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Morphological Marking Irregularity of Bahasa Indonesia and the Acquisition of English Words

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Abstract: All languages share the same lexical categories such as verb, noun, adjective, and adverb. Unlike English, however, Bahasa Indonesia carries fewer consistent patterns of morphological markers for word categories. A verb, for instance, is marked with the prefix {me-} as in *me-nginjak* (to step on); however, other verbs do not carry this marker as in *makan* (eat), *tidur* (sleep), and *tergantung* (depend). As for English, the suffix {-ing} or {-ed/-en}, for instance, indicates that the root is a verb regardless of the verb transitivity. This research investigated if the irregularity in the morphological marking of Bahasa Indonesia verbs created problems in acquiring English words. A test of the "word category assignment" (Test 1) was provided to two groups of respondents: undergraduate students of English and doctoral students of Bahasa Indonesia. A "word-in-context translation into English" (Test 2) was given to a group of undergraduates of English. The first was to know if the respondents managed to assign the Bahasa Indonesia words with correct lexical categories, and the second was to know if the words were assigned with correct word categories when translated in English. This was to know if the Bahasa Indonesia and English words received the same word-category. The results show that errors in the assignment of the grammatical categories of the Bahasa Indonesia words were found pervasive among the two groups. And the lexico-grammar behavior seems to give impact on the categorization of the Bahasa Indonesia words when provided in English as also detected in the translation. It is strongly indicative that confusion in the word category assignment of Bahasa Indonesia gives impact on the acquisition of English words.

Key words: morphological markers, suffix, word category, language transfer, lexico-grammar

Abstrak: Semua bahasa memiliki kategori leksikal yang sama seperti verba, nomina, adjektiva, dan adverbial. Tidak seperti bahasa Inggris, Bahasa Indonesia memiliki pola penanda morfologi yang lebih sedikit untuk kategori kata. Kata kerja, misalnya, ditandai dengan awalan {me} seperti pada *me-tinginjak*; namun verba lain tidak memiliki penanda ini seperti pada *makan*, *tidur*, dan *tergantung*. Sedangkan bahasa Inggris, misalnya sufiks {-ing} atau {-ed /-en}, akar kata (root) adalah kata kerja terlepas dari kata kerja transitivitas. Penelitian ini mencari tahu apakah ketidakteraturan dalam penandaan morfologi kata kerja Bahasa Indonesia menimbulkan masalah dalam mempelajari kata dalam bahasa Inggris. Tes "tugas kategori kata" (Tes 1) diberikan kepada dua kelompok responden: mahasiswa sarjana Bahasa Inggris dan mahasiswa doctoral Bahasa Indonesia. Tes "terjemahan kata-dalam-konteks ke dalam bahasa Inggris" (Tes 2) diberikan kepada sekelompok mahasiswa dari kelompok bahasa Inggris. Tes pertama untuk mengetahui apakah responden berhasil menentukan kata-kata dalam Bahasa Indonesia dengan kategori leksikal yang benar, dan tes kedua untuk mengetahui apakah kata-kata tersebut diberi kategori kata yang benar ketika diterjemahkan ke dalam bahasa Inggris. Tujuan kedua tes tersebut untuk mengetahui apakah kata-kata dalam Bahasa Indonesia dan Bahasa Inggris memiliki kategori kata yang sama. Hasil penelitian menunjukkan bahwa kesalahan dalam pengkategorian gramatikal kata-kata Bahasa Indonesia ditemukan di kedua kelompok. Perilaku lexico-grammar berdampak pada kategorisasi kata-kata dalam Bahasa Indonesia jika diberikan dalam bahasa Inggris seperti yang ditemukan dalam terjemahan. Hal ini menjadi indikasi kuat bahwa kebingungan dalam penetapan kategori kata dalam Bahasa Indonesia berdampak pada pembelajaran kata dalam bahasa Inggris.

Kata kunci: penanda morfologi, sufiks, kategori kata, transfer bahasa, lexico-grammar

INTRODUCTION

Bahasa Indonesia's lexical categorization is not as clear as that of English. In Bahasa Indonesia, distinguishing word-classes is sometimes challenging. The semantic sense of the word *marah* (angry), for instance, can be [+DO]/[+ACTION] and the word consequently can be perceived as a verb.

Indonesian learners of English may write "She angry" because they probably recognize *marah* as a verb and it does not need an auxiliary verb. Indonesians may distinguish a verb from other parts of speech by finding out whether the subjects are doing or not doing something: [+ DO] or [-DO]. As for English, it always classifies angry as an adjective or as [+STATE/-DO], however.

The next instance, "Your tie doesn't **match** with your shirt" is normally translated into *Dasimu tidak cocok dengan bajumu*. This fitting verb "match" is translated into *cocok*. Chances are that Bahasa Indonesia speakers will not classify "match" as a verb, but as an adjective. It is because the semantic sense of the word *cocok* shows the state of being of the tie [+STATE], not an action of a tie [-DO]. English recognizes "to match" as a verb and this can be tested syntactically by adding the morpheme {-ing} to it. When the root can receive the morpheme {-ing}, it is a verb.

Third, "I burnt my hand" is translated into *Tanganku terbakar*. In Bahasa Indonesia, the verb in this context has a different semantic connotation from its English meaning. It has the meaning of *terbakar* (burnt), with the prefix {ter-} and the root *bakar*. The prefix {ter-} carries a passivity [-DO] saliency to the speakers of Bahasa Indonesia. In Bahasa Indonesia, when {ter-} is added to a free morpheme (a stem), it should indicate passivity as in *tertembak* (get shot). While in English, "burnt" in this context is used in the active voice. The same occurs with the verb "happen" for which Bahasa Indonesia speakers will translate it into *terjadi* (ter+jadi). "It happened" is possibly translated into *Itu telah terjadi* ({ter}+jadi), carrying a passivity saliency.

