LANGUAGE ERRORS IN THE PRACTICE OF SPEAKING INDONESIAN LANGUAGE FOR INTERNATIONAL SCHOOL STUDENTS

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Abstract
This journal aims to find out the language errors in the practice of speaking Indonesian language for the International School students in Chandra Kumala School. It is known that the low students' learning motivation in Indonesian language in a school with an international curriculum. This case study research was carried out in the Covid-19 pandemic situation, and the data collection techniques used an in-depth-interview, observation, and note taking. The results show that (1) language errors in speaking can be classified into 4 types, pronunciation errors, intonation errors, sentence errors, fluency and pauses; (2) the language errors were caused by 5 factors, i.e nervosity, mastery of topics, lack of vocabularies, diction, and grammatical mastery. The students who are mostly Indonesian citizens are expected to know and fluent to speak Indonesian language. But it does not happen in the International School. The impact of this phenomenon is that students do not have a psychological attachment to the Indonesian language. If this is allowed, students will grow up to become Indonesian citizens who are ignorant of their own language.

Keywords: *Language Errors, Indonesian Language, International School*

1. INTRODUCTION

In the Sumpah Pemuda on October 28th, 1928 and also in Pancasila in the 3rd precept, it can be said that Indonesia language is a language of national unity. In addition, Indonesia language is also required to be used as the intermediate language in national education, which has been regulated in Presidential Regulation (Perpres) Number 63 of 2019. Thus, the guidelines conveyed through the Presidential Regulation, both Indonesian citizens and foreign nationals that living in Indonesia, must use Indonesia language when participating in learning programs in Indonesia.

As an Indonesian citizen, the use of the Indonesian language must be mastered because Indonesia language is the identity of the Indonesian nation even though they attend international schools. In Indonesia there are international and national schools. National schools, both public and private, are schools that meet the National Education Standards (Standar Nasional Pendidikan or SNP). Meanwhile, international schools are schools that are global-based education.

International schools have changed since the enactment of the Minister of Education and Culture Regulation No. 31/2014. Now international schools have the name as Cooperation Education Unit, which is abbreviated as SPK (Satuan Pendidikan Kerjasama). Bilingual schools are the result of market-driven education since there have been demands from the parents related to good education paradigm. Considering to be a trend, it is believed that better learning achievements are performed by the students from bilingual schools compared to those from monolingual schools (Cummins 2000). It is a proof of the cognitive advantage increase shown in their being more divergent and creative in the way of thinking (Verhoeven 1991). There are few differences between National and International schools, they are:

a. Curriulum

International Schools in Indonesia commonly use both International Baccalaureate (IB) or International General Certificate of Secondary Education (IGCSE). But thy also have to learn some National curriculums or compulsory subjects; Bahasa Indonesia (Indonesia Language), Civics (PKN) and Religion (Agama)

b. Language

The students in International School mostly use English, except for the three subjects above.

c. Examination

The examination will be officially made by the IB or IGCSE (Cambridge).

Florez (1999) states that the mastery of grammar, vocabulary and pronunciation is claimed to be essential to build a good speaking skill Currently, there are more schools that have emerged with foreign curricula or also known as Cooperation Education Schools/ Satuan Pendidikan Kerjasama (SPK). However, it was sad that the SPK students' ability to speak Indonesian is getting worse.

Clear pronunciation presents the speakers the control to ensure whenever they communicate and demonstrate the communication with others (Zaigham 2011) although mispronunciation has a tendency to lead misperception. Consequently, pronunciation is the speakers' concern because it presents rules to articulate words precisely (Harmer 2001). The communication success relies on the speakers' familiarity in articulating the words. It is known from several Indonesian teachers among international schools, they complained about the inability of students to understand Indonesian vocabulary, even though the vocabulary given was very simple. In fact, there are some teachers who had to explain the vocabulary in a foreign language so students understand the vocabulary. Seeing this condition, it was a very unfortunate thing of course. What if the Indonesian's students are more proficient in foreign languages? It is considered more of a "prestigious" thing than using their own national languages. However, even though they attend international schools, as Indonesian citizens, they still have to master the Indonesian language because besides being their mother tongue, Indonesian is also the identity of the Indonesian nation.

This journal aims to find out the language errors in the practice of speaking Indonesian language for the International School students in Chandra Kumala School. The students tend to mix and unable to speak Indonesian language fluently.

