

ERROR ANALYSIS IN THE USE OF AFFIXATION IN INDONESIAN LANGUAGE PAPER WRITTEN BY THAI STUDENTS

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ABSTRACT

This research aimed to describe the form of errors in using affixation in Indonesian Language paper written by Thai students. The data were words and sentences that contained errors. The research was qualitative research using content analysis method. This research used interactive model data analysis through three steps. Those were data reduction, presentation of data, as well as conclusion and verification. The results show that there are some errors; 72 errors in using affixation: 21 or 29% errors in prefix, 9 or 13% errors in suffix, 9 or 13% errors in infix, and 33 or 46% errors klofiks (combination of affixes). The error is caused by two factors; 7% of interlingual errors and intralingual factor including 7% of overgeneralization and 86% of ignorance of rule restriction. However, the results also show that Thai students have not mastered or understood the structure of Indonesian language. The results can be used to develop the techniques of teaching Indonesian structure, especially the use of affixation. Therefore, the Thai students can improve the ability to use Indonesian language by channeling it in academic writing.

Keyword: error analysis, affixation, Indonesian Language

INTRODUCTION

Language is a mean of expression. People express their feeling, emotion, thought, need, and desire, and others through language. Moreover, symbol and gesture can be considered as language. Language can be defined as verbal, physical, biological innate, and a basic form of communication (Choudhury, 2014). Based on this opinion, language is a communication tool used by humans in a community. When one learns a language, one will also relate to language skills directly. These language skills include listening, speaking, reading, and writing. Writing is an essential language skill to communicate with people indirectly. However, writing is one of the productive skills and the most difficult to master.

In written language, the writers are required to pour ideas or thoughts into words so that it can be conveyed to the reader clearly and thoroughly. Writing is more complicated that it tests a person's ability to use a language and the ability to express ideas. As a result, a person needs to write not only coherently but also correctly. It requires more time and effort (Liu & Braine in Sattayatham & Ratanapinyowong, 2008). However, not only the writers can convey clear and coherent

ideas, but also arrange proper sentences that it becomes a complete and unified series of writing. Moreover, papers are scientific writing containing thoughts on a particular problem or topic based on systematic field-based data with logical and objective analysis" (Barnawi & Arifin, 2015).

Nowadays, many foreign students come to study in Indonesia especially students from Thailand. In general, Thai students in Jakarta are majoring in English, Economics, Pharmacy, Medicine, Indonesian Language, and others. Although half of the Thai students are not from Indonesian Language major, they still have to study Indonesian Language as a compulsory subject. In learning Indonesian language, the foreign students, indeed experience various obstacles and abundant mistakes, especially in writing papers. Using Indonesian language as a second language, foreign students cannot avoid errors. The higher the number of errors is, the lower the level of achievement of their language learning target will be (Anjarsari, Suwandi, & Mulyono, 2013).

Mistakes cannot be avoided in the learning process. Native-speaking students can even make language errors. Learning and mistakes cannot be separated. In this regard, Kotsyuk (2015) has mentioned that error is not taken as

bad signs of non-performance. In teaching or learning, it should not be eliminated at any cost. It is considered as a necessary part of the language learning process. Based on this understanding, language error is an error that shifts from the standard rule and deviates from Indonesian language grammar rules.

The language error cannot be self-corrected until further relevant input is provided and converted into intake by the learner implicitly or explicitly. In other words, error requires further relevant input to take place before they can be self-corrected. Meanwhile, the mistake can be only corrected by the students themselves if the deviance is pointed out to them (James, 2013). The comparison of error and mistake is shown in Table 1.

Table 1 Comparison between Error and Mistakes

Category	Error	Mistake
Point of view		
1. Source	competency	performance
2. Character	systematic	non-systematic for a while
3. Duration	takes long	mastered
4. The linguistic system	not mastered	deviation
5. Result	deviation	self-aware
6. Correction	wanted	

(Source: Tarigan, 2008)

Error Analysis (EA) is a technique for identifying, classifying, and interpreting the unacceptable forms of a language systematically. It occurs in the production data of someone's learning either a second or foreign language (Richards & Schmidt in Napitupulu, 2017). Then, theoretical analysis is a method by researchers in identifying, classifying, and interpreting the mistakes made by learners in learning the language. It can be in learning the first language or the target language.