The next probable problematic area comes from such linking sensory verbs as "taste", "smell", "cost" and "weigh", whose meanings in Bahasa Indonesia do not show any semantic sense of verbs [-DO]. As also with the verb "match", these types of verbs may create problems owing to the inherent non-verbal semantic constraints. The sentence "The food smells good" should be best translated into, "*Makanannya* (food) *harum* (good)". The word *harum* is an adjective that carries meaning closest to "sweet-smelling" [+STATE] or that it carries [-DO].

In short, there are several verbs that Bahasa Indonesia speakers may consider them as non-verbs owing to the non-verbal semantic sense. Those verbs may create confusion when Indonesians, especially those having received only limited instructions around this subject matter, are dealing with this kind of verbs of English.

LITERATURE REVIEW

Two major factors shape learners' language, the impact of the first language or L1 transfer and universal constraints on language perception and production (Long & Doughty, 2009). According to Doughty & Long (2009), L1 transfer occurs when certain linguistic structures, patterns, or rules from the first language (L1) are transposed to the second language (L2). It may be facilitating when the two rule inventories are the same or similar and vice versa.

In research, the awareness of the importance of transfer took the form of Contrastive Analysis (CA). This theory holds that second language acquisition is filtered through the learners' first language facilitating acquisition in cases where target language structures are similar, and interfering with the acquisition in cases where the target language structures are different or nonexistent.

This theoretical perspective has been the topic of many studies for long. As written in Richards (2015), for instance, regarding the contrastive analysis, by systematically comparing the two languages we can predict and describe the patterns of the language that will cause difficulties in learning. To ignore or deny the fact that the native language is a major factor in language learning is like saying that adult minds are blank slates. Previously acquired knowledge and skills inevitably influence our approach to new ones, especially when there are similarities among them, as in the case among languages. And lately, Contrastive Analysis (CA) is still used to build the answer-processing technique in tutorial computer assisted language learning (CALL) as suggested by Chapelle & Sauro (2017).

In this light, the perspective of the CA Hypothesis is also in line with one type of learning strategies used by adult learners. Cognitive strategies suggest that learners transfer or use linguistic information to facilitate a new learning task (O'Malley & Chamot, 1990, pp. 45). This is because learners' L1 is believed to be able to predict ease and difficulty in Second Language Acquisition (SLA) as stated by Pica in Hinkel (2011). This account signified the knowledge of the two languages' linguistic inventories to then be compared for both the possible debilitating and facilitating factors.

Bahasa Indonesia and English share the same word classes, such as verb (kata *kerja*), adjective (kata *sifat*/kata *keadaan*), adverb (kata *keterangan*), and noun (kata *benda*). However, unlike English, Bahasa Indonesia shows some gray areas of clues as to what constitutes a noun, a verb, or an adjective. While

there are consistent syntactic-morphological clues to recognize parts-of-speech of English words, there are problems in knowing word classes in Bahasa Indonesia because Bahasa Indonesia does not exhibit clear-cut patterns as to what clues indicate the part of speech of a word: *tidur* (sleep), *makan* (eat), and *marah* (angry) do not carry certain markers.

English shows more morphosyntax regularity. Parts-of-speech of English words are mostly traceable from their morphological appearance. The suffix {-ed} and {-ing}, for instance, indicate that the free morphemes are verbs. The suffix {-ion}, {-ness}, and {-ment} indicate that the words with the suffixes are nouns. The suffix {-ful} indicates an adjective, and so forth. Bahasa Indonesia, on the contrary, has only a limited number of morphosyntax regularities. Bahasa Indonesia has limited clues and they are frequently misleading. The word *menyanyi* (sing) morphosyntactically tells that it is a verb because the prefix {me-} is operative, but *makan* (eat) can only be classified as a verb because semantically it depicts an activity/action [+DO/-STATE] of a subject. The prefix {ter-} or {di-} should indicate passive structure; however, there is {ter} that is not passive at all as in *terjadi* (happend) and *terlalu* (too) and many more, all of which are not normally perceived as verbs in Bahasa Indonesia.

It is a fact that Indonesian speakers cannot fully rely on word morphology to identify word parts-of-speech. They also need another strategy to recognize the lexical categories of words, which is the semantic feature of the words. In Bahasa Indonesia, "verb" is "*kata kerja*". "*Kata kerja*" can be translated into "acting/working word". It shows that a word is a verb when it shows "something which is doing". To Bahasa Indonesia speakers, most ergative verbs and several static verbs (non-progressive verbs) such as depend, happen, scatter, taste, and smell do not show any "working sense" at all. As noted above, the working sense of a verb is mostly indicated by the presence of either prefix {me-} or {ber-}. When the prefix {me-} cannot be employed and when the "working sense" is not present, chances are that the words may be perceived as non-verbs. Next, the prefix {ber-} and its allomorphs ({be-}, and {bel-}) operate in the same way as that of the prefix {me-} in the sense that {ber-} mostly also indicates the "working" of a word. The prefix {ber-} implies a "working sense" as that of the prefix {me-} in such cases as *bekerja* (to work), *beranjak* (to leave), *berusaha* (to try), and *belanja* (to shop).

As mentioned above, the CA holds that second language acquisition is filtered through the learners' first language. If the target language and the native language forms are structurally similar, this results in a positive transfer.

However, when the forms in the first language (L1) and target language (L2) are dissimilar, a negative transfer ensues. The CA Hypothesis predicts that the differences between L1 (Bahasa Indonesia) and L2 (English) will create problems among L1 speakers of L2 when they have to identify L2 word structures (Elgort, 2011). And consequently, the interlingual morphosyntactic and semantic differences of the verbs will also affect the accuracy of the employment of the verbs in sentences of L2, especially among those who receive less instruction.

Research has shown that language transfer is more operative within speakers with a lower level of proficiency (Talosa & Maguddayao, 2018). Beginners are more dependent on their L1 in the process of grammaticalization, resulting in a higher chance of L1 interference when acquiring L2. This is in line with the finding reported by Wu & Takahashi (2016) that the amount of language transfer from L1 to L2 increases among the respondents of the low level of English proficiency to intermediate level and then decreases from intermediate level to advanced level.

