on Writing Assignments	<ul style="list-style-type: none"> ▪ Saya jalan dari rumah ke kampus, saya dengar musik dari ada bersama saya, sampai kampus musik juga masih ada. (I walked from 	<ul style="list-style-type: none"> ▪ Saya pergi berjalan kaki dari rumah ke kampus sambil mendengarkan musik. (I went on foot from

		<p>home to campus, I heard music from there with me, until the music campus was still there).</p> <ul style="list-style-type: none"> ▪ Areena menari lagu cinta, dan teman-temannya berteriak. (Areena danced a love song, and her friends screamed). ▪ Saya termenung dengar lagu dangdut sebab walau beda judul, semua kesamaan (I was pensive hearing dangdut songs because even though the titles were different, they were all similarities) ▪ Tiba saatnya kita melempar pikiran (The time comes for us to throw our minds) 	<p>home to campus while listening to music).</p> <ul style="list-style-type: none"> ▪ Areena menyanyi lagu berjudul Cinta, dan teman-temannya mengikuti. (Areena sings a song called Cinta, and her friends follow). ▪ Saya mengira semua lagu dangdut sama walau berbeda judul (I thought all dangdut songs were the same even though they had different titles) ▪ Tiba saatnya kita berdiskusi (It's time for us to discuss)
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		<ul style="list-style-type: none"> ▪ Kita bersama salah, memberikan ini terjadi (We're together wrong, giving this happen). 	<ul style="list-style-type: none"> ▪ Kita semua salah telah membiarkan ini terjadi (We are all wrong to let this happen)
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For the language error in choice of words, BIPA students use the word delicious to listen to music, in fact the word delicious should be used for food. In addition, to use the word running for motorbikes, which are supposed to run because running is more suitable for humans and animals. It is more appropriate to replace the word scary with the word fear to express fear of *ondel-ondel*. Then, for the word delicious as a companion to the view it is more suitable to the word enjoying the view. And the last one is the word thirst with the word to eat, if you are thirsty then you should drink, and if you are hungry, what you have to do is eat.

For errors in sentence structure, first, *Kerak telur* is a typical *Betawi* food, *asinan*, and *dodol* too, as well as *soto*. Supposedly, *kerak telur*, *asinan*, *dodol* and *soto* are *Betawi* specialties. Second, one of the *Betawi* song, *Kompor Meleduk* sang by Benyamin Sueb, this song is very exciting. It should be one of the *Betawi* song that has an uplifting tone. Third, I have a love of traveling to the Old Town, I should enjoy taking a walk to the Old Town. Fourth, Mrs. Nisa, food what do you want to eat? What should Mrs. Nisa want to eat? And the fifth, we will go camping to Wiladatika park, it should be 'we should go camping to Wiladatika Park.'

Errors in the use of verbal forms in writing assignments, some language errors in this part of which are the first, I walk from home to campus, I hear music from being with me, until the music campus is still there. I should have gone on foot from home to campus while listening to music. Second, Areena danced a love song, and her friends screamed. Areena was supposed to sing a song called Love, and her friends followed. Third, I was pensive hearing dangdut songs because even though

the titles were different, they were all similarities. I should have thought that all Dangdut songs were the same even though they had different titles. Fourth, it is time for us to throw our thoughts, it should be time for us to discuss. Fifth, we are wrong together, giving this happen. We should all be wrong to let this happen.

The following is a table of the percentage errors of BIPA students in word choice, sentence structure, and use of verbal forms which are grouped into several categories including food, tourist attractions, and dances.

Table 2. Students' Language Error in the Categories of Food, Attractions, and Dance

BIPA Students	Language Errors Category	Topic	Language Error Percentage
1	Word Choices	Makanan : <i>Food</i>	35%
		Tempat Wisata : <i>Tourism places</i>	20%
		Tarian : <i>Dances</i>	45%
	Sentence Structure	Makanan : <i>Food</i>	40%
		Tempat Wisata : <i>Tourism places</i>	30%
		Tarian : <i>Dances</i>	30%
	The use of language variety	Makanan : <i>Food</i>	38%
		Tempat Wisata : <i>Tourism places</i>	32%
		Tarian : <i>Dances</i>	30%

2	Word Choices	Makanan : <i>Food</i>	38%
		Tempat Wisata : <i>Tourism places</i>	32%
		Tarian : <i>Dances</i>	30%
	Sentence Structure	Makanan : <i>Food</i>	35%
		Tempat Wisata : <i>Tourism places</i>	20%
		Tarian : <i>Dances</i>	45%
	The use of language variety	Makanan : <i>Food</i>	40%
		Tempat Wisata : <i>Tourism places</i>	30%
		Tarian : <i>Dances</i>	30%
3	Word Choices	Makanan : <i>Food</i>	20%
		Tempat Wisata : <i>Tourism places</i>	50%
		Tarian : <i>Dances</i>	30%
	Sentence Structure	Makanan : <i>Food</i>	35%
		Tempat Wisata : <i>Tourism places</i>	35%
		Tarian : <i>Dances</i>	30%
	The use of language variety	Makanan : <i>Food</i>	41%
		Tempat Wisata : <i>Tourism places</i>	29%

