Analysis of Language Errors for Level 3 BIPA Learners at the University of Social Sciences and Humanities, Hanoi

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Abstract

Language errors in language learning also occur in BIPA students (Indonesian for foreign speakers). The mistakes made are mostly because the structure of the language being studied is different from the language of origin of the learner's country. Analysis of language errors is an effort made to correct language errors made by BIPA students to find out the factors that cause errors made by students, correct errors and prevent language errors from occurring. Descriptive qualitative research method. The data sourced from the research are BIPA level 3 students at the University of Social Sciences and Humanities (USSH) in 2022 totaling 21 students while the research data is written language errors in the recount text of BIPA students. Data collection techniques in the form of assignment techniques, reading and note-taking techniques. Furthermore, the data analysis techniques are (1) Identifying errors, (2) Classifying errors, 3) Describing the level of errors, and (4) Evaluating errors. The results of the study showed data on language errors, namely (1) syntax level errors as much as 32%, (2) semantic level errors 26%, (3) morphological level errors 22% and spelling level errors 16%.

I. Introduction

Language learning has different characteristics from language acquisition. Language acquisition in the process occurs naturally and without coercion to understand the acquired language, while language learning is carried out based on desire or motivation to improve communication competence with the newly learned language. Language processing is related to the first language which is naturally used to communicate, while language learning is related to the second language which is intended to improve skills to use language. Therefore, language acquisition and learning are two different sides in terms of their goals.

In language learning, errors in language use tend to occur. This is due to a lack of knowledge about the rules of the second language (competence). In addition, the influence factor of the first language obtained causes language learners to experience errors in using the newly learned language (Kootstra dkk., 2015; Vujović dkk., 2021). This is in line with the opinion of Setyawati (2010) which states that there are 3 causes of language errors, namely: (1) being influenced by the language that was previously mastered, (2) lack of understanding of language users on the use of the language they use, and (3) poor language teaching. appropriate. Therefore, language errors in the language learning process cannot be said to be a language learning disability but are a process in learning language.

Language errors in language learning also occur in BIPA (Indonesian for Foreign Applicants) learners. The mistakes made are mostly because the structure of the language being studied is different from the language of origin of the learner's country (Gafu et al.,

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2012). Efforts made to correct language errors by BIPA students require a procedure to identify language errors. The procedure is an analysis of language errors that is used to find out the causes of errors made by students, correct errors made by students and prevent the occurrence of the same language errors in the learning process.

Language error analysis is a procedure that includes sample collection, identifying errors in the sample, explaining errors, classifying errors based on their causes, and evaluating or assessing the seriousness of the error (Ellis in Tarigan & Tarigan, 2011). So, with the analysis of language errors, it is hoped that it will provide many benefits, especially those related to Indonesian language teaching activities for BIPA students. The analysis of language errors aims to determine the form of language errors made by language learners. In addition, the data obtained from the analysis of language errors can determine the factors that influence the occurrence of these errors. After knowing the forms of language errors made and the factors that influence these errors, the results of the analysis are used as a basis for improving learning methods or strategies based on an analysis of the needs of BIPA learners at each level. Analysis of the needs of learners is needed by learners of the target language, which in this case is Indonesian, which is in accordance with the rules and grammar (Alhaysony, 2017). Therefore, with the language error analysis approach, students as learners are able to analyze the corpus of language error data. In addition, the language error analysis approach can develop learning methods or strategies to minimize language errors.

II. Research Method

The research method used is descriptive qualitative method. This study describes written language errors. Data sourced from the research are BIPA level 3 students at the University of Social Sciences and Humanities (USSH) in 2022 totaling 21 people who take part in the BIPA course program in Cooperation between the Indonesian Embassy in Hanoi and the Ministry of Language Agency, Indonesia, while the data from this study are written errors. on the recount text of BIPA learners. To get data in the form of recount text, it is done by giving assignments to students to write recount texts with predetermined themes. After that, to find and classify sentences that contain language errors, reading and note-taking techniques are used. Furthermore, the data analysis techniques in this study were (1) identifying errors, (2) classifying errors, 3) describing the level of errors, and (4) evaluating errors.

III. Result and Discussion

3.1 Research Results

Based on the results of the research conducted, the following is data on language errors made by level 3 BIPA students at USSH Vietnam.

Table 1. Data Corpus of Language Errors for BIPA Learners Level 3 at USSH

No	Types of Language Errors	Percentage
1	Spelling Level	16%
2	Morphological Level Errors	22%
3	Syntactic Level Errors	32%
4	Semantic Level Errors	26%

From the research that has been carried out it shows that The writing of recount text by BIPA Level 3 Learners at USSH contains several errors in the fields of spelling, morphology, syntax and semantics. This shows that the ability of learners in writing recount texts still contains many language errors. The data shows that errors at the syntactic level are mostly made by students, as many as 32%. Errors made by students are influenced by the syntactic structure of the language of origin of the learner's country which is different from the syntactic structure in Indonesian. Furthermore, the second most common error is semantic error as much as 26% made by students in recount text. Errors at the morphological level are at the third level made by the learner. This is because the use of affixation in Indonesian is more varied in the morphophonemic process so that BIPA students at level 3 still make mistakes at that level. In addition, the morphophonemic process of the learner's home language is less than Indonesian. Furthermore, spelling errors were the least frequent. This is because the use of spelling has been studied at levels 1 and 2 so that students have mastered the Indonesian spelling material.

