

# THE LANGUAGE ERROR USE OF SUFFIX –KAN AND -I

Falina Noor Amalia

*Indonesian Language and Literature Education Study Program  
Faculty of Teacher Training and Education  
Tridinanti University of Palembang  
E-mail: falinanoor@univ-tridinanti.ac.id*

**Abstract:** This study aims to find out the mistakes that occurred in the use of suffix –*kan* and –*i* in Indonesian. The sample in this study was the second semester students of Indonesian language and literature education study program, Faculty of Teacher Training and Education of Tridinanti University Palembang. The data collected using test techniques. Data analysis techniques to analyze the number of questions answered correctly and the number of questions answered incorrectly used the average obtained from the test results. The procedures for carrying out the research were begun by giving a question sheet consisting of 15 questions about sentences with two possible verbs, verbs that are associated with *me-kan/me-i* and *di-kan/di-i*. Based on the results of the study, it was found that more than 50% of errors occurred in the suffix –*i*, namely 57.25%, while the error in the suffix –*kan* was 42.73%. The results of the study showed that the low ability of students to differentiate the meaning of suffixes –*kan* and suffix –*i*.

**Keywords:** *Language Error, Suffix –kan, Suffix –i*

Language is the means of communication, both oral and written communication. Unlike social science and natural sciences, linguistics is not rote science or has a formula. Language science is a skill science that requires its users to skillfully apply it. These language skills are needed to communicate.

Language skills are divided into four, namely listening, speaking, reading, and writing skills. The four skills are grouped into receptive language skills and productive language skills.

Language skills that are receptive are listening and reading skills. This skill is also called passive skill because language users only receive information that can be written or oral. While skills productive consist of speaking and writing skills. This skill is in contrast to passive receptive, which is active. This is because speaking and writing skills produce an utterance or writing.

Among the two groups of language skills, productive language skills are the most difficult. This difficulty arises because of the frequent occurrence of errors in expressing ideas in the form of writing or utterances. Especially in the form of writing that is bound to the correct Indonesian writing rules. According to Ghufron (2015, p. 2), language errors or irregularities can hamper the smooth communication of language.

Errors in language are then known as language errors which are discussed in the analysis of language errors. Language errors are closely related to language mistakes. Both of these things have fundamental differences. According to Supriani and Siregar (2016, p. 70), the most visible difference between error and mistake is the location of the rule of law. Language errors occur because speakers do not master the rules, while language mistakes occur because speakers master the rules but do not intentionally make mistakes. That's why the most appropriate term for describing this event is a language error, not a language mistake.

Many things cause language errors. The most influential cause is the influence of the first language on the second language of language use (Setyawati, 2013, p. 13). Other causes are the lack of understanding of the language users of the language used and the inappropriate language teaching.

Language errors are grouped based on the location of the errors, namely phonological, morphological, syntactic, lexical and semantic, and discourse errors (Ghufron, 2015, p. 43). Errors on the level of morphology often occur in written and oral variants. This level of error occurs in the morphological process. According to Susanti and Agustini (2016, p. 67), this error is the most common error compared to other types of errors. Even in writing outdoor media such as billboards, banners, and others, there are still many errors in writing.

Muslich (2010, p. 32) explains that the morphological process is the event of combining morpheme one with other morphemes into words. It is in this process that often causes errors due to incorrect placement or selection of morpheme pairs. Morpheme pairs can be three things, namely affix, repetition, and composition.

Affixation is the event of the formation of words by affixing affixes to the basic form (Muslich, 2010, p. 38). The word formed by the addition of an affix will have a different meaning.

The existence of affixes to a basic word is one of the characteristics of derivative words. At first, all the basic words have lexical meaning because they have not experienced any additions. The addition can be in the form of adding affixes, reduplications, and compound words (composition). This addition is also known as a morphological process (Ghufron, 2015, p. 110).

Affixation is the process of adding affix to a basic word or basic form (Chaer, 2014, p. 177). The process of adding affix is done to adjust the needs of meaning in the basic words. A basic word can get a different pair of affixes, depending on the meaning that is also adjusted to the sentence. This process involves three elements, namely the basic form, affix, and grammatical meaning produced. This process can be inflective and derivative.

There are four kinds of affix additions according to Verhaar (2012, p. 107), namely prefix, suffix, infix, confix and simulfix.

