Syntaxis Language Transfer on Beginner BIPA Learner

(Transfer Bahasa Sintaksis pada Pemelajar BIPA Level Dasar)

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Abstract

The objectives of this research are: 1) to identify language transfer patterns in syntax among basic-level BIPA learners, 2) to describe syntactic transfer errors in BIPA learning, and 3) to examine the factors influencing language transfer errors in basic-level BIPA learners. This study assigned qualitative descriptive. The data source is from the writing assignments of BIPA learners at Universitas Negeri Surabaya (Unesa) in the subject of writing skills. The research results reveal the following syntactic errors: 1) BIPA learners face difficulties in using punctuation marks correctly, 2) they have not mastered the accurate and consistent usage of capital letters, 3) errors are found in the use of conjunctions within sentences, 4) incomplete sentence construction with missing subjects, 5) mistakes in using the word "adalah" (is/are), 6) confusion between the usage of "tidak" (not) and "belum" (not yet), and 7) improper usage of conjunctions at the beginning of sentences. The factors contributing to these language transfer errors can be categorized as intralingual and interlingual aspects. Intralingual factors relate to the difficulty in understanding the B2, even for native speakers, while interlingual factors stem from the considerable linguistic distance between the first language and the target language. Thus, incorrect prepositions, incomplete sentence organization, excessive use of elements, exaggerated superlative forms, pluralization errors, and improper reciprocal forms are used.

Abstrak

Tujuan penelitian ini yaitu, 1) menemukan pola transfer berbahasa secara sintaksis pemelajar BIPA level dasar, 2) mendeskripsikan kesalahan transfer bahasa secara sintaksis dalam pembelajaran BIPA, dan 3) faktor yang memengaruhi kesalahan transfer bahasa pada pemelajar BIPA level dasar. Metode penelitian yang dipergunakan merupakan deskriptif kualitatif. Sumber data dari hasil tugas pemelajar BIPA Unesa dalam mata kuliah keterampilan menulis. Teknik pengumpulan data dengan cara 1) mencermati dan menganalisis hasil tugas mahasiswa berdasarkan aspek sintaksis, 2) melakukan wawancara, dan pengambilan simpulan Hasil penelitian menemukan kesalahan-kesalahan sintaksis 1) pemelajar BIPA mengalami kesulitan dalam menuliskan kelengkapan tanda baca, 2) pemelajar BIPA belum bisa menuliskan huruf kapitan dengan tepat dan konsisten, 3) ditemukan kesalahan penulisan konjungsi di dalam kalimat, 4) penulisan kalimat yang tidak lengkap, tidak ada subjek kalimat.dan 5) kesalahan penggunaan kata "adalah", 6) masih belum bisa membedakan penggunaan kata "tidak" dan "belum", dan 7) penggunaan konjungsi di awal kalimat. Faktor penyebab terjadi kesalahan transfer bahasa yakni dari aspek intralingual dan interlingual. Intralingual karena faktor dari bahasa target B2 yang terlalu sulit untuk dipahami, bhakan bagi penutur jati dan faktor interlingual yakni pengaruh bahasa pertama yang terlalu jauh dengan bahasa target B2. Akibatnya, preposisi yang tidak tepat, organisasi tidak lengkap, penggunaan elemen yang berlebihan, penggunaan bentuk superlatif yang berlebihan, pluralisasi jamak, dan penggunaan bentuk timbal balik yang tidak tepat digunakan.
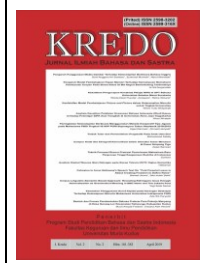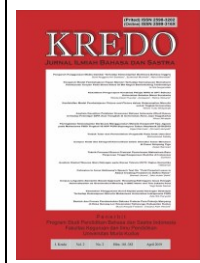
INTRODUCTION

The Indonesian Language Learning for Foreign Language Speakers (BIPA) aims to introduce the Indonesian language to foreigners for various purposes, such as pedagogy and communication. Learning Indonesian or other foreign languages poses several challenges during the learning process. Language errors are encountered by BIPA learners. At Universitas Negeri Surabaya (Unesa), there are diverse BIPA learners from different regions, such as Korea, China, Russia, Arab, and Myanmar. Teaching in a multicultural and multilingual class presents a challenge for BIPA instructors, as all learners' first languages use scripts different from the Indonesian alphabet. Korean uses Hangeul script, Chinese uses Han characters or Hanzi, Russian uses Cyrillic script, while Arabic is written in the right-to-left cursive style using the Arabic script. Additionally, Myanmar uses its own script. This becomes a particular challenge for both BIPA learners and instructors. Learners must give extra effort to learn and use the Latin alphabet when studying Indonesian. Furthermore, the sentence structure and writing rules in their first language (B1) are different, leading to reversed sentence constructions when creating sentences in Indonesian.