3.2 Discussion of Language Errors at Data Spelling

Data 1

Aku melupakan untuk membawa *kamera ku* untuk mengambil gambar (Tidak Baku)
I forgot to bring *my camera* to take pictures

Aku melupakan untuk membawa *kameraku* untuk mengambil gambar (Baku)
I forgot to bring *my camera* to take pictures

Particles {-*ku*} which matched the spelling and rules of written Indonesian series. The word *my camera is* written in series as *my camera*. Particle{-*ku*} is attached to the noun class which indicates possession or possession. Particle {-*ku*} by a BIPA 3 student at USSH was caused by the Vietnamese language structure which writes a series of nouns and words that have a possessive meaning. This factor is influenced by the first language mastered by the learner.

Data 2

Kamipun pulang dan merasa senang (Not Baku)
We went home and felt happy

Kami pun pulang dan merasa senang (Baku)
We went home and felt happy

Data (2) there was an error in the use of particles {-*pun}* the word *Kami* written in a series which should not be written in series or separated between the word *we* and *particle* thehas the meaning of participating or participating. In Vietnamese there are no particles *,* so students are not familiar with the use of particles in Indonesian. The use of particle {-*pun*} in the student's text has the right meaning, namely participation, but according to Indonesian grammar, the particle which means 'also' is written in a series of words that follow it.

Data 3

Kami tidak lupa membeli *souvernir* (Not Baku)
We don't forget to buy *souvenir*

Kami tidak lupa membeli *suvernir* (Baku)
We don't forget to buy *souvenirs*

In data (3) there is an error in the use of Indonesian spelling using the word in English, namely the word *souvenir*. The word has been absorbed into Indonesian into the word *Suvenir*. Errors like this often occur when learning a language. Indonesia has words that are absorbed in foreign languages so that the use of words in Indonesian is considered the same as the words before they were absorbed.

Data 4
Kami tinggal *disana* selama 3 hari (Not Baku)
We stayed *there* for 3 days

Kami tinggal *disana* selama 3 hari (Baku)
We stayed *there* for 3 days

Data (4) wrote the word *there* (disana) which was an error in using the preposition or preposition {*-di*}, so based on Indonesian rules it was written not in conjunction with the word *there* which means a pointer to indicate a place that is a bit far from the speaker. The use of the preposition {*-di*} which is combined with a word that indicates the place, time, name, and location of the written form is separated by the word that follows.

3.3 Language Error Morphological Level

Data 5
Tempat itu *mensajikan* kami makan siang yang lezat (Not Baku)
The place *served* us a delicious lunch

Tempat itu *menyajikan* kami makan siang yang lezat (Baku)
The place *served* us a delicious lunch

Data (5) there was a language error at the morphological level. The error is in the writing of incorrect affixes and basic words. In Indonesian grammar, the morphophonemic process in the prefix {*Men-*} and followed by a root word starting with /k/, /t/, /s/, /p/ then the root word will melt. The data above shows the word " *presenting* which does not occur in the process of leaching so that the use of the word is not appropriate. The correct word in the data above is *present* which means to provide or serve food or drink.

Data 6
Keindahan alam sangat *mempesona* (Not Baku)
Natural beauty is very *charming*

Keindahan alam sangat *memesona* (Baku)
Natural beauty is very *charming*

Data (6) has a language error at the morphological level. The error is in the writing of incorrect affixes and basic words. In Indonesian grammar, the morphophonemic process in the prefix *Men-* and followed by a root word starting with /k/, /t/, /s/, /p/ then the root word will melt. The data above shows the word *"mempesona"* where no leaching process occurs so that the use of the word is not appropriate. The right word in the data above is *memesona* (charming), which means very attractive or amazing.

Data 7

Kami banyak *memambil* gambar untuk kenangan (Not Baku)
We took a lot *of pictures* for memories

Kami banyak *mengambil* gambar untuk kenangan (Baku)
We *took* of pictures for memories

    Data (7) there was a language error at the morphological level, namely an error in using prefixes. The use of the prefix {*Men-*} word *the* take should use the allomorph {*Meng-*}. This is because the word 'take' is an active verb, so that the variation of the prefix according to Indonesian grammar on the word is *'mengambil'* (take), which means to do something to be used or stored.

Data 8
Sebelum pergi, kami *mengpersiapkan* (Not Baku)
Before leaving, we *prepared*

Sebelum pergi, kami *mempersiapkan* (Baku)
Before leaving, we *prepared*

    Data (8) There was a language error at the morphological level, namely an error in using prefixes. The use of the prefix *{Meng-}* in the word *prepare* is not quite right. The process of affixation on the word is divided into prefix {*Meng-*} + basic word 'ready' + suffix {*-kan* }. This is because the word 'take' is a class of verbs, so that the variations of prefixes and suffixes according to Indonesian grammar for these words are prepare (*mempersiapkan),* which means to be ready or to prepare.