The suffix *-kan* and *-i* are two very productive suffixes to form transitive verbs (Ghufron, 2015, p. 118). These two additions can almost compensate for all kinds of basic words. Because of this similarity, errors arise in its use. Many language users mistakenly choose the use of suffix *-kan* and *-i* and a basic word. This error usually occurs in words that should be given an affix, but instead is given an affix *-i*, and vice versa. It is difficult to distinguish the two functions of these additions if they do not understand the meaning and function of both.

### **Suffix *-kan***

The suffix *-kan* does not have a variety of forms. In contrast to the prefix *me-* that can change according to the basic words it attaches, which is to be *me-*, *mem-*, *men-*, *meny-*, *meng-*, and *menge-*, suffix *-kan* cannot change in any form of the base used (Chaer, 2011, p. 225). In addition, the suffix can also be varied to become a confix with the prefix *ber-*, *per-*, *me-*, *memp-*, *di-*, *dip-*, and *terkan-*.

The formation of prepositions with suffix gives the following meaning:

1. cause it to be ...
2. cause it to be in ...
3. do for others ...
4. do it will ...
5. bring it in ... (Chaer, 2011, p. 198)

Suffix *-kan* is usually used together with the prefix *me-* so that the input used in the active transitive sentence. Besides, it can also be used in conjunction with the prefix *di-* so that it becomes *di-kan* the one used in passive transitive sentences. These two configurations are most often wrong in their application and use.

The combination of prefix and suffix *me-kan* is both *me-* and *-kan* used simultaneously in one basic word. The function of this combination is to form a transitive active verb. The meaning of the combination of prefix and suffix *me-kan* includes:

1. cause the so-called basic word,
2. do something for someone else,
3. make being in ...,
4. do the so-called basic form,
5. do the basic words will,
6. make it. (Kridalaksana, 2010, p. 63)

Other affix that is usually paired with suffix *-kan* is prefix *di-*. The combination of prefix and suffix *di-kan* is different with *me-kan* that forms passive verbs. The combination of prefix and suffix *di-kan* form passive verbs that are the opposite of an active verb. Since all active verbs with *me-kan* affixes are transitive verbs, so are also passive verbs with *di-kan* affixes. In other words, all verbs with a combination of affixes *me-kan* can be turned into a verb with a combination of affixes *di-kan*.

Combined prefixes and suffixes will be used as verb additions in sentences where the doer lies behind the verb, while the doer in the sentences with combined prefixes and suffixes *me-kan* located in front of the verb. As seen in the following example.

1. Pemerintah pusat mendirikan gedung ini.
2. Gedung ini didirikan oleh pemerintah pusat. (Chaer, 2011, p. 246)

The meaning of the combination of prefixes and suffixes *me-kan* and *di-kan* has a similar meaning. This is what causes the use of these two additions to be reversed according to the needs of active and passive sentences. Wachidah (2010, p. 210) states that the combination of prefix and suffix *di-kan* is an alternative form of *me-kan* if the participant who is the target of the action is mentioned before the verb.

### Suffix *-i*

The suffix *-i*, as well as the suffix *-kan*, has no variation in form. The suffix *-i* will not change shape because of adjustments to the basic words as well as the prefixes *me-* and *di-*. The placement of the suffix *-i* is done by sequencing it behind the word it has added. Chaer (2011, p. 201) says that words ending in phoneme /i/ cannot be given the suffix *-i*.

Suffix *-i* can form various meanings, including: 1) many times, 2) place, 3) feel something on, 4) give, 5) make or assume, and 5) make it happen or cause it to be on. (Chaer, 2011, p. 201)

Besides being able to stand alone, the suffix *-i* can also be coupled with the prefix. The prefix that can be combined with the suffix is *me-i* and *di-i*. This combination of additions shows that the purpose of action is more important than the doer. So the combination of prefixes and suffix *di-i* is also an alternative form of *me-i* if the participants who are the goal of the action are mentioned before the verb (Wachidah, 2010, p. 210).

The combination of prefix and suffix *me-i* can be verb-forming affix and adjective-forming affix. Whereas the combination of prefix and suffix *di-i* can only be verb-forming affixes. So, not all verbs given affix *me-i* are changed to *di-i* because only verbs can be passively activated. As seen in the following example.

1. Gubernur mengawasi pembangunan itu.
2. Pembangunan itu diawasi oleh gubernur.
3. Manusia harus saling mengasihi satu sama lain.
4. Satu sama lain dikasihi oleh manusia. (X)

### Suffix *-kan* and Suffix *-i*

Kridalaksana (2010, p. 83) states that one of the problems in Indonesian affixation is an unclear difference between the meaning of the suffix *-kan* and *-i*. The difference in the meanings of the two suffixes is shown in the following table.

