WRITING PROBLEM IN THE SECOND LANGUAGE: JOURNAL OF TAIWAN BEGINNER BIPA STUDENT

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A R T I C L E   I N F O

A B S T R A C T

This study aims to determine the ability to write BIPA students from Taiwan at beginner level. Before attending BIPA learning, they experienced difficulties when writing. Based on the placement test, the results of their abilities are beginner level. This research needs to be done because of the increasing interest of Taiwanese students to learn Indonesian. By conducting research, it can provide reference materials in making curriculum, teaching materials, and materials for BIPA students from Taiwan for beginner level. In this study using a type of descriptive qualitative research that examines Taiwanese students who are studying BIPA at the Institute of Mathematics and Natural Sciences, State University of Malang. The results of this study have found data that shows the writing ability of beginner-level BIPA students from Taiwan. Data shows that BIPA students from Taiwan have been able to write sentences using three structural variations, namely 1) S-P, 2) S-P-O, and 3) S-P – OK. Based on the results of the study, it can be concluded that BIPA students from Taiwan level beginners have the ability to write basic sentences with three different structures but the SP structure that is most understood and can be used in writing well. In addition, severalarise problem in the learning process, namely 1) the influence of the first language and 2) minimal mastery of the language structure.

INTRODUCTION

Writing is a difficult ability in learning Indonesian (Samosir, 2018). This is based on the lack of understanding of students about good writing (Nurlina, 2015; Yarmi,

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2014). Although students know the language well, but students have difficulty when conveying ideas in written form (Adas, D., & Bakir, 2013). Difficulties in writing learning are also experienced by students from various languages, such as English (Meladina, 2019), German (Abrams, 2019), Japanese (Okuda, 2019), Korean (Kim, 2017), Chinese (Cumming et al., 2018) and Dutch (Vandommele, Van den Branden, Van Gorp, & De Maeyer, 2017).

Learning Indonesian in recent years has caught the world's attention (Bueraheng, 2017; Madlateh, 2018; Paduka, 2017; Wirawan, 2019). This can be seen from the growing development of Indonesian language learning for foreigners or better known as Indonesian for Foreign Speakers (BIPA). Until now, many BIPA programs have been developed domestically and abroad by universities. high education and course institutions. This is due to the increasing number of foreign nationals who are interested in learning Indonesian.

One of the countries that helped show the interest of its citizens in Indonesian is Taiwan. As reported on the official Language Agency website that in 2018 the Indonesian Language Proficiency Test (UKBI) has been held nationally at the *National Taichung Campus Language Center University of Science & Technology* (LC-NTUST), Taiwan. This proves that BIPA has become increasingly favored by the people of Taiwan and has been supported by the policies of President Tsai Ing-Wen who implemented the policy of the South. With hope, Taiwanese people will increasingly recognize and learn Indonesian as one of the foreign languages that is important for the business relations of the two countries. Because it is a country that has recently shown interest in Indonesian, it can be said that Taiwanese are mostly as beginner level.

The variety of written languages is one of the important components in Indonesian A good and correct writing variety will make it easier for the recipient to understand the intent of the writing delivered. If the writer does not really understand the good and correct writing variety, there will be misunderstanding of meaning by the reader. That is what causes the variety of writing to be important to be studied further so as to facilitate language learners to produce writings that are in accordance with the General Guidelines for Indonesian Spelling (PUEBI).

The structure in the Indonesian writing range consists of Subject (S), Predicate (P), Object (O), and Complementary (Mop). Functions in the sentence are in the form of subject, predicate, object, complement, and explanation (Sasangka, 2014). The structure that must exist in one sentence is the Subject and Predicate. In a sentence not always the five syntactic functions are filled, but at least there must be subject and predicate filler constituents (Alwi, Dardjowidjojo, Lapoliwa, & Moeliono, 2010).

Second language Acquisition (SLA) is divided into two (1) first language acquisition and (2) second language acquisition. First language acquisition is a language that is obtained for the first time or a mother tongue that is acquired unconsciously. Mother tongue is a linguistic system that is first learned naturally from a mother or family who cares for a child (Chaer & Agustina, 2004). Most of the first languages of Indonesian children are the local languages (Chaer and Agustina, 2004). Second language acquisition is a language that is obtained consciously. Further explained by Gass & Selinker (2008), SLA is the study of how students create a new language system. The new system is intended as a new understanding of the second language or target language.