3.4 Language Errors Syntax

Data 9

Semua <u>*tidak*</u> masalah untuk istirahat (Not Baku)
All <u>*problems*</u> okay to rest

Semua <u>*bukan*</u> masalah untuk istirahat (Baku)
All are <u>*not*</u> to rest

    Data (9) shows an error at the syntactic level, namely the use of inappropriate phrases. The word 'problem' is a noun class. In Indonesian grammar, the class of nouns in forming noun phrases so that the negation slot used is the negation of an adjective, namely the word *'bukan'* (not) so that the correct structure of the phrase in Indonesian is *'bukan masalah'* (not a problem). Noun Phrases (FN) form a function to become a noun (N) and an adjective (A) to support a noun.

Data 10
Keluarga saya pergi ke sana di pagi hari (Not Baku)
My family went there in the morning

Keluarga saya pergi ke sana pada pagi hari (Baku)
My family went there in the morning

Data (10) had a language error at the syntactic level, namely an incorrect prepositional error. The preposition {di-} is a sign of a place relationship, while {di-} is a sign of a time relationship (Alwi et al., 2003). The use of prepositions in the sentence above explains the adverb of time so that the correct preposition to use is *"pada pagi hari"* (in the morning)

Data 11
Melihat langsung keindahan gunung Tram lebih indah <u>*dari*</u> gambarnya (Not Baku)
Seeing directly the beauty of Mount Tram is more beautiful <u>*than the*</u> picture

Melihat langsung keindahan gunung Tram lebih indah <u>*daripada*</u> gambarnya (Baku)
Seeing directly the beauty of Mount Tram is more beautiful <u>*than*</u> picture (Baku)

Data (11) There is an error at the syntactic level, namely the use of words "*dari*" (from) adjective phrases that are not standard. In the Indonesian grammatical structure, adjective phrases using the word *than* should use the structure (more + A + *daripada (than)* + N/Dem) so that sentences using the word "*daripada*" (than).

Data 12
Ibu memasak daging empuk untuk makan siang. (Not Baku)
Mother cooks tender meat for lunch.

Ibu memasak daging *yang* empuk untuk makan siang. (Baku)
Mother cooks tender meat *for* lunch.

Data (12) an error occurred at the syntactic level, namely the omission of the word 'yang' in the nominal phrase. In Indonesian structure, noun phrases consist of noun elements, yang and adjectives (N + yang +A) so that if the 'yang' element is omitted, an error occurs. Phrasal errors like this are not only written errors but also verbal errors.

3.5 Semantic Level Error

Data 13
I *go* to Hoa Loa in Hanoi (Not Baku)
I *don't* take a car to go to Hoa Loa in Hanoi (Baku)

Data (13) there is a semantic level error, namely the use of the word *not.* The word not used is a word of denial that is used to deny nouns, pronouns, and numerals. While the word *no* is used to deny verbs, adjectives, and adverbs. In the sentence structure above, after the word is not followed by a verb, namely "up" so the correct usage is *'tidak naik'* (not going up).

Data 14
Kami <u>*telah*</u> sampai di atas gunung Tam. (Not Baku)
We <u>*have*</u> arrived at Mount Tam

Kami *sudah* sampai di atas gunung Tam. (Baku)
We *have* arrived at Mount Tam

Data (14) occurs at the semantic level error in the choice of words that match the context of the sentence. The word *has* to express actions, conditions and so on that are perfect, past, or finished. While the use of the word *is* more appropriate to use a word that means it has happened.

Data 15
Kami berangkat bersama-sama pada *jam* 10 pagi. (Not Baku)
We leave together at *am*.

Kami berangkat bersama-sama pada *pukul* 10 pagi. (Baku)
We leave together *at* 10 am.

Data (15) occurs at the semantic level, in the form of an incorrect use of the word *clock* in the context of the sentence is not correct. This is because the word *clock* shows a period of time or duration of time so that the correct use of the word is at which shows the time. The accuracy of meaning and use of meaning becomes a benchmark for analyzing language errors at the semantic level.

IV. Conclusion

Based on the results of the study, it was found that there were language errors in the recount text of level 3 BIPA learners at USSH, Vietnam. These errors include (1) syntax level errors as much as 32%, (2) semantic level errors 26%, (3) morphological level errors 22% and spelling level errors 16%. Errors at the syntactic level include errors in using inappropriate phrases and errors in omitting the word 'yang' in nominal phrases. Furthermore, for semantic errors related to deviations in meaning in contextual sentences. Morphological level errors are related to the use of affixation. Meanwhile, spelling errors relate to the use of inappropriate prepositions, the use of inappropriate particles and the use of foreign words.

In language learning, language errors tend to occur so that an analysis of language errors is carried out to find out the form of errors and the factors that influence language errors to occur. The results of the analysis of language errors can be used as guidelines in developing language learning strategies according to the needs of BIPA learners in learning Indonesian.

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