**Table 1 Differences in Meaning *me-kan* and *me-i***

No	Meaning	<i>me-kan</i>	<i>me-i</i>
1	Locative		√
2	Repetitive		√
3	Causative	√	
4	Benefactive	√	
5	Static object		√
6	Dinamyc object	√	
7	Instrumentalist	√	
8	Intensive	√	
9	Resultative	√	
10	Comitative		√
11	Make it	√	√

Based on the table above, it is clear that the use of the combined meanings of affixes and *me-kan* and *me-i* suffixes is very different indeed. For example in the word *melemparkan* which means static objects and dynamic objects. Static objects mean objects in sentences are objects that are silent and suffer, while dynamic objects mean objects in the sentence are moving objects, in other words they are thrown. Here's an example of the sentence.

1. Adik melemparkan batu ke ponon mangga.
2. Adik melempari pohon mangga dengan batu.

The word *melemparkan* that gets a combination of affixes to the sentence number 1 followed by the word *batu* that functions as a thrown object. So the word *batu* means a dynamic object because the stone moves from the hand of the boy to the mango tree in that sentence. The word *melempari* gets a combined affix of *me-i* in the sentence number 2 followed by the word *pohon mangga* which functions as a victim-throwing object. So the word *pohon mangga* means a static object because the mango tree is silent and becomes a victim of stone throwing.

The difference between the meaning of combined additions with the suffix *-kan* and the suffix *-i* is difficult to distinguish. The difference is only a little. If it is not analyzed properly, a mistake will occur. This error is the most common.

In addition to affix *me-kan* and *me-i*, the combination of other additions that are often misused by placement is affixed *di-kan* and *di-i*. According to Chaer (2011, p. 239), the difference between the meaning of *me-kan* and *me-i* is the same as the difference in the meaning of form *-kan* and *-i*. Likewise, the combined additions *di-kan* and *di-i* because the prefix *di-* is a passive form of the prefix *me-*.

## Method

This research uses descriptive method with a qualitative approach as an emphasis on content analysis, a qualitative approach. This qualitative approach rests on the morphological level which concerns the error in supplementing suffixes *-kan* and *-i*.

The population used in this study was all semester II students of the Indonesian language and literature education study program, involving 21 students.

In this study, the test technique was carried out by giving a test. The test consisted of 15 questions about statement. Each question has a verb that allows a compound of additions *me-kan/me-i* and *di-kan/di-i*. Students answered questions by crossing out the choice of words which they felt is not right in the context of the sentence.

The procedure for conducting research was begun by giving a question sheet consisting of 15 questions about sentences with two possible verbs, affixed verbs *me-kan/me-i* and *di-kan/di-i*. Students answered questions based on their knowledge without looking for answers from books or the internet.

Data analysis techniques to analyze the number of questions answered correctly and the number of questions answered incorrectly used the average obtained from the test results. Students were required to fill in all answer items. There could be no questions that were passed. From the results of the analysis, the comparison of the use of the suffix was the most often wrong, suffix *-kan* or suffix *-i*.

## Results and Discussion

The results of the average suffix disorder test conducted by semester II students of the Indonesian language and literature education study program consisting of 21 students were explained in the following table.

**Table 2 Average Student Values**

No.	Student initial	Average
1	IK	47.6
2	TY	33.3
3	AI	42.9
4	DS	42.9
5	AL	38.1
6	SR	23.8
7	NN	47.6
8	VV	42.9
9	LI	57.1
10	MF	38.1
11	SM	47.6

12	TR	47.6
13	MR	33.3
14	NC	38.1
15	NV	23.8
16	RU	23.8
17	YD	38.1
18	WN	42.9
19	WL	42.9
20	DA	33.3
21	VI	42.9
TOTAL		828.6
AVERAGE		39.5

From the table, it is illustrated that the data obtained shows the low ability of students to distinguish the meaning of the suffix *-kan* and *-i*. The average value obtained was 39.5 which is still far below the standard of understanding. Beside the overall mean score, the average value per question also showed the same thing, namely that students were still unable to differentiate the meaning suffix *-kan* and *-i*. The data is explained in the following table.

**Table 3 Percentage of Correct Answers**

Question number	Correct answer	Percentage
1	0	0
2	13	61.9
3	12	57.1
4	2	9.5
5	12	57.1
6	17	80.9
7	4	19
8	12	57.1
9	10	47.6
10	13	61.9
11	13	61.9
12	19	90.5
13	18	85.7
14	8	38.1
15	21	100
TOTAL		828.6
AVERAGE		55.23

Based on the table, it is illustrated that the mean value of students per question point was 55.23. The most error was in problem number 1 with the percentage of correct answers is as much as 0%, while the least errors were in problem number 15 with the percentage of correct answers was 100%.

