

SECOND LANGUAGE MISTAKES OF ELEMENTARY SCHOOL STUDENTS GRADE III AND VI AT THE SYNTAX LEVEL

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ARTICLE INFO

Article history:

Received: 16 Oct 2019

Accepted: 23 Nov 2019

Published: 20 Dec 2019

Keyword:

Language errors, second language, MI students grade III and VI

ABSTRACT

The focus of this study aims to describe the forms of student error in the second language. Forms of errors submitted are an omission, addition, and misordering. The research method used is content analysis with a qualitative approach. The data source of this study were students in grade III and VI of Islamic elementary school, Madrasah Ibtidaiyah (MI). The results showed errors in the aspects of omission, addition, and misordering. In grade III students there are three omissions, while in class VI there are nine. In grade III students there were eight additions, while grade VI had nine. In class III students there is miss ordering at the level of functions, while class VI at the level of functions and words/morphemes.

The process of acquisition and mastery of children's language is an amazing case for investigators in the linguistic field (Kidd, Donnelly, & Christiansen, 2018). Regarding the acquisition of language one of which can be studied through psycholinguistic studies which are language psychology studies that review mental processes that occur in the use and acquisition of language. This study is related to other disciplines, for example, linguistics, which examines the structure and change of language; neurolinguistics, which studies the relationship between the brain and language; and sociolinguistics, which discusses the relationship between language and social behavior (Field, 2006).

Second language acquisition is not the same as first language acquisition (Maharani & Astuti, 2018). The first language acquisition of students starts from the beginning (when the children have not mastered any language) and the development of language acquisition is in line with physical and psychological development. In the acquisition of a second language, students have mastered the first language well and the development of second language acquisition is not in line with the physical

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and psychological development. The acquisition of a child's first language usually occurs informally, whereas the second language usually occurs formally (Dardjowidjojo, 2003). However, it does not rule out the acquisition of a second language takes place informally.

This research is focused on the acquisition of Indonesian as a second language, for most Indonesian people, because the first language of Indonesian people is Local / Regional Languages, for example, Javanese, Madurese, Sundanese, and so on.

Language acquisition (language acquisition) is the process that applies to the brain of a child when he gets his mother tongue. The processes when the child is acquiring his mother tongue consist of two aspects: first, the performance aspect which consists of aspects of understanding and delivery (Cahyani & Hadianto, 2018), secondly the competency aspect. The two types of processes are different. The processes of understanding involve the ability to observe or the ability to perceive sentences that are heard while the birth process involves the ability to give birth or say the sentences themselves. Both of these abilities when completely mastered by a child will become their linguistic abilities.

This research was conducted on children at the elementary school level, namely SD / MI. At this level, there are upper and lower class groups. The lower classes consist of classes 1, 2 and 3; upper classes consist of grades 4, 5, and 6. In this study, classes III and VI were chosen as the research targets.

As the saying goes, "*kalau tidak ada noda, berarti tidak belajar*" which means that in learning activities, it is very likely to make mistakes (trial and error). This also applies to Second Language acquisition activities which are not immune to flaws. Therefore, the focus of this research is to explain the omission, addition, and misordering of sentences for students in class III and VI.

THEORETICAL FRAMEWORK

In analyzing errors and characteristics of language production, researchers used classification of the types of second language errors proposed by Dulay (1982) including omission, addition, and misordering.

An omission is a form of impulse function in a sentence. Some other literature calls it a delusion. Either deletion or omission is a form of function or principal absorption (an item) that should appear in good speech formation (Dulay, 1982: 154). The Omission in Indonesian can occur as a mistake and fairness. As for fairness, deletion can be present in utterances in conversation. Decomposition in speech utterances can take the form of decomposition in the ellipsis form or utterances as a short answer and anaphoric reference, which mellies words that have been referred to in the previous utterance. As a mistake, of course, there are forms of falsification that should not occur, or in other words obscure the functions of sentences that should be present, causing damage to grammatical order in speech production.

The addition is a form of an addition to the speech structure. Addition in the utterance is a form of adding certain items in addition to regular form (in Indonesian is S P O K). The addition is the opposition of omission. Dulay (1982: 156) proposes omission as a form of error. Among these is when omission becomes an ineffective addition, damages the arrangement, and disrupts the speech rigidity.

