Strategies to Overcome the Difficulty of Learning Indonesian Language Affixes for Chinese Students

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Abstract. This study discusses the mastery of Indonesian affixes among Chinese learners. For Chinese learners, Indonesian affixes are difficult to understand because the addition of affixes to basic words can change the meaning of words and types of words. In addition, affixes in Indonesian also experience what is called sound fusion in affix letters and basic words. From the survey, respondents are not familiar with the prefixes of me-, ber-, di-, se-, ke-, per-, the suffix of -i, and the confix ke-an, per-an, se-nya. Therefore, at the time of prefix teaching, it should be stated that the sound fusion in prefix of me- will occur if the initial letter of the basic word has the sound of / a /, / e /, / g /, / h /, / i /, / u /, / o /, / k /. When explaining the prefix di-, the learners need to be shown a comparison form and meaning with the preposition di, so that the learner understands the different uses. As for learning prefixes and other confixes, the learners need to be provided with various examples and sentence exercises so that they are accustomed to the sound fusión in prefixes and types of words changes that are formed with the addition of the affix.

1. Introduction

Indonesian language for non-native speakers material also includes grammar. This is in accordance with the opinions of the teachers of Indonesian Language for Non-Native speakers (BIPA). Textbook material for Indonesian Language for Non-Native Speakers [1] includes two aspects, namely language and non-language. The main language material is structure and vocabulary. The structure includes phonology, morphology, and syntax. Grammar material includes word order, question words, formation of words added with Ber, ME (N), ME (N)-i, ME (N) -kan, DI-, affix PEN-, PER-, -AN , and ber-, me-(N), me-(N)-i, me-(N)-kan, di-, imbuhan peN-, per-, -an, and se- in Indonesian Language. Language materials taught in the BIPA program, namely phonology, morphology, and syntax. The non-language material is the content of the socio-cultural aspects [2].

The Indonesian affix plays a very important role. In Indonesian Language, word with affix or without affix will have a different meaning. Different affixes, would have different meaning as well. In addition to different meanings, types of words will also change, from nouns to verbs, for example *kaca* (mirror) to *mengaca* (look in the mirror). In addition, verb can turn into nouns, for example, *tulis*

(write) into *tulisan* (articles) and so on. Mistakes in using affix will also change the meaning contained in it.

Mandarin and Indonesian Language have differences in vocabulary. Indonesian Language has very rich affixes and they have a very important role. "Often a basic word or basic form needs to be affixed first to be used in speech. This affix can change the meaning, type, and function of a basic word or basic form into another word, whose function is different from the basic word or basic form [3]." Although in Mandarin, there is also an affix, but when compared to the affix in Indonesian, the number of Chinese prefixes is relatively small, its function is also limited [4]. In Chinese grammar it has no inflection, words are generally in the basic form [5].

For Australian students learning Indonesian, the use of the words prefix and suffix is the most difficult part of the Indonesian language. For Indonesians the use of the word prefix and suffix is like walking automatically without thinking. We do not realize that this is the biggest difficulty for foreign people in learning Indonesian. The use of inappropriate words prefix and suffix will make the sentence really has a different meaning and understanding [6].

2. Research Methods

This research is a qualitative research. Researchers distributed questionnaires to 11 learners from China who were studying Indonesian Language in Jakarta. The aim is to discover the conditions for mastering Indonesian affixes among learners from China. From the results of the questionnaire, the researcher analyzes and groups the affixes that are not controlled and the reasons that cause these errors. From the analysis of the data, the researchers draw conclusions and formulate teaching and learning strategies for students from China.

3. Discussion

Researchers distributed a questionnaire containing 20 questions to respondents from a total of 11 people with a composition of respondents 6 male students and 5 female students. A total of 6 respondents lived at home with Indonesians and as many as 7 respondents had learned Indonesian. From the results of the questionnaire distribution, the following results were obtained:

Question 1: *Kakak sedang …….di kamar* mandi (Older brother/sister is …… at the bathroom). The right word to complete the sentence is:

In question no. 1, as many as 55.55% of respondents know that the prefix *me-* can change shape to *meng* -because the basic word *kaca* begins with the consonant *k* and the meaning to be formed states an active action, which means to reflect. The prefixing of the transformation into the form of learning requires attention and the need for varied examples so that students better understand the use of the prefix in sentences. At the time of prefix teaching, it needs to be said that the change to the prefix will occur if the root word that starts has the sound: / a /, / e /, / g /, / h /, / i /, / u /, / o /, / k /

Question 2: *Adik sedang...........di meja* (Little sister is…at the desk). The right word to complete the sentence is:

Most respondents (81.82%) know that the prefix can change shape to *men-* if the basic words begin with the consonant "t", that is *tulis* and it means to write and express an active action such as writing letters (numbers and so on) with a pen (pencil, chalk, etc.)).