		Tarian : <i>Dances</i>	30%
4	Word Choices	Makanan : <i>Food</i>	34%
		Tempat Wisata : <i>Tourism places</i>	30%
		Tarian : <i>Dances</i>	36%
	Sentence Structure	Makanan : <i>Food</i>	35%
		Tempat Wisata : <i>Tourism places</i>	35%
		Tarian : <i>Dances</i>	30%
	The use of language variety	Makanan : <i>Food</i>	41%
		Tempat Wisata : <i>Tourism places</i>	29%
		Tarian : <i>Dances</i>	30%
5	Word Choices	Makanan : <i>Food</i>	30%
		Tempat Wisata : <i>Tourism places</i>	29%
		Tarian : <i>Dances</i>	41%
	Sentence Structure	Makanan : <i>Food</i>	35%
		Tempat Wisata : <i>Tourism places</i>	35%
		Tarian : <i>Dances</i>	30%
	The use of language variety	Makanan : <i>Food</i>	34%
			30%

		Tempat Wisata :	36%
		<i>Tourism places</i>	
		Tarian : <i>Dances</i>	

Based on the table above, BIPA 1 students made mistakes in their choice of words with the topic of food 35%, tourist attractions 20%, dance 45%. The sentence structure error with the theme of food is 40%, tourist attractions 30%, and dance is 30%. Meanwhile, the use of various spoken languages with the theme of food is 38%, tourist attractions 32%, and dance 30%.

BIPA 2 students make mistakes in choosing words with the topic of food 38%, tourist attractions 32%, dancing 30%. The sentence structure error with the theme of food is 35%, tourist attractions 20%, and dance is 45%. Meanwhile, the use of various spoken languages with the theme of food is 40%, tourist attractions is 30%, and dance is 30%.

BIPA 3 students make mistakes in their choice of words with the topic of food 20%, tourist attractions 50%, dancing 30%. The sentence structure error with the theme of food is 35%, tourist attractions 35%, and dance is 30%. Meanwhile, the use of various spoken languages with the theme of food is 41%, tourist attractions is 29%, and dance is 30%.

BIPA 4 students made a choice of words with the topic of food 34%, tourist attractions 30%, dancing 36%. The sentence structure error with the theme of food is 35%, tourist attractions 35%, and dance is 30%. Meanwhile, the use of various spoken languages with the theme of food is 41%, tourist attractions is 29%, and dance is 30%.

BIPA 5 students made a word choice mistake with the topic of food 30%, tourist attractions 29%, dance 41%. The sentence structure error with the theme of food is 35%, tourist attractions 35%, and dance is 30%. Meanwhile, the use of various spoken languages with the theme of food is 34%, tourist attractions are 30%, and dances are 36%.

Based on the description above, BIPA 1 students made many mistakes on sentence structures with the topic of food by 40%, and made the lowest errors in word choice with the topic of tourist attractions by 20%. BIPA 2 students made many mistakes in sentence structure with the topic of dance by 45% and made the lowest errors in sentence structure with the topic of tourist attractions as much as 20%. BIPA 3 students made the biggest and smallest mistakes in word choice with the topic of tourist attractions 50% and the topic of food 20%. BIPA 4 students made the biggest and smallest mistakes in the use of various spoken languages on the topic of food, 41% and 29% of tourist attractions. BIPA 5 students made the most mistakes and the lowest in word choice with the topic 41% and 29%.

Language error research has several benefits in particular for language teachers, such as feedback for language learners, data for teachers, and input for use as teaching strategies.

From the results of the research above, both word choice and sentence structure still have errors. These mistakes are the task of advanced BIPA teachers at Muhammadiyah University of Jakarta and Indonesian BIPA teachers in general. Advanced BIPA students are expected to be able to use Indonesian in accordance with the rules of Indonesian that are good and correct, both verbally and nonverbally (in writing).

CONCLUSION

Language errors are an inseparable part of the language learning process. Mistakes are a process towards using Indonesian properly and correctly. The correct and correct use of Indonesian is a parameter or measuring instrument for language errors. The use of Indonesian outside these parameters means that the use of that language is considered wrong. If you can find out the

language mistakes that are often made by students early, improvements to increase success can be pursued more quickly.

Language errors can be used as feedback for language teaching in the classroom to the students studied as well as to future students so as not to repeat the same language mistakes. BIPA teachers should read the results of research on language errors. This is useful for teachers in preparing teaching materials, providing exercises in class activities, and teaching methods. In addition, further research is needed on the effect of using internet media in BIPA writing classes.

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