1. INTRODUCTION

1.1. Background of the Study

I often experience that communicating using Indonesian language, English-speaking learners of Indonesian often overgeneralize Indonesian verb affixes and thus create misunderstanding and miscommunication. I have fourteen Australian pen pals and often get headache reading their letters. I need to read more than once to understand their writing. It is mostly due to the overgeneralization of Indonesian verb affixes. For example, one of them ever wrote *sekolah saya madakan liburan ke Goldcoast ...* (my school held a vacation to Goldcoast...). **Madakan** is wrong; it should be **mengadakan**. If prefix *meng-* is added to the root **ada** (to hold), which is a root having an initial phoneme /a/, prefix *meng-* does not experience any changes. I also have another experience that has caused miscommunication when I was interviewed in the entrance test at EF Language Center, Semarang. Asking me to tell a story based on a picture out of a series of pictures, an English teacher said, "Teh itu pembuatnya" (that tea is the maker). This utterance is meaningless because the noun **pembuatnya** (the maker) denotes that **pembuatnya** is the complement of **teh** (the tea). Meanwhile, based on the picture, the English teacher actually meant to say, "Teh itu dibuatnya" (that tea is made by her). The verb **dibuat** (to be made), inflected from the root verb **buat** (to make) using prefix *di-*, denotes that **teh** is the recipient of the verb **dibuat**. Thus, miscommunication occurs because Indonesian verb affixes are overgeneralized to Indonesian roots and bases whereas those affixed verbs designate the action, sensation, state, existence, or occurrence of agents, objects, and complements.

Besides that those experiences inspire me to conduct an error analysis, I am interested in analyzing Indonesian verb affixes because I perceive that Indonesian verb affixes are linguistically unique. First of all, Indonesian verb

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affixes—all of which comprise prefixes *meng-, per-, ter-, ber-, di-*; suffixes –*kan, -an, -i*; and konfixes *ke—an, ber—an*—are morphologically complex. Not only are there many sub-types of Indonesian verb affixes, some of which can modify a single root in sequence, but also there are unique morphophonemic processes that interestingly happen to each sub-type of the affixes. For example, a verb **memukuli** (to hit) is firstly inflected from a root **pukul** using prefix *me-* to make a base **memukul**. After that, the base **memukul** is joined to suffix –*i* to form the verb **memukul**. In this case, prefixes *meng-* and suffix –*i* experience their own morphophonemic processes. Joined to a root having an initial phoneme /p/, prefix *meng-* becomes *me-*, and phoneme /p/ drops and becomes /m/. Meanwhile, suffix –*i* does not experience any changes when suffix –*i* is added to the base **memukul**. Second of all, deriving or inflecting different affixed verbs from a single root using different verb affixes can cause different meanings of those affixed verbs; thus, to get the right meaning of an affixed verb is important but difficult. A good example to see that inflections with different verb affixes bring about different meanings is by comparing affixed verbs **memukuli** and **dipukul**.

memukuli = prefix *me-* + a root verb **pukul** + suffix –*i*
(hit several things or again and again)
dipukul = prefix *di-* + a root verb **pukul**
(being hit)

Memukuli refers to the action of hitting someone or something repeatedly, and **dipukul** refers to the action of being hit by someone or something. Both affixed verbs are actually from the single root verb **pukul** (to hit), but the different inflections using different affixes make much difference in the meaning of those two affixed verbs.

In addition, what motivates me to analyze errors of Indonesian verb affixes is that I believe that errors are not negative but positive ends. Errors are not signs of failure in learning process but natural things that are inevitably made in the process of foreign language learning. In viewing errors, I agree with Littlewood (1984) that finding errors means finding the difficult parts of a

language and thus positively helps indicate how far a learner has learned the language and how a teacher should teach. In other words, finding errors is a guide to better learning and teaching. In this study, I believe that finding the main difficult sub-types of Indonesian verb affixes that the English-speaking learners of Indonesian experience in learning Indonesian language gives contribution to those learners in that they can give more emphasis to learn those affixes, make a self-correction, and minimize errors. At the same time, Indonesian teachers can think of and apply a better teaching method. For example, English-speaking learners of Indonesian may be given clearer explanation and more exercises about those main difficult sub-types of Indonesian verb affixes. In addition, while curriculum developers can make a more effective syllabus, Indonesian writers can get input to make more effective and applicable handbooks; for instance, by explaining those main difficult sub-types a bit earlier than other affixes that prove less difficult and regularly giving frequent exercises about those main difficult sub-types with different questions. Consequently, by such teaching method, syllabus, and handbooks; those learners can use Indonesian language well.

