
INDONESIAN WORDS WRITING ERROR BY STUDENTS IN KRABI SANTIVITTY SCHOOL, THAILAND

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Abstract

This research aims to describe word writing error of Indonesian language of the results of listening in the tasks of students at Santivittaya School Krabi, Thailand. This research is qualitative research. The results of the research were in the form of word writing error consisting of three types, (1) letter removal, (2) addition of letters, and (3) misformation along with the factors causing writing errors consisting of internal factors and external factors.

Keywords: writing error, Indonesian word, student of Thailand

Introduction

Students of foreign languages, especially Thai students at beginner and intermediate/advanced levels, naturally experience writing errors. Difficulties in learning foreign languages are usually caused by a lack of understanding of the treasury of letters, words and even sentences in the learning that has been done. Errors in learning the target language, especially Indonesian, are often found in students who attend Santivittaya at the time of the Thai PPL-KKN on 14 May-10 October 2018.

Errors in learning Indonesian are often found in writing competence. Compared to reading and speaking, rewriting the alphabet or vocabulary from listening results is the most difficult competency for students in the Santivittaya School. Kusumaningsih, et al. (2013: 66) states that "Writing is an activity of delivering messages ... Because writing is difficult, writing activities need to get guidance from the teacher. "Indonesian is the target language which is the fourth language after mother tongue, English, and the Malay language studied in the Santivittaya School. Looking at the background of the language subjects given, students find it difficult to distinguish Indonesian letters from English letters. This was poorly understood by students in the Santivittaya School so that there were so many mistakes in composing Indonesian words.

Relevant research is the research conducted by Dina Nisrina (2017) entitled "Errors in Writing Indonesian Words for Students in the Malay Language at

Wiengsuwanwittayakhom School, Narathiwat, Thailand". The research conducted by Dina is a qualitative descriptive study. Dina's research shows that writing errors still occur frequently in the Wiengsuwanwittayakhom school, Narathiwat, Thailand. The research equation of Dina with this research is the focus that was studied, namely letter removal, letter addition, and formations. However, there are differences between the two, namely the sub-focus of the Dina research, which is the consonant removal in the middle and the end of the word, the addition of the h consonant, the formation of consonants and vowels in the middle and the end of the word while the research does not have any sub focus and has an additional focus of the error word writing.

The purpose of this study is to describe Indonesian word writing errors as a result of recitation in the assignments of Santivittaya School students in Krabi, Thailand. First, the variety of Indonesian word writing errors resulting from simulations consists of letter deletion, addition of letters, and formations. Second, the causes of Indonesian word writing errors that consist of internal factors and external factors.

Methods

This research is included in the type of qualitative research. The key instrument of this research is researchers who are assisted with data analysis formats. The results of data analysis are presented in the form of descriptions and not numerical data so that this study uses a descriptive approach.

The data source of this study is the results of Indonesian language assignments of Prathom 6 students (equivalent to 6 elementary schools) and Mattayom 4 (equivalent to 1 high school). The data in this study are incorrect words in Indonesian that are used by students. The criteria for assignments that can be used as data sources are (1) the tasks analyzed come from students at the Santivittaya School at the Prathom 6 level (level 6 SD) and Mattayom 4 (level 1 high school) who learn Indonesian, (2) easy to read writing misunderstanding of intent), and (3) student work is not the result of copying (to avoid the same body of data).

The procedure for data collection consists of three stages, (1) identifying the task of listening to students according to the grade level, (2) documenting the data source, and (3) marking writing errors. The data analysis technique consists of five stages, (1)

identifying types of errors, (2) codifying data, (3) classification of data, (4) verification, and (5) drawing conclusions.

Findings

The results of this study are to describe (1) the error in writing Indonesian words on errors in various types of letter deletion, letter addition, and formations and (2) factors causing Indonesian word writing errors.

Based on the data analyzed, there was 330-word writing errors found in 62 student assignments in the Santivittaya school. Judging from his mistakes, the variety of writing errors of the word consists of three kinds of word writing errors including letter removal, letter addition, and formations.

In a variety of letter, disappearances found a word error of 30 errors. An example of writing an error in the form of omission is a word that should have been written there, which should have been written in interest, and which should be written in eight. In the variety of addition, letters found a writing error of 27 errors. An example of an error writing an error word in the form of an addition is the *nahik* word that should have been written up, *semuma* which should have been written all, and *aada* which should have been written. In a variety of incorrect formations, 273 errors of the word were found. An example of writing an error in the form of a wrong formation is a word of flour which should be written by me, a pack of chairs that should be written by the coachman, and *baeek* which should be written well. These results indicate that the most frequent writing errors are error errors in various formations.