Additions can occur in several types of additions including apposition, double marking, and regularization. Apposition is the addition of an explanation of one of the syntactic functions in speech. Double marking is the addition of a repetition of an item in an expression that is not actually needed. Regularization is the addition of morphemic or excessive and unnecessary functions (such as the sentence: *//saya sangat senang sekali//* or *//saya melihat banyak rumah-rumah//*).

Missordering is an error in the placement of sentence functions. This is a syntactic disorder. A permutation is a form of movement between the syntactic arrangement of functions in sentences, both in a reasonable form and in the form of misordering. Misordering by Dulay (1982: 162) as an error that can be characterized as an error in the placement of morphemes or groups of morphemes in an utterance. In this study, researchers determined several types of misordering, namely forms of misplacement of functions (SPO, syntactically) and errors of placement and use of morphemic arrangements (morphemically).

METHOD

This research type of content analysis with a qualitative approach. Content analysis of the data is carried out with data analysis guidelines developed from the second language error theory proposed by Dulay (1982), omission, addition, and misordering. The data obtained in this study are verbal data. The data is in the form of students' writing about their personal experiences. There are two research data sources, namely third grade and sixth grade MI Bustanul Ulum. This study uses two different levels of levels because the researcher intends to explain the order of development of the acquisition of the second language of students based on their level of education in syntactic level with cross-sectional design.

The initial plan of the researcher was that the researcher only prepared the learning scenario and the class teacher carried out the scenario. However, the plan did not go according to the initial plan because there was an instruction from the Headmaster that the researcher entered the class to provide motivation and tricks to face the national examination (for sixth-grade students). Based on these instructions, the researcher changed the research plan. Researchers prepare specific strategies to reduce or even if possible eliminate the distance between researchers and students and establish the intimacy between researchers and students in order to obtain natural data. The steps to get data are as follows.

- (a) The researcher introduces himself casually to students while joking with the aim that students feel comfortable around the researcher (applies to the first or second subject).
- (b) The researcher introduces students one by one while joking with each student's name (applies to the first or second subject).
- (c) The researcher tells about personal experiences that are assumed to provide motivation to students. The steps in points (a), (b), and (c) are used by researchers as a way to reduce psychological distance with students, build familiarity with students, eliminate psychological stress or psychological disturbances that students experience due to the arrival of researchers. In addition, the step in point (c) is also used by researchers as an incentive for students to write their experiences. The time taken by the researcher to carry out

the steps from points (a) to (c) is approximately one hour and thirty minutes (ninety minutes) (applies to the first or second subject).

- (d) The researcher asks students to write down their personal experiences. The sentence that the researcher used to give the instructions was "I already told you about my experience, now it turns out. Now it's time for your siblings to tell me about your experiences. So, we tell each other to get to know each other. The experiences that the siblings will tell are enough to be written on the paper that I have provided. Later when the younger siblings have finished writing, please raise your hand then the writing is collected on the table, yes sis." The researcher did not set a time limit for students to write their experiences (applies to the first or second subject).
- (e) Within 45 minutes of writing, all students have finished writing their own personal experiences (applicable to the first or second subject).
- (f) After all the writings are collected, the researcher conveys tricks to deal with the UN (only applies to the second subject).
- (g) The final step is giving gifts and taking pictures with students.

The analysis technique of this research was carried out with syntactic segmentation and analysis with the criteria of omission, addition, and misordering. What is meant by syntactic segmentation analysis is to describe the functions and categories of each constituent element? The Mean Length of Utterance (MLU) in this study is used as a method of determining the development of childhood language.

RESULTS

Grade III

Omission

Num. Sentence	Omission	Form
3	<u>di sana</u>	anaphora
5	<u>di sana</u>	anaphora
7	<u>Di sana</u>	anaphora

Based on these exposures, it is known that the first subject has begun to use omission. This can be seen in sentences 3, 5, and 7 which have already been deleted. The impulse that occurs in the third sentence is the omission of the word "Mendit" which was replaced with "di sana". A variety of this omission is also called anaphora.