Adults have two different ways of developing competence in a second language (Krashen, 1981). *First*, language acquisition is a process that coincides with the way children develop abilities in their first language. *Second,* in developing competencies in

the second language can be done by learning languages. In acquiring a second language, children use their understanding and produce speech in accordance with the results of their thinking (Susanto, 2016).

Research on writing BIPA students has been conducted by several researchers (Anjarsari, 2013; Meladina, 2019; Nurlina, 2015; Nursafitri, 2011; Siagian, 2017). The results of the study show that the ability of BIPA students often occurs in errors in spelling, morphology, semantics, and syntax. These studies focus on one level for writing skills from two countries, namely Thailand and the USA while this study uses samples from Taiwanese students. The new Taiwan country shows its interest in Indonesian. That is why research on Taiwanese students is still lacking.

Based on the background described, the research on the problem of writing in the Second Language: Beginner BIPA Journal of Taiwanese Beginners needs to be done. this research can be a BIPA teacher's reference in making teaching materials that are in accordance with the characteristics of errors that are often carried out by Taiwanese students. This is a follow up to ideas that have been reviewed previously (Darsita, 2014; Edelsky, 1982; Widawati, 2010).

This study examines the acquisition of the structure of Indonesian written sentence BIPA students from Taiwan at the beginner level. The results of the study will make it easier for BIPA teachers to form teaching materials for Taiwanese BIPA students. The results of the research can also be used by the researcher then as reference material.

METHODS

This research is a descriptive qualitative approach. This study was designed with a type of text analysis research. The researcher collected data from two BIPA students from Taiwan. They are students who are following the learning process at BIPA Malang State University. Indirectly, this study also wants to see how many structures can be mastered well by students at the beginner level stage. Before learning BIPA, the institution manager first tests them through a placement test. The placement test aims to determine the students' initial abilities before their placement class is decided. Based on the results of the placement test they are in the beginner category. Students are decided to take part in learning in the beginner class.

Data began to be collected from January to March. Data collected through observation of student journals. The research data that has been obtained will be processed and described based on the main problem of the research, namely the acquisition of the structure of the Indonesian written sentence of BIPA students from Taiwan at the beginner level. The researcher also interviewed the instructors in the BIPA class to learn more about students' abilities from the teacher's perspective.

Data analysis in this study will be carried out with a structural approach. The structural approach is generally carried out in the stages of reduction, presentation of data, and conclusion. In particular, a structural approach is used to analyze sentences based on their structure.

RESULTS AND DISCUSSION

Data analysis produced several findings. From the results of the study it was found that BIPA students from Taiwan at the beginner level were able to compile basic sentences with the structure of S-P, S-P-O, and S-P-O-Ket.

Characteristics of Taiwanese Student Sentences

1. **S-P**

At the beginning of learning it is known that students have little knowledge of Indonesian about oral variety. When writing practice, students have difficulty conveying ideas in sentence form with the correct structure of basic Indonesian sentences. They tend to use a variety of oral sentence structures. The thing that is emphasized is the opposite of speech can understand student speech.

In the first week, the acquisition of a simple sentence structure in the form of S-P went well. They understand the structure of the S-P without significant confusion. The results of their writing began to be dominated by the S-P sentences that students arranged briefly. Several times students often include point words. Sentences that have S-P structure are so easily written by students. Subject constituents are occupied by FN, while predicate constituents are occupied by FN, FV, FA, FNu, and FPrep.

Table 1: Results of the acquisition of the basic sentence structure SP

No.	Sentences
1	Today is my holiday.
2	I can write.
3	I am very happy.
4	I am 24 years old.
5	My campus is in Taiwan.

The data in table 1 explains that beginner-level BIPA students have the ability to make SP-structured sentences. The majority of sentences written by students meet the subject and predicate structure. Table 1 shows that the sentences have an S-P structure. The constituents occupying the S function are FN. In the sentence (1) - (5), the subject function is occupied by FN. The difference from the five sentences with the SP structure lies in the constituents who occupy the predicate function. Sentence (1) hasconstituents *today's* which are FNs as predicates. The sentence (2) has aconstituent *writing* which is FV as a predicate. Sentence (3) has aconstituency *very happy* which is an FA as a predicate. Sentence (4) has aconstituent *24-year* which is a FNu as a predicate. Sentence (5) has a constitution *in Taiwan* which is a Fprep as a predicate.