BIPA learning teaches four language skills, one of which is writing skills. This skill is provided to ensure that BIPA learners possess good writing abilities for reports, articles, essays, or other written works. The writing ability of BIPA learners at Unesa encounters issues related to vocabulary usage, writing structure, completeness of writing, and the use of compound words. One of the challenges is the difference in linguistic structures between B1 and B2, making writing skills the most difficult skill for learners.

The objectives of this research are: 1) to identify patterns of syntactic language errors among basic-level BIPA learners, 2) to describe syntactic language transfer errors in BIPA learning, and 3) to examine the factors influencing language transfer errors in basic-level BIPA learners.

The previous research relevant to this study is titled "Analysis of Language Transfer Errors in Narrative Essays of Japanese Students." The conclusion of this research indicates that language transfer errors in descriptive essays in the Japanese language can be summarized as follows: 73% of the errors are intralingual missed formation, while 27% are interlingual errors. This finding demonstrates that as the level of Japanese language proficiency increases, the percentage of errors decreases, and the level of Japanese language proficiency does not significantly affect the percentage of interlingual errors. In the intralingual category, errors were predominantly related to reordering and the least frequent error was misinformation. In the interlingual category, errors were also found in reordering, addition, misinformation, and incorrect composition. The level of Japanese language proficiency influenced the total number of errors holistically, indicating that higher proficiency levels led to fewer errors. However, this effect was only observed in intralingual transfer, as interlingual transfer did not show consistent patterns and occurred at all levels of Japanese language proficiency. The perfect interlingual transfer occurred at various proficiency levels, as the first language tends to cling even with slight

consistency. On the other hand, the frequency of errors in intralingual transfer varied more according to the level of Japanese language proficiency compared to interlingual transfer. The similarity between this research and the previous one lies in both using qualitative research methods and analysing language errors in written texts. The difference is that the previous research analysed errors in the Japanese language in the form of narrative essays written by students.

THEORETICAL REVIEW

Language Transfer Errors

A transfer is an influence resulting from the similarities and differences between the target language and other languages previously acquired (which may not be perfect) (Polsky & Hult, 2008). From this statement, several aspects arise. First, language transfer can have both positive and negative impacts. Second, the sources of these impacts are the similarities and differences between grammatical structures. And third, this understanding is also applicable to foreigners learning a second or even a third language.

Language errors mean systematically consistent deflection forms that describe the learners' inaccurate abilities at a particular stage (Imroatus & Budiharso, 2020). Language errors refer to the use of linguistic expressions, including terms, sentences, and paragraphs, that are not in line with the established linguistic norms (Sebayang, 2019). Language errors can be found in both verbal forms and written text, and they are not a simple matter (Oktavia, 2018). As linguistic errors involve violations of linguistic rules, language-containing errors can be considered non-standard (Suryaningsi, 2018). However, errors in language transfer are rare if the grammatical structures are significantly different from the learners' first language, as the target language has already disrupted the systematicity of the first language acquired (Valcea, 2020).

Errors and mistakes are two different things. According to Muliyah, Rekha, & Aminatun (2020), errors are systematic and consistent linguistic deviations, while mistakes are unintentional linguistic deviations. Errors can occur when someone lacks understanding or mastery of grammar, while mistakes can happen when someone lacks concentration or is in a hurry. Speaking Indonesian incorrectly clearly goes against the rules of the Indonesian language system (Imroatus & Budiharso, 2020). In line with it, Bailey & Lee (2020) stated that discussions or arrangements that deviate from the usual sometimes include grammatical errors. Language errors can occur in various contexts, especially when the language is used carelessly or in waysthat violate linguistic conventions (Johan, 2018).

