



The Role of Korean Syntax in Sentence Structure and Affixation Errors in Indonesian: A Study on Negative Transfer

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ABSTRACT: This study investigates the syntactic and morphological errors made by Korean learners of Indonesian, focusing on word order, passive sentence construction, affixation, and subject omission errors. The findings indicate that these errors primarily result from negative transfer, where learners apply Korean grammatical structures to Indonesian, leading to systematic mistakes. A major challenge is word order errors, as Korean follows a Subject-Object-Verb (SOV) or Subject-Adverbial-Object-Verb (S-Adv-O-V) structure, whereas Indonesian adheres to a fixed Subject-Verb-Object (SVO) order. This difference leads learners to misplace objects and adverbial phrases, producing unnatural sentences. Another frequent issue is passive sentence construction errors. Korean learners often place the agent before the passive verb, mirroring Korean syntax, resulting in incorrect structures like "*Surat ini dia dikirimkan kepada guru*" instead of "*Surat ini dikirimkan kepada guru oleh dia*." Affixation errors also arise due to differences in morphological structure. Korean learners incorrectly apply "-kan" to intransitive verbs or overuse repetition, influenced by Korean verb formation patterns. Subject omission is another common mistake. Korean frequently omits pronouns when understood from context, while Indonesian requires explicit subject pronouns. This results in incomplete sentences like "*Pergi ke sekolah*" instead of "*Saya pergi ke sekolah*." These findings align with Selinker's (1972) Interlanguage Theory, which explains how second-language learners create a transitional linguistic system influenced by their first language. To minimize these errors, Indonesian language instruction for Korean learners should emphasize contrastive grammar analysis, focusing on sentence structure, passive voice usage, affixation rules, and subject placement. Explicit instruction and targeted exercises can help learners develop greater grammatical accuracy and fluency in Indonesian.

KEYWORDS: Interlanguage, Word Order Errors, Affixation Errors, Korean Learners of Indonesian, Second Language Acquisition

INTRODUCTION

The interest of learners in studying other languages, such as learning Korean for Indonesian speakers or vice versa, has grown significantly in recent years. Language learning is often motivated by various factors, including cultural exchange, career opportunities, and personal interest in the language and its culture. However, while the desire to learn a second language is strong, learners often face significant challenges during the acquisition process. These challenges can arise from various factors, such as pronunciation, grammar, sentence structure, and vocabulary (Weda et al., 2022; Amalia et al., 2022; Hidayat et al., 2023). For instance, Korean and Indonesian have very different linguistic systems, including differences in word order, affixation, and phonology. As a result, learners may struggle with applying the correct grammatical rules, understanding the subtleties of sentence structure, or pronouncing words correctly. These difficulties are particularly evident when learners transfer patterns from their first language to the second, leading to errors that hinder fluency and comprehension. Therefore, despite the motivation to learn, these obstacles can slow down the process of mastering a second language.

In the process of second language acquisition, learners often develop a transitional linguistic system known as interlanguage. This system incorporates elements from both their first language (L1) and the target language (L2), creating a dynamic and evolving structure that is neither entirely L1 nor L2. As learners progress in their language proficiency, their interlanguage adapts continuously. Second Language Acquisition (SLA) refers to the process through which people learn a language other than their native language (Ellis, 1997; Aswad et al., 2019.; Rahman et al., 2019; Sukmawaty et al., 2022).

Stephen Krashen (1982), a prominent figure in SLA research, proposed the Input Hypothesis, which suggests that learners acquire a second language most effectively when they are exposed to "comprehensible input" just beyond their current



level of competence (often referred to as "i+1"). Krashen emphasized the importance of natural communication and immersion in the language, arguing that language acquisition occurs most effectively when learners are exposed to meaningful, context-rich interactions. However, this process also gives rise to challenges, particularly errors stemming from negative transfer—where the rules of the learner's first language are inappropriately applied to the second language. These errors frequently occur in sentence structure, grammar, and vocabulary, making it essential to examine how first language influence affects second language development.

