

Language Use of Scientific Works at Higher Education in Java

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Abstract: The use of language in scientific work is a matter that has been agreed the rule with reference to the linguistic rules and regulations. Speak error in scientific work of students (thesis and dissertation) remains a recurring error occurred, with not in accordance with the general rules of spelling Indonesian handbook, according Permendikbud number 50 in 2015. This study aimed to describe the language errors contained in scientific papers students at universities in Java, especially at the level of spelling, word choice, sentence structure and paragraph structure. In addition, this study also describes the causes of the fault speaking in scientific work that is often repeated. The method used in this research is descriptive qualitative content analysis approach. The result of this research is the discovery of a major fault in the level of spelling and sentence structure. Structures that are not consistent or inconsistent is also a common mistake in scientific work of students in Java. The factors that cause the occurrence of error is less their language intensive guidance regarding the rules of language between lecturers and students and the lack of understanding in the use of Indonesian rule, as a general guideline Indonesian spelling.

1 INTRODUCTION

Indonesian language has a role as a media to convey human thought. Indonesian language is also a tool in forums or a scientific nuanced. This is in accordance with Regulation number 24 2009; 35; 1 stating that the Indonesian language must be used in the writing of scientific papers and scientific publications in Indonesia. Therefore, there is a need for special attention that the use of the Indonesian language must be in accordance.

Scientific work is a form of results for the academic community as contribution to society that is responsible in terms of science. Scientific work is also the final work for students who want to complete their studies at a certain level. In Indonesia, there are four types of final tasks, namely Final Task for Diploma Program, Thesis for Undergraduate Program (S1), Thesis for Postgraduate Program (S2), and Dissertation for Doctorate Program (S3). All of these scientific works are required to be compiled in Indonesian in accordance with the correct rules. As a final project, a students' scientific works not only describe the process of pouring ideas or thought in writing, but also the entire event of the research process conducted by observing scientific principles, namely

rational, factual, systematic, and objective in the procedure of proof as well concluding.

Universitas Sebelas Maret as one of the universities in Java requires every student of undergraduate level to make thesis writing at the end of their study period. As evidence to seeing the importance of thesis writing activity, Universitas Sebelas Maret gives six credits for the study. Thus, the thesis writing is expected to be completed utterly and as best as possible. In terms of format, the structure of writing should be in accordance with the rules that have been set in the handbook of thesis writing in each faculty. From language aspect, as a scientific paper thesis should be written using language format that meets the scientific standards and must comply with the standard of Indonesian rules. Rohmadi et al. argued that standard language is a variety of languages used in official circumstance, for instance is in writing scientific papers and research reports (Rohmadi, Saddhono, Wardani, et al, 2008)

Scientific work written by someone must be justified. This implies that the scientific work must use a specialized scientific language in accordance with the field, so that what is discussed in more detail and depth. According to Suriasumantri the characteristics of scientific language as a medium of scientific work include: (1) reproductive, (2)

unambiguous, (3) not emotive, (4) the use of standard language in spelling, words, sentences, and paragraph, (5) the use of the scientific term, (6) is denotative, (7) rational, (8) there is intercapal cohesion, (9) straightforward or direct to the target, and (10) effective use of sentences (Suriasumantri, 2007). But the problem, in thesis writing activities conducted by students it was found that there were many language errors. The mistakes made are violations of language rules that include: word formation, proper selection of words, grammatical composition of sentences, paragraph formation, reasoning arrangements, and an improved application of Indonesian spelling (Listiyorini, 2005). This condition of course can lead to the low quality of scientific writing (especially theses) produced. In addition, these mistakes if left unchecked can certainly cause communication disruption between the writer and the reader.

The existence of language errors in the students' thesis can be caused by the influence of attitudes and awareness of themselves, the influence of mother tongue, and the influence of the environment. Public opinion states that mistakes may come from student carelessness, lack of knowledge, and interference. As stated by Setyawati that there are three possible causes of language errors (Setyawati, 2010). The three possibilities are: (1) influenced by first acquired language, (2) the lack of understanding of language use, (3) imperfect language teaching.

Coming from the problem, there is one action that can be applied related to language errors in the students' scientific works. That is language errors analysis. Language error analysis is a procedure used by researchers and language teachers, which includes collecting error samples, identifying errors in the sample, explaining the error, classifying the error, and evaluating the level of language error (Guntur & Tarigan, 2011). Through language errors analysis, it shows the use of an appropriate and correct Indonesian language in accordance with the determinants of communication and grammatical rules. If its use is beyond the determinants of communication and grammatical rules it can result in irregularities and is considered to contain language errors.