Reconsidering that I am interested in doing an error analysis of Indonesian verb affixes, I want to do this research to English-speaking learners of Indonesian for some reasons. First of all, it is because there are lots of English-speaking people coming to Indonesia to have a vacation, to study, to work, or to do researches. Second of all, I discover that Indonesian language is one of the school subjects at many schools in other countries like at Glenunga International High School, England, and at Monash University, Australia. Because of those reasons, Indonesian language is required. If the English-speaking people in Indonesia do not master Indonesian language well, miscommunication and misunderstanding happen. Moreover, if Indonesian language is not mastered well, English-speaking people may lose their chance to widen their knowledge, to increase international understanding and co-operation as well as relationship with their neighborhood—the Indonesian people. It is because learning Indonesian language involves a great deal more than learning the literal meaning of the words, how to put them together, and how to pronounce them. Those people need to know what they mean in the cultural context in which they are normally used.

What is normal in one culture may not be normal in another culture so that using Indonesian language appropriately in accordance with how it is normally used in its cultural context may surely increase understanding as well as enhance relationship.

In this study, I limit the subjects of the study to the English-speaking intermediate and advanced learners of Indonesian at Wisma Bahasa, Yogyakarta. There are some reasons why I choose them. Firstly, I choose Wisma Bahasa, Yogyakarta, because it is one of the best Indonesian language centers in Java with a 15-year-teaching experience. In fact, some teachers of this language center have founded other well-known language centers in Yogyakarta namely *Realia* and *Puri Bahasa Indonesia Plus*. It proves that Wisma Bahasa is indeed one of the most qualified language centers with, of course, many experienced teachers. Secondly, I choose Wisma Bahasa, Yogyakarta, because this notable language center with its exceptional direct teaching method and communicative approach has produced lots of qualified graduated students; thus, it is a reliable Indonesian language center. Thirdly, I prefer learners who learn Indonesian language formally in this institution to those who learn informally in the natural language environment because they—learners who learn the language formally—are surely able to use a wide range of Indonesian language, including its verb affixes, sufficiently to make letters, short paragraphs, and conversation. Hence, I will get a qualified source of data. Meanwhile, there is difficulty in determining whether those who learn informally are really qualified because I am not sure whether they are able to use a wide range of the language including its verb affixes sufficiently. Fourthly, I choose English-speaking learners of Indonesian rather than learners from specific English-speaking countries at Wisma Bahasa, Yogyakarta, because of the limited number of English-speaking learners of Indonesian in the intermediate and advance levels at Wisma Bahasa, Yogyakarta. Moreover, without choosing learners specifically from one of English-speaking countries is not a big problem because English-speaking learners have the same language with the same patterns and grammar—the English language. Lastly, I choose the intermediate and advanced learners because the morphological rules of Indonesian

verb affixes have not been learned thoroughly by beginner, post-beginner, and pre-intermediate learners but by intermediate and advanced learners.

I prefer to investigate errors of Indonesian verb affixes rather than errors of other features of Indonesian language because I experience frequently that miscommunication and misunderstanding happen because of the lack ability to form affixed verbs. What motivates me more to conduct this error analysis is my interest in the uniqueness of Indonesian verb affixes. In this case, for some convincing reasons, I am interested in doing the error analysis to the English-speaking intermediate and advanced learners of Indonesian at Wisma Bahasa, Yogyakarta. After all, reconsidering the positive ends of finding the errors—a guide for better learning and teaching, improved communication and understanding, enhanced co-operation and relationship—, I believe that my study is interesting and worthy. Thus, I am eager to do an error analysis of Indonesian verb affixes produced by English-speaking intermediate and advanced learners of Indonesian at Wisma Bahasa, Yogyakarta.

1.2. Statement of the Problem

Based on the explanation above, this research attempts to discover the main difficult sub-types of Indonesian verb affixes that the English-speaking intermediate and advanced learners of Indonesian at Wisma Bahasa, Yogyakarta, experience in learning Indonesian language. In respect to this research problem, I have three questions, all of which shed light on the research problem and, if all work well, solve the research problem:

a. What errors do they produce?
b. To which sub-types of Indonesian verb affixes do the errors produced by them belong?
c. In what allomorphs do the errors predominantly occur?