Research by Al Khotaba & Al Magarbeh (2015) found out that translating Arabic into English words that do not normally receive the morpheme {ing} was found problematic among the translators in Jordan. Farrag & Badawi (2019) from their research on the effect of explicit English morphology instruction on EFL found out that the group that received explicit instruction on the area of morphological issues highly surpassed the group without in their morphological awareness. This is also admitted by Suherman et al. (2020) in their research revealing that the group of learners should get more exposure to get more awareness. Also, it relates to the time of engagement admitted by Nurhayati et al. (2017).

The difference in the lexical issues of two languages may create what Agustin-Llach (2017) noted as lexical errors. She noted that lexical errors are the main sources of difficulties in the acquisition of English in the EFL context. Knowing the sources of errors will encourage the discovery of new ways to overcome these errors through class instruction regarding the English lexico-grammar. For instance, according to Schmitt (2000, pp. 58), words can be described through pattern or patterns in which they typically occur as in "VERB by _____ING" (with a free morpheme), which can be found in words of "start" or "finish" like begin, end, and close; and words that mean "respond to" like atone, counter, reply, etc.

METHOD

A. Instruments

Two tests were used to obtain different data. The first was intended to obtain data if word category assignment of Bahasa Indonesia was a problem among Indonesians themselves. The test (Test 1) was a list composed of several short Bahasa Indonesia sentences carrying words that the respondents had to decide the lexical category. The words were presented in sentences to provide context to help the respondents readily assign meaning and then determine the grammatical categories. The test was made in Google Forms and distributed through WA and emails to the undergraduates of English and doctorate students of Bahasa Indonesia.

The second test (Test 2) was a list of questions composed of the simple sentences used in the first list that the respondents of English students had to translate into English. The sentences were made short so that the respondents would not be distracted by other challenges than the words in point. This was to find out if mis-assigned word categorical assignment was observed.

The data were two kinds. First, "*Kategori Kata*" (word category) of Bahasa Indonesia words by the undergraduate students and students of a doctoral program. The words tested were like *marah*, *memarahi*, *tutup*, *buka*, *terbakar*, *tergantung*, *terjadi*, *terserah*, *tampak/nampak*, *ngantuk*, *berlari*, and *menginjak*. The words were chosen first based on their mid-voicing (active vs passive voicing) that is when a word's voicing can be mixed up. The prefix {ter-} can be understood as carrying passivity [-DO] as opposed to {me-} that carries active voicing [+DO].

The second data were the translation of those words put in context. These words were put in sentences and were then translated by the second group of students, the undergraduates of English, into English. The translation showed how these students assigned the word category of each word. It should be noted that verbs used in this study belong to the group of the most frequent words that the subjects must have understood the core meaning. The underlined words are put in sentences as shown by the following examples:

1. *Johno marah besar* (the expected translation: Johno was very angry)
2. *Mami memarahiku seharian* (the expected translation: Mom scolded me the whole day)

3. Tokonya tutup? (the expected translation: Is the shop closed?)
4. Tanganku terbakar. (the expected translation: I burnt my hand)
5. Manto tidak pas untuk menjadi pasanganmu. (the expected translation: Manto is not right to be your partner)
6. Dasimu tidak cocok dengan warna celanamu.(the expected translation: Your tie doesn't match the color of your trousers)
7. Tokonya sudah buka lagi. (the expected translation: The shop is open again).
8. Semua tergantung Mas Hendri saja. (the expected translation: All depends on Hendri).
9. Semua sudah terjadi, Tri. Jangan disesali. (the expected translation: It already happened, Tri. Don't regret it)
10. Semua terserah Dian saja. (the expected translation: It is up to Dian)
11. Semua akan nampak indah pada saatnya.(the expected translation: All will eventually look good)
12. Rini ngantuk. (the expected translation: Rini is sleepy)
13. Saya ingin terus berlari menuju fajar.(the expected translation: I run toward the dawn)
14. Jangan menginjak rumput.(the expected translation: Don't step on the grass)

Results were tabulated and analyzed to see the patterns of parts-of-speech identification. This was to see if the subjects operated the process of lexical categories identification on the in/existence of morphological marker(s) of each word, or more on the saliency of [+/-DO] or [+/-ACTION]. The results from this test were then compared with the tendency shown from the second test, the translation test. This was to see whether verbs that do not carry a certain verbal marker of Bahasa Indonesia or do not imply [+ACTION] in the context pose challenge among these respondents.

B. The Respondents

There were two groups of respondents. Group 1 was composed of 20 undergraduate students of English and 6 students of the doctoral program doing Bahasa Indonesia and Group 2 was composed of the 20 undergraduate students of English, those who were part of Group 1.

RESULTS

A. From Test 1: Assigning the Grammatical Category of Bahasa Indonesia Words Put in Sentences

From the test of word category assignment of words in Bahasa Indonesia by both Indonesian undergraduates of English and doctorate students of Bahasa Indonesia, it was strongly indicative that the subjects operated the labeling of Bahasa Indonesia lexical categories on two strategies. First, the morphosyntax seemed to ease up the task of labeling. The subjects relied on the in/existence of the prefix {me-} and {ber-} along with its allomorphs to distinguish verbs from other parts-of-speech. They immediately recognized <*menginjak* (step on), *memarahi* (scold), and *berlari* (run)> as verbs. While such words as <*terbakar* (burn), *tergantung* (depend), *terjadi* (happen), *terserah* (up to/you)> and the rest were assigned inconsistently. The following figures help visualize the phenomenon found from the words *menginjak* and *memarahi*:

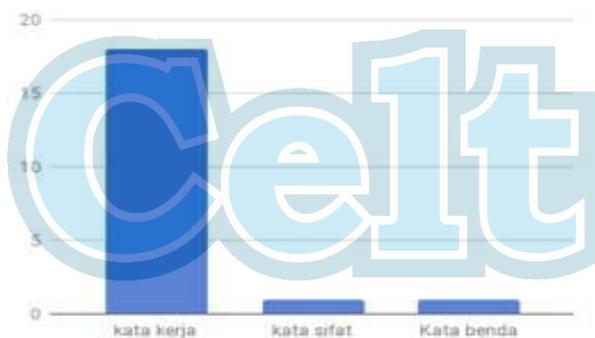


Figure 1:
Parts-of-speech Recognition of *Menginjak* (step on)