One of the key factors shaping interlanguage is the syntactic and morphological structure of the learner's native language. When the syntactic rules of the first language differ significantly from those of the target language, persistent errors may arise. This is especially evident among Korean learners of Indonesian, where differences in sentence structure between the two languages lead to frequent mistakes (Peng & Im, 2024; Youngsun et al., 2024; Yaumi et al., 2023). While Korean follows a Subject-Object-Verb (SOV) structure, Indonesian uses a Subject-Verb-Object (SVO) order, causing learners to misplace sentence elements. In addition to word order errors, Korean learners also face significant difficulties in using Indonesian affixes, such as *me-*, *di-*, *ber-*, *-kan*, and *-i*, due to the absence of a similar affixation system in Korean. As a result, learners struggle with both the function and placement of affixes, leading to errors in both written and spoken forms.

These challenges can be observed in the types of mistakes commonly made by Korean learners. For instance, learners often transfer the Korean SOV structure into Indonesian, producing incorrect sentences such as "*Saya buku membaca*" instead of "*Saya membaca buku*." Similarly, errors appear in affixation usage, where learners create sentences like "*Surat ini saya mengirimkan ke guru*" instead of "*Surat ini saya kirimkan ke guru*." Such mistakes highlight the impact of syntactic transfer and the difficulty of acquiring morphological affixation rules.

The primary objective of this study is to analyze the influence of the Korean language's syntactic structure on Indonesian sentence construction and explore the frequency and types of affixation errors made by Korean learners of Indonesian. Additionally, this study examines the role of negative transfer in these errors and proposes pedagogical solutions to address these challenges. By understanding the underlying causes of these mistakes, this research aims to provide practical insights for educators, allowing them to develop effective teaching strategies that cater to the specific needs of Korean learners. By addressing the structural differences between Korean and Indonesian and implementing context-driven exercises, educators can help learners develop greater linguistic competence. Ultimately, this study seeks to enhance the accuracy and confidence of Korean learners in using Indonesian in real-world communication.

LITERATURE REVIEW

Second language learning often involves interlanguage, a transitional phase where learners blend elements from their first language (L1) and the target language (L2). This phase is characterized by negative transfer, where the structural patterns of L1 are incorrectly applied to L2, leading to systematic errors in areas such as syntax and morphology (Selinker, 1972). Korean learners of Indonesian commonly experience negative transfer due to the differences in sentence structure (SOV vs. SVO) and morphological affixation between the two languages.

1. Interlanguage View by Selinker (1972)

The Interlanguage theory proposed by Selinker (1972) serves as the fundamental basis of this study, as it explains how second-language learners develop a temporary linguistic system that differs from both their first language (L1) and the target language (L2). Interlanguage is a dynamic linguistic system that evolves throughout the process of second language acquisition, where learners create their own linguistic rules based on their understanding of the target language. One crucial aspect of this theory is first language transfer (L1 transfer), which refers to the influence of the learner's native language structure on the language being learned. In the context of Korean learners acquiring Indonesian, differences in grammar and sentence structure between the two languages often lead to errors in Indonesian usage, particularly in syntax and morphology.

Another common phenomenon in interlanguage development is overgeneralization, where learners apply Indonesian language rules excessively without understanding exceptions or variations. For instance, they may uniformly apply verb conjugation rules, even though Indonesian has many irregular forms that do not follow a fixed pattern. Additionally, fossilization occurs when certain errors become persistent and difficult to correct due to a lack of corrective feedback or exposure to accurate target language input. These errors can persist for a long time, especially if learners primarily interact in environments that do not



provide corrective feedback. In this study, interlanguage theory will be used to analyze the patterns of errors that emerge in the digital interactions of Korean learners, as well as how social media and language-learning applications contribute to the development or stagnation of their interlanguage.

2. The Influence of Social Media on Interlanguage Development

Interlanguage, as a concept that describes the temporary linguistic system formed by second-language (L2) learners, is highly relevant for analysis within the context of social media interactions. Social media creates a learning environment that differs from traditional language learning interactions, as communication is often informal and filled with abbreviations, slang, and non-standard language structures. This influences the development of learners' interlanguage, often leading to linguistic errors or deviations from the target language due to the influence of language styles commonly found on these platforms.

