

THE DEVIATION OF WORDS ASPECTS AND SENTENCES AMONG STUDENTS' SPEECH

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ABSTRACT. This study was aimed at describing the misuse of spoken Bahasa Indonesia by students of Universitas Pendidikan Ganesha in terms of words and sentences. This study was descriptive qualitative research. Sources of data in this study were students taking Bahasa Indonesia subject as a part of Personality Development Course. Data collection method used was observation and documentation. Three stages of data analysis were implemented for this study, namely: data reduction, data presentation, and inference and verification. Techniques used in checking the validity of the data and the data saturation is the persistence of observation and data triangulation. The results of this study were (1) the misuse of spoken Bahasa Indonesia seen from word aspects includes (a) the misuse in pronunciation (phonology); (B) the misuse of words (lexical); (C) variations of word; and (d) the misuse of word formation (morphology); (2) the misuse of spoken Bahasa Indonesia seen from sentence aspects includes (a) contamination sentences; (B) pleonastic sentences; (C) ambiguous sentences; and (e) illogical sentences. The results of this study can be taken into consideration in the selection of teaching materials for students.

Keywords: analysis of spoken language, sentence aspect, word aspects

Language learning is expected to help learners in several aspects such as, recognizing themselves, their culture and other people culture, expressing ideas and feelings, participating in the society which uses the language, also finding out and utilizing their analytical and imaginative ability. Learning Bahasa Indonesia is led to improve learners' ability in communicating using Indonesian correctly, both spoken and written, moreover emerging their appreciation toward Indonesian literary works. Indonesian learning should lead the learners to the experience of real practice in using the language. In teaching Bahasa Indonesia to the learners, explaining is not enough. Here, the role of the teachers is highly vital to achieve the goals of language learning.

At the university level, Bahasa Indonesia is included as a part of Personality Development Course. At Universitas Pendidikan Ganesha, Bahasa Indonesia as a Personality Development Course aims at helping the university students to compose scientific writing and speak in a scientific

forum. Therefore, there is a high demand for the learners' ability in using formal Bahasa Indonesia, both in written and spoken. Even though, it does not mean that another diversity of Bahasa Indonesia is not introduced to the learners. The use of informal Bahasa Indonesia is also a part which is learned by the learners since it is considered that there is a situation which demands the Indonesian speakers to use informal Bahasa Indonesia.

From the sociolinguistic views, both formal and informal Bahasa Indonesia are good because of the use of the language should be based on its context. But, in terms of composing scientific writing and speaking in a scientific forum, the language that should be used is formal language. The learning activity is one of the examples of a formal situation. Therefore, it is a must for the learners to use the formal language during the learning process. The use of formal language will ease the both the lecturers and learners when they communicate to comprehend what is being talked. It is in line with what is demonstrated

by Sumadiria (2010) that formal language is the kind of language which has a wide impact and it is easy to be understood.

The use of formal language during the learning process should be admitted as a need. It cannot be separated from the nature of language in which it implicates that the use of language should be trained continually. Even though, the result of observation showed that there are still many learners who haven't fully used formal language when they communicate. For example, several words in Bahasa Indonesia are not pronounced correctly by the learners. In addition, there is also a case of misuse of forming the words in Bahasa Indonesia. The misuses at the sentence level also happen, such as the incorrect use of synonym words. The result of an interview with several lecturers who teach Bahasa Indonesia also showed the similar misuses of using Bahasa.

Based on the misuses appeared when the learners speak Bahasa Indonesia during the learning process, surely it should be overcome in order to achieve the goal of Bahasa Indonesia as the part of MPK, that is, helping the learners to be able to communicate in a scientific forum. Therefore, there is a demand for a study which describes and analyzes the misuse of spoken Bahasa Indonesia in terms of words and sentences.

METHOD

This study is a descriptive qualitative study. The data of this study is in form of information which is spoken by the students of Universitas Pendidikan Ganesha who shows the misuse of Bahasa Indonesia when they take Bahasa Indonesia as the subject learning. The data is gathered by the researcher as the key instrument, moreover, the lecturers who teach Bahasa Indonesia also help the researcher in conducting the observation and documentation toward the misuse of spoken Bahasa Indonesia produced by the students. There are three stages of data analysis, namely: data reduction, data presentation, and data verification. Those stages are done simultaneously (Bungin, 2006).

