

LINGUISTIC TAXONOMY CATEGORY OF SYNTACTIC ERRORS; A CASE STUDY OF THAILAND STUDENTS IN MUHAMMADIYAH JEMBER UNIVERSITY

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Abstrak

This research background that is in the BIPA learning process, Indonesian language errors can not be avoided by a foreign learner. BIPA student competence with knowledge of the rules, Indonesian vocabulary, and culture is limited can be a error factors. Thailand learners often face difficulties when they have to write in Indonesian, especially in forming sentence structures that raw and acceptable. This study aimed to describe the linguistic taxonomy seen through the study of syntax to find syntax errors in Thailand learners writing, find errors that are most dominant, and describe the factors that caused the error. Data collected from essay writing narrative of Thailand students studying in Faculty of Teacher Training and Education Study Program Language and Literature Indonesia, University of Muhammadiyah Jember.

This study uses descriptive qualitative method, describe the state of naturals regarding the errors use of syntactic structure on a narrative essay Thailand students. Data were analyzed using agih methods with baca markah techniques and padan otografis methods with pilah unsur penentu technique, by classifying errors using linguistic categories. The research instrument is the human instrument, which is a key instrument by using the criteria of shape and distribution. In seeking the causes of syntactic errors by Thailand learners, The main theory used is based on the theory Corder (1981), Richard (1985) and Selinker (1994). The assumption in the research error analysis is that the language teaching should be focused on the greatest frequency learner speak errors. Search their causal factors and the kinds of mistakes made by learners is more important because it can be used as a basis to correct learn errors and speak errors of the learner.

Keywords: *taxonomic linguistics, syntax, BIPA*

I. Introduction

The use of *Bahasa Indonesia* as a second language to students of foreign speakers is not separated from their mistakes in speaking. Students foreign language speakers in this research came from Thailand. They are students of the exchange student program between the University of Muhammadiyah with Islamic council of Pattani in Thailand. They are required to master the *Bahasa Indonesia* as their second language. By mastering *Bahasa Indonesia*, they will be easier to communicate orally and in writing, especially in the learning process and completing academic assignments on campus. Thai language at least has a closeness of language family with Bahasa Indonesia, compared to other languages. The assumption is Thai students are able to make more complex sentences, correct sentence structure, and should have less writing mistake. However, based on

observations of researchers, where researcher is lecturer of these students, there are still many errors of language use in their writing. From the results of depth interviews with some foreign students, it was known that they learnt *Bahasa Indonesia* was not emphasized in the writing skills in learning Bahasa Indonesia. Whereas, writing skills are highly needed such as in making the assignment, essay and examinations they will face later.

This research will review one of the aspect of the linguistic level, is syntax. Viewing language error from the syntax level and determine the cause factor. Study of syntax as the realm in this study because the researchers looked at the importance of the acceptance of Bahasa Indonesia's sentence structure. The reality is the Bahasa Indonesia teaching is not enough to make the students skillful to communicating in written form using Bahasa Indonesia. It can be seen from the many mistakes that arise when writing in Bahasa Indonesia at Thailand student. Thai students are still have difficulties and errors when writing in Bahasa Indonesia, especially in preparing sentence. It also rests on the experience of researchers as lecturers subjects Syntax Bahasa Indonesia, by looking at the writing results of the Thai students. Through these assessment errors activities, researchers hope to reveal a syntax error in writing or composing made by Thai students and find the cause or solution. Syntax study is used as the realm of research because researchers see the importance of acceptance of sentence structure in the realm of Bahasa Indonesia teaching. Seeing these language learning phenomenon, researcher interested in further evaluating the problems in Bahasa Indonesia mistakes made by Thai students. By identified of their language errors, as well as the classification can be determined stages of learning, thus contributing in the Bahasa Indonesia learning program for Foreign Speakers (BIPA).

Language error analysis is one method in the study of language or language learning. Researcher use this method in examine the linguistic fault to see every possible source of error. According to Corder in Tarigan (2011), language error analysis it is a process, then there are procedures that must be followed as work guidelines. The procedure through several stages, namely: (1) choose the language corpus, (2) identify errors in the corpus, (3) classifies the error, (4) explaining the error), and (5) evaluation of the error. According to Richard (1985) and Selinker

(1994) fault analysis includes techniques and how to analyze errors through measures such as identifying errors (*identifying*), describe and classify errors (*describing or clasifying*), and look for causes of errors/interpretation (*source of error/interpreting*) and repairing (*correcting*) errors. In this study that meant is error analysis in syntax by looking through taxonomy linguistic category. The "linguistic taxonomy category" classifies language errors based on linguistic components or certain linguistic element that are affected by error, or based on both (Tarigan, 2011). According Pateda (cited by Yuniarti, 2006), a syntax error is an language error that relates to the sentence, that is sentence in not standard structure, the sentence that is ambiguous, the sentence that is not clear, diction used in a sentence is not appropriate, sentences contamination, sentences redundant, fault uptake word usage in sentence, and the sentence that is not logical.