1.3. Purpose of the Study

I conduct this research in order to find out the main difficult sub-types of the Indonesian verb affixes that the English-speaking intermediate and advanced learners of Indonesia at Wisma Bahasa, Yogyakarta, experience in learning Indonesian language. To accomplish it, first of all, I want to find out errors, both in forms of blank answers and erroneous affixed verbs resulted from the overgeneralization of Indonesian verb affixes, produced by them. Second of all, I want to classify those errors into the three types and ten sub-types of Indonesian verb affixes, including the allomorphs. Third of all, I identify allomorphs in which errors occur predominantly. In this case, the main difficult sub-types of Indonesian verb affixes are referred to those allomorphs.

1.4. Significance of the Study

Recognizing the main difficult sub-types of Indonesian verb affixes that the English-speaking intermediate and advanced learners of Indonesia at Wisma Bahasa, Yogyakarta, experience in learning, I am sure that this study is worthy. First of all, since collecting and describing samples of learner language is the main way of investigating foreign and second language acquisition, this error analysis research is useful to promote the knowledge of the foreign and second language acquisition especially in linguistics. Knowing the main difficult sub-types of Indonesian verb affixes leads to know how to learn Indonesian language, as a second or foreign language, especially its affixes or morphology. Second of all, this research is academically worthy to help improve current teaching practices. In this case, this study can give feedback to Indonesian teachers not to consider errors as fatal errors but as learners' effort to learn Indonesian language. The Indonesian teachers, then, can think of a better teaching method such as by giving more exercises and explaining more clearly sub-types of affixes that prove more difficult to learn. In addition, not only can curriculum developers make a more effective teaching syllabus but also Indonesian writers can get input to make

effective handbooks like by giving more arranged and clearer explanation about those Indonesian verb affixes so that English-speaking learners of Indonesian can gain a successful acquisition of Indonesian language. Last, since I find that in Petra Christian University, there has not been any thesis or research about an error analysis of Indonesian affixes produced by English-speaking learners of Indonesia; I believe that this study is worthy enough to be an additional reference for people, especially the students of the Faculty of Letters, who want to make further studies in this field.

1.5. Scope and Limitations

The scope of this study is Indonesian verb affixation. I will limit this study to English-speaking learners of Indonesian. In this error analysis research, I only deal with grammatical errors. However, the errors will be in forms of not only verbal errors caused by the overgeneralization of Indonesian verb affixes but also blank answers. In addition, I limit the errors to those that are resulted from multiple-choice test and produced by the English-speaking intermediate-and advanced learners of Indonesian at Wisma Bahasa, Yogyakarta, who are at the end of their studies. I disregard other limitations like learners' sex and age because what I am investigating is about learners' proficiency only.

1.6. Definition of Key Terms

In order to help readers understand what are being discussed in this research, I give some definitions of key terms as follows:

a. Errors are any deviations of a standard language rule system. (Dulay; Burt; Krashen, 1982) In this study, the errors are caused by the misapplication of the morphophonemic rules of Indonesian verb affixes.

b. Error analysis is an attempt to identify, describe, and explain learners' errors in order to know how far those learners have learned a language and how teachers should teach. (Dulay et al., 1982)

c. A verb is the main immediate constituent of a predicate in a sentence and designates actions, processes, sensations, states, and existences. (Alwi; Dardjowidjojo; Lapoliwa; Moeliono, 2000)

d. Verb affixes are bound morphemes in the forms of affixes that cannot stand alone. They must be attached to roots or bases in order to form and modify verbs. (Alwi et al., 2000)

e. English-speaking intermediate learners of Indonesian are either learners whose mother tongue is English or learners who speak like English native speakers. They learn Indonesian language formally in the intermediate class at Wisma Bahasa, Yogyakarta; thus, they, having a minimum social proficiency, learn to use Indonesian language sufficiently for familiar and non-pressuring situation. (Wisma Bahasa, 2001)

f. English-speaking advanced learners of Indonesian are either learners whose mother tongue is English or learners who speak like native speakers. They learn Indonesian language formally in the advance class at Wisma Bahasa, Yogyakarta; thus, they, having a native like proficiency, learn to use Indonesian language effectively, communicatively, and fluently in most situations with minimal difficulties. (Wisma Bahasa, 2001)

1.7. Organization of the Study

This study is divided into five chapters. The first chapter of this study covers introduction, which consists of background of the study, statement of the problem, purpose of the study, significance of the study, scope and limitation, definition of key terms, and organization of the study. The second chapter talks about review of related literature, principally about Indonesian verb affixation. The third chapter describes approach, subjects, instrument, data collection, and data analysis. The fourth chapter presents the error analyses of Indonesian verb

affixes and the findings of the research. Lastly, the fifth chapter concludes the analysis of the research.