The omission of functions, such as 'subject', 'description', or other functions has not been seen in this paper. In the data, it is found that a tendency to repeat functions rather than delete them for the purpose of sentence efficiency, for example in the sentence "Lalu setelah aku membeli tiket masuk, aku masuk." In addition to these examples, this sentence also proves that the first subject has not noticed the omission aimed at the efficiency of the sentence, "Lalu saat aku mau pulang ternyata hujan." This sentence is actually enough "Saat mau pulang, ternyata hujan "; with the 'subject' deleted (*aku*) in the sentence will make the sentence more efficient. This shows that the first subject has not mastered the rules of writing sentence efficiency.

Addition

Num. Sentence	Addition	Form
1	Pada minggu yang lalu	apposition
2	sangat senang	explanation
3	langsung membeli tiket masuk	explanation
4	Lalu setelah aku membeli tiket masuk, aku masuk	explanation
5	sangat ramai sekali	explanation
7	sangat senang sekali	explanation
9	Aku takut sekali	explanation
10	Lalu saat aku mau pulang ternyata hujan.	explanation

From the data exposure, it is known that from the seventeen sentences written by the first subject, there are eight sentences containing additions that are scattered in sentences number 1, 2, 3, 4, 5, 7, 9, and 10. Of the eight sentences that have been added, found two kinds of additions, namely apposition and explanation. There is only one sentence that uses an apposition and the other seven sentences use 'explanation'. Of the seven sentences that use 'explanation', there are two types of 'explanation' which are dominant, namely '*sangat*' and '*sekali*'.

Missordering

Num. Sentence	Missordering	Form
8	Lalu aku potret bersama kuda	Choice of word formation
14	Lalu aku berteduh di depan rumah orang dan lalu hujan reda	Use of dual conjunctions (waste)

Based on the data exposure, it is known that in the writing of the first subject there is missordering in sentences numbers 8 and 14. Missordering that occurs in sentence number eight is an error in choosing the form of the word '*potret*' which is meant to be '*berfoto*', whereas missordering that occurs in sentence number fourteen is the use of dual conjunctions that do not provide any additional functions. Missordering that occurs in fourteen sentences is a form of waste of the use of conjunctions, although the author's original purpose was to provide reinforcement of meaning.

Grade VI

Omission

Num. Sentence	Omission	Form
2	<u>ke sana</u>	Anaphora
3	<u>di sana</u>	Anaphora
4	<u>di sana</u>	Anaphora
8	di sana	Anaphora
9	Setelah aku berenang, aku dibeliin teh dan mie rebus (oleh saudaraku)	The omission of subject functions in the second clause
10	Padahal (kami) sudah bawa bekal sendiri, (kami) malah beli	The omission of subject functions in the first and second clauses
12	Pulang itu pun (aku) masih jajan cilok dan aku	The omission of subject

	<u>masih mampir ke indomaret beli es krim.</u>	functions in the first clause
15	<u>Aku pulang ke rumah sekitar jam 11.30 an dan (aku) sampai di rumahku sekitar jam 14.30.</u>	The omission of subject functions in the second clause
17	Setelah (aku) <u>sholat dhuhur, aku langsung tidur.</u>	The omission of subject functions in the first clause

The variety of omissions that appear based on the above data exposure are anaphoras and function omissions. A variety of anaphora occurs in four sentences, namely sentence numbers 2, 3, 4, and 8. The anaphoric range used is the same, namely anaphora indicating place/place pronouns (*di/ke sana*). The antecedents of the anaphora in sentences 2, 3, and 4 are *Pasuruhan*; while the antecedent of anaphora sentence eight is *kolam renang*.

The omission of subject functions based on exposure to these data occurs in the function of subjects that are still divided into two, namely the omission of subject functions in active sentences and the omission of subject functions in passive sentences. Omissions of the subject's function in the active sentence are further broken down into subtraction of the subject's function in the parallel and multilevel compound active sentences. Omissions subject functions in parallel sentences occur in sentences number 12 and 15 as shown in the table. Omissions of subject functions in multilevel active compounds occur in sentences numbers 10 and 17. Omissions of subject functions that occur in passive sentences only occur in sentences number nine.