The findings in this study can greatly help organize the material or teaching materials in learning. This syntax error analysis can also reveal the successes and failures of learning programs that have been designed, and can be used as a measuring instrument of Thailand students language abilities. The results of these analysis of syntax errors can describe parts syntax errors that are often experienced by Thailand student, so that next similar errors can be reduced.

II. Methods

This study used descriptive qualitative method because the goal was to reveal or describe the language syntax error in Thailand student writings and the contributing factor. Lincoln and Guba (in Moleong, 2004) states that the method of qualitative research conducted on natural surface or on the context from a requirement. The object of this study is narrative essay three Thailand students that studying in Indonesian Language and Letters Education Program, University of Muhammadiyah Jember, with initials (NH) 2nd semesters , (NA) 2nd semesters, and (NC) 6th semesters that contained syntax error in their writing. The data of this study are sentences and phrases contained in the narrative essay Thailand students who indicated language error in the field of syntax. Sources of data in this study were obtained from a narrative essay Thailand students Indonesian Language and

Letters Education Program, University of Muhammadiyah Jember that totaling 3 narrative essay.

The data were collected by way of assignment to Thailand students. The theme used was Eid. In the effort to find and classify sentences that contain elements of a syntax error in the narrative essay Thailand students used the technique read and record, because it was considered appropriate to the nature of the essay. Reading technique is done by reading repeatedly and meticulously narrative results of Thailand students . The reduction process is done by ignoring that incompatible with the purpose of research. The next technique is a record technique to reveal the issues that is contained on the essay by collect data by recording the results of observation on a data card that categorized according to the criteria of the form of a syntax error. The data that will be analyzed is a syntax error, either on the use of phrases and sentences in the narrative essay Thailand students. The method used is agih method and padan ortografis method. The use of agih method used to find syntax errors based on mistake form and based on the cause of the error. Based on this method, the analysis technique used is mark read technique by reading a linguistic which become markers or markers into the role of sentence constituents in question, can be words and constructions. In this study, phrases and sentences is a marker in the form of construction.

Moreover, the method used was otography equivalent method that was used to identify the types of syntax errors contained in the narrative essay. Determining element selection technique was used to determine a syntax error in this method. Data validation applied in this study were (a) triangulation, (b) persistence of observation, and (c) peer examination (Moleong, 2002: 175). In reaching the reliability of the data, researchers used repeatedly reading the same data and discussed them with peers.

III. DISCUSSION

Language error at the level of Syntax

The analysis in this research was done by identifying phrases and sentences that were identified as a form of language error at the level of syntax errors contained in the narrative essay Thailand students Indonesian Language and Letters Education Program, University of Muhammadiyah Jember. Found two types of syntax errors, namely: a. Errors Using Word Structure and Phrase, and b. Errors Using Sentence Structure.

Misapplication Word Structure and Phrase

Language error in the field of words and phrases commonly was found in writing activities, especially in the narrative essay Thailand students who are still heavily influenced by the Malay that they mastered. Misapplication of the structure of words and phrases in a narrative essay Thailand students were divided into errors: a) the use of improper prepositions, and b) the use of excessive elements or plural elements

1. The use of improper prepositions

There is the use of prepositions that are not in the proper use of prepositions and prepositional phrase stating the place, time and purpose. Here's the data.

(1) Sebelum ke masjid, saya telephone *kepada* bapak dan ibu saya ...

(ND,2)

(2) *Sudah selesai* sholat Ied kami ada acara halal bihalal ... (NA, 2)

The words in italics in the second sentence is incorrect use of prepositions. On the data (1) can be fixed into sentences *sebelum ke masjid, saya menelepon bapak dan ibu saya*. Preposition *kepada* can be eliminated. On the data (2) can be replaced with a preposition stating the time, namely *setelah*. In addition, mentioned sentence can be converted into a standard sentence *Setelah sholat Ied, kami menghadiri acara halal bihalal*.

2. Use of Excessive Element or elements plural

In the use of language sometimes speakers incorrectly used the plural in the Indonesian language, so that it becomes ambiguous forms. Ideally, in a

sentence to plural marker sufficiently represented by using a single marker, does not need to be repeated or does not need to use the plural marker again. Here's the data.

(3) Satu syawal adalah hari raya idul fitri atau hari lebaran bagi *seluruh umat-umat* islam di dunia (NC, 6)

(4) Hari itu tanggal 6 Juli adalah hari raya idul fitri yang lebih *kita kenal dengan kita kenal* sebutan lebaran (NA, 2)

There plural element in the data (3) is marked with italic sentence, and the data (4) there is unnecessary repetition.

Misapplication of Sentence Structure

Besides word and phrase error, it was also found errors in the use of sentence structure. Language error in the use of the phrase can be divided into: a. Effectiveness error and sentence structure, b. Sentences that are not predicated and not subjected, and c. The elimination of prepositions.