This language error analysis activity is part of work that is integrated with language learning (Saddhono & St. Y Slamet, 2014). Language errors should not be seen as an inability of students in language. Language errors in the process of acquisition and learning are processes that influence students in learning the language. The results of the error analysis activities can contribute to make

improvements to the teaching of language and then help students to correct previous mistakes. In addition, the existence of language error analysis is expected to have a positive impact that can be a good example of appropriate use of Indonesian language, especially in thesis and in general writing lessons. So that the misuse of the Indonesian language in students' thesis can be minimized and even eliminated.

2 RESEARCH METHOD

This research was conducted at Universitas Sebelas Maret Surakarta. This research used descriptive qualitative approach. Moleong quoted the opinion of Bogdan and Taylor stating that qualitative method is research procedures that produce descriptive data in the form of written or oral from object and observed behavior. The type of research used is case study (Moleong, 2010).

The main data in this research were students' essay and transcript of interview result. Data analysis techniques used in the research is interactive model analysis. This analysis involves the following. (1) Data Collection; the main data in this study was thesis of UNS students and interviews with informants both lecturers and students. This was done by recording all forms of errors that exist in the students' thesis and interviews with informants. (2) Data Reduction; Data reduction is the process of selecting, focusing attention on simplifying, abstracting, and transforming raw data that arises from written records in the field (Miles & Huberman, 1994). (3) Data Presentation; Data presentation is an important part of data analysis. According to Sutopo data presentation is a series of information organization, description in the form of a complete narration that allows researchers to draw conclusions (Sutopo, 2006). Through the data presentation, the collected data is grouped into sections with the type of problem so that it is easy to be seen and understood so it is easy to be analyzed. (4) Drawing conclusion; Based on the results of the analysis of errors in the use of Indonesian language thesis and interviews with some informants both lecturers and students, then drawn conclusions.

3 DISCUSSION

3.1 Faculty of Economy and Business Thesis

Based on the analysis that had been done, the form of language errors that found in the Faculty of Economy and business thesis UNS as follows. First, spelling mistakes include: misuse of capital letters, use of italics, use of word combinations, use of prepositions, the use of number symbols, the use of periods, and the use of commas. Second, errors in the field of diction, including: word misconduct and word accuracy. Third, the error in sentence level, including the sentence coherence. In addition to the errors mentioned above, the thesis that became the source of research also had other errors. Other errors included: inconsistent use of letters / words and repeated explanations in paragraphs. For example the use of inconsistent letters / words, namely the writing of Regional Revenue (Pendapatan Asli Daerah) written by using acronyms (PAD) and was not written in acronyms. Capital letter error (18), standard word error (14), comma error (7), preposition error (6), number symbol error (4), colon error (4), incorrect word error (4), misconduct writing (3), period error (1). Based on the analysis that had been done, there were several factors that caused the error of language in the thesis of Economic Development Study Program of Faculty of Economy and Business.

3.2 Faculty of Law Thesis

After analyzing language errors in thesis of Faculty of Law UNS it was found 21 types of language errors, especially in writing, 3 of them were found in huge numbers, namely the initial capital letter error were 11, 18 errors of prepositions, and standard words as 18 errors. From such analysis it was concluded that the author had not fully understood the spelling and grammar that existed so that errors appeared as above. In addition to absence factors and lack of knowledge about spelling and grammar, it was found another factor that is the accuracy so that errors such as "slip of the pen" or lapses occurred. Lapses is a mistake in writing due to accidental or omission in writing a word. In addition there is inconsistent words, sometimes by using capital letters as a prefix sometimes not. Many of the phrases were ambiguous and there was no variation and effected to monotonous form and there were some sentences that were repeated in the next paragraphs.

3.3 Faculty of Social and Political Sciences Thesis

The typical language used by FISIP students is in the form of long and circling elaborations. This is very tiring for the reader. Plus the students often make mistakes related to punctuation, spelling, and other key things in scientific writing. Sentences tended to long. In that long sentence there were many redundant and inappropriate words. As a result, the sentences were not unified and ambiguous. In a word level, the students of this faculty had made a lot of language errors, especially in terms of: (1) -space (use of capital letters, italics, standard vs. non-standard words, inappropriate borrowed words etc. and (2) punctuation (point, comma, conjunction, stirrup, etc. which were misplaced). At the level of sentence many also encountered errors (such as: ineffective sentences, illogical sentences, and incoherent sentences). As for paragraph levels, errors occurred was numbers of main idea in one paragraph so it was difficult for readers to understand.

3.4 Faculty of Medical Thesis

The style of thesis writing in faculty of medical students is as follows. First, spelling errors included: misuse of capital letters, use of italics, use of derivative words, combined use of words, use of compound words, use of prepositions, use of number symbols, use of periods, and use of commas. Second, errors in diction level, include: word error. Factors considered to encourage errors in both spelling and term or grammar. These factors can be either external factors or internal factors from a writer. Language rules mastery was still inadequate. Authors who had not mastered appropriate Indonesian language rules in terms of spelling, diction, sentence, or paragraph. The influence of foreign languages. Due to foreign language affected for example in terms of words choice or diction. Especially the use of popular words in the field of medicine or terms from Latin. Lack of writing time. When it comes to writing skills as a process it is clear that there are three stages to be completed during the writing process, those are pre-writing, writing, revising. In fact, during revision phase, a review stage related to the quality of writing (including grammar) that should be done by students, was rarely done because of lack of time.