2. S-P-O

sentence structure In addition to the minimum sentence structure in the form of SP, the next sentence structure is an S-P-O. From the results of the analysis on the data, the structure of the S-P-O sentence is found in the essays of BIPA students. The presence of the O function is largely determined by the verb form that occupies the P function. The transitive verb requires the presence of O, while the semitransitive verbs are manasuka. The following is an example of a quote.

Table 2 The Results Acquisition S-P-O Basic Sentence Structure

No.	Sentence
1	*My friend really liked learning Indonesian.*
2	*I have a good teacher.*
3	*You take a cake.*
4	*Mother Teacher brings a book.*
5	*Mr. Mitra waits for us.*

In table 2 shows that BIPA students have mastered the S-P-O structure. The presence of the O function is mandatory because the verb form that occupies the P function requires the presence of O to complete the sentence. All sentences in table 2 become incomplete and unacceptable if O is not present. Verbs that occupy the predicate function in sentences 1 to 5 are transitive verbs so that sentences become meaningful and can be understood when O is present. Sentence 1 has three constituents, namely *my friend* as a subject, *very fond of* predicate, and *Indonesian language learning* as an object. Sentence 2 has three constituents, namely *me* as a subject, *having* a predicate, and *a good teacher* as an object. Sentence 3 has three constituents, namely *you* as a subject, *taking* as a predicate, and a *cake* as an object. Sentence 4 has three constituents, namely, *Mother Teacher* as a subject, *carrying it* as a predicate, and *book* as an object. Sentence 5 has three constituents, namely *Pak Mitra* as the subject, *waiting* as a predicate, and *we* as objects. These five sentences are well understood by the students.

At the beginning of learning the S-P-O sentence structure, students experience confusion. They are familiar with the structure of the sentence S-P at the previous meeting. Students also experience confusion when meeting transitive verbs. In their understanding, all predicates must be followed by objects to convey the meaning of the sentence properly. They also experienced confusion about the use of transitive verbs and intransitive verbs. Students sometimes swap between the two. After trying several times with practice writing basic sentences with the S-P-O structure, they have shown progress. Even though he still seemed hesitant when writing his verb.

3. S-P-O-Ket

Structure found in the basic sentence group is S-P-O-Ket. The structure appears in essays written by BIPA students. Here is an example.

Table 3 Results of Acquiring Basic Sentence StructureSPO-Ket

No.	Sentence
1	*I keep the cat is happy.*
2	*I also have pets at home.*
3	*My classmates cook good food in cooking classes.*
4	*The teacher explained about Indonesian culture this morning.*
5	*Indonesian friends always smile beautifully every morning.*

The data in table 3 shows that after students are able to meet the demands of the presence of objects, students have also been able to add information to complete the information in the sentence. Writing sentences by adding object structure makes students more confused. They think without the information structure, the sentence is well understood. In addition to the difficulty of writing information in basic sentences. Students also often accidentally use their first language sentence patterns (Mandarin) when writing sentences. The structure of the mandarin sentence which has three position placement *statements* makes them often unconsciously write sentences by adding *information* following the Chinese sentence structure.

The sentence 1 consists of four constituents, namely *me* who occupies the function of the subject, *maintains* who occupies the predicate function, *cat* occupies the function of the object, and *happily* occupies the information function. If in the previous sentence structure the description of the method has not yet appeared, in the S-P-O-Ket structure, the method description has been used by the student. The

sentence 2 consists of four constituents, namely *me* who occupies the function of the subject*, also has* who occupies the predicate function, *a pet* that occupies the function of the object, and *in a house* that occupies the information function. Sentence 3 consists of four constituents, namely *my classmates* as a subject, *cooking* as a predicate, *good food* as an object, and cooking class as a statement. In sentence 3, the position of the information written by *the cooking class* made them confused. The word *cooking* wants them to add more objects to follow it. This is based on their understanding that *cooking* is a predicate.