Note: *Kata kerja*: Verb; *Kata sifat*: Adjective; *Kata Benda*: Noun; *Kata keterangan*: Adverb

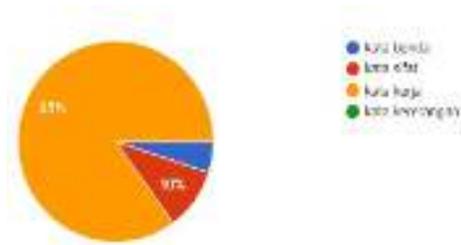


Figure 2:
Parts-of-speech Recognition of *Memarahi* (scold)

Second, Figures 1 and 2 above indicate that most subjects managed to recognize the words tested as verbs accurately. Apart from the morphological markers, this could be because certain semantic features have indicated that the verbleness of these words is strongly salient to the subjects. This is because the word *menginjak* and *memarahi* are understood to carry the strong semantic feature of [+DO/+ACTION].

Interestingly, however, quite many subjects also recognized the supposed-to-be adjectives of *marah* (angry) and *ngantuk* (sleepy) as verbs. This finding confirms that the subjects also operated the word-class identification on the semantic saliency of the words. The adjective *marah* (angry) was perceived to carry [+ACTION] not [+BE]. The following figure should help visualize the phenomenon.

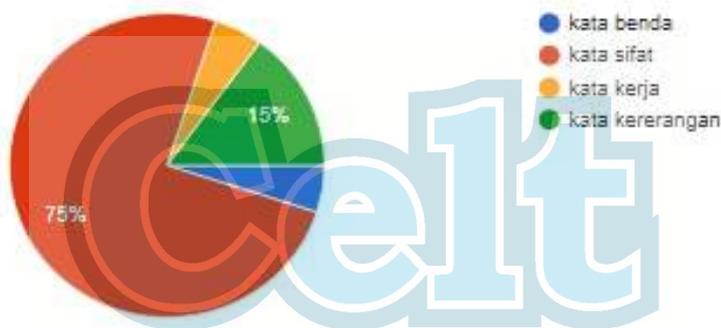


Figure 3:
Grammatical Category Assignment of *Marah* (angry)

Unlike the word *memarahi* which carries the marker {*me-*}, the word *marah* does not carry this grammatical marker and consequently, the respondents mostly recognized this word as an adjective as it should be. It is obvious that the attribution of {*me-*} carries a significant impact on grammatical category assignment.

A different account is attested to the word *ngantuk* (sleepy). For this word, regardless of the absence of a verb marker of Bahasa Indonesia, this word somehow was assigned as a verb. The chance is that the respondents based their assignment on the semantic sense of the word *ngantuk* (sleepy) as [+DO/+ACTION] since when someone is *ngantuk* s/he is "doing" something like nodding or dozing off, not just in a state-of-being manner. Let us look at how the word sleepy was categorized.

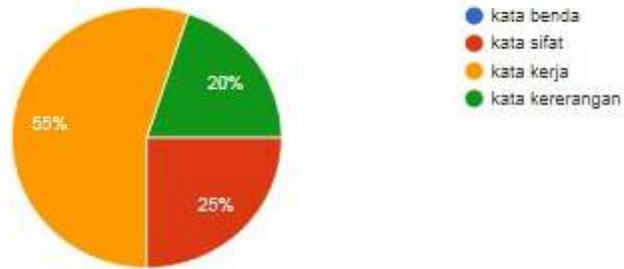


Figure 4:
 Parts-of-speech Recognition of *ngantuk* (sleepy)

The next is about the grammatical category assignment of Bahasa Indonesia words with {ter-}: *terbakar* (burn) and *tergantung* (depend). The following figures will help visualize the findings for the words *tergantung* and *terbakar*. Interestingly, only 8 out of 20 respondents successfully assigned the word *tergantung* (depend) as a verb. As for the word *terbakar* (burn), 10 of them managed to recognize it as a verb. Nevertheless, most respondents labeled the two words as non-verb.

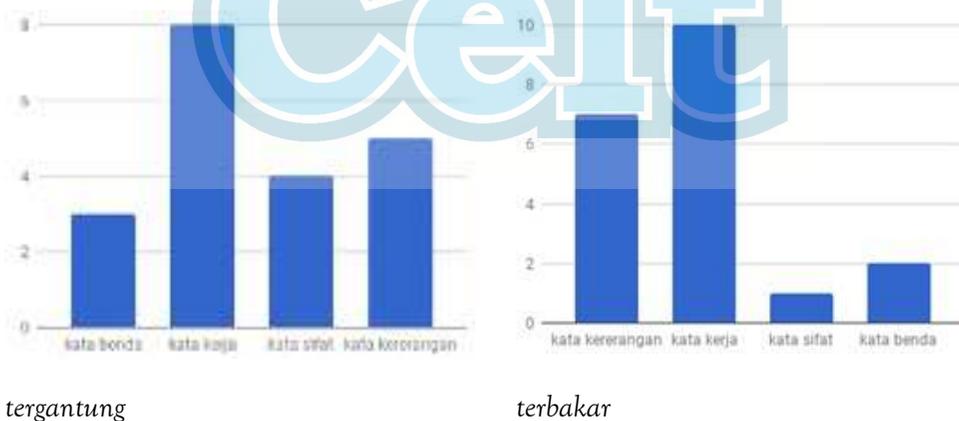


Figure 5:
 Parts-of-speech Assignment for the Words *Tergantung* (depend) and
Terbakar (burn)

The next confusion is also observable when the words *buka* (open), *tutup* (close), *cocok* (match), *nampak* (to look) were tested. The word *buka*, for instance, seems to be understood as both [-DO] and [+DO] with more number

of them assigned it as a verb in a sentence that in fact needs the word "open" as an adjective [*Tokonya sudah buka lagi* (The shop is already open)], not a verb, neither at all an adverb as seen in the chart below.