The problem of language in spelling, for example, is manifested through the usage of a deviant Indonesian language that deviates from the system. Such errors require in-depth knowledge of the Standard Spelling Guidelines (EYD) to analyse. The EYD system is composed of three components: terms, alphabet writing, and punctuation. Based on how the physical alphabet is used, there are two ways: capital alphabet, also known as uppercase, and small alphabet, also known as lowercase.
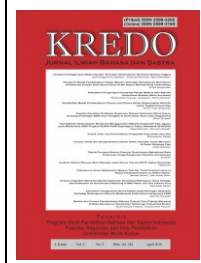
Spelling is a set of rules to represent the sound symbols of a language and the correlation between symbols and other symbols, both in combination and separation (Altamimi & Rashid, 2019). Writing the capital alphabet, writing words, writing absorptions, and applying punctuation are all included in the topic of spelling. Spelling is an essential aspect of writing skills that requires attention. Besides the vocabulary of the Indonesian language, spelling and punctuation are direct features derived from written language. In written language, linguistic components such as intonation, pauses, and breathing can be replaced by spelling and punctuation. Spelling errors include mistakes in terms of writing and the use of punctuation (Yen & Mohamad, 2021). Even fewer details can be found in word errors, such as mixed-word errors, preposition writing errors, and particle writing errors. Meanwhile, misuse of punctuation marks such as commas, colons, etc., are examples of punctuation errors.
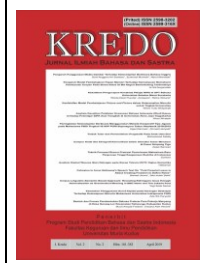
Punctuation marks are symbols that serve to indicate the structure and sequence of written words as well as the intonation and pauses that readers may observe. Punctuation marks are not related to the sounds, words, or phrases of a language (Suliman, Ben-Ahmeida, & Mahalla, 2019). The conventions of punctuation marks are inconsistent with language, context, and time and are subject to change. Some punctuation marks have distinctive styles and reflect the preferences of the author.

Next, the use of prefixes, such as affixes. Prefixes refer to a type of affix that comes before a word in its form. The Indonesian language has several prefixes, including me-, di-, pe-, per-, ter-, ke-, and se- (Bariyah, 2021). In this context, prefixes with different forms include me-, ber-, pe-, and ter-. The prefix on-, serves a very similar purpose to the prefix ter-. The difference is almost identical to using the prefix ber- instead of the functional prefix me-. Terms such as *pembaca* (reader), *pelamar* (applicant), *pemburu* (hunter), *pertapa* (hermit), *pekerja* (worker), and other terms are all formed by the prefixes pe- and per-. The prefix pe- also functions as an adjective, as seen in terms such as *pemalas* (lazy person), *pemalu* (shy), *pemarah* (angry), and so on. The prefix per- also functions as a verb-forming prefix, as seen in words like *mengangkat* (lift), *memperbesar* (enlarge), *mempercepat* (accelerate), and others.

The words, such as *tinggi* (tall), *rumah* (house), *sebangsa* (of the same nation), are examples of words where the prefix se- functions as a word-forming element for adjectives (term tasks). For example, in the words *pertama* (first), *kedua* (second), and ke-n (nth), where the prefix ke- functions as an adjective and a noun-forming element (nouns).

Syntactic errors are one of the many language errors that fall under the linguistic category. Errors in sentence construction are known as syntactic errors. Ramlan claims that syntax is a part or branch of language that deals with speech details, phrases, clauses, and 42 sentence structures (Pusvita, Andayani, & Winarni, 2019). Syntactic errors in language affect sentence structures. Ideas or thoughts need to be supported by a sentence. An organized way of thinking is demonstrated by well-structured sentences. According to Brown & Miller (2020), sentence components should be explained and ordered coherently.