1. Effectiveness error and sentence structure

This language situation still makes many syntax errors due to the influence of the first language learners. On the linguistic level, the influence of the first language can be found in the use of the Indonesian language. In this case, the Thailand students master the Malay language as the language of communication, but they still have problems in choosing diction. Sentences are made to contain the ranks of words without meaning so not to form effective sentence in terms of form and meaning. Data are as follows.

(5) Setelah acara halal bihalal kami jugak ada makan-makan bersama... (NA,2)

(6) Setiap tahun mulai malam *takbir sehinga hari Fitri* aku bersama keluarga sudah berkumpul makan-makan, ketawa bercanda ... (NC, 6)

(7) Aku dan teman-teman *berhubung silaturahmi* ke rumah beliau (NC,6)

(8) *Saya mengilir air mata*, karena saya sudah dua kali raya di sini (ND, 2)

Data (5) there are justification alternatives such *Setelah acara halal-bihalal kami melanjutkan dengan acara makan bersama*, data (6) *setiap tahun dimulai dari malam takbir hingga hari Fitri, aku bersama keluargaku selalu berkumpul, makan bersama dan bercanda bersama*.

Data (7) *Aku dan teman-teman bersilaturahmi ke rumah beliau*, data (8) *Saya sedih karena kali kedua ini merayakan hari raya di sini*.

2. Sentences without predicate and subject

In the sentence, there must be at least a subject and a predicate, unless the command sentence or utterance which is an answer to the question. A sentence without predicate and subject would be ambiguous and vague meanings. The data are as follows..

(9) *Kami masakan makanan Thailand ..* (NA, 2)

(10) *Saya ingin raya sama keluarga saya ...* (ND, 2)

(11) *Selepas itu, kami pergi masjid di Universitas Muhammadiyah Jember untuk solat* (ND, 2)

(12) *Menziarahi di rumah teman-teman sampai sore* (NA, 2)

Data (9) and (10) is a sentence that is not predicated, can be added predicates word *makan*, thus becoming *kami makan masakan Thailand*, because of the context of the sentence shows the use of the verb *makan* instead of *memasak*. On the data (10) can be used as a sentence *saya ingin merayakan hari raya bersama keluarga saya*. On the data (11) there is use of incorrect predicate, can be a sentence *selepas itu, kami menuju masjid di Universitas Muhammadiyah Jember*, whereas on the data (12) the subject does not exist, thus obscuring the meaning of the sentence, there is no actors involved in the sentences. Justification alternatives can be *kami mengunjungi rumah teman-teman hingga sore*, There is a word *menziarahi* on the predicate function, but not suit to the context of the sentence, allegedly influenced by the first language of the learners.

3. Use of conjunctions that excessive

An inaccurately language user may result in the use of the sentences ambiguous and imprecise, especially errors in the excessive use of conjunctions in the sentence. Here's the data.

(13) Hari raya ini membuat saya gembira, *meskipun* tidak bisa raya bersama keluarga, *tetapi* teman-teman di sini seperti keluarga yang kedua bagi saya (ND, 2)

There is excessive use of conjunctions in one sentence, so that sentence has equivalent that mismatched.

Factors causing language error

There is language error at the level of syntax in the narrative essay the Thailand students made would not be separated from several factors. Such factors may include:

Mastery of the rules of language learners less. Thailand students revealed that they have not yet mastered the rules of bahasa Indonesia that is good and correct, both in terms of the use of spelling, diction, phrases and sentences. This is because they have not mastered bahasa Indonesia, Thailand student who had been in the 6th semester in narrative writing better use of the sentence in comparison to students who are still in the 2nd semester.

Influence by first language that they mastered. Besides the Thai language, they master the Malay language. This Malay language that is makes the learner at least understand the use Bahasa Indonesia. Presence the difference of linguistic systems B1 to linguistic systems B2 on the learner can be used as one cause factor of language error.

Lack of understanding of the language learner to the language they uses. Learners actually understanding the language and meaning in the word bahasa Indonesia, but in written form their weaknesses is not yet capable of stringing words into standard sentences because they still have not mastered the sentence formation bahasa Indonesia well.

Teaching language is less precise or less perfect. Based on unstructured interviews with Thailand students, it is known that they write learning material based on the example of existing despite their writing is not necessarily true, and task to write rarely given by the lecturer. Through teaching materials, material source, materials selection, presentation, media and appropriate learning methods can further enhance the language skills of the Thailand students.

Based on this research, it is known from the beginning that the syntax language error in Thailand students. It is expected that there is an effort or solution to reduce language error, such as: increasing mastery of the rules, applying the techniques of correction of the language errors properly and learn it, preparation of instructional with process approaches and practices, as well as determine the organization and learning strategies in the classroom appropriately.

IV. Conclusion

Syntax Errors in expressing Bahasa are mostly in the form of word structure, phrases, and sentences. The errors in word and phrase structure are divided into two categories: a. incorrect preposition use, b. inappropriate adding words in phrase. The errors in sentence are divided into three categories: a. ineffectiveness and incorrect structure, b. missing in subject or predicate, c. missing prefix. The factors causing the errors are the lack of mastering grammar, the influence of the first language, the lack of understanding the discourse of the language.

V. References

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