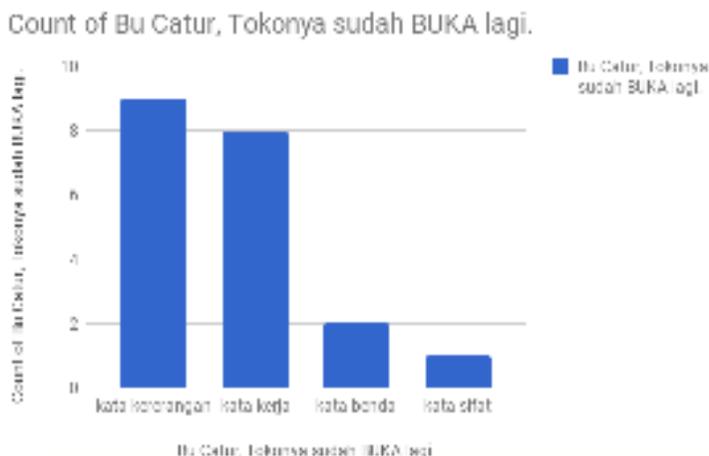


Figure 6:
Part of Speech of the Word *Buka* (to open)

Note that many of these respondents also assigned it as a verb. This can be because of the strong semantic sense of [+DO/-STATE] in it. This will be much attested in such sentences as "*Buka pintunya!*" (Open the door) in which the word "open" is used as a verb.

The same confusion was also found with the word *cocok* (match), the distribution of which is presented below.

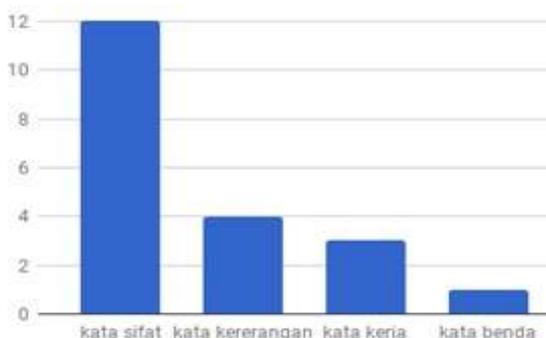


Figure 7:
Part of Speech of the Word *Cocok* (to match)

The word *cocok* (*Dasimu tidak cocok dengan warna celanamu* - Your tie does not match the color of your pants) in this case can be translated in different ways as in "Your tie does not go well with your pants", or of course "match" as in "This color matches the whole design", or "fit" as in "Your idea does not fit the objective of the organization". However, most respondents assigned this word as an adjective. This is because in Bahasa Indonesia the word *cocok* carries more [+STATE OF BEING/-ACTION], for the subject does not "do" anything in this sense. But, in English, this word can receive {+ing} which indicates that this word is a verb as its free morpheme.

The same account is found with the word *pas* (match); that is when the respondents were asked to assign the grammatical category of this word. The word *pas* which can mean "to match" was assigned as non-verb word very frequently. The data is presented in the following figure.

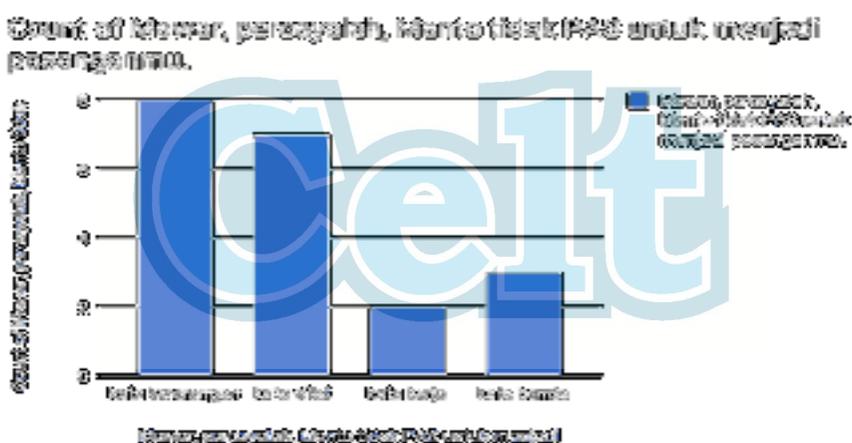


Figure 8:
Parts-of-speech of the Word *Pas* (to fit)

Note that the word *pas* has also a translation in English like "fit" as written in Echols & Sadhily's (2001) *Kamus Indonesia Inggris* (Indonesian-English Dictionary). The example of sentences with the word fit is provided in the dictionary, *Baju itu tidak pas untuknya* and is translated into "The dress did not fit her". Note that in Bahasa Indonesia, this word does not carry any sense of doing or [+DO] at all. To make it worse, it does not carry any morphological marker to indicate verbs. The most salient semantic properties of it are anything else but a verb.

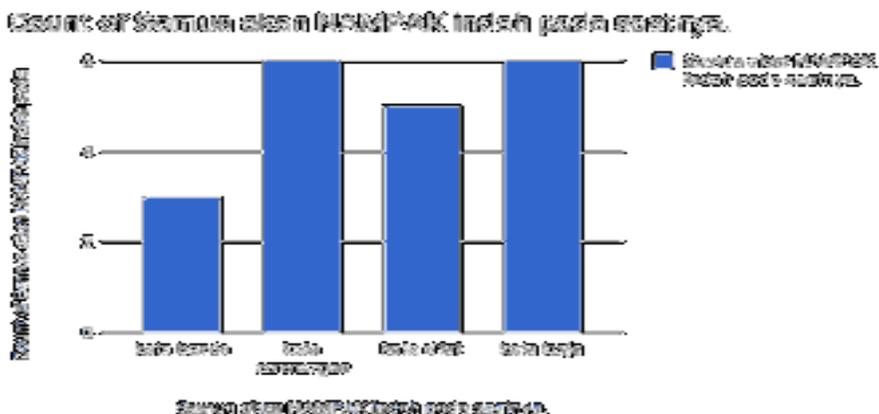


Figure 9:
Parts-of-speech of the Word *Nampak* (to look)