Similarly, Ahmed, Ledesma, & Devanbu (2022) argued that syntactic errors include inappropriate use of particles and word or sentence structure shifts. In their work, the authors explain that since sentences consist of root words, syntactic and morphological issues are closely related. Here are examples of syntactic-level language errors, types of phrase errors that frequently appear in written and spoken language. Many factors contribute to these errors, including the influence of regional languages, incorrect preposition usage, poor management, the inclusion of excessive or hyperbolic parts, pluralization errors, and misuse of reciprocal forms (Amanov, 2023).
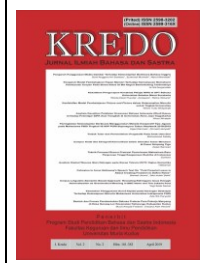
Errors in sentence construction can occur in various aspects, one of which is at the phrase level. A phrase (Boers, 2021) is a linguistic construction consisting of words or a group of words that can stand alone and convey complete meaning. Sentence errors frequently occur in written communication. In writing skills, errors in language usage often appear. Many errors have been identified, especially in the writing of students who do not understand syntactic features.

The Indonesian Language for foreign speakers (BIPA) learning

According to Dhar, et. al., (2019), learning is a conscious and planned effort designed in such a way as to enable the development of a learning environment and activities that are beneficial for students. In line with it, Kohnke & Moorhouse (2022) believes that learning refers to a group of people, objects, places, instruments, and mechanisms that interact harmoniously to achieve learning goals.

Teaching the Indonesian language to native Indonesian speakers is different from teaching it to foreign learners. BIPA learning must consider various internal and external factors. Indigenous Indonesian education emphasizes nationalism as culture. The characteristics and praises of the Indonesian nation are Indonesia itself. Although it has been claimed that native students are already familiar with the Indonesian language, they still need to master it in a scientific (theoretical) form. Meanwhile, the term "BIPA" is related to its function (Permadi, Nasrullah, & Koswara, 2022). Understanding the demands of learners is crucial for the development of BIPA learning. A good starting point when planning and implementing BIPA learning is being aware of the characteristics of BIPA students. BIPA students are usually adult international learners whose cultural background does not align with the language they are learning. The uniqueness in selecting and presenting materials in BIPA learning is influenced by these individual traits. For Indonesian students, there should be a distinction between the characteristics of BIPA learning and the characteristics of learning the Indonesian language because, in general, (1) BIPA does not integrate students with their environment, (2) BIPA is learned mostly as adults or after someone has mastered certain language structures, and (3) BIPA is processed outside their own mother tongue system (Suyitno, et. al., 2019).

There are several factors to consider in BIPA learning. First, BIPA students already possess a lot of information and understanding; therefore, their demands are more adult-oriented than young

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learners. Second, out-of-class tasks are enjoyable as foreigners like expressing themselves, giving presentations, and expressing opinions. Third, various documents must be prepared to accommodate different interests and demands (Boboxo'Jayev, 2022). BIPA learning is usually conducted to achieve exclusive goals. They find ways to construct many things in the Indonesian language. Although some BIPA students strive to learn the Indonesian language, they all want to learn BIPA. This is relevant to the goals of BIPA learning. Muir, Dörnyei, & Adolphs (2021) presents several characteristics of BIPA, including being student-centred, focusing on the pragmatic-communicative use of the Indonesian language, self-improvement, being a practical language to learn, living and evolving, multidimensional and flexible, based on socio-semantic certificates, and presenting many variations or variants.

According to Prasertiyo (2019), the objective of learning BIPA for international students is to become proficient in the Indonesian language and gain a deeper understanding of Indonesian culture. They need to be fluent in the Indonesian language because (a) they study in Indonesian universities, (b) they will conduct their research in Indonesia, (c) they will work there, (d) they will have discussions about language issues with Indonesian speakers when they return home, and (e) they will continue to stay there even after the language becomes outdated. This objective illustration of BIPA learning implies the creation of learning materials tailored to these goals. Thus, there is a close relationship between the satisfaction of international students' needs and these BIPA learning materials.

This aligns with Mackey and Mountford's theory (referenced in Sofyan, 1983), which states three motivating factors for acquiring a language: (1) the need for work, (2) the need for vocational training, and (3) the need to learn.

Likewise, Hoed (1995) said that the objectives of BIPA programs are to: 1. Attend lectures in Indonesian universities, 2. Read books and coverage for research purposes, and 3. Communicate verbally in daily life in Indonesia. Each of these three objectives can be further broken down into more specific goals. For instance, to enrol in a university in Indonesia, one must be proficient in the Indonesian language for the chosen study subjects. Similar considerations apply when conducting research, depending on the field to be studied, the location where the research will be conducted, the research topic, and other factors. Specializations, such as formal or informal communication, require learning the verbal Indonesian language for the purpose of communication with the locals. Luckily, BIPA resources are selected and organized according to the requirements and learning objectives to achieve the intended goals.