2. METHODOLOGY

Sugiyono (2016: 2), states that "Research method is interpreted as a scientific way to obtain data with certain goals and uses". The research method can also be interpreted as a scientific method to obtain valid data with the aim that the data can be found, developed, and proven on a certain knowledge so that it can be used to understand, solve, and anticipate problems.

In this journal, the author uses a type of qualitative research in the form of a case study. According to Sugiyono (2016: 15), qualitative research methods are "artistic methods because the research process is more artistic (less patterned), and can also be called an interpretive method because the research data relates to the interpretation of the data found in the field". Qualitative research is research that produce descriptive data in the form of written or spoken words from people and observed behavior (Moelong, 2011). The unit of analysis in this case study is a single case study (on site study). In case study research, researchers focus on one problem, namely the lack of use of the Indonesian language in international schools that use foreign curricula. This phenomenon is in accordance with the statement of the type of case study presented by Creswell (2015).

Sugiyono (2016) suggests that the case study method research is where researchers conduct in-depth exploration of programs, events, processes, activities, to one or more people. In this case study research, it is different from case studies in general, namely the researchers must be present in the "field" to get the right data between respondents and researchers.

According to According to Sugiarto (2017:12) case studies are a type of in-depth qualitative research about individuals, groups, institutions and so on in a certain time. The purpose of the case study is that the researcher tries to find meaning, examines the process, and gains deep and complete understanding and understanding of a particular individual, group, or situation. The research instrument used was observation. The type of observation carried out is participant observation, where the researcher plays a full role in participant learning activities, but it is still emphasized that he is conducting research. This observation is covert meaning that participants do not understand that the observation is being made or that they are being observed in the class. In addition, the researcher will not explain the purpose of the observation to the participants so that the information obtained is more valid.

In this study, several instrument methods were used. The first instrument is observation to look deeper into students' understanding the correct language in the practice of speaking Indonesian language. It is taken by classifying the types of language errors in the practice of speaking Indonesian language. The second research instrument is an in-depth-interview. Interviews are conducted by asking a series of questions using 6 types of questions according to (Fraenke, et.al 2008) namely:

participant background questions, knowledge questions, experience (or attitude) questions, opinion questions (values), feelings questions, and sensory questions. But the author only uses the knowledge questions, feeling and opinion questions to know factors and reasons the errors happen and to gain an optimal result. The last instrument is a note taking. The note taking is taken from listening, recording and writing by paying attention to the speakers' utterances. Paying attention method is a data provider method taken by paying attention to the language use (Sudaryanto, 2015:203).

3. RESULT AND DISCUSSION
Types of Language Errors in the Practice of Speaking Indonesian Language

This research describes the language errors in the practice of speaking Indonesian language for International School students. Based on the data analysis, the language errors are divided into 4 types, namely pronunciation errors, intonation errors, sentence errors, fluency and pauses. It will be elaborated below.

a. Pronunciation Errors

Pronunciation is one of the important aspects. Pronunciation errors effect the information and content given. According to Rosiana (2013:45), sound which is pronounced by human speech organs namely consonant and vocal pronunciation. Consonant sound is a language sound which is produced after speech current passes through the vocal cords. Then, it continues through the oral cavity by getting resistance from active and passive articulators. In the practice of speaking in International School students, there is no consonant errors pronunciation found.

Based on the research result, pronunciation errors found is the vocal errors pronunciation. Vocal sound is a sound when it is produced after current going through the speech apparatus, there is no obstacle from the speech apparatus or articulator, except for obstacles from the vocal cords which make it become sound. (Rosianna, 2013: 50). The International students often feel difficult in differing vocal pronunciation /e/ and /ə/. Here are some pronunciation errors and the alternative repairs. The examples in the pronunciation errors:

(1) /serta/;
(2) /selebar/;
(3) /hendaknya/;
(4) /sebagai/;

Alternative repairs:

(5) /serta/;
(6) /selebar/;
(7) /hendaknya/;
(8) /sebagai/;

The pronunciation errors shows that the International School students feel difficult to differ the phonemes. The errors mostly done by the Chinese students. It is caused by the different languages they used in daily life and the Indonesian language subjects, like Bahasa Indonesia, Pkn and Religion.

b. Intonation Errors

Intonation is the whole speaking tone, like high and low tone, strong and hard sound, long and short speech, and pause (Lubis, 1998). Intonation is an important language part. Muslich (2013:115) says that Intonation has a role as a speech meaning differentiator in Indonesian language. So, the same sentence can have different meaning if stated with different intonation. From the observation found that the students cannot pronounce the word with a good intonation in the practice of speaking Indonesian language. When a student wants to say a joyful sentence, the intonation used is still flat. For examples,

(1) "*...lalu kami pergi berkeliling ke Auckland dan mengunjungi banyak tempat disana ....*" (In a flat intonation)

(2) "*...saya bahagia lihat Sky Tower yang tinggi dan indah....*" (In a flat intonation).