RESULTS AND DISCUSSION

The Misuse of Spoken Bahasa Indonesia from Word Aspects

The misuse of spoken Bahasa Indonesia is seen from word aspects in this

study is selected based on several consideration, namely:

1. The Misuse in Pronunciation (Phonology)

From the data gathered, the misuse in pronunciation (phonology) can be classified, as follows:

Phoneme /a/ pronounced /e/

 - (1) /baik/ pronounced /baek/
 - (2) /segar/ pronounced /seger/
 - (3) /akta/ pronounced /akte/
 - (4) /pedas/ pronounced /pedes/

Phoneme /i/ pronounced /e/

 - (1) /Indonesia/ pronounced /endonesia/
 - (2) /nasihat/ pronounced /nasehat/
 - (3) /air/ pronounced /aer/
 - (4) /hakikat/ pronounced /hakekat/
 - (5) /adik/ pronounced /adek/

Phoneme /u/ pronounced /a/

 - (1) /subjek/ pronounced /sabjek/

Phoneme /u/ pronounced /w/

 - (1) /kualitas/ pronounced kwalitas/
 - (2) /kuantitas/ pronounced /kwantitas/
 - (3) /lampau/ pronounced /lampaw/

Phoneme /e/ pronounced /è/

 - (1) /pemikiran/ pronounced /pèmikiran/
 - (2) /kelima/ pronounced /kèlima/
 - (3) /sebab/ pronounced /sèbab/

Phoneme /c/ pronounced /se/

 - (1) /AC/ pronounced /ase/
 - (2) /WC/ pronounced /wese/

Phoneme /f/ pronounced /p/

 - (1) /aktif/ pronounced /aktip/
 - (2) /pasif/ pronounced /pasip/
 - (3) /relatif/ pronounced /relatip/
 - (4) /positif/ pronounced /positip/
 - (5) /negatif/ pronounced /negatip/
 - (6) /saintifik/ pronounced /saintipik/
 - (7) /fokus/ pronounced /pokus/
 - (8) /februari/ pronounced /pebruari/
 - (9) /objektif/ pronounced /objektip/
 - (10) /kolaboratif/ pronounced /kolaboratip/

Phoneme /j/ pronounced /y/

 - (1) /subjek/ pronounced /subyek/
 - (2) /objek/ pronounced /obyek/
 - (3) /projek/ pronounced /proyek/

Phoneme /k/ pronounced /h/

 - (1) /teknik/ pronounced /tehnik/

Phoneme /p/ pronounced /f/

 - (1) /pasal/ pronounced /fasal/

Phoneme /v/ pronounced /p/

 - (1) /aktivitas/ pronounced /aktipitas/
 - (2) /variasi/ pronounced /pariasi/

Phoneme /z/ pronounced /j/

 - (1) /izin/ pronounced /ijin/

- (2) /zaman/ pronounced /zaman/
 Phoneme /z/ pronounced /s/
 (1) /azas/ pronounced /asas/
 (2) /ozon/ pronounced /oson/
 Diphthong /ai/ pronounced /e/
 (1) /andai/ pronounced /ande/
 (2) /landai/ pronounced /lande/
 (3) /pantai/ pronounced /pante/
 (4) /ramai/ pronounced /rame/
 (5) /santai/ pronounced /santé/
 (6) /partai/ pronounced /parte/
 Diphthong /au/ pronounced /o/
 (1) /pulau/ pronounced /pulo/
 (2) /kalau/ pronounced /kalo/
 (3) /bangau/ pronounced /bango/
 (4) /danau/ pronounced /dano/
 (5) /kacau/ pronounced /kaco/
 Phoneme Removal
 (1) /itu/ pronounced /tu/
 (2) /ini/ pronounced /ni/
 (3) /karena/ pronounced /karna/
 (4) /mengklasifikasikan/ pronounced /mengglasifikasikan/
 (5) /wujud/ pronounced /ujud/
 (6) /hilang/ pronounced /ilang/
 (7) /kompleks/ pronounced /komplek/
 Phoneme Addition /h/
 (1) /silakan/ pronounced /silahkan/