Furthermore, this finding is also accounted for the word *nampak* (can mean "to look"). The grammatical category of this word is extremely confusing. *Nampak* is a polysemous word, sometimes translated into "be visible", "obvious", and "appear" (see Echols & Shadily). However, when translated through any machine translation, the phrase *nampak indah* is translated into "looks good". *Nampak* is used as an adjective when in such sentences as *Kepandaiannya tidak nampak* which is translated into "His ability is not evident". Data in figure 9 confirms the confusion. Five of the twenty respondents believe that *nampak* is a verb while 14 others do not, even when this word is already put in context as printed above (*Semua nampak indah pada saatnya* - All will look good eventually). This confusion may interfere with their learning of English.

B. From Test 2: The Translation of the Bahasa Indonesia Words into English

In Test 1, the respondents were asked to make the grammatical category of words provided in Bahasa Indonesia sentences. In test 2, 20 respondents were to translate these simple sentences into English. Test 2 was composed of the same Indonesian sentences to be then translated into English. This was to know if they produced different translations of word categories in those simple sentences. This can be at least traced through whether or not the subjects provided English morphological markers to note a certain grammatical category such as {-ing}, {-ed}.

1. The Translation of the Word *Marah* (angry)

The word *marah* was translated into several words: angry, mad, getting mad with most of the respondents used the word "angry". However, some students omitted "be" in their sentence construction. The attribute to this case can be twofold. First, they might think that "angry" or "mad" is not non-verbs or it is because of carelessness or because they made what so-called developmental error which is developmental in nature. Most of the respondents regardless of their majors would translate *Jono marah* into "Jono is angry" as visualized below. Interestingly, those who belong to the English major sub-group would use "get mad" instead of "angry". This suggests that the students have been exercising what they have got in the learning process. "get mad" is a collocational phrase rarely introduced in early learning. "Angry" is much more frequent.

2. The Translation of the Word *Memarahi* (scold or possibly angry with)

Despite some imprecise translation, the respondents have mostly used the word "scold" for *memarahi*. This positively corresponds with the coding of the word in Echols and Shadily. The word-category-to-word-category saliency is observed when the {*me-*} *marahi* is translated into "scold". Interestingly, there are still a small number of respondents that used "angry" to translate the verb *memarahi*. This is because *memarahi saya* (scold me) does not differ from *marah sama saya* (angry with me) in their semantic senses. The word "scold" even though not grammatically well put in sentences such as in "*My mother scold me.", or "*My mother scolds me." when it is meant to report what happened (My mother scolded me.), is highly pronounced in the data. The word scold was clearly understood as a verb.

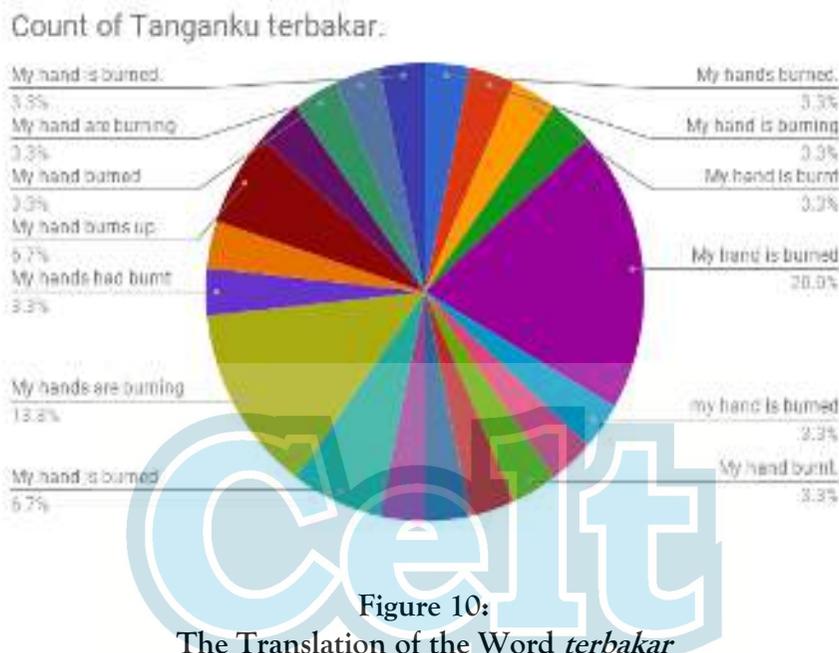
3. The Translation of the Word *Tutup* (closed)

Most of the respondents correctly used "be closed" for *Tokonya tutup*. Some of them, however, still got confused with the correct form of "close" whether it is "Close" as an adjective, "closes" as a "verb", or "closed" as a middle voice instance. Some wrote "The store is close", "The shop closes", for "The shop is closed". As many as around 90% of the respondents use "closed" in their translation.

4. The Translation of the Word *Terbakar* (burn)

The data indicates that *terbakar* is translated in different ways as indicated in Figure 10. The sentence *Tanganku terbakar* is, in fact, best translated into "I burnt my hand". However, none of the respondents of both

sub-groups use this construction. This is probably they found it illogical if "I intentionally burnt my own hand" as this sentence suggests when translated into Bahasa Indonesia. However, it is indicative that all the respondents have understood that *terbakar* is one way or another, a verb as when it is translated into English. The verb "burnt" or "burned" is saliently indicated as verbs.



5. The Translation of the Word *Terserah* (up to/depend) and *Tergantung* (depend)

The morpheme {*ter-*} which seems to be operating and perceived as a verb marker as indicated in the previous findings is not necessarily translated into an English verb by the respondents. The word *terserah* is commonly translated into "up to (you)" when translating *Semua terserah kamu*. However, the same morphological clue {*ter-*} as in *tergantung* does not seem to receive the same amount of assignment when the word *tergantung* was translated. *Tergantung* is understood as "depend" which is a verb although it does not carry clear a morphological clue of a verb is written in a verb in English sentences.