Question 3: *Kakak……….baju dari dalam lemari* (Older sister…..cloth from the wardrobe). The right word to complete the sentence is:

As many as 81.82% of respondents already know if the prefix *me-* can change to *meng-* if the basic word starts with a vowel and states the act of holding something and then being taken (raised, used, stored, etc.). The permanent prefix is *meng-* if it is followed by a basic word that starts with one of the five vowels (a, e, i, o, u).

Question 4: *Saya……..kepada dia supaya tidak bertengkar* (I am …..with him to not arguing) . The right word to complete the sentence is:

There are 72.73% of respondents know that the prefix *me-* can change to *meng-* because the basic word of *kalah* starts with the consonant *k* and the meaning to be formed states an active action which

means to admit defeat; intentionally losing (giving up); not maintaining opinions (demands and so on). The prefix functions as an active verb form, both transitive (requires object) and non-transitive (does not require object).

Question 5: *Mereka sedang ....di kantor* (They are….at the office) . The right word to complete the sentence is:

A total of 8 respondents (72.73%) of respondents knew that the prefix *ber-* would change to *be-* if the initial term contained *-er-*. *Bekerja* contains *-er-* so that the prefix *ber-* changes to *be-*.

Question 6: *Kemarin kami ....bersama di sekolah* (We ….at the school yesterday). The right word to complete the sentence is:

The prefix *ber-* acts as a verb forming. The sentence with verb as a predicate without an object, but it can have a complement or an explanation. The verb with the prefix *ber-* cannot changed into passive with the prefix of *di-*. Respondents know that the prefix *ber-* will change to *bel-* for special cases,such as *belajar*

Question 7: *Dia sangat ....dalam mengerjakan tugas* (She is very….in doing exercise). The right word to complete the sentence is:

Most of the respondents, or 72.73%, do not know the use of the prefix *ber-* in the word *berhati-hati* has meaning of the mental attitude in sentences so that they choose not to use the prefix ber- in the basic word of hati-hati in the sentence above. Only 27.27% of the respondents know the use of the prefix *ber-* in the basic word of *hati-hati* (careful). The prefix *ber-* in Indonesian language functions as forming verbs or adjectives. Verbs that are formed do not have objects (intransitive), but it can have explanations since the verbs that are produced begin with a intransitive prefix of *ber-*. This prefix of *ber-* in the word of *hati-hati* (careful). means being in a state of caution

Question 8: *Hari minggu kami……*(We ….on Sunday) *di taman*. The right word to complete the sentence is:

In the sentence above, some respondents know the beginning of forming active verbs, so in this sentence use the word *bersepeda* (rise the bike) (45.45%). However, the majority of respondents (54.55%) still do not understand the use of the prefix *ber-* so they chose *naik sepeda* to complete this sentence. Most respondents are accustomed to hearing the words *naik sepeda* (ride the bike) and *sepeda* (bicycle) so that when completing sentences, they do not consider using the prefix *ber-*

Question 9: *Kemarin kamu ……oleh siapa?* (Who….you yesterday) The right word to complete the sentence is:

Most respondents (54.55%) know that the prefix *di-* functions to form verbs and carry pasive meanings. It places the object in front as a subject in a sentence and moves the subject into an object. The prefix *di-* is different from the preposition *di-* so that the writing is also merged into *diantar*. 45.45% of respondents still do not master the difference between the prefix *di-* and the preposition *di-* so they separate the way of writing *di-* from the basic word *antar* (took) to *diantar* (took).

Question 10**:** *Buku saya……………oleh dia* (My book…by him). The right word to complete the sentence is:

Most respondents (63.64%) do not know that the prefix *ter-* functions to form verbs and carries a passive meaning. It places the object in front as a subject in a sentence and moves the subject into an object. The prefix *ter-* in the base word *ambil* (take) has an accidental meaning. If the prefix *ter-* then the writing must be connected rather than separated, thus, the right choice is *terambil* (accidently taken by) . Only 45.45% of respondents know the difference between the prefix *di-* and *ter-* and their writing in sentences.

Question 11: *Mereka adalah…… yang berasal dari Korea* (They are…. from Korea). The right word to complete the sentence is:

Most of the respondents, or 72.73%, know that in order to show the word of a person or subject, the basic word of *ajar* (teach), if it gets a prefix of *per-*, it would change into *pel-* and when it is added to the basic word of *ajar* (teach), it would become *pelajar* (students). Only a small proportion of respondents or 27.27% uses the verb of *belajar* (study) in the sentence above. While 9.09% of

respondents cannot distinguish *r-* and *l-* because in the Mandarin consonant there is no *r-* consonant, so Chinese learners often confuse between *r-* and *l-*.

Question 12**:** *Kami tinggal …….dengan kakek dan nenek* (We live…… with grandparents). The right word to complete the sentence is:

As many as 54.55% of the respondents know that the use of the prefix *se-* means being in the same place, while 27.27% of the respondents do not understand the function and usage of the prefix *se-*, so they choose the word *satu rumah* (together) to complete the sentence above. 18% of the other respondents only understand the word *rumah* (house) so that when completing sentences use the basic word *rumah*.