The result of the misuse of spoken Bahasa Indonesia seen from word aspects, that is in terms of phonology fields show that there are several misuses in pronouncing the phonemes, involved: phoneme /a/ becomes /e/, phoneme /i/ becomes /e/, phoneme /u/ becomes /a/, phoneme /u/ becomes /w/, phoneme /e/ becomes /è/, phoneme /c/ becomes /se/, phoneme /f/ becomes /p/, phoneme /j/ becomes /y/, phoneme /k/ becomes /h/, phoneme /v/ becomes /p/, phoneme /z/ becomes /j/, phoneme /z/ becomes /s/, diphthong /ai/ becomes /e/, diphthong /au/ becomes /o/, phoneme removal, and phoneme addition. From the findings of this study, it showed that the distribution of phoneme misuse mostly happens on phoneme /f/ pronounced /p/.

The misuses are certainly contrary from one of the characteristics of the formal language, that is, the accuracy of speech (Suhariato, 1981). The findings of this study are in line with the research findings found by Purnamayani (2014) that an error occurred pretty much on the pronunciation

of words when the students in the discussion process. Irregularities that occurred in the field of phonology is caused by interference, as proposed by Alwasilah (1993) and Tarin (1990). In addition, irregularities of pronunciation also caused by carelessness or recklessness. This is in line with the opinion of Tarin (1990) that the deviation pronunciation asides interlingual factors that interference may also occur due to intralingual factors in forms of intangible association that are spontaneous, accidental, and can be either carelessness or recklessness. Pateda (1989) calls this inaccuracy in the pronunciation called slip.

2. The Misuse of Words (Lexical)

The misuse of words occurs due to the use non-standard words during speaking in the classroom. In addition, it also happens because of the use of English in the spoken Bahasa Indonesia. Table 1 and Table 2 shows irregularities arise from the use of informal language and English.

Table 1. Lexical deviations from non-standard Bahasa Indonesia

Deviation	Correct lexical
Endak	Tidak
Nggak	Tidak
Gini	Begini
Gimana	bagaimana
Kenapa	mengapa
Kemaren	Kemarin

Table 2. Lexical deviations from English

Deviation	Correct lexical
<i>Skip</i>	lewati
<i>Cancel</i>	batal
<i>Meeting</i>	rapat
<i>Schedule</i>	jadwal
<i>Pending</i>	tunda
<i>Download</i>	unduh
<i>Upload</i>	unggah
<i>Next</i>	lanjut
<i>Search</i>	cari
<i>Copy</i>	salin
<i>Paste</i>	tempel

Aslinda and Leni (2007) stated that the use of local or foreign vocabularies in Bahasa Indonesia speech is a form of interference lexical field. Research on the

reasons for Indonesian students for non-standard in their speech is because of habit and they feel better in speaking. Meanwhile, the English vocabulary is chosen based on the same reason, namely habit. This finding is in accordance with the opinion of Hortman (in Alwasilah, 1985) that factors in the habit of speaking become the interference factor. Hortman explained that the speakers are accustomed to use local or foreign language in everyday speech will carry it in the formal talk. The students admit in everyday communication, English vocabulary is felt more common than Indonesian vocabulary. This shows that the students' attitude toward Bahasa Indonesia is still low.

According to Sukardi (2000), lexical interference includes the loan of words and words that are not in accordance with its forms. The types of lexical interference in the form of vocabulary loans includes vocabularies: 1) basic words, 2) addition, and 4) phrases. In this study, the interference of foreign language is found only in the form of basic words.

The research findings of Purnamayanti (2014) also found some errors in the use of the words, thus: 373 pieces of error, in which 309 errors are the use of the words. The misuse of the words is the most language errors which are found by Purnamayanti.

1) Variations of Word

The basic structure of Bahasa Indonesia is 'is explain-explain' (Dibia and Dewantara, 2015). Therefore, the word in Bahasa Indonesia should be in accordance with the rules. Here, it will be discussed one by one about the error or deviation word found in the speech omitted by students.