Morphology comes from the word 'morph' means form, and the word 'logy' is science. Then, morphology means the science of form (Chaer in Nurjam'an, Mahajani, & Budiana, 2015). Besides, affixation is a process that converts lexemes into complicated words. In this process, lexeme changes its form to a certain category, so the status of a word has changed the meaning of the word too (Kridalaksana, 2007). The morphological error is a mistake of using language caused by choosing wrong affixes or words, misrepresenting compound words, and choosing an incorrect word form (Tarigan & Tarigan, 1995). Morphological errors can occur in speaking or writing.

Moreover, Indonesian language affixation structure is different from other language structure. Chaer (2008) has stated that affix is a morpheme that cannot be the basis of word formation. However, it becomes an element of word formation in the affixation process. Affix is divided into five types. Those are prefix, suffix, infix, confix, and *klofix* (combination of affixes).

It can be identified the errors found in Thai students' paper. The error factor of the target language for learners can be divided according to different perspectives. James (2013) has mentioned there are two causes of the error; interlingual and intralingual errors. However, Richards (1974) has classified language errors into three types; interlingual,

intralingual, and developmental errors. Although there are three causes of language errors, the researchers pay more attention to two sources of errors (interlingual and intralingual error). It is because developmental errors are errors in the language itself.

Based on James (2013) and Richards (1974), there are two factors causing language errors, namely interlingual and intralingual errors. Intralingual errors are caused by source language interference that leads to a negative impact on the target language. This is usually because learners often transfer meaning from the source language they have already mastered. The influence of the source language on the target language studied can be known from the sentence structures formed by the learners. It tends to shift the pattern of the structure and culture of the language learned. Intralingual errors usually appear due to overgeneralization, ignorance of rule restriction, incomplete application of rules, and false concept hypothesized (Richards, 1974). Based on the characteristics of the errors mentioned, it is seen that learners often make mistakes in the comparison of two different language systems.

The researches on Indonesian Language errors made by foreign students have been done since many years ago. Darsita (2014) has examined the use of Indonesian Language sentences by foreign language speakers. In the research, it is found that there are many errors. First, it is the syntax error. Here are the examples.

1. *Dan matahari tidak menyinari di malam hari.* (And the sun does not shine at night.)
2. *Saya tidak membersihkan di halaman.* (I do not clean in the yard.)

Sentence 1 indicates misuse of the preposition in front of the subject. In Indonesian language grammar, the subject is not preceded by a preposition. Meanwhile, sentence 2 indicates to possess the pattern of Subject (S) which is *saya* (I), Predicate (P) *tidak membersihkan* (do not clean), the description of the place *di halaman* (in the yard). This sentence does not have a description of what is being cleaned in the yard.

Second, there is the morphological error. The example can be seen in sentence 3.

3. *Adik tidak mau saya perokok.* (My sister does not want me smoker.)

Sentence 3 shows morphological error. *Perokok* (smoker) consists of two morphemes; bound morpheme and free morpheme. Those are *pe-* and *rokok*. The error lies in the construction of word with noun structure occupying prefix of *pe-* which functions as predicate. The other morphological errors are affixation use, word omission, reduplication, and word formation.

Third, it is the semantic error. Here are the examples.

4. *... Di banyak panas oleh karenanya hujan tidak menyinari bumi* (In many hot therefore rain does not shine on Earth...)

Sentence 4 contains the semantic error in the word of *menyinari* (shine) that *menyirami* (pour down) should be used instead. Generally, the error occurs because the foreign students possess limited vocabulary and do not master the Indonesian language.

Darsita (2014) has argued that the common language errors made by foreign students in writing Indonesian

language sentences can be distinguished in several aspects. Those are spelling, word formation, affixation, and sentence order. It can cause different meaning and understanding of a word used in a sentence.

This research limits the scope by analyzing the misuse of affixation in Indonesian language papers written by Thai students. This research aims to explain the form of errors on the morphological level in the use of affixation by Thai students in their papers and look for the factors of errors made by them. Moreover, the central problem question in this research is what the forms of morphological error, especially in the use of affixation by Thai students in Indonesian language papers.

METHODS

The data in this research are words or sentences containing errors in the use of affixation. The data are 10 (ten) papers of Thai students from various majors in Jakarta. The research uses the qualitative approach with content analysis method. Data selection incorporates the purposive sampling technique. Data collection in this research is conducted by the researchers directly. The research steps consist of seven stages. There are (1) collecting Thai students' papers, (2) selecting and assigning 10 papers as data source, (3) re-reading the papers, (4) underlining the errors, (5) inserting the data into the analysis table, (6) recapitulating the number of errors, and (7) analyzing the data. Then, this research uses interactive model data analysis through three stages. Those are data reduction, data presentation, as well as conclusion and verification.

