The Phenomenon of Using Potential Form in Indonesian as Foreign Language Learners Utterance

Ida Widia, Rosita Rahma, Mar'atushshalihah
Department of Indonesian Language and Literature
Universitas Pendidikan Indonesia
Bandung, Indonesia
idawidia@upi.edu, rositarahma@upi.edu, maratushalihah@student.upi.edu

Abstract—**The amusing aspect of learning Indonesian as a foreign language is by adopting potential forms that adult learners realize it or not. This potential form is generally influenced by the analogy that foreign language learners formulated within the Indonesian language. The most frequently found potential form of speech in Indonesian as a foreign language is that students meet morphological rules in Indonesian. Communicating with native speakers, students often experience barriers in between. Word selection used by foreign speakers is often considered unfamiliar in the context of the daily based conversation. Based on the problem, this study aims to discover the motives of such tendency occurred to use the potential forms, then, to find out the potential forms in Indonesian language study, and how would they thrive the potential forms to other foreign learners. By using qualitative descriptive research methods, the findings showed that student understanding is not particularly relevant, specifically in terms of words use followed by other word-formation patterns in which morphological processes are similar to certain affective attachments. The development of Indonesian grammar material needs to reach potential forms of discussion. Also, the development of the material needs to be conveyed by Indonesian as foreign language teachers.**

Keywords: Indonesian as foreign language, Indonesian as foreign language learners utterance, potential form

I. INTRODUCTION

An interesting thing related to grammar in the Indonesian language for foreigners (BIPA/*Bahasa Indoneisa bagi Penutur Asing*) is the existence of potential form consciously or unconsciously used by foreign language learners, especially foreign adult learners. This potential form is generally influenced by the analogy of foreign language learners towards Indonesian language formations. This affects the development of grammar materials that need to be delivered to foreign learners so that they are not confused and feeling weird about the Indonesian language. In line with this, it is interesting to conduct studies related to the potential forms frequently discovered and felt by adult foreign learners in BIPA learning. Those forms fulfill all morphological rules in Indonesian language. However, functionally those forms are not commonly used. Therefore, such formations confuse adult foreign learners.

Foreigners who learn Indonesian language frequently experience some obstacles in doing communication. These obstacles are appeared when interacting with native Indonesian speakers. The equivalent words used by foreigners are often considered unusual in the context of everyday conversation such as the following example: "*Kami berbus mengelilingi kota Jakarta.*" (We take the bus around Jakarta city.). Even though the word *berbus in the sentence is correct in terms of the grammar rules because foreigners only follow the grammar rules that have been learned, it has no meaning. This phenomenon seems to have become a classic problem in the use of Indonesian language in terms of the contemporary dimension.

The word *berbus is the same as the word *bersepeda* (cycling). The word *berbus is obtained by foreigners because it has the same pattern as the word *bersepeda* (cycling). However, the use of the word *berbus is not commonly used by the people so it sounds very weird. Whereas based on the Word Formation Rules (KPK/*Kaidah Pembentukan Kata*), the word *berbus has already met the requirements of word formation, but it is not commonly used. In Indonesian grammar rules, the case is known as a potential form.

These potential forms are frequently used by foreigners from schemata obtained while studying Indonesian language. However, they do not contradict the reality of Indonesian native speakers, so that it creates its obstacles. Therefore, BIPA's teachers should provide a comprehensive understanding of foreigners through special teaching methods explaining the potential forms in Indonesian language. It is intended that the understanding of foreigners regarding the use of Indonesian language is not only seen from the linguistic rules but also must be adjusted to the context rules of contemporary language use. In addition, this understanding is strived to improve the knowledge of the Indonesian language extensively.

II. METHOD

A. Research Method ad Subjects

This study used descriptive qualitative aiming at describing the phenomenon of potential forms in BIPA learning related to how to search, collect, process, and analyze words. The source

of the data obtained objectively from the linguistic phenomenon spoken by foreigners by including researchers as the main data collection tool. The subjects of this study were adult BIPA learners.

B. Research Instruments

The research instruments were an observation to foreign learners, both directly and indirectly, for example from their weird and confusing writing in Indonesian language formations, and interviews with BIPA activists and Indonesian Morphologists.

III. Findings and Discussion

Morphology is one of the pure linguistic components that have a purpose as in the following statement: *"One of the goals of morphological theorizing is to account for the ways in which speakers both understand and form, not only "real" words that occur in their language, but also potential words that are not instantiated in use in utterances"* (Katamba & Stonham, 2006, p.67). Based on this quotation, it can be seen that the purpose of morphology is to assess how speakers understand and form words not only in their language but also form potential words that are not necessarily used in utterances.