BIPA Learning

Learning applications refer to strategic use or instructional techniques. Learning practice management significantly affects students' acceptance of learning activities and results (Turnbull, Chugh, & Luck, 2020) based on planned learning strategies from teachers. According to Lesort, et. al., (2020), learning strategies can be seen as a plan that includes a series of activities intended to achieve specific educational goals. Tactics are one of the most significant
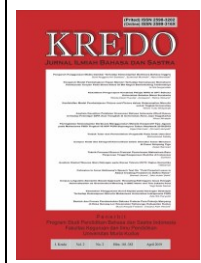
factors that influence learning performance.

According to Turnbull, Chugh, and Luck (2020) a person's internal capacity to think, problem-solve, and make decisions is what is meant by strategy in the context of education. That is, the educational process merely instructs students to think in order to assess and solve decision-making problems. Turnbull, Chugh, and Luck (2020) argued that mastering tactics outlines a course of action in an effort to achieve predetermined goals. The art of management can be understood in the context of learning as a broad pattern of actions taken by teachers and students in carrying out learning activities to achieve the stated objectives.

Lestari & Wahyudin (2020) state that learning strategies encompass activities, or the use of techniques carried out by teachers, starting with planning, implementing activities, up to assessment terms and follow-up programs that take place in educational situations to achieve specific objectives, namely teaching. Lestari & Wahyudin (2020) believe that teaching strategies into the thinking processes used by students to acquire and speak the target language.

According to Sun & Wang (2020), learning strategies are a simple model in the process of teaching and learning. The system and approach used by instructors to engage students in active learning activities to achieve learning objectives are known as operational learning management. These are four important components of BIPA learning tactics: the sequence of activities, techniques, media, and time (Permadi, Nasrullah & Koswara, 2022). The sequence of activities consists of the following parts: introduction (a brief explanation of the subject, relevance based on prior knowledge, and learning objectives), the presentation section (description, examples, exercises), and testing, feedback, and follow-up.

RESEARCH METHODS

This research employs a qualitative descriptive research methodology (Creswell, 2014). The study aims to describe language transfer errors in syntax in BIPA (Indonesian Language for Speakers of Other Languages) learning and the patterns of writing errors among basic BIPA learners. The subjects of the research are five BIPA learners from Unesa (Universitas Negeri Surabaya) originating from Russia, Myanmar, Korea, Arabia, and China. These BIPA learners are currently enrolled in the basic-level BIPA program.

The data obtained for this study consist of words, clauses, and sentences written by BIPA students. The data source is the writing assignments of basic-level BIPA students at Unesa from the year 2022.

Data collection techniques involve reading, analysing language errors based on syntactic aspects, and drawing conclusions. The research process begins with collecting writing skills data, then analysing language transfer errors syntactically, and concludes with data verification.

RESULTS AND DISCUSSION

Language Error Patterns

The language error patterns of basic-level BIPA learners are as follows:
1) BIPA learners have difficulty in writing complete punctuation marks.

2) BIPA learners are unable to write the letter *"kapital"* (a diacritic used in certain Indonesian characters) accurately and consistently.
3) Errors in writing conjunctions within sentences are found.
4) Incomplete sentence writing, where there is no subject in the sentence.
5) Errors in the usage of the word *"adalah"* (is/are).
6) Still unable to distinguish between the usage of the words *"tidak"* (not) and *"belum"* (not yet).
7) Incorrect use of conjunctions at the beginning o sentences.

The Result of Language Transfer Errors (Syntax) in BIPA Learning

After analysing, it found errors in BIPA students' writing:

Nama gayageum saya tidak
bisa main gayageum ini alat
musik warna cokelat
bermain dengan tangan

Picture 1 Favourite Musical Instrument Description From a Korean Learner

The first language of the learner is Korean. In this sentence, the learner did not provide a punctuation mark (.) as a way to end the sentence and add supporting sentences.

ayah saya bernama Lin Jie. Ibu saya bernama
Zhang Yan. ayah saya bekerja di perusahaan.
ibu saya baru datang di Indonesia. dia tidak
bekerja. Nama kakak Zhu zhu dan Liyafan.
Mereka satu di Cina dan satu di Indonesia.
Mereka semua bekerja di perusahaan mereka
sendiri. saya mahasiswa di UNESA, Aku tinggal
di sekolah.