RESULTS AND DISCUSSIONS

The affixation usage errors classification made by Thai students can be seen in Table 2. There are 72 errors found in the use of affixation, 21 errors (29%) in prefix, 9 errors (13%) in suffix, no error in infix, and 9 errors (13%) in confix. Moreover, 33 errors (46%) are in *klofiks*.

Table 2 Affixation Errors Classification

No	Affixation errors	Number of errors	%
1.	Prefix	21	29%
2.	Suffix	9	13%
3.	Infix	0	0%
4.	Confix	9	13%
5.	Klofiks (Combined affixes)	33	46%
Total		72	100%

(Source: Chaer, 2008)

First, the misuse of the prefix is quite various. The errors are an incorrect prefix, unnecessary prefix, prefix omission, and typing errors. The examples are shown as follows.

- 1.1. *Buah-buahan mudah ditemukan di mana saja, **terbuah** di dalam kebun dan ada jual di pasar.* (Fruits are easily found everywhere, **fruit** in farm, and sold in market).

- 1.2. *Setelah itu, **kerajaan** akan membuka acara dengan memberi nasihat pada para wisudawan.* (After that, **kingdom** will open the event with an advice to the graduates).
- 1.3. *Guru dituntut untuk mengembangkan keahlian yang **di miliki** dan menyalurkannya kepada siswa.* (Teachers are ought to develop **their skills** and transfer them to the students).
- 1.4. *Nurulhuda Daut, alumni mahasiswa asing dari Thailand, Universitas Pendidikan Indonesia (UPI) mengatakan bahwa perbedaan antara wisuda di Indonesia dan di Thailand sangat **beda**, salah satunya adalah serah ijazah.* (Nurulhuda Daut, a foreign alumnus from Thailand, Universitas Pendidikan Indonesia (UPI) says the graduation in Indonesia and Thailand is very **different**, one of them is diploma handover).

Sentence 1.1 contains the improper use of prefix on *terbuah*. It should use a prefix of *ber-* to *berbuah*. Next, in sentence 1.2, there is an error because this sentence does not need affix on the word of *kerajaan*. The proper use of the word should remove the affix into *raja*. Then, the error in sentence 1.3 is caused by the separation of *di miliki*. It should be merged. The affixes and base word should be combined into *dimiliki*. In addition, sentence 1.4 contains affix omission in the word of *beda*. The prefix of *ber-* is needed to form *berbeda*. This form of error is often found and done by students repeatedly.

Second, the misuse of the suffix is also various. There is an inaccuracy in the use of the suffix. Forms of errors found are the omission of suffix, unnecessary suffix, and misuse of suffix. Here are the examples.

- 2.1. *Thai salad ini bahan pokok dari buah-buah dan sayur-sayur.* (The main ingredients of this Thai salad are from **fruits** and **vegetables**).
- 2.2. *Acara wisuda di Indonesia dimeriahkan oleh wisudawan-wisudawati, **keluarganya** dan teman-temannya.* (Indonesian graduation ceremonies are enlivened by the graduates, **their family**, and friends).
- 2.3. *Masukin bawang putih dan cabe di dalam lumpang tumbuk agar pecah dan **masukin** udang kering tumbuk lagi sebentar agar udang kering hancur.* (Put garlic and chili in pestle so it is crushed and **put** dried shrimp and crush it again).

Sentence 2.1 contains an error because there is a suffix omission of *buah-buah* and *sayur-sayur*. Both words should be written with suffix. The correction should add a suffix of *-an* into *buah-buahan* and *sayur-sayuran*. Then, sentence 2.2 has an error on the word of *keluarganya*. It does not need to use suffix because in the context of the sentence above contains a suffix of *-nya*, it needs to be only *keluarga* without *-nya*. The error in sentence 2.3 is also incorrect use of a suffix of *masukin*. It is because, in Indonesian language grammar, there is no suffix of *-in*. It is only used in everyday conversation. The proper use should be add *-kan*, and it becomes *masukkan*.

Third, there is no error in infix. Fourth, some confix errors are found in the paper. There is an inaccuracy of confix in the paper, and the student repeatedly performs it. The errors found are confix omission, misuse of affixes, and confix typing error. The example can be seen as follows.