The potential form has structural rules for word-formation. It is not commonly used. Even it only becomes an actual word. This is similar to the opinion from Katamba & Stonham (2006, p.67) *"Until recently, word-formation rules have tended to be seen as being largely passive in the sense that they are basically used to analyze existing words rather than to create new ones"*. In line with this explanation, the understanding of the rules of word-formation purposefully means that these rules are used to analyze the words that already exist rather than create new words. This phenomenon is still valid today.

If the speaker uses a second language, its priority is the form factor so that its suitability and meaning can have a function in communicating. Likely, its suitability and meaning have not yet been fulfilled, but since the form factor is sought by the speaker to reach the "best" level, communication can take place to achieve the goal. This form factor is the structures constructing the language system itself, including the Word Formation Rules (KPK).

Suprihatin (2015) argues that foreign learners who study BIPA are generally adults who already have enough knowledge and insight. Adult learners have some advantages in learning words and sentences, compared with children. They also excel in literacy, vocabulary, pragmatics, schematic knowledge, and syntax (Scovel as cited in Ramadhani & Harsiati, 2016) so that in learning second languages, adult learners tend to analogize vocabulary from one another.

A. The Analysis of Potential Forms in the Indonesian Language

The Indonesian language is one of the languages preferred by other countries. It becomes a positive impact causing many foreigners to want to learn Indonesian. In addition, the Indonesian language is easy to learn because it uses Latin language and does not recognize gender, number, case, tenses/time, and speech level (Hyun, 2014). However, in terms of grammar, the Indonesian language has its complexity,

especially for foreign learners who think analogically, that is, creating new words based on existing examples; making up new forms by copying their existing forms. Unlike the case with native speakers who think anomaly, which considers deviant things in language as the reasonableness of language use because it has become a convention of language users.

In relation to the grammar, language formations have met the requirements for the word formation (morphology), but they are not commonly used in utterances as it will be an odd thing when used by native language users, for example the word **mempersedikit* (to make something reduce). Morphologically, this word had met the rules of word formation, reinforced by the word-formation *memperbanyak* (multiplying). However, the word **mempersedikit* is not commonly used by native language users as resulting odd word when spoken. However, the peculiarities and strangeness that occurs when emerged from the perspective of native speakers. Another case with the perspective of foreign learners, they see **mempersedikit*/reducing is a natural thing because it is in accordance with the rules of word-formation.

The aforementioned potential forms are the form of lingual units that do not yet exist in reality but may be present in the future because they meet the requirements of the KPK as seen in the analysis of the word-formation above. Those forms are recognized as having met the requirements of the KPK, but in the linguistic phenomenon, the intended form has not been used by language native speakers.

The forms above are the process of forming a word into a potential word. It can be seen that the word-formation above becomes a potential form because it is stuck on the filter component. Hence, the words only become lexical idiosyncrasy, namely the formed words passing the KPK, but in reality, there are none, potentially they exist. In the end, these formations do not appear in the dictionary because the dictionary is the output of the filter components, while the above formations are held in the filter components. However, these formations may not be restrained in the filter and produce other natural structures if the language community recognizes the existence of words like this for use in everyday speech or at least becomes the actual word. To strengthen the argumentation about potential forms, the following examples as seen in Table I are a comparison of formations that have the same formation patterns as potential forms, and the formations that are not in the dictionary and the reality of utterances, so that they are said to be potential forms.

TABLE I. COMPARISON OF POTENTIAL FORMS AND OTHER FORMS

coba (v)	coba→ *bercoba→ percobaan
main (v)	main → bermain → permainan
bus (n)	bus → *berbus
motor (n)	motor → bermotor
mobil (n)	mobil → bermobil → *memobil
cantik (a)	cantik→ *mencantik → pencantikan
cair (a)	cair → mencair → pencairan
canda (n)	canda → bercanda → *mencanda
sedikit (a)	sedikit → *mempersedikit
banyak (a)	banyak → memperbanyak
gunung (n)	*bergunung → pegunungan
	menggunung →*penggunungan
hutan (n)	*berhutan→perhutanan
	menghutan→penghutanan
nikah (n)	bernikah → pernikahan
	menikah →*penikahan
kawin (n)	berkawin → perkawinan
	mengawin → pengawinan

B. The Factor of Potential Learners to Speak Potential Form of Utterances

A second language acquisition conducted by adults can obtain high achievements meaning that in learning a second language, adults can follow the development of their second language. Therefore, the phenomenon of potential form is discovered by adult foreign learners because they have been able to process information based on what they obtain in learning. Adult learners think analogically so that whatever is expressed or spoken will be in accordance with what has been received in morphological learning in the classroom. Meanwhile, not all Indonesian language formations are in accordance with the morphological rules commonly spoken. Many Indonesian language formations are morphologically correct, but are not commonly used by Indonesian speakers. Children learners certainly have not thought about the implementation of utterances, but adult learners will certainly be more sensitive and critical of what they learn.