In this study also found two factors that cause word writing errors based on observation, first internal factors. Internal factors are factors that originate from within each student. There are five internal factors causing Indonesian word writing errors, (1) misunderstanding, (2) neglect, (3) lack of motivation, (4) lack of confidence, and (5) age. Both external factors. External factors are factors that come from outside learning. There are five external factors that cause Indonesian word writing errors, (1) language interference (negative transfer), (2) difficult material, (3) less efficient time, and (4) inadequate environment.

Discussion

In this study, the description of error errors in various types occurred due to several reasons. The first writing error is based on various types of letters. Examples of letter-removing errors are supposed to be words in heaven which show that students are too hasty in completing the first sentence so they only take the first letter and the final letter. Another example of an error in removing letters is the word *buga* which should be written in interest, which indicates that students do not understand the Indonesian spelling very well. On average Santivittaya students make a mistake in the phoneme [ŋ] which if written in Indonesian spelling is ng. the phoneme [ŋ] in phonology is included in the nasal (nose) sound as a segmental sound in the criteria for the way of interference. "Nasal sound (nose), which is the sound produced by the flow of air through the oral cavity tightly closed, but the airflow flowed through the nasal cavity. For example, [m], [n], [ɲ], and [ŋ]" (Muslich, 2014: 55). Another spelling error other than ng [ŋ] is a misspelling ny [ɲ] which is also included in nasal sounds. Examples of spelling writing errors ny [ɲ] are all that should be written all. Examples of other letter omission errors are words that should be written eight. This shows students are wrong in writing the right rules. Besides Indonesian, Santivittaya students also learn Malay. The eight numbers in Malay are pronounced lapan so students fail to choose words and write more Malay than the Indonesian just learned.

Second, writing errors based on various letters. Examples of an error writing in the assignment of students in the form of additions are the word nahik which should be written up. This shows that students do not understand Indonesian spelling very well. There were many word-writing errors in KVVK elements. Apart from the word ascending, another similar word is bahik which should be written well. Generally, this word error occurs in words that have spelling a and i that are side by side. The meeting of two vowels that are side by side in one word is considered as a word that has the KVKVK element. The words that have been received by students are not stored well in the brain so students try to add consonants between two vowels. "The word turns out not to be stored in its entirety and people must mix it up" (Dardjowidjojo, 2018: 152). An example of an error in adding another letter is the word semuma which should be written all. Students mistakenly write letters because students focus on the consonant

letter m at the beginning, in all words so as to make students add m between vowels u and a. An example of an error in adding another letter is that there should be written there. This happens because Santivittaya students mix Thai language using a system of high and low tones each word has a different meaning from the Indonesian spelling. Students write aada because the words that have been received by the brain are processed like the mother tongue system that is inherent in every activity of the Santivittaya students. This is in agreement with Tarigan & Tarigan (2011: 13) which states, "Mutual influence between B1 and B2 means that B1 can affect B2, or conversely B2 affects B1."

Third, writing errors are based on various formations. An example of an error writing in the assignment of students in the form of a mistake is a word that should be written *beriku* which indicates that students cannot distinguish the letter g with the letter k. The letter g and the letter k do have similar pronunciation. This is because the letter g (phoneme [g]) and letter k (phoneme [k]) is dorso-velar sounds as segmental sounds on the criteria of the articulation mechanism. "Dorso-velar sound, which is the sound produced by the involvement of the base of the tongue (dorsum) and the soft palate (velum). How the base of the tongue (as an articulator) touches the soft palate (as an articulation point). For example, [k], [g], [x], [[ŋ]" (Muslich, 2014: 52). Error listening to speech sounds is the most common mistake in students' assignments. Especially my pronouns that change to *-gu*. Another example of an error is the pack of chairs that the coachman should write. This is because students write down words that are actually unwanted. Dardjowidjojo (2018: 152) states this type of error as a syllable error. This type of error is not impossible in syllables. In this case, almost always the one that is exchanged is the first consonant of a term with the first consonant of another syllable. The most common example is the head being coconut. This also happened to Thai students, the most dominant error in the task of Santivittaya students in the variety of error errors in various formations was said Pak Kusir to be a chair pack. Another example of an error is the word *baek* which should be written well. This is due to a writing error that should be a good word for *baek* because students prefer to use English rules that have been learned earlier than Indonesian to replace the letter i to be the letter e in English spelling.

Internal factors that cause word writing errors consist of five factors. (1) incomprehension factor. Most students do not understand the learning done because Indonesian is the first subject to be conducted at Santivittaya schools. Students when making mistakes are then shown the error, students will not be able to recognize it due to lack of knowledge that correlates with the high and low understanding of the learning that has been done. If a spelling error has been shown, the student will not be able to justify it and it will cause a new error. Errors are often done consciously, basically students understand the mistakes made because students feel that they have not mastered the language system they are using so they are not sure about the truth of the writing they produce (Saadah, F., 2016). (2) negligence, negligence can affect word writing done by students. Negligence factors are factors that influence from within each individual. Besides errors in the spelling field, other errors can also be found such as errors in the diction and sentence fields. The emergence of these errors is due to the inaccuracy of students in writing (Ayudia, et al., 2016). (3) lack of motivation factor. Factor lack of motivation can influence word writing done by students.