In digital interactions, first language transfer (L1 transfer) plays a significant role. Korean learners using Indonesian on social media tend to carry over structures and patterns from their native language into the target language. For example, they may construct sentences with word order or grammatical structures that resemble Korean rather than Indonesian, leading to incorrect sentence formation, such as "*Saya makanan makan*" (influenced by the SOV pattern in Korean) instead of "*Saya makan makanan*". Moreover, social media also fosters overgeneralization, where learners may excessively apply linguistic rules or patterns they have learned. For instance, a learner who has just been introduced to Indonesian verb conjugation might frequently use base verb forms without considering tense or aspect, leading to sentences like "*Saya pergi pasar kemarin*" instead of "*Saya pergi ke pasar kemarin*".

Fossilization is another phenomenon that can occur on social media due to the limited corrective feedback available in informal interactions. In casual communication, where users often adopt relaxed language without strict adherence to grammatical rules, errors in Indonesian usage may persist without being corrected. Learners might continuously use incorrect or inappropriate language forms, especially if they do not receive sufficient exposure to formal and structured learning environments. Overall, social media functions as an influential environment that both facilitates and accelerates the development of interlanguage among Indonesian language learners. While it provides opportunities for practice and interaction, social media can also hinder or slow down proper language development if learners do not receive adequate corrective feedback or instruction. In this context, interlanguage theory becomes an essential framework for analyzing the linguistic dynamics of Korean learners as they communicate in digital platforms.

3. Interlanguage and Negative Transfer

According to Selinker (1972), interlanguage represents an evolving linguistic system that incorporates aspects of both L1 and L2. While this process facilitates learning, it also results in negative transfer, where learners mistakenly impose L1 rules onto L2 structures. Korean learners, for instance, frequently misapply the SOV structure of Korean to Indonesian, leading to incorrect sentence formations such as "*Saya buku membaca*" instead of "*Saya membaca buku*."

4. Impact of Korean Syntactic Structure on Indonesian Sentence Construction

The syntactic contrast between Korean (SOV) and Indonesian (SVO) plays a crucial role in shaping learners' errors. Research by Lado (1957) on Contrastive Analysis Hypothesis suggests that when two languages have significantly different syntactic structures, learners are more prone to persistent errors. This study builds upon Lado's findings by analyzing how Korean sentence structure specifically interferes with Indonesian word order in both written and spoken production.

5. Challenges in Morphological Affixation

Korean learners also struggle with Indonesian affixation, which includes prefixes (*me-*, *di-*, *ber-*), suffixes (*-kan*, *-i*), and infixes. Unlike Indonesian, Korean does not use a morphological affixation system in the same way, making it difficult for learners to understand both function and placement (Cook, 2003). Previous research has mostly focused on word order errors, but this study extends the analysis by systematically examining morphological affixation errors, an area that has been relatively understudied.

6. The Need for Contextualized Teaching Approaches

Given these challenges, pedagogical approaches should emphasize context-driven exercises that specifically target word order correction and affixation usage. Studies (Creswell, 2014) highlight that task-based instruction and contrastive analysis can



significantly reduce negative transfer effects. This study contributes to the field by proposing teaching strategies tailored to the unique difficulties faced by Korean learners of Indonesian.

According to Selinker (1972), interlanguage is a transitional linguistic system that emerges when second-language learners integrate elements of their first language (L1) into the target language (L2). This process often results in negative transfer, where L1 rules are mistakenly applied to L2, leading to structural errors. One of the most common forms of negative transfer occurs in sentence structure, where grammatical patterns from L1 interfere with the correct formation of L2 sentences.

For Korean learners of Indonesian, negative transfer is particularly evident in their word order errors, as Korean follows an SOV (Subject-Object-Verb) structure, whereas Indonesian uses an SVO (Subject-Verb-Object) structure. This syntactic contrast often leads to incorrect constructions, such as "*Saya buku membaca*" (lit. "I book read") instead of the correct "*Saya membaca buku*" ("I read a book"), as learners unconsciously transfer Korean sentence patterns to Indonesian.