- 3.1. *Nurulhuda Daut, alumni mahasiswa asing dari Thailand, Universitas Pendidikan Indonesia (UPI) mengatakan bahwa perbedaan antara wisuda di Indonesia dan di Thailand sangat beda, salah satunya adalah serah ijazah.* (Nurulhuda Daut, foreign student alumni from Thailand, Universitas Pendidikan Indonesia (UPI) said the graduation in Indonesia and Thailand is very different, one of them is diploma **handover**).
- 3.2. *Selain itu Kamboja mengadukan kasus tersebut kepada Mahkamah Internasional (PBB) untuk menjelaskan tentang kepemilikan wilayah yang di sengkatakan.* (In addition Cambodia reported the case to the International Court of Justice to explain the ownership of **disputed** area).
- 3.3. *Ada yang menghitungnya per satuan massa tembakau dan bahkan ada juga yang menghitungnya per satuan batang rokok.* (Some calculates it per unit from tobacco mass and some even calculates it **per unit** of cigarettes).

Sentence 3.1 contains a confix omission error in the word of *serah*. The confix of *pe-an* should be used instead to form *penyerahan*. Meanwhile, sentence 3.2 comprises improper use of *di sengkatakan*. It should use the proper confix of *per-an*. Then, the base should be combined to form *persengketaan*. The sentence 3.3 has the same error. It should combine confix and the base word to form *persatuan*.

Fifth, varied misuses of *klofiks* are found in Thai students' paper. The form of error found is *klofiks* omission. Moreover, they do not assimilate the word that should be assimilated. However, there are some assimilated words should be assimilated. The other errors are inappropriate *klofiks*, and errors in the formation of words. Here are the examples.

- 4.1. *Coba kita ingat nikmat Allah yang tak terhingga, setiap saat mengalir dalam tubuh kita.* (Try to **remember** Allah's immeasurable gift, it is in us).
- 4.2. *Evaluasi merupakan subsistem yang sangat penting dan sangat di butuhkan dalam setiap sistem pendidikan,...* (Evaluation is an important subsystem and **is needed** in every education system,...).
- 4.3. *Awalnya pemerintah Thailand bersikukuh ingin menyelesaikan konflik ini secara bilateral,...* (At first, Thai government wanted to **address** the conflict bilaterally,...).
- 4.4. *...dan penggunaan rokok juga harus diberi batasan yang dikeluarkan oleh dari peraturan undang-undang mengenai siapa saja yang boleh mengkonsumsi rokok dan umur berapa saja yang diperbolehkan.* (...and cigarette use should be limited and regulated by law regarding people who can **consume** cigarettes and what age is allowed).

Sentence 4.1 shows a *klofiks* omission error in *ingat*. In this sentence, the word must use *klofiks*. So, the proper use is *klofiks* of *me-kan* to form *mengingatkan*. For sentence 4.2, there is a mistake of writing *di butuhkan*. It should be combined to form *dibutuhkan*. Next, sentence 4.3 possesses an improper *klofiks* in *menyelesaian*. It should be *klofiks* of *me-kan* to form *menyelesaikan*. Sentence 4.4 contains a mistake that the beginning letter of /k/, /t/, /s/, and /p/ in a word does not get assimilated. In *mengkonsumsi*, it has two morphemes. A bound morpheme is *klofiks* of *me-i*. Then, a free morpheme is *konsumsi*. The basic word begins with the letter /k/. However, the proper use of this word is to assimilate the word, so it becomes *mengonsumsi*. The frequent affixation errors found is the misuse of *klofiks*.

Based on Table 3, the affixation errors of Indonesian language are caused by two factors; interlingual and intralingual factors. First, the interlingual error is caused by a mother language interference to the target language. In the interlingual factor, there are 5 errors (7%). The examples are as follows.

Table 3 Causes of Affixation Errors Classification

No	Cause of errors		%
1.	Interlingual	5	7 %
2.	Intralingual	overgeneralization	5 7 %
	ignorance of rule	62	86%
	restriction		
	incomplete application of the rule	0	0%
	false concept hypothesis	0	0%
Total		72	100%

(Source: Richards, 1974)

- 1.1.1 *Coba kita ingat nikmat Allah yang tak terhingga, setiap saat mengalir dalam tubuh kita.* (Try to **remember** Allah's immeasurable gift, it is in us).
- 1.1.2 *Dengan membaca pasal kesembilan, kita bisa tahu kondisi seperti apa yang membuat setan datang atau pergi.* (By reading article 9, we **understand** which condition that invites and drives out the devil).