Picture 2 Family's Description from a Chinese Student

In the data, the learner does not use capital letters to begin a sentence. In that language, it can be understood because the Chinese script does not recognize the use of sentence capitalization.

memiliki tiga senar. Jika bermain
balalaika musik hampir selalu
ceria. Saya suka musik

Picture 3 Favourite Musical Instrument Description from a Russian Student

In this example, a learner is unable to give the subject after the adverb condition, *"jika* bermain *balaika ..."*

Saya ingin belajar bermain
harpa. Warnanya emas dan
merah.

Picture 4 Favourite Musical Instrument Description from a Myanmar Student

In the structure of these two sentences, the learner does not use conjunctions to connect two different sentences. This can be understood because the learner is still at the basic level of learning the Indonesian language

Dia adalah teman
sekelasku. Sifat tamen saya
adalah ramah. **Dia adalah**
tampan, rajin dan
dermawan. **Tap***i, dia tidak*
suka kebohongan. **Dia** *suka*
pergi ke pantai dan dia baik
pada teman-temannya.
(Pemelajar 1)

Picture 5 A Description of Friend from BIPA Learner 1

In this sentence, the learner often uses the word "*adalah*" to describe objects. Generally, "*adalah*" is used to explain terminology. Additionally, the learner does
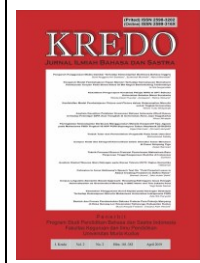
not use conjunctions to connect sentences and narrate them naturally.

When choosing conjunctions, learner 1 chooses the word "*tapi*," which, in essence, cannot be used at the beginning of a sentence. However, in the context of the English language, there is the word "*tapi*," which means "*but*" and can be used at the beginning of a sentence. It is highly likely that the learner is referring to this rule.

*Noufal **adalah** sabar karena dia tunggu saya pergi ke universitas. (Pemelajar 2)*

Picture 6 A Description of a Friend from BIPA Learner 2

In this sentence, the learner often uses the word "*adalah*" to describe objects. Generally, "*adalah*" is used to explain the terminology. Additionally, the learner has not yet used conjunctions to connect sentences and narrate them naturally.

*Kakak saya namanya Abida, dia **adalah** tidak kerja. (Pemelajar 3)*

Picture 7 A Description of a Friend from BIPA Learner 3

In this sentence, the learner frequently uses the word "*adalah*" to describe objects. Generally, "*adalah*" is used to explain the terminology. Besides that, the learner has not yet used conjunctions to connect sentences and narrate them naturally

Dia adalah pensiun

Picture 8 A Family Description from a Russian Student

The learner describes their father who has retired from his job. However, they do not add the suffix "-an" after the word "pensiun" to refer to that meaning. In the Russian language, there are no suffixes used to describe nouns.

*Kakak Hala, dan Ema dia tidak sudah menikah belum menikah*

Picture 9 A Family Description from an Arabic Student

In this structure, the learner still faces difficulties in writing "*sudah*," "*tidak*," and "belum." In the sentence structure of the Arabic language, there is no use of past, present, or future tense. Instead, they refer to "*fi'il muzakkar*" or "*muannas*," which means masculine or feminine.

*Saya dan temanku Vadim **mau selamat ulang tahun Yulia.***

Picture 10 A Description of a Birthday from a Russian Students

In this sentence, the learner uses the word "*mau*," which means "will" or "going to" in their writing. The word "*mau*" is commonly used in daily communication. However, the following chosen sentence is "*selamat ulang tahun Yulia*," which means "Happy birthday Yulia." This indicates that they want to wish Yulia a happy birthday or they are going to celebrate Yulia's birthday.
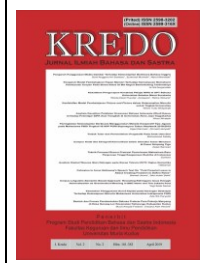
Aku dapat banyak hadiah. Teman-temanku datang ke pesta ulang tahunku. Saya mentraktir mereka dengan kue, makanan, dan minuman.