Sentence 4 consists of constituents, namely the *teacher* as a subject, *explains* as a predicate, *about Indonesian culture* as an object, and *this morning* as a description of time. The addition of several types of information gives a little confusion. They asked if this morning could be replaced by writing a clock. Another question that arises is whether time information can be omitted in this sentence. If when the time statement is omitted, it will change the meaning of the sentence. Their questions on learning the structure of the S-P-O-K sentence are so many. This makes the S-P-O-K structure material more difficult for them to understand.

Sentence 5 consists of four constituents, namely *Indonesian friends* as subjects, *always smiling* as a predicate, *beautiful* way of explanation, and *every morning* as a description of time*. In sentence 5, their confusion is increasingly visible. The sentence becomes chaotic in its preparation. The examples they write are in accordance with the written language so that they are confused when turning them into written languages. The structure that is truly well-written is only S-P.

Problems in Learning Taiwan Student Writing Skills Taiwanese

Students who have studied Indonesian are written. There are several problems in the learning process at the beginner level. these problems are divided into two points, namely 1) the influence of the first language and 2) the lack of mastery of the second language.

Indonesian language is the second language of Taiwanese students. The first language is Chinese. Indonesian language skills are still very limited at the beginner level. When learning Indonesian, the first language influences the preparation of oral and written sentences. Written sentences unconsciously follow the pattern of the first language sentence. This happens because the first language is embedded in their brain. The following are some comparisons of Indonesian sentences as a second language and Mandari as the first language quoted in student journals.

Table Comparison of Indonesian and Chinese Sentences

No.	Indonesian Sentences	Mandarin Sentences
1.	My friend goes to campus by grab at 7 minutes less every day.	My friend every day is less than 20 minutes at 7 hours and the grab goes to campus.
2	I used to teach 1 year on campus.	I used to be on campus teaching one year.
3	Next month my teacher wants to buy a textbook.	Next month the teacher wants to buy a book study. Next month's teacher wants to buy a book study.
4	Indonesian Tutors are my friends.	That teaching English teacher is my father.

In sentence 1 the first language influence or interference occurs. Sentence 1 should follow the Indonesian sentence pattern. Based on journals, students write like Chinese sentence patterns. The simple sentence pattern of the Mandari language is

where does the fairy go? So the sentence became *a grab ride to the campus.* In the sentence the pattern of Indonesian sentences *goes where to go up?* So the sentence is to *go to campus on a grab.*

In sentence 2, there is the influence of the Chinese sentence pattern. The structure of the Indonesian sentence is Ket + S + P + O. The sentence structure in the journal S + Ket + P + Ket + O. The sentence pattern in Chinese adds 'ket' between S and P. Then 'ket' returns after P. The sentence patterns that are quite complex and very different sometimes confuse students and are affected without their knowing it. This is also due to the lack of mastery of the sentence structure of the Indonesian language. In Indonesian grammar, *the verb + in + place so that the* sentence becomes *teaching on campus.* In Chinese sentences, the pattern is *in + place + verb* so the sentence becomes *on campus teaches.*

CLOSING
Conclusion

BIPA students from Taiwan at the beginning of their arrival have taken a placement test before being decided on the student level. Understanding and experience in writing is difficult for students. That causes the results of the placement test to illustrate that students will be placed in the beginner's class according to their ability rating. After participating in the learning process for three months, the data obtained according to the ability of students. BIPA students from Taiwan at the beginner level have the ability to write three sentence structure patterns in their daily journals, namely 1) basic sentence structure SP, 2) S-P-O basic sentence structure, and 3) S-P-O-Ket basic sentence structure. These three structures are well understood but in writing activities, only the first structure is mastered very well. The second structure starts to show confusion. The third structure makes them very confused. Addition and subtraction make them longer when writing. This gives an illustration that the ability of the beginner level - low still lies in the ability to write is limited to daily needs. These three structures are well understood but only the first structure is able to be used well in written language. Thus, this study provides an overview of the general abilities of BIPA students from beginner-level Taiwan. In addition, there are several problems experienced by students in following the learning process in the classroom. The problems that arise are 1) the influence of the first language and 2) the lack of mastery of the second language structure.

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