Addition

Num. Sentence	Addition	Form
4	senang sekali	explanation
5	Ada temanku yang bernama yanti, nindi, april, diva, ikrima maulana, angga dan andi	apposition
6	melihat bintang yang berkedap-kedip yang indah	apposition
8	senang sekali	explanation
10	Padahal sudah bawa bekal sendiri	explanation
12	Pulang itu pun	explanation
15	sekitar jam 11.30 an	explanation
16	lelah banget	explanation
17	aku langsung tidur.	explanation

Based on the above data exposure it can be seen that in the writing of the second subject there are nine sentences out of a total of seventeen sentences that were added. These additions occur in sentences number 4, 5, 6, 8, 10, 12, 15, 16, and 17. Of the nine additions, there are two kinds of additional forms, namely apposition and explanation. Apposition occurs in sentences numbers 5 and 6. Explanation occurs in sentences numbers 4, 8, 10, 12, 16, and 17. Of the six sentences that added, there are three sentences that explanation form with similar types, that is the type of 'superlative' as happened in sentences 4, 8, and 16 which use the words '*sekali*' and '*banget*'.

In sentence number fifteen there is the addition of two morphemes that have the same function in the sentence, namely '*sekitar*' and '-an'. The use of these two

morphemes in the sentence is a form of redundancy as the phrase '*sangat senang sekali*'.

Missordering

Missordering at the Function Level

Num. Sentence	Missordering	Form
2	Aku ke sana berangkat jam 17.30	Switch the position of the function K (<i>ke sana</i>) that is between S (<i>aku</i>) and P (<i>berangkat</i>)
4	Aku di sana senang sekali	Switch the position of the function K (<i>di sana</i>) that is between S (<i>aku</i>) and P (<i>senang sekali</i>)
5	Ada temanku yang bernama yanti, nindi, april, diva, ikrima maulana, angga dan andi	Switch the position of the function S (<i>temanku</i>) with P (<i>ada</i>) is caused by the inversion sentence pattern
7	aku sama saudaraku diajak ke kolam renang	The function O (<i>aku</i>) in front of S (<i>saudaraku</i>) and P (this pattern is still wrong because the passive sentence pattern is OPS). Switch the position of the function S (<i>saudaraku</i>) and O (<i>aku</i>) caused by the formation of passive sentences
8	Aku di sana senang sekali	Switch the position of the function K (<i>di sana</i>) that is between S (<i>aku</i>) and P (<i>senang sekali</i>)
9	aku dibeliin teh dan mie rebus	The function O (<i>aku</i>) in front of P (<i>dibeliin</i>).

Based on the data exposure, it is known that there are six sentences that experience misordering, namely sentence numbers 2, 4, 5, 7, 8, and 9. Missordering is further divided into three, namely misordering functions in active sentences, miss ordering functions in passive sentences, and misordering function in inversion sentences. Missordering functions in active sentences occur in sentences numbers 2, 4, and 8. The pattern of function shifts in these three sentences is the same, namely the adverb function which should occupy the position before the subject, after the predicate (in the active intransitive sentence), and after the object (in the sentence active transitive); occupy a position between the subject and the predicate in which the ((*Subjek, Keterangan, Predikat* (SKP))) pattern on standard Indonesian syntactic rules is not justified.

Missordering functions in passive sentences occur in two sentences, namely sentence numbers 7 and 9. Missordering functions that occur in both sentences are caused by the type of sentence, namely passive sentences. In sentence number seven, there is a sentence pattern error. supposed to misordering the function position from transitive active sentence to passive sentence is from SPO to OPS. However, in this sentence, the subject's function occupies a position between O and P (OSP) which is

not justified in the standard Indonesian syntax. The misordering function in sentence number nine is an example of misordering from active sentences transitive to passive which is almost true because the function O is already right in front of P (without any insertion function). However, this sentence pattern is still not correct because the S function in this sentence is experiencing degradation.

The last misordering is misordering that occurs because of the inversion sentence pattern, namely PS. This misordering occurs only in sentence number five. This type of misordering is justified in the standard Indonesian syntax rules.