3.5 Faculty of Teaching and Education Thesis

Language skills are important aspect that must be possessed by a person. Because language skills can

support performance, express feelings, ideas, and means of exchanging information. In the academic field, language skills are used in scientific writing. One form of scientific work contained in the level of Higher Education is a thesis. In thesis writing requires a variety of considerations and references linguistic rules. However, the thesis still encounters language errors. Based on the analysis of language errors contained in this thesis, it can be concluded that there are still some errors, namely punctuation, pause of each word, italics in foreign words, inconsistent use of words, and inappropriate selection of diction.

3.6 Faculty of Mathematics and Natural Sciences Thesis

This MIPA thesis analysis is only one of the many theses that had been written by undergraduate students, especially in Faculty of Mathematics and Natural Sciences. From the analysis, it can be concluded as following; (1) MIPA's thesis took many foreign terms; (2) There were still numbers writing errors, such as: the use of capital letters, the use of italics, derivative words writing, words combination writing, prepositions, number symbols, full stop, commas, non-standard words, use of redundant words, improper use of words, illogical sentences, incoherence phrases, and the writing of a bibliography. There needs to be a follow-up of the mistakes found in Faculty of Mathematics and Natural Sciences theses. The follow-up not only improved the structure and language that was wrong, but also expected to change the paradigm of students not to override the role of language in delivering the results of the research they got.

3.7 Faculty of Agricultural Thesis

From the research and data collected, it can be concluded that this thesis had many errors. Most errors were the prefix of *di-* and *ke-*. Such mistakes might occur because the author did not understand the rules of language. Besides that, the error in placing a space needs to be corrected. Because the lack of research was fatal enough to cause a lack of legibility. From the above conclusions, the editing team suggested that Indonesian language courses should be maximized in every faculty. Both students and supervisors must understand and master linguistic rules. This aims to improve the quality of UNS students' thesis in terms of scientific writing rules.

3.8 Faculty of Literature and Arts Thesis

From the results of the analysis of Indonesian errors in the thesis of Faculty of Literature and Arts, there were still errors found. From the findings of the Indonesian language errors, the researchers thought that these mistakes had become normal. But this thesis was adequate because the language errors found were in small numbers. Mistakes were: the use of capital letters at the beginning of the sentence (1), the use of capital letters in the names of people (2), the use of capital letters in the names of institutions and official documents (2), the use of capital letters (6), the use of prepositions (4), the use of commas (9), the use of non-standard words (6), the use of redundant words (1), inappropriate use of words (10), sentences which did not meet the element of unity of ideas (3), and sentences that are not unified (4). From several types of errors it can already be seen which error the most and little. From the mistake of the language of the writer of the thesis, it happened because several factors, namely: (1) in writing, the author lacked understanding of the guidelines in the writing of the thesis, (2) the author was not mastery in and not guided by Indonesian Language Dictionary or Enhanced Letter of Indonesian

3.9 Faculty of Engineering Thesis

Mistakes most found in the final assignment of Architecture Engineering students were on the use of capital letters in the beginning of the sentence. There were many letters at the beginning of a sentence written in lowercase. The foreign terms not in italics were also many. Overall, the errors found in the Architectural Engineering Students Final Assignment were low. From many aspects of language errors, in this Final Project of Architecture Engineering students there were 9 aspects of error. Other aspect errors were not too many. It can be concluded that the students of Architecture Engineering knew a lot about the aspects of Final Assignment.

4 CONCLUSIONS

Based on research findings and data analysis results on Indonesian error analysis in the thesis of UNS students in 2014 conclusions drawn as follow. (1) The form of language errors found in the thesis of the Universitas Sebelas Maret students in the form of spelling errors, diction errors, sentence errors, and paragraph errors. (2) The spread of language errors

found in the thesis of Universitas Sebelas Maret students is as follows. Speech errors in the spelling consisted of: misuse of capital letters; italics; derivative words; use of word combinations; use of compound words; use of the preposition; use of number symbols; use of periods; and the use of commas. Language errors in the field of diction consist of: wrong words; common word; redundant word; and word accuracy. Language error in the sentence level consisted of: unity of ideas; sentence logic; and cohesiveness. Language error in the paragraph field. (3) Mistakes that often occurred in the thesis of Universitas Sebelas Maret were caused by several factors, for instance: the inadequate mastery of Indonesian language, the lack of attention to Indonesian grammar, the lack of reference to Indonesian grammar books, the limited time, first language and foreign language interference, and thesis supervisors who have not provided maximum guidance.

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