These errors exemplify negative transfer, where elements from the first language (Korean) are misapplied in the target language (Indonesian). Since Korean learners are accustomed to structuring sentences in SOV order, they tend to replicate this pattern when forming sentences in Indonesian. Understanding the impact of negative transfer is essential for developing more effective teaching strategies that address these structural difficulties and help Korean learners use Indonesian more accurately and confidently.

RESEARCH OBJECTIVE

This study aims to analyze how the SOV (Subject-Object-Verb) syntactic pattern of Korean influences the construction of SVO (Subject-Verb-Object) sentence structures in Indonesian among Korean learners, and to explore the types and frequency of affixation errors made by Korean learners when using Indonesian morphological affixes. By identifying the common mistakes in affixation, the study will provide insights into the linguistic challenges faced by Korean learners and the impact of their native language structure on acquiring Indonesian.

RESEARCH METHODOLOGY

Types of Research

This study employs a qualitative descriptive approach to examine the errors made by Korean learners of Indonesian, specifically in their use of prefixes (affixes) and word order in sentence construction. This approach aims to provide a detailed analysis of these errors and understand their underlying causes. According to Creswell (2014), qualitative descriptive research is useful for exploring phenomena within social or educational contexts. In this study, the primary phenomenon under investigation is sentence structure errors (word order) and misapplication of prefixes, which may be attributed to linguistic transfer from Korean to Indonesian.

Data Collection

The data for this study is collected using three primary methods, namely interviews, classroom observations, and written text analysis. First, interviews are conducted with Korean learners of Indonesian to assess their understanding of Indonesian sentence structure and affixation rules. Through these interviews, the study explores learners' perceptions of grammatical structures and the challenges they encounter when applying Indonesian grammatical rules in both written and spoken communication. Second, classroom observations are carried out to examine how learners use Indonesian in real-time interactions. These observations focus on identifying word order errors and incorrect affix usage that may result from linguistic transfer from Korean. By analyzing learners' spoken language in a natural classroom setting, this study aims to understand how negative transfer manifests in spontaneous speech and structured exercises.

Finally, written text analysis is conducted to identify patterns of word order mistakes and affixation errors in learners' written production. By analyzing essays, assignments, and other written materials produced by Korean learners, this study seeks to uncover recurring grammatical patterns and determine the frequency of specific linguistic errors. By employing these three methods, this study aims to gain a comprehensive understanding of the linguistic challenges faced by Korean learners of Indonesian. The findings from these data collection methods will contribute to the development of more effective teaching strategies that address common errors and help learners acquire Indonesian more accurately and confidently.



RESULTS

A. Interlanguage Patterns in Korean Learners' Digital Interactions

1. Sentence Structure

In the process of learning Indonesian, native Korean speakers frequently make word order errors, which reflect the influence of interlanguage—a transitional phase between their first language (L1) and the second language (L2). One common example of this error is seen in the incorrect sentence "*Kopi minum, di kafe, (Saya).*" ("Coffee drink, in café, I").

In Korean, sentence structure is more flexible, allowing for variations in word order without altering meaning. As a result, Korean learners often unconsciously follow a structure that aligns more with Korean syntax, placing the object (kopi - "coffee") at the beginning of the sentence. However, this does not conform to the stricter Indonesian SPOK structure (Subject + Predicate + Object + Adverbial).

The correct sentence in Indonesian is "*Saya makan makanan di rumah*" ("I eat food at home"), where the subject ("*Saya*" - "I") comes at the beginning, followed by the verb ("*makan*" - "eat"), and the object ("*makanan*" - "food") immediately after. The adverb of place ("*di rumah*" - "at home") is positioned at the end of the sentence. This structure adheres to the typical SVO (Subject-Verb-Object) order in Indonesian. However, errors can occur due to the fundamental differences in sentence structure between Korean, which follows an SOV (Subject-Object-Verb) pattern, and Indonesian. As a result, learners may inadvertently transfer the syntactic order from their first language (L1) to the second language (L2), leading to mistakes in word order and sentence construction.

Data 1

Kopi minum, di kafe, Saya.