This phenomenon was discovered from the writings of adult Indonesian language learners entitled *Potensi Dan Tantangan Bahasa* Indonesia *Menuju Bahasa Internasional* (Indonesian Language Potentials and Challenges towards International Languages) by Park Jae Hyun, Department of Malaysian-Indonesian Language, Hankuk University of Foreign Studies, South Korea. In his writing, Park Jae Hyun expressed that many Indonesian language formations are still confusing. Some formations should have existed, but in reality, they were not found in Indonesian language. Additionally, they were even considered not commonly used. This was very strong evidence that the difference between children and adult learners in second language learning was that adult learners would consciously process information about the second language being studied. When children learners had just reached the stage of receiving and collecting second language data, for example in the form of vocabulary and simple sentences, adult learners would go beyond that. They would have reached the stage of processing and correcting the second language. One of the examples is Park Jae Hyun's writing.

C. The Efforts to Teach Potential Forms in BIPA Learning

From the previous explanation, it can be seen that the potential forms in the Indonesian language is the form of words that passed during the KPK process, but did not pass during the process of filtering words, so they were not listed in the dictionary. What needs to be underlined here is that the potential forms had met the KPK requirements, but were not commonly used by native speakers. This frequently creates obstacles for foreign speakers in communicating with native speakers using analogy logic and relying on grammatical form factors.

Based on the above constraints, the parties involved in the introduction of the Indonesian language for foreigners or known as BIPA should teach potential forms to foreigners to minimize the constraints that have been mentioned previously. Besides that Katamba (as cited in Sukri & Beratha, 2009) also reinforces that words or word formations are the creative process of the speaker in growing new words to enrich the vocabulary of a language. Here are examples of grammar learning related to potential forms.

1) The teachers introduce several vocabularies with their word categories namely verbs, nouns, adjectives, adverbs, and numeralia to foreigners as the following example.
Vocabulary   Word Category
Coba (try)   Verb
Main (play)   Verb

2) The teachers teach the KPK process accompanied by affix attachment in the form of prefixes, infixes, suffixes, and confixes.

3) Words that have been given affixes are compared to each other to find out which words are and not commonly used. Judging from the previous table, the word *bercoba (try) and *bermain (play) are formed by attaching the prefix ber- to the word categorized as verbs. The word *bercoba is not commonly used, especially in the context of everyday conversation and is not found in a dictionary. It is different with the word *bermain (play). It has been known that the word *bermain (play) always exists in oral and written communication and also in the dictionary.

4) An uncommon word is a potential form. In conclusion, the word *bercoba is also a potential form.

5) The teachers explain to foreigners that Indonesian language has various potential forms related to the KPK process and these forms are not commonly used in daily communication because they are considered peculiar. It is intended that foreigners can choose relevant and contextual words when communicating with native speakers.

IV. CONCLUSION

The aforementioned problem seems to be one of the sample cases that can be discovered in daily communication, especially with adult foreigners. Adult learners have some advantages in learning word levels and grammar over child learners. However, in learning the second language, adult learners tend to analogize the vocabulary they learn with their first language. These problems indicate that their understanding

of Indonesian is not yet comprehensive, especially related to the pragmatics of the language used in the context of society. Essentially, foreigners learn Indonesian language to implement language to the surrounding community to form ideal communication and occur in two directions. To make communication occur ideally and in two directions, the grammar used must also be appropriate, including the use of potential forms that frequently arise in the utterances of foreigners. These potential forms are not considered damaging to language, but rather are untouchable forms of productivity, because a) the potential form is retained in the filter components, appearing in the Indonesian language phenomenon due to following the pattern of other words formation that is similar in morphological processes with a certain affix attachment, b) the potential form does not exist in reality but has passed the KPK, and c) the potential form does not exist in the Great Dictionary of Indonesian Language (KBBI/*Kamus Besar Bahasa Indonesia*) because the potential form is retained in the filter components.

Although there are many potential words in a language, some of them may be actual words. The actual word is a word that has been used at least once, but if the word is never used again, there is hardly enough reason to say that the words have become part of the language. They are better known as rare words or occasional words. Therefore, the actual word can be said as a word that exists in the dictionary but is rarely used.

From the parameters potential forms designation, potential forms need attention in terms of teaching, especially for second language learners. Since these potential forms will become obstacles for foreign learners even if these forms are not taught, there will be a paradigm that Indonesian language does not have consistency in grammar. Therefore, the development of Indonesian grammar material needs to reach at the discussion of potential forms and the material development needs to be delivered by the BIPA's teachers in conducting the learning.

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