Question 13**:** *Dia anak…..dari enam bersaudara* (She/He is the ... children in the family). The right word to complete the sentence is:

Respondents have not yet mastered that writing the prefix *ke-* with the basic word would be combined into *kelima*, respondents assume that the prefix *ke-* is the preposition, so that if it is followed by the basic word, the writing is separated.

Question 14**:** *Dia suka makan…….* (She likes eating…) The right word to complete the sentence is:

Most of the respondents (54.55%) have mastered the repetition of basic words that show the plural form ending with the suffix *-an*, so in the sentence above, the choice is on *sayur-sayuran* (vegetables). As many as 45.45% of respondents mistakenly used the basic and basic words plus the suffix *-an* in the sentence above. Thus, the teaching of the suffix-*an* needs to be emphasized in Indonesian language teaching for Chinese learners.

Question 15**:** *Apakah saya boleh meminjam …. Kamu?* (Do you mind lending me your….) The right word to complete the sentence is:

Most respondents (64.64%) know the above sentence is formed by nouns. The words *catat* (take note) and *mencatat* are verbs, so they are not suitable for completing the sentence above. The appropriate noun is *catatan* (notes).

Question 16**:** *Tolong……sayur yang sudah dingin* (Please….the cool vegetables)*.* The right word to complete the sentence is:

Most respondents (72.73%) know that the sentence above states a verb, then the basic word of *panas* (hot) is *panaskan* (heat) . Only a little respondents have never learned the suffix *-kan*, so they use the suffix *–an* in the basic word of *panas*.

Question 17: *…..hidup ini dengan semangat*. (….your life) The right word to complete the sentence is:

Most respondents (54.55%) know that the noun *jalan* with the suffix *-i* and *-kan* will form a verb. If the verb is followed by an abstract noun such as *kehidupan*, then the appropriate word is *jalani* (life your life) not *jalankan*. Respondents who answered the basic word *jalan* had not yet learned the use of the suffix so they choose the basic word *jalan* to complete the sentence above.

Question 18**:** *Baju saya sangat tipis, sehingga saya merasa……….*(I have a delicate cloth, so I fell…) The right word to complete the sentence is respondents do not master the use of prefixes *ke-* and suffixes *-an* that state a condition. Only 54.55% of the respondents answer correctly. Some respondents do not answer correctly and there are respondents who still answer with basic words and there are respondents who only answer with the prefix *ke-* without ending with the suffix *-an*.

Question 19: *……teknologi di negara Jepang sangat pesat.* (Technological…grows rapidly in Japan) The right word to complete the sentence is:

Respondents who know the use of prefix *per-* and suffix *-an* in the basic form of *kembang* (grow) are only 54.55%, so the answer *perkembangan* (development).

Question 20**:** *Kami ……di Mall Taman Anggrek.* (We…at Taman Anggrek) The right word to complete the sentence is:

Respondents do not master the use of prefixes *ber-* and suffixes *-an* in a sentence, so that when the students are introduced the prefixes *ber-* and suffixes *-an,* they have to be altered with various exercises in a sentence. Therefore, Indonesian teaching materials also play an important role in the mastery of Indonesian Language for Native Speakers. As research conducted by Suparsa et all (2017)

that learning materials are considered adequate and effective if it teaches students to understand various aspects of Indonesian language learning methods as a foreign language.

4. Conclusion

Based on the survey results, the following conclusions are obtained:

- Teaching the prefix *me-* which changes to *meng-* requires great attention and varied examples, so students can better understand the use of the prefix *me-* in sentences. When teaching the prefix *me-*, it should be stated that the changes of the prefix *me-* to *meng-* occurs if the basic words have the sound: / a /, / e /, / g /, / h /, / i /, / u /, / o /, / k /

- Respondents do not master the use of the prefix *ber-, di-, se-*, and *ke-*. Respondents are confused about the use of prepositions *di-* and prepositions *ke-* with prefixes *di-* and *ke-*.

- As many as 45.45% of respondents do not master the suffix *-i* function in sentences and the changes in word types if the basic word is followed by the suffix *–i*. Therefore, Indonesian language instructors should explain in detail with various examples of words and exercises in sentences.

- As many as 45.45% of respondents do not master the *se-nya, ke-an, per-an, ber-an-* and *se-nya* in sentences. Thus, the emphasis is needed in teaching confix with a combination of a few basic words, so that students would be more understand in using it in sentences.

- Indonesian language affix learning can be with M-Learning to improve the effectiveness and efficiency of the prefix (*ber-, me-, ter-, pe-*), Suffix (*-an*), Confict (*men-kan, men-i, ke-an, per(pen) -an*) and quiz practice.

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