O V Adv S

저는 카페에서 커피를 마셔요.

[Jeoneun kapeeseo keopireul masyeoyo.]

S Adv O V

Saya minum kopi di kafe

S V O Adv

In Korean, sentences such as "*저는 카페에서 커피를 마셔요*" (*Jeoneun kapeeseo keopireul masyeoyo*) follow a more flexible word order—Subject + Adverbial (Location) + Object + Verb. This structural flexibility may influence how Korean learners construct sentences in Indonesian, often leading them to apply Korean syntax rules when forming Indonesian sentences. For example, learners might position adverbials or objects in ways that are natural in Korean but not in Indonesian, which follows a more rigid SVO order. This phenomenon reflects interlanguage, a transitional phase in second language acquisition where learners blend elements of their first language (L1) and target language (L2). As described by Selinker (1972), interlanguage occurs because learners, although progressing in their L2 acquisition, have not yet fully internalized the target language's grammatical structures, leading to errors that reflect influences from both languages.

Data 2

Saya di perpustakaan buku baca

S Adv O V

저는 도서관에서 책을 읽어요.

[Jeoneun doseogwaneseo chaegeul ilgeoyo.]

S Adv O V

Saya baca buku di perpustakaan

S V O Adv

In the process of learning Indonesian, Korean learners frequently make word order errors due to fundamental differences in sentence structure between the two languages. One common mistake can be observed in the following incorrect sentence: "*Saya di perpustakaan baca buku,*" which translates literally to "I in the library read book." The correct sentence should be "*Saya baca buku di perpustakaan,*" meaning "I read a book in the library."

In the incorrect sentence, the object "*buku,*" meaning "book," appears before the verb "*baca,*" meaning "read," which does not conform to the Indonesian subject-verb-object sentence structure. This mistake arises because Korean learners are accustomed to placing objects before verbs in accordance with Korean subject-object-verb or subject-adverbial-object-verb word order patterns. In Indonesian, sentences must follow a fixed structure where the subject is placed at the beginning, followed by the verb, then the object, and finally the adverbial phrase. The correct sentence order reflects the rigid sentence structure of Indonesian, which is more fixed compared to the flexible syntax of Korean.



In Korean, word order follows the subject-object-verb or subject-adverbial-object-verb pattern, meaning that a sentence like "*Jeoneun doseogwaneseo chaegeul ilgeoyo*," which means "I read a book in the library," places the subject first, followed by the adverbial phrase, then the object, and finally the verb. Unlike Indonesian, Korean allows objects to appear before verbs, and adverbial phrases often appear between the subject and object. However, in Indonesian, objects must always follow the verb.

Since Korean learners are accustomed to placing the object before the verb, they often transfer this pattern when forming Indonesian sentences. As a result, they misplace objects, leading to structural errors that deviate from standard Indonesian word order. This type of error exemplifies interlanguage, a concept described by Selinker (1972), which refers to a transitional linguistic system in second language acquisition. In this case, Korean learners apply Korean sentence structures to Indonesian, leading to frequent word order mistakes. Due to the subject-object-verb structure of Korean, learners naturally place objects before verbs in Indonesian, even though Indonesian requires a subject-verb-object order.

This process is an example of negative transfer, where learners unconsciously apply first language grammar rules to second language sentence formation, resulting in structures that do not fully conform to the target language. Because Korean learners have not yet fully internalized Indonesian word order rules, they create intermediate linguistic structures that differ from standard Indonesian grammar.

Data 3

Saya tiba di sini 1 pukul

S V Adv

저는 1시에 여기 도착했어요

[Jeoneun 1(han)sie yeogi dochakhaess-eoyo.]

S Adv V

Saya tiba di sini pukul 1:00

S V Adv

When learning Indonesian, Korean learners frequently make word order errors due to differences in sentence structure between the two languages. One common mistake is seen in the incorrect sentence, "*Saya tiba di sini 1 pukul*," which translates literally to "I arrive here 1 o'clock." In this sentence, the numeral "1" is placed before the word "*pukul*," which does not conform to Indonesian grammar rules. The correct sentence in Indonesian should be "*Saya tiba di sini pukul 1:00*," where the correct word order follows the structure of subject, verb, and adverbial, with the time expression appearing after the word "*pukul*."