Question number 1 was the most difficult when viewed from the percentage of students who answered questions. As many as 100% of students answered incorrectly on problem number 1. The questions are as follows.

1. Pak Ari ( *menugasi / menugaskan* ) kami untuk melakukan wawancara.

The answer to problem number 1 is *menugasi*. However, all students answered incorrectly by selecting *menugaskan*. This error occurred because the word *menugasi* and *menugaskan* have similar and almost the same meaning.

It is the same as the word *melempari* and *melemparkan* which have similar meanings, as well as the word *menugasi* and *menugaskan*. The word *melempari* has the meaning of static objects, while the word *melemparkan* means dynamic objects. So, the word *melempari* must be coupled with the static / silent noun that is the target. Whereas the word *melemparkan* must be coupled with dynamic moving words. If it is related to problem number 1, the explanation is that the word

*menugasi* must be followed by the static noun that is the target, that is *kami*. While the word *menugaskan* is followed by the noun that becomes the task in the sentence. More details in the following sentence.

- a. Pak Ari *menugasi* kami untuk melakukan wawancara.
- b. Pak Ari *menugaskan* wawancara untuk tugas kami.

Errors found can be grouped according to the type of suffix used. An assessment summary based on the type of suffix used is explained in the following table.

**Table 4 Percentage of Suffix Errors**

No.	Suffix Error	Quantity	Percentage
1	Sufiks <i>-i</i>		
	Me <i>-i</i>	62	50 %
	Di <i>-i</i>	9	7,25 %
2	Sufiks <i>-kan</i>		
	Me <i>-kan</i>	43	34,67 %
	Di <i>-kan</i>	10	8,06 %
Total		124	100 %

From the table above, the number of suffix errors which consist of suffix *-i* and suffix *-kan* can be described as many as 124 errors from the number of questions as many as 15 questions answered by 21 students. These errors included 71 errors at the suffix *-i* and 53 errors in the suffix *-kan*. This shows that more than 50% of errors occurred in suffix *-i*, which was 57.25%, while the error in the suffix *-kan* was 42.73%.

## Conclusion

From the results of the study, it can be concluded that errors in the use of suffix *-kan* and *-i* are still very vulnerable to occur, so that it requires special attention. The results of the study showed that the low ability of students to differentiate the meaning of the suffix *-kan* and *-i*. The average value obtained was 39.5 which is still far below the standard of understanding.

This error was caused by the student's lack of focus on selecting the suffix form in a word. Prefix forms are more of their focus when writing word formation. This is what causes when there is a word that starts with the same affix, but ends differently, there arises confusion, as is the case with the errors of the suffix *-kan* and *-i*.

## REFERENCES

- Chaer, A. (2011). *Tata bahasa praktis bahasa Indonesia*. Jakarta: Rineka Cipta.
- Chaer, A. (2014). *Linguistik umum*. Jakarta: Rineka Cipta.
- Ghufron, S. (2015). *Kesalahan berbahasa teori dan aplikasi*. Yogyakarta: Penerbit Ombak.
- Kridalaksana, H. (2010). *Pembentukan kata dalam bahasa Indonesia*. Jakarta: Gramedia.
- Muslich, M. (2009). *Tata bentuk bahasa Indonesia: kajian ke arah tata bahasa deskriptif*. Jakarta: Bumi Aksara.
- Setyawati, N. (2013). *Analisis kesalahan berbahasa Indonesia teori dan praktik*. Surakarta: Yuma Pustaka.
- Supriani, R dan I. R. Siregar. (2016). "Penelitian analisis kesalahan Berbahasa". *Jurnal Edukasi Kultura*, 9 (2). 67—76.
- Susanti, R. dan D. Agustini. (2016). "Analisis Kesalahan Berbahasa Pada Penulisan Iklan Luar Ruang Di Kota Surakarta". *Jurnal Sainstech Politeknik Indonusa Surakarta*, 9 (5). 46—68.
- Verhaar, J.W.M. (2012). *Asas-asas linguistik umum*. Yogyakarta: Gadjah Mada University Press.
- Wachidah, S. (2010). "Tipe proses dalam berbagai teks dalam koran serta pengungkapannya dengan kelas kata verba bahasa Indonesia". *Linguistik Indonesia*, 28 (2). 201—21.