Most of the respondents would choose "depend" to occupy the predicative place of the sentence. However, as many as 18.1% of the respondents translated *tergantung* into "is depend", treating "depend" as a non-verb lexis.

6. The Translation of the Word *Terjadi* (happen)

Terjadi was translated in a very similar pattern as the word *terjadi* (happen). The sentence was translated into: "That event was happen"; "It was happened", "It is occur today (3.3%)", "This are happen", and some more. Most respondents translated *terjadi* into "happen". However, many of them seem to structure the word "happen" with "to be" when in sentences as in "It is happen", "This was happen", and "It is happened". This indicates that the confusion of the grammatical category of verb-non-verb profound.

7. The Translation of the Words *pas* and *cocok* (match)

These two words received a similar way of translation. However, they all tend to be assigned as adjectives. The prevalent use of "to be" for the verb "fit" and "match" (e.g. It is match....; it is fit....) indicates that the words were mostly understood as non-verbs. The word "fit" is used with the to-be "is"; the verb "match" is also used with "to be" as well.

8. The Translation of the Word *tampak/nampak* (to look)

Almost all respondents use the verb "look" to translate *tampak* as in "Mount Merapi look beautiful from here", "Mount Merapi looks beautiful", or "Merapi Mountain look/looks beautiful from here". The word *tampak/Nampak* regardless of the incorrect grammar in some of the sentences as in "Merapi mountain look beautiful from here", the finite verb "look" has seemed to be consistently employed as a verb.

DISCUSSION

Data have revealed that categorizing parts of speech of words in Bahasa Indonesia can be a challenge among the respondents of Bahasa Indonesia speakers. This is highly indicative that words that do not carry morphemes to clearly show their parts speech may pose challenges. These challenges seem to transfer when they are required to translate these very frequent vocabularies into English. The word *marah* and *ngantuk*, for instance, are not commonly understood as 'adjectives'. This phenomenon is found across levels of educational backgrounds. The confusion seems to carry over in the translation. Next, data also indicate that some words are well categorized by respondents of different educational backgrounds. The words {me-}*marahiku*, {ber-}*lari*, {me-}*nginjak* have been assigned as almost 100% as verbs by all

respondents and have also been operated as verbs when in English sentences as indicated below.

However, when verbal markers are not present in the words tested, the respondents seem to carry difficulty in assigning the word category. Some words have not seemed to receive consistently correct assignments when in Bahasa Indonesia. Some respondents would label one word as a verb, while the rest would think that it is a non-verb word. The student respondents of the doctorate in Bahasa Indonesia have suggested different lexical categories for such verbs as *nampak/tampak*, *cocok*, *pas*, *tutup*, and *buka*. These words carry less clear clues for parts-of-speech. And, this is different from when they provide lexical categorical labels for the words with clear-cut clues for their grammatical categories as already mentioned above.

English recognizes verbs that can be structured in the intermediate of active and passive voices. This structure is normally called the middle voice. This structure allows the subject of a sentence to be non-agentive, as in the passive voice, but the morphology of the verb to be in the active voice. Such verbs allow the object of a transitive clause to be a subject of an intransitive clause without changing the voice. These verbs are usually called ergative, or change of state verbs. Ergative verbs such as close (*tutup/menutup*) can appear in all three forms and thus take either agent as subjects or agentless.

1. The owner closes the shop at 5:00.
2. The shop is closed at 5:00.
3. The shop closes at 5:00.

Bahasa Indonesia recognizes this verb as having 3 translations namely *menutup*, *ditutup*, and *tutup*. The first clearly demonstrates an action [+ACTION], for it carries the prefix {me-}; *ditutup* is clearly used in passive voice, for it carries the prefix {di-}; while *tutup* indicates [+STATE] or [+BEING] but not [+ACTION] or [+DO]. In other words, Bahasa Indonesia learners of English may recognize this <close> as non-verb as well.

The case above may also occur to some other ergative verbs, those that when translated into Bahasa Indonesia do not carry [+DO] saliency. Such ergative verbs as <shatter> may create problems among Bahasa Indonesia learners of English, for this word brings [-DO] saliency to them. The sentence, "My English improves", still carries strong saliency of [+DO], for it is normally translated into *MEMbaik* or *BERkembang*, with verbal morphological

clues. On the contrary, verbs such as "close", "shatter", "break", "happen", "appear", and "burn" (when in the middle voice) can pose a challenge among Bahasa Indonesia learners of English.

Interestingly, none of the student respondents of the doctoral program in Bahasa Indonesia assigned *ngantuk* (English: sleepy) as an "adjective". They unanimously labeled this word as "*kata kerja*" or verb. And when in English, when a verb carries a strong feature of [+DO] Bahasa Indonesia learners of English will readily identify the word class. However, when [+STATE] or [+EVENT] is more salient to the learners, a verb can be assigned a non-verb word. For instance, the perception verb *taste* which is [-STATE] in "The soup tastes garlic" may be labeled as non-verb. The action verb like *sing*/{*me*}-*nyanyi*, on the contrary, should be well recognized as a verb, for it carries the strong feature of [+ACTION]/[+DO] plus that it carries the prefix {*me*-}.

It is then obvious that the word category assignment of English and Bahasa Indonesia is operated differently by Indonesian learners. As for English, unlike Bahasa Indonesia, it provides much clearer morphological markers. English words carry more consistent morphological rules to help accurately predict the grammatical category of a word.

The inconsistency of categories of words of Bahasa Indonesia among Indonesians themselves have been well accounted for in this research. The respondents across levels of educational background have strongly indicated the phenomena. This proves that determining a lexical category of a Bahasa Indonesia word can be challenging. This is especially attested when encountering words with less obvious morphological clues in them. This is strongly suggested in the findings that the word *menginjak* and *tutup* pose different levels of difficulty to assign their categories. And, it is much more accounted when such a word as *ngantuk* (English: sleepy) is tested over. It proves that even those who are doing a doctoral degree in Bahasa Indonesia studies find a similar difficulty to assign the grammatical category of the word *ngantuk* (sleepy); they consider this word as a verb. Opaque morphological rules prove to make certain confusion.