The correct sentence in Korean is "*저는 1시에 여기 도착했어요*," which is romanized as "*Jeoneun ilshie yeogi dochakhaess-eoyo*" and translates to "I arrived here at 1:00." In this Korean sentence, the word order follows the pattern of subject, adverbial, and verb. Unlike Indonesian, Korean allows the placement of time expressions at the beginning of a sentence with greater flexibility. This differs from Indonesian, where time expressions such as "*pukul 1*" are typically placed after "*pukul*" and not at the beginning of a sentence.

This type of word order mistake is an example of interlanguage, which refers to the transitional stage between a learner's first language (L1) and the target language (L2). In this case, Korean learners studying Indonesian tend to transfer the grammatical structure from Korean, where time expressions are frequently placed at the beginning of a sentence, into their Indonesian sentences. Interlanguage occurs because learners still rely on structures from their first language (Korean) while acquiring the second language (Indonesian). According to Selinker (1972), during the interlanguage phase, learners create sentences that do not fully conform to the grammar of the target language but are still understandable due to the strong influence of their first language.

2. Errors in Suffix and Prefix Placement

For Korean learners studying Indonesian, errors in the use of suffixes are common due to interlanguage, a transitional stage in second language acquisition where learners blend elements of both their first language (Korean) and the target language (Indonesian). In the case of Korean learners, they often transfer grammatical patterns from Korean that do not align with Indonesian structures, particularly when it comes to the use of suffixes. Korean has a different system of affixation, and learners may apply these familiar patterns to Indonesian, leading to errors in tense, aspect, or word formation. These errors reflect the learners' ongoing process of mastering the target language, as they attempt to reconcile the rules of both languages in their interlanguage phase.



Data 4

Saya senang sekali untuk belajarkan bahasa Indonesia Saya senang sekali untuk belajar bahasa Indonesia

저는 인도네시아어 공부하는 것을 정말 좋아해요.

[Jeoneun Indonesia-reul gongbuhaneun geoseul jeongmal johahaeyo.]

In Korean, grammatical structure and suffix usage differ significantly from those in Indonesian. This difference can lead to errors in the use of suffixes when speaking or writing in Indonesian. For example, in Indonesian, the verb "*belajar*" does not require the suffix "-kan" in this context, because "*belajar*" is an intransitive verb that does not take a direct object. However, in Korean, suffixes are often used to make verbs transitive or to emphasize the object of an action. For instance, the verb "공부하다" (*gongbuhada* – "to study") in Korean can be modified into a more object-focused verb by adding the suffix "-하다" (*hada*), which expresses a stronger action or explicitly indicates an object. This pattern influences Korean learners, leading them to incorrectly add the suffix "-kan" to "*belajar*", forming "*belajarkan*", which is unnecessary in Indonesian.

Data 5

Adik saya sudah sering berlatih-latih gitar Adik saya sudah sering berlatih bermain gitar

제 동생은 기타를 연습하고 또 연습해요

[Je dongsaeng-eun gitareul yeonseuphago to yeonseupheyo.]

The repetition of the suffix "-latih" in the sentence "berlatih-latih" is another example of an error that may be influenced by Korean. In Korean, verb and adjective repetition is often used to emphasize intensity or continuity of an action, as seen in the expression "연습하고 또 연습하다" (*yeonseuphago tto yeonseuphada*), which means "to practice repeatedly." Korean learners, who are accustomed to this pattern, may unconsciously repeat the verb "berlatih" to express emphasis, even though such repetition is unnecessary in Indonesian. In Indonesian, "berlatih" alone is sufficient, and adding a repeated suffix is not grammatically required.

This misuse of suffixes demonstrates how interlanguage operates in second language acquisition. Interlanguage is a transitional phase in which second-language learners, in this case, Korean learners of Indonesian, mix elements from their first language with those they acquire in the target language (Indonesian). This occurs because learners are still developing an understanding of the grammatical structure of Indonesian and often transfer rules from their native language (Korean).