Missordering on the Word Level / Morpheme

Num. Sentence	Missordering	Form
9	Dibeli in	The "-in" suffix is not standard
10	Padahal sudah bawa bekal sendiri, malah beli	Errors in morpheme ' <i>malah</i> ' are not standard
12	masih jajan	Incorrect selection of the word "snacks"
14	Terus aku siap untuk pulang ke rumahku	Error choosing " <i>siap</i> " word
15	sekitar jam 11.30 an	Incorrect use of "reinforcement" due to waste

Based on the data exposure, it shows that in the second subject writing there are five sentences that experience misordering at the word/morpheme level, namely in sentence numbers 9, 10, 12, 14, and 15. Missordering that occurs in sentence number nine occurs due to incorrect use of the suffix "-in" which is not in accordance with the standard Indonesian affix rules.

Missordering in sentences numbers 10, 12, and 14 have something in common, namely mistakes in choosing words. In sentence number ten it should use the word 'still'. In sentence number twelve, the word snacks should not function as a predicate, there should be a word buy that functions as a predicate. The use of the word "*jajan*" in this sentence occurs interference from the Javanese language, namely "*njajan*" in which the "N" affix in this word changes the noun into a verb. In sentence number fourteen there is a mistake in choosing the word "*siap*" which should use the word "*bersiap*". In sentence number fifteen there is an error in using "explanation". The error occurred because of the addition of two morphemes that have the same function in the sentence, namely "*sekitar*" and "-an". The use of these two morphemes in the sentence is a form of redundancy as the phrase "*sangat senang sekali*".

DISCUSSION

Omission

Subject	The number of Omissions	Form
Grade III	3	Anaphora
Grade VI	9	4 Anaphoric and 5 omission functions of the subject

Based on the above data exposure, it is known the number of omissions that occur in the writing of grade III and VI students. In the writing of third-grade students, there are three omissions. The three omissions are classified as anaphora. In the writing of the sixth-grade students, nine were found with details of 4 forms of anaphoric and 5 functions of subjects.

Addition

Subject	The number of Addition	Form
Grade III	8	1 Apposition and 7 'explanations'
Grade VI	9	2 Apposition and 7 'explanation'

Based on the above data exposure, it is known the number of additions that occurred on the graduation of students in grade III and VI. In the writing of grade III students, there are eight 'additions' with details of 1 form of apposition and 7 forms of 'explanation'. In the writing of grade VI students, there are nine 'additions' with details of 2 forms of apposition and 7 forms of 'explanations'.

Missordering

Level of Function

Subject	The number of Missordering	Form
Grade III	-	-
Grade VI	6	3 missordering in active sentences, 2 in passive sentences, and 1 in inversion sentences

Based on the above data exposure, it is known that in the writing of grade III students there are no misordering, whereas in the writing of grade IV students there are six misordering. The six misordering is 3 misordering functions in active sentences, 2 in passive sentences, and 1 in inversion sentences. The existence of misordering in the writing of the second subject is suspected to be caused by the complexity of the sentence written.

Word Level / Morpheme

Subject	The number of Missordering	Form
Grade III	2	Choice of word formation and conjunction wastage
Grade VI	5	3 Choice of word formation and 2 use of affixes

Based on the data above, it is known to misorder at the word/morpheme level is found in the writing of students in grade III and VI. In the writing of class III students, there are two misordering at the word/morpheme level. These two misordering are in the form of errors in word formation and waste of conjunctions. In the writing of sixth-grade students, there are five misordering. Five misordering contained in the writing of the second subject consisted of 3-word selection errors and 2 mistakes in using affixes.

CONCLUSION

Based on the results of a study of the writing of the grade III and VI students of this study, the following conclusions can be drawn.

- 1) The higher the grade, the omissions contained in the subject's writing will also increase, both in the form of anaphoric and subject functions.
- 2) The higher the grade, the number of 'additions' contained in the writing and the higher the level, the more forms of apposition used.
- 3) The higher the grade, the more misordering is found in the subject's writing.

- 4) The higher the grade, there is a tendency for the number of misordering contained in the writing to increase.

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