The discussion about how language interference occurs has been found many. The theoretical rules of second language acquisition suggest that learners of L2 bring with them the previous linguistic repertoires. Contrastive Analysis holds that second language acquisition is filtered through the learners' first language. If the target language and the native language forms are structurally similar, this results in a positive transfer. However, when the

forms in L1 and L2 are dissimilar, negative transfer ensues. The more distinct the two languages are, the more difficult the Target Language (TL) to acquire.

L1 transfer in L2 learning can be responsible for either hindering or assisting learning. When the L1 system is congruent with that of the L2, learning can be eased up. Conversely, when the two systems are different, learning can be impeded. This account confirms the findings of this research.

The result of this study also confirms one of the findings of Nation (1982:35) that "acquisition of the semantic content of target language words does not always entail the acquisition of the target language grammatical classification of those words".

The implication, parts-of-speech and semantic constraints of the verbs should be addressed separately. Addressing the cross-linguistically different semantic case is useful not only for an understanding of the cross-linguistic semantic systems but also for comparison of syntactical and morphological cross-linguistic differences (Solak & Bayar, 2015).

It is also understood that knowledge of word categories plays a significant role in achieving the correct meaning and selecting an appropriate translation equivalent. In their study about morphological processing of derivative and inflectional words, Ella, Casalan, & Lucas (2019) suggested that negative transfers from L1 to L2 can affect the mastery of morphological inflection and the acquisition of affixes when they study L2 even when studying L3. English teachers must know that morphological processing dictates word meaning and its grammatical function, which may be unique features of different languages.

CONCLUSION

Despite the small number of subjects participating in this study, the result significantly indicates that assigning word categories of Bahasa Indonesia can be problematic. This language does not provide more consistent morphological representations of its vocabulary than English. In English, when a word can carry such suffix as {-ing} or {-ed}, or {-en}, it must be a verb.

The findings of this research also suggest that the respondents operate on different strategies when to assign the lexical category of a word. However, many verbs of Bahasa Indonesia do not carry any of this marker especially the intransitive verbs. For this reason, to assign a grammatical category of a word,

they also seem to rely on whether a word carries more salient semantic categories either it carries stronger [+DO] or [+BE]. When the "state of being" is more pronounced, chances are that they will classify the word as an adjective and when the "doing" is more salient, they would label it as a verb. When a word does not present a clear-cut clue for its part of speech classification, it will resort to another path to know it.

The next finding indicates that to some extent, the L1 word category assignment affects the operation of the corresponding words in English. If a word is assigned non-verb in Bahasa Indonesia, chances are that the non-verbal category will transmit to the sentence of English even when the word of English is, in fact, a verb. It can be said that the errors regarding whether a "to be" is required for a sentence is partly attributable to the L1 systems, especially, in this case, to the semantic constraints of the word in the L1. Many ergative verbs, fitting verbs, and sensory verbs are perceived as [-DO] or [+BE/+STATE OF BEING] in Bahasa Indonesia.

This small finding also brings about some other pedagogical implications. Since the result shows that the subjects, especially the less proficient ones, access the grammaticalization of the verbs through their L1 grammar systems, letting students know the difference between Bahasa Indonesia and English lexico-grammar will help them use their metalinguistic potentials to promote the correct use of the verbs. In the process, students will be aware that the L1 and L2 systems are different whenever they encounter the verbs concerned. In other words, explicit instructions on this subject matter should help our students acquire not only the meaning but also the lexico-grammar of the words, especially verbs vs. non-verbs of English in sentences.

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APPENDICES:

Part 1:

Kategori kata 1

* Wajib

1. Pendidikan terakhir saya (WAJIB DI ISI). *

Tandai satu oval saja.

- SMA sederajat
- Sedang kuliah S1
- Lulus S1
- Sedang kuliah S2
- Lulus S2
- Sedang kuliah S3
- Lulus S3

TANPA MELIHAT KAMUS atau alat bantu terjemahan, terjemahkan kalimat-kalimat di bawah ini ke dalam bahasa Inggris.

2. Jono marah besar.

3. Mami memarahiku tadi pagi.

4. Khok tokonya tutup?

5. Tolong, tanganku terbakar!

6. Mawar, percayalah, Manto tidak pas untuk menjadi pasanganmu.

7. Haliq, dasimu tidak cocok dengan warna celanamu.

8. Nilna, tokonya sudah buka lagi.

9. Mawar, "Semua tergantung Hendri saja."

10. Semua sudah terjadi, Tri. Jangan disesali.

11. Semua terserah Dian saja.

12. Semua akan nampak indah pada saatnya.

13. Rini NGANTUK.

14. Saya ingin terus berlari menuju fajar.

15. Jangan menginjak rumput!

Part 2:

Kategori Kata 2_ Terjemahan

Terjemahkan ke dalam bahasa Inggris semampu Anda. Tidak dinilai.

*Required

1. Latar belakang pendidikan saya *

- Sedang menempuh S1 bahasa Inggris
- Sedang menempuh S1 Non-Bahasa Inggris
- lulusan S1, S2, atau S3

2. Jono marah sama saya.

3. Ibuku memarahiku.

4. Tokonya tutup.

5. Tanganku terbakar.

6. Baju ibu tidak pas dengan celanamu.

7. Dasimu tidak cocok dengan bajumu.

8. Tokonya buka jam 7.00.

9. Jawabannya tergantung kamu.

10. Peristiwa itu terjadi tadi pagi.

11. Semua terserah Dian.

12. Gunung Merapi tampak indah dari sini.

13. Saya ngantuk banget.

14. Saya berlari 1 jam tadi pagi.

15. Dewi menginjak rumput.