(a) The word 'lain kali'

The word 'lain kali' is very often used by the student in their speech. In fact, no student realizes that the word is deviating from the basic structure of Bahasa Indonesia rules. In the structure of 'lain kali', the explained word is 'lain' while the explaining word is the word 'kali'. In fact, a word that should occupy a place as the described word is the word 'kali' which means 'kesempatan' or 'waktu'. Therefore, to express

intention of 'waktu yang lain' or 'kesempatan yang lain', the precise word is 'kali lain'.

(b) The word 'ini siang'

The word 'siang ini' emphasizes on the word 'ini'. That means, the word 'ini' in the structure located as the described word, while the word 'siang' is the explaining word. The word certainly deviates from the basic rule of Bahasa Indonesia because of words that should be explained is the word 'siang' and the words which describe is the word 'ini'. The exact word has the sense of 'siang yang ini' instead of 'siang yang kemarin' or 'siang lusa'. Therefore, the precise word is 'siang ini'.

(c) The word 'tadi pagi'

In line with the structure of 'ini siang', the word structure of 'tadi pagi' also deviates from the rules of Bahasa Indonesia. The explained word should be the word 'pagi' and the explaining word is the word 'tadi'. Therefore, the correct structure is 'pagi tadi'.

(d) The word 'sosial media'

Recently, along with the development of technology, the word 'sosial media' often appears which is actually taken from a foreign language (English). Therefore, the word structure of 'sosial media' is not in accordance with the rules of Bahasa Indonesia. The explained word should be 'media' and the explaining word is 'sosial'. The word closely means media which is used by people in their life. Therefore, the correct structure is 'media sosial'.

The findings of this study show that word deviations in terms of a word rarely occur. There are two factors which cause these deviations, namely: (1) the ignorance of the correct word and (2) the effect of foreign language structure.

3. The Misuse of Word Formation (Morphology)

From the data which is found, it can be concluded that the irregularities of word formation (morphology) occurred because the students do not understand the principles

of affixation in Bahasa Indonesia. The basic word that its initial phoneme is supposed to be omitted in the process of affixation just does not get the pulverization. As the basic words that start with the phoneme / p /, such as 'memposisikan', 'mempesona', 'mempengaruhi' and 'mempedulikan'. Supposedly, the phoneme / p / pulverizes when meets with the affixation me (N) -, therefore it becomes 'memosisikan', 'memesona', 'memengaruhi', dan 'memedulikan'. However, when the clusters which are positioned at the beginning of the basic words, these clusters do not pulverize, as in the word 'memprioritaskan'.

Deviations of cluster pulverization also occur in the word 'traktor', 'transper' and 'prioritas' which are supposed to get fixed affixation 'mentraktor', 'mentrasper' and 'memprioritaskan'. However, the students utter it in the form of 'meneraktor' and 'memerioritaskan'. After conducting observation, the students who made mistake like this can be classified into three groups: (1) students who understand the rules of pulverization of phonemes in the initial basic words but do not understand the rules of the cluster, (2) students who do not understand the rules of pulverization, and (3) students who understand the rules of pulverization yet difficult to change their habit.

In the basic words that start with the phoneme / k /, / t / and / s / also should undergo yielding when meet affixation me (N) - or pe (N) -, as in the word 'taat' that should be 'menaati' and 'kikis' supposed to 'mengikis'. However, this rule does not apply to the basic words which begin with the phoneme / f /. Deviations which happen in student speech is the word 'fokus' and 'fasilitas' are changed to 'memokuskan' and 'memasilitasi'. The deviation is apparently due to an error interpretation phonemes at the word prepositions are considered the same as / p /. This conclusion was drawn considering the students often redeem the pronunciation of / f / and / p /.