Factor lack of motivation is a factor that influences from within each individual. According to Ayudia, et al. (2016), the majority of students when writing there is always a desire to be able to finish quickly and the results of writing that are relatively large. The encouragement to hurry up, resulting in students not being careful in writing. The desire to quickly finish writing with a lot of results is also due to a lack of motivation in writing. (4) lack of confidence factor. Factors lacking in confidence can affect word writing done by students. Factors lacking in confidence are factors that influence from within each individual. Most students are not confident about the mistakes they have made. Afraid of making mistakes, Thai students are hesitant in writing down the words they have listened to. (5) age factor. The age factor can influence word writing done by students. Age factor is a factor that influences from within each individual. The higher age rate, the more proficient in capturing each lesson that has been given and vice versa, the lower the age rate, the more difficult it is to capture every lesson that has been given.

External factors that cause word writing errors consist of four factors. (1) language interference factor (negative transfer). In addition to Thai as a well-mastered

mother tongue, Thai students also learn English and Malay. The influence of many languages that Santivittaya students learn has an impact on Indonesian learning activities. (2) difficult material factors. Santivittaya students who are predominantly Malay Malay students who speak Thai mother tongue have difficulties in learning Indonesian. Apart from the fact that Indonesian is the first time the Santivittaya school has done it, Thai students are also burdened with various language learning. Difficult material requires separate time at the end of the strengthening session so that students do not forget the learning that has been done. This is in agreement with Churngchow, C. & Sinprajukpol, W (2016) in his research which states that in learning that provides reinforcement it is very clear that it increases theory achievement for students. (3) less efficient time factor. Tasks that are given time such as writing back the results of the recitation are difficult tasks according to students. Apart from being limited by time, students feel that if they miss one thing students will feel left behind and empty many words. Wongranu, P. (2017) states that the cause of word writing errors is anxiety. Students who feel the task is difficult, and they have limited time to complete it, their anxiety levels increase. As a result, they want to complete the task as soon as possible so that they can be freed from this anxiety. Agreeing with Wongranu, Ayudia (2016) states that the majority of students when writing there is always a desire to be able to finish quickly and produce a lot of writing. The encouragement to hurry up, resulting in students not being careful in writing. (4) inadequate environmental factors. Santivittaya students who speak Thai mother use Thai as an everyday language to communicate with each other both with the teacher and with friends. This causes language errors. The environment that does not support Indonesian language communication makes students unable to speak Indonesian well. Students prefer to communicate using Thai rather than Indonesian or English which has been studied for a long time due to lack of confidence. In addition, the majority of students who do not have motivation pay less attention to the learning process. This makes the classroom environment less conducive and causes noise so that the learning process does not go well.

Conclusion

Language errors can occur in every learner speaking primarily by foreign students. Difficulties in learning foreign languages are usually caused by a lack of understanding of the treasury of letters, words and even sentences in the learning that has been done. First, in the assignment of students, the results of the recitation are found writing errors of the word. For example, the word *puti* which should be written in white. The word *nahik* which should be written rises. Then the word *baeek* should be written well. The writing error of the word above is called error which in this study consists of three types. Variety of letter loss, letter addition, and formations. The mistake most often made by students is a formation mistake. This is based on one thing, students do not know and understand the Indonesian linguistic system that is good and right.

Second, the causes of word writing errors in the assignments of Krabi Santivittaya students, Thailand consists of internal factors and external factors. The most influencing factors are internal factors or factors that originate from within each individual student. Internal factors consist of five factors, namely factors of incomprehension, neglect, lack of motivation, lack of confidence, and age. External factors consist of four factors, namely the factor of language interference (negative transfer), difficult material, less efficient time, and inadequate environment.

BIPA tutors/tutors are advised to better explain the material related to Indonesian spelling and the differences with languages that have similar writing like English or Malay so that students can better understand the learning provided. Students also need to be corrected and accompanied in each lesson so that students are more aware of the mistakes they have made. Teachers can identify each variety of word writing errors and better understand the condition of students by paying attention to the causes of word writing errors discussed in the previous chapter. The compiler of teaching materials is recommended to emphasize more and provide more specific spelling material and vocabulary knowledge and provide more frequent training at the end of each given material. Other researchers are advised to develop research with different research subjects related to word writing errors in order to improve the ability to write results from foreign students.

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