Based on the examples above, actually the intonation used is not flat, because it shows a really happy moment. Unfortunately, when it is pronounced flatly, the sentence shows the opposite moment. Based on the observation and interview, the internal factors from the students are the shy character and lack of confidence which really affect the result. Beside of that, lack of stressing in the subjects and practice of speaking in the classroom affect their result.

c. Sentence Errors

The correct sentence use is very important. In speaking, the speakers must use the correct sentence so that the message or the information can be received by the the speakers partner well. Based on data received, there are some errors found from the students when they are speaking. The errors found into 3 kinds, namely (a) diction, (b) affixes errors and (c) ineffectiveness sentence.

1) Diction Errors

Word is an important part in forming a sentence. Diction must be correct, clear and variative (Arsjad, 1987:19). The correct diction aims to make the partners are easy to understand the aim of the speaker. Here the diction errors found in the students sentence:

(1) "*Selain berkunjung ke Sky Tower, kami juga berkunjung ke War Memorial Museum, akibatnya kami dapat menikmati pemandangan dengan puas disana*".

Based on the sentence, there is an error diction in the conjunction *akibatnya* . The use of *akibatnya* is not correct. It can be change into *sehingga, jadi* atau *dan.*

2) Affixes Errors

The correct affixes use is very important. The error affixes can make a different meaning. The thing must be avoided to make an effective communication. In the practice of speaking Indonesian language, the students make some errors. It can be seen in this senternce

(1) "*Dalam mengkalkulasikan biayanya, kami menggunakan budget dalam bentuk excel.*" The word "*kalkulasi*" can be defined as a word to count something. It should not use *meng+kalkulasi*, but it must be *mengalkulasikan*.

3) Ineffective Sentence

A sentence must support the idea that the speaker brings clearly and effectively. To make listener understand the idea, the speaker must use a correct and effective sentence. In Chandra Kumala School students, there are some errors in their sentences, namely the ineffective sentence. The example is shown here:

(1) "*Di awal awal sekali saya datang pertama ke Medan*"

The form of the sentence above is not effective, used in the sentence. Adding the subject will make the sentence clearer. The alternative sentence can be said is "*Pertama kali saya datang ke Medan*"

d. Fluency and Pauses

The speaker must be fluent in speaking so that the idea can be delivered well. Dardjowidjojo (2003:144) divides pauses into two, silent pause and filled pause. Silent pause is a moment when the speaker stops a second and keep silent, then the speaker continues her/his speaking after found the correct words, while the filled pause is a moment when the speaker stops to find the words and fills it with some words like "anu", "*apa itu", "eh", "uh*" (Arsjad, 1987:21; Dardjowidjojo, 2003:144). Based on the data analysis, the students from Chandra Kumala School often do the pause, both silent and filled pause like in the example below.

(1) "*Emmm, saat pertama kami sampai ti Aucland, hmm, saya dan keluarga langsung pergi ke hotel yang sudah kami pesan sebelumnya. Emm, lalu kami beristirahat sejenak*".

Based on the interview result, the students say that they are nervous, because they are difficult to arrange the word to memorize. Dardjowidjojo (2003:144) says that a habit to speak while thinking causes pause. The more difficult topic is thought, the bigger pause can be gotten. Because of that, topic mastery is a very important factor in speaking. When someone does not master a topic, she/he will not know what to deliver. That thing will really disturb the speaking effectiveness. In the practice of speaking, the students know the topic want to deliver. But they sometimes forget some parts and it makes the pause when they are speaking.

4. CONCLUSION

Learning Indonesian language is interesting for the International School students. the quality of the subjects must be increased consistently by involving four macro skills, like listening, speaking, reading and writing. In the Indonesian

Language subjects, like Bahasa Indonesia, Pkn and Agama, Chandra Kumala School students get difficulties in the speaking aspects, so it is interesting to observe which aspect should be gotten attention. Besides that, the research about language errors in practice of speaking Indonesian language for International School students seems rare observe. Based on the result research, the language errors can be classified into 4 types, namely pronunciation errors, intonation errors, sentence errors, fluency and pauses. The language errors were caused by 5 factors, i.e nervosity, mastery of topics, lack of vocabularies, diction, and grammatical mastery.

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