Picture 11 A Description of a Birthday from a Myanmar Student

The learner is not yet consistent in using "*aku*" and "*saya*" in their descriptions. In the Myanmar language, there is no distinction between these two words.

Tahun depan saya ingin pesta dengan banyak teman

Picture 12 A Description of a Birthday from a Myanmar Student

In this sentence structure, the learner has not written concretely with many friends meant to invite many friends. In a sentence, it is essential to include both the subject and the predicate.

Saya ingin membuat barbekyu ikan di atas kapal dengan teman saya. saya suka berenang.

Picture 13 A Description of a Birthday from an Arabic Student

These two sentences do not have continuity with each other, so a conjunction needs to be added.

... gereja menarik. Dan Latvia ....

Picture 14 A Description of a Birthday from a Russian Student

The learner chose to use "dan" at the beginning of the sentence as a connector to the previous sentence. This is not acceptable in the structure of the Indonesian language. However, in some other languages, such as the learner's first language, Russian, it is acceptable. Therefore, the influence of the learner's first language on their writing in Indonesian is significant.

Influencing language transfer errors factors in basic-level BIPA learners
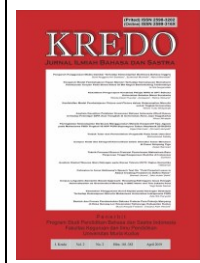
a. Intralingual Factor

The difficulties for foreign learners in learning the Indonesian language can be caused by intralingual factors, for example, Indonesian society more often uses non-formal word choices during conversations, and this non-formal language is different from the formal language taught in the classroom.

b. Interlingual Factor

Learners whose first language uses a script different from the Latin alphabet will encounter difficulties in practising reading and writing. Additionally, if there are phonemes in the Indonesian language that do not exist in their first language, it will make pronunciation challenging for them. Regarding syntax language transfer errors, it can be caused by the differences in sentence structure between their first language and the target language.

CONCLUSION

According to the research findings, syntactic errors in language affect the structure of composed sentences, including BIPA learners have difficulty in writing complete punctuation marks,

BIPA learners have not mastered writing the diacritic "kapital" accurately and consistently, errors in the use of conjunctions within sentences are found, Incomplete sentence writing, lacking a subject in the sentence, errors in using the word "*adalah*" (is/are), still unable to differentiate the use of the words "*tidak*" (not) and "*belum*" (not yet), incorrect use of conjunctions at the beginning of sentences.

The factors causing language transfer errors are both intralingual and interlingual. Intralingual factors are related to the complexity of the target language (B2 level), which is difficult to understand, even for native speakers. Interlingual factors stem from the influence of the learner's first language, which is significantly different from the target language at the B2 level. As a result, there are improper prepositions, incomplete organization, excessive use of elements, excessive use of superlative forms, pluralization errors, and incorrect use of reciprocal form.
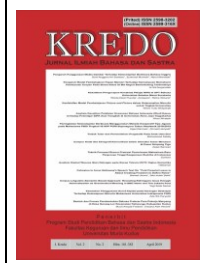
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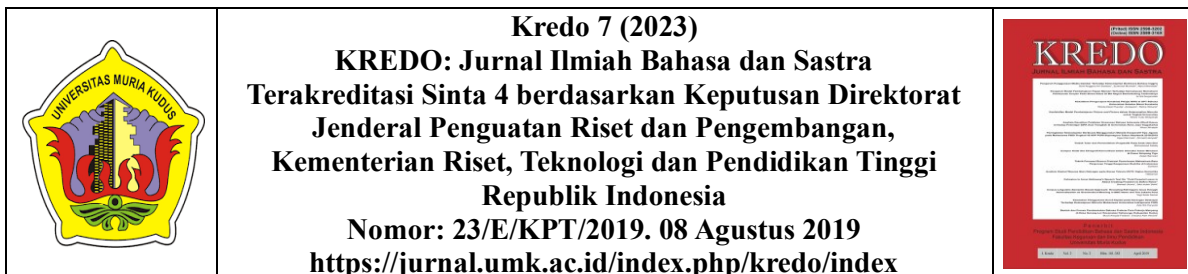
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