In sentence 1.1.1, there is an error of *klofiks* omission on *ingat*. It should use the *klofiks* of *me-an* to form *mengingatkan*. In addition, sentence 1.1.2 contains *klofiks* error which is *tahu*. The word of *tahu* should be embedded with *klofiks* of *me-i*. Thus, it becomes *mengetahui*. This error occurs because of the mother language interference to the target language. Learners use non-standard language in scientific writing. The word is unacceptable as it violates Indonesian language grammar.

Second, the factor of intralingual error is in the target language itself. In other words, the factor of error is caused by the complicated rules of the target language. As a result, the learners have difficulty and cause mistakes. In intralingual factor, 67 errors (93%) are found. In detail, there are errors (7%) in overgeneralization, and 62 errors (86%) in ignorance of rule restriction. There are no errors in the incomplete application of the rule and false concept hypothesis.

Overgeneralization is the main cause of the intralingual error. The error occurs because of applying a certain rule in the language learning. However, the rules of the target language are different. The examples are as follows.

- 2.1.1 *Acara wisuda di Indonesia dimeriahkan oleh wisudawan-wisudawati, keluarganya, dan teman-temannya.* (Indonesian graduation ceremonies are enlivened by the graduates, **their family**, and friends).

Sentence 2.1.1 shows a mistake in the use of affixes on *keluarganya*. *Keluarganya* does not need to use suffix of *-nya* to form *keluarga*. The word does not violate Indonesian Language grammar. However, the use of suffix is not appropriate in the word and context as the end of

the sentence already contains a suffix. This error can be identified as overgeneralization.

Third, the ignorance of rule restriction occurs when the learners have limitations on the target language. Thus, the learners apply the rule of the target language in inappropriate situations. Here are the examples.

- 3.1.1 *Rokok biasanya dijual dalam bungkus berbentuk kotak atau kemasan kertas yang dapat di masukkan dengan mudah ke dalam kantong.* (Cigarettes are usually sold in square or paper packs that can be easily **put into** a pocket).
- 3.1.2 *Merokok dapat menyebabkan kanker, serangan jantung, impotensi, dan gangguan kehamilan dan janin di setiap bagian bawah bungkus rokok, tetap saja tidak dapat merubah pola pikir masyarakat kita yang sudah kecanduan merokok.* (Smoking can cause cancer, heart attack, impotence, and pregnancy and fetal failure in all bottom **pack** of cigarettes, but it cannot change the mindset of people who are already addicted to smoking).

Sentence 3.1.1 contains an incorrect use of the rule of *di masukkan*. The affix and the base word must be merged to form *dimasukkan*. *Di masukkan* is not acceptable in Indonesian Language grammar. This error occurs because the students do not master the rules in the target language. In sentence 3.1.2, it displays the misuse of omission. The correct form of *bungkus* should embed the suffix of *-an* to form *bungkusan*. It is unacceptable in Indonesian Language grammar. This error occurs because the student has not grasped the full understanding of the rules of the target language. Therefore, the students ignore the rules or not use the rules in the target language correctly.

Fourth, the incomplete application of rules can also be a failure to achieve complete knowledge of the foreign language. There is no error in this part. Fifth, the false concept hypothesis uses the wrong concept. In this factor, the learners borrow a part or element from a part of the structure and put it in the wrong position. There is no error in here.

CONCLUSIONS

Based on the research data, EA in affixation of Indonesian language paper written by Thai students are many. Affixation usage errors include five errors. The errors include 21 errors (29%) in prefix, 9 errors (13%) in suffix, 9 errors (13%) in confix, and 33 errors (46%) in *klofiks*. The most errors done by the students are *klofiks*.

In addition, the errors found in the students' papers are caused by two factors; they are interlingual and intralingual factors. In the interlingual factor, there are 5 errors (7%) and intralingual factor has 67 errors (93%). The error caused by intralingual factor includes overgeneralization (5 errors or 7%) and ignorance of rule restriction (62 errors or 86%).

The errors of Indonesian language occur due to the lack of language mastery by foreign students. It can be said that the students have limitations on the target language. In accordance with the results, the students need to improve the ability to understand the morphology, especially in the use of affixation. To improve their skill, the students also need to absorb more knowledge by reading books, articles, or scientific papers related to the use of affixation. For teachers of foreign students, they should teach Indonesian Language grammar deeply, especially the use of affixation. Thus,

the students can improve their ability in using Indonesian language that they can form good and well-structured sentence in scientific papers.

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