Korean learners of Indonesian tend to transfer grammatical patterns from Korean, where suffix usage is more flexible and sometimes more frequent than in Indonesian. For example, in Korean, the suffix "-하다" (*hada*) is commonly used to make a verb transitive or to intensify its meaning, often without strict limitations as in Indonesian. This leads Korean learners to incorrectly add suffixes in Indonesian where they are not necessary, as they are still influenced by the morphological structures of Korean.

3. Errors in Passive Sentence Construction

One of the common mistakes made by Korean learners of Indonesian is the incorrect use of passive sentence structures. This occurs because Korean and Indonesian have different ways of forming passive sentences, leading learners to apply Korean grammar rules directly to Indonesian, which results in unnatural sentence structures.

Data 6

Surat ini dia dikirimkan kepada guru.

이 편지는 선생님께 보내졌어요.

[I pyunjineun ge sarami seonsengnimke buchysuseoyo.]

Surat ini dikirimkan kepada guru oleh dia.

For Korean learners studying Indonesian, errors in sentence structure often arise from differences in how passive voice is formed in the two languages. For example, a Korean learner may produce a sentence such as "Surat ini dia dikirimkan kepada



guru." This sentence is incorrect because the subject "*dia*" is placed before the passive verb "*dikirimkan*," which does not align with Indonesian passive voice conventions. The correct sentence should be "*Surat ini dikirimkan kepada guru oleh dia.*" This mistake highlights the challenges learners face when attempting to adapt their native grammatical patterns to Indonesian.

The error occurs due to fundamental differences in the formation of passive voice between Korean and Indonesian. In Korean, passive constructions are commonly formed using suffixes such as "-아/어지다," "-되다," or the verb "받다" (meaning "to receive"). These elements convey a passive meaning by modifying the root verb. In contrast, Indonesian forms the passive voice with the prefixes "di-" or "ter-," and the agent (the person performing the action) is introduced after the verb using "oleh." These contrasting grammatical structures can lead to errors when Korean learners apply their familiar patterns to Indonesian.

For instance, in Korean, the sentence "이 편지는 선생님에게 보내졌다." (I pyeonjineun seonsaengnimege bonaejyeotda) translates to "This letter was sent to the teacher." In this sentence, the passive verb "보내졌다" (bonaejyeotda) is formed by adding "-어지다" to the root verb "보내다" (bonaeda, meaning "to send"). When learners attempt to transfer this structure to Indonesian, they may incorrectly construct sentences like "Surat ini dia dikirimkan kepada guru," which reflects their native language's passive construction rather than Indonesian's.

In Indonesian, the correct structure for passive sentences follows a clear and distinct pattern: The subject comes first, followed by the passive verb (with the "di-" prefix), and the agent performing the action is placed after the verb, introduced by "oleh." This is why the sentence "Surat ini dia dikirimkan kepada guru" is incorrect. The agent "*dia*" should appear after the verb, and the correct structure would be "Surat ini dikirimkan kepada guru oleh *dia*." This kind of mistake illustrates the concept of interlanguage, described by Selinker (1972), where second-language learners apply grammatical rules from their first language during the learning process. To overcome such errors, language instruction should emphasize the differences in passive voice construction between Indonesian and Korean. By providing clear contrastive analysis, learners can better understand the correct structure and avoid transferring incorrect grammar from their native language.

4. Errors in Subject Omission

Another frequent mistake among Korean learners of Indonesian is the omission of the subject in sentences, which occurs due to differences in pronoun usage between Korean and Indonesian. For example, a Korean learner might say "*Pergi ke sekolah.*" instead of "*Saya pergi ke sekolah.*" The omission of the subject "*saya*" in this case makes the sentence ambiguous because, in Indonesian, the subject is typically required for clarity.

Data 7

Pergi ke sekolah.

(저는) 학교에 갔어요.

[(Jeoneun) hakgyoe gasseoyo.]

Saya pergi ke sekolah.

This error is influenced by the grammatical characteristics of Korean, where subjects are often omitted if they are understood from context. In Korean, the sentence "학교에 갔어요." (*Hakgyoe gasseoyo*) means "I went to school." However, in the Korean sentence, the subject "I" (저 or 나) is omitted because it is inferred from context. This omission is grammatically acceptable in Korean, but when applied to Indonesian, it creates incomplete or unclear sentences. In contrast, Indonesian generally requires explicit subject pronouns, especially in formal writing or structured speech. Without the subject "*saya*," the Indonesian sentence "*Pergi ke sekolah.*" lacks clarity and may sound unnatural. This type of negative transfer from Korean to Indonesian is a result of interlanguage, where learners apply their first-language structures while attempting to communicate in the second language. Since Korean allows frequent omission of pronouns while Indonesian does not, Korean learners often mistakenly assume that subject omission is also acceptable in Indonesian.

To address this issue, Korean learners need to be trained to explicitly include subject pronouns in Indonesian sentences, particularly in written communication. Classroom exercises that focus on subject-verb agreement and sentence completeness can help learners develop a stronger understanding of how Indonesian sentence structure differs from Korean.

CONCLUSION

This study has analyzed the common structural errors made by Korean learners of Indonesian, focusing on word order,



passive sentence formation, affixation, and subject omission errors. The findings indicate that negative transfer from Korean to Indonesian is the primary cause of these errors, as learners unconsciously apply Korean grammatical structures to Indonesian, resulting in systematic mistakes that affect both spoken and written Indonesian. One of the most prevalent issues is word order errors, as Korean follows a Subject-Object-Verb (SOV) or Subject-Adverbial-Object-Verb (S-Adv-O-V) pattern, whereas Indonesian strictly adheres to a Subject-Verb-Object (SVO) order. This structural difference leads to misordering of objects and adverbial phrases, creating unnatural Indonesian sentences such as "*Buku saya baca di perpustakaan*" instead of "*Saya baca buku di perpustakaan.*"

Another significant challenge is the incorrect formation of passive sentences. Since Korean passives often use suffixes like "-어지다" or auxiliary verbs like "되다", learners tend to misapply these patterns to Indonesian, leading to sentences like "*Surat ini dia dikirimkan kepada guru.*" The correct structure should be "*Surat ini dikirimkan kepada guru oleh dia,*" where the agent must be placed after the passive verb and introduced with "*oleh.*" Additionally, errors in affixation usage occur because Korean does not utilize prefixes and suffixes in the same way as Indonesian. This results in learners incorrectly adding "-kan" to intransitive verbs or repeating words unnecessarily, influenced by Korean verb formation rules. For example, some learners might say "*belajarkan*" instead of "*belajar,*" transferring Korean transitive verb formation patterns to Indonesian.

Another common issue is subject omission errors, which occur because Korean allows frequent omission of pronouns when the subject is understood from context, whereas Indonesian generally requires explicit subject pronouns for clarity. Korean learners often produce incomplete Indonesian sentences like "*Pergi ke sekolah*" instead of "*Saya pergi ke sekolah.*" This error occurs because learners assume that subject omission in Indonesian functions similarly to Korean, leading to misunderstandings or ambiguity.

These findings align with Selinker's (1972) Interlanguage Theory, which states that second-language learners develop a transitional linguistic system that blends features from their first and second languages. Korean learners demonstrate interlanguage characteristics by applying Korean syntactic and morphological rules to Indonesian, creating sentence structures that do not fully conform to standard Indonesian grammar. To address these issues, Indonesian language instruction for Korean learners should focus on explicit contrastive analysis between the two languages. Teaching strategies should emphasize differences in sentence structure, passive voice usage, affixation, and subject placement, ensuring that learners develop a clear understanding of Indonesian grammar without relying on Korean linguistic patterns.

This study contributes to the understanding of negative transfer and interlanguage formation in Korean learners of Indonesian. By identifying key grammatical challenges and their underlying causes, this research provides valuable insights for educators in designing more effective language instruction strategies. Addressing these errors through targeted exercises, contrastive grammar explanations, and structured practice will help learners develop greater accuracy and confidence in using Indonesian correctly.

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