Irregularities also occur on students' speech in the form of one syllable when meets with the affixation me(N) -. Based on the rules, a basic word that constructed of one syllable when meets with the affixation me (N) - will turn into menge-, as the basic words 'las' becomes 'mengelas'. Deviations

omitted in students' speech is the word 'bom', 'cuk', 'bor' are changed into 'membom', 'mencuk' and 'membor'. Supposedly, these words when meeting with the affixation me(N) - become 'mengebom', 'mengecuk' and 'megebor'. The findings are in line with the findings of research found by Gunatama and Putrayasa (2008) who found an error in the process of affixation toward affix me(N) - both on the basic words which are monosyllabic or more (basic word beginning with k, t, s, p).

The Misuse of Spoken Bahasa Indonesia from Sentence Aspects

The misuse of spoken Bahasa Indonesia seen from sentence aspects can be categorized as follows.

1) Contamination sentences

The findings related to the contamination sentence occur repeatedly in the same sentence. Therefore, only a few sentences are analyzed to give an overview of the deviations that occur. One example of irregularities contained in the sentence, "maksud saya tidaklah bukan seperti itu." The contamination in the sentence "maksud saya tidaklah bukan seperti itu." is caused by the use of the word 'tidak' and 'bukan' together. It causes the meaning of the utterances differs from the intention. According to Badudu (1981), the deviations occur unintentionally because the speakers at the time they want to express something, there are two understanding or two parallel formations appear at once in their mind so that it is partly taken from the first, but other parts were taken from the second part.

The correction of the sentence is:

- Maksud saya tidaklah seperti itu.
- Maksud saya bukan seperti itu.

2) Pleonastic sentences

Irregularities in spoken Bahasa Indonesia in the findings of this study are caused by the use of words that are synonymous, plural markers followed by a plural, the use of words that are already in abbreviation, the meaning of a word already exists other words which form phrases, and plurals which are stated twice.

The use of the synonymous word for example, in the sentence "Sangat banyak kesalahan yang terjadi, seperti contohnya misalnya saja kesalahan ejaan." In that

sentence, there are three words that are synonymous. Therefore, improvement of the sentence can be done just by using one of them.

Deviations due to the use of the plural markers which followed by the formation of the plural as shown in the following speech errors, "Ada banyak langkah-langkah yang bisa dilakukan." In that sentence appears word plural marker which is uncertain, that 'banyak' which followed by a plural form of 'langkah-langkah'. The correction of deviations can be done by not placing plural formation behind the plural marker.

The misuse of the word that has been in the form of abbreviation shows the following data: "Besok malam akan bertanding persatuan sepak bola Bali FC di stadion kesayangan anda." In this sentence, the mistake lies in the use of the word 'sepak bola' and 'FC'. The word 'persatuan sepak bola' has the same meaning as the abbreviation 'FC'. Therefore, the word 'persatuan sepak bola' should not be used.

The pleonastic sentence is also found because of the use of the word contained meaning in other words that form a phrase, as in the phrase "Hari Selasa depan kami ada UTS Pak!" In this sentence, the meaning of word 'hari' contained in the word 'Selasa', therefore the word 'hari' can be eliminated.

The misuse in the form of the pleonastic sentence is also found because of the plural which is stated twice, as in the phrase "Para hadirin yang saya hormati, mohon tenang." The plural form which is used in the sentence is 'para' and 'hadirin'. The sentence can be corrected by removing the word 'para' thus the sentence becomes "Hadirin yang saya hormati, mohon tenang."

The findings of this study are in line with the opinion from Dibia and Dewantara (2015: 124) that there are at least four reasons of pleonastic sentences, namely (1) the use of synonyms, (2) the plural stated twice, (3) the sense of a word already exists in the word other forming the phrase, and (4) the word plural marker followed with plural.

The misuse in the form of pleonastic sentences is mostly found in the study. In the research conducted by Dewi (2013) that studied the misuse of spoken language committed by teachers, the misuse in form of pleonastic sentences ranks second highest

place, that is, 124 pieces deviation of 458 deviations are exist. The most deviations are found in her research is about cohesion sentences, but the cohesion sentence in Dewi's research includes three things, namely the contamination sentence, illogical, and aspect-action actors pattern. In the study conducted by the researchers, phrase and sentence illogical contamination are discussed separately. Therefore, it can be said that most research findings on spoken language committed by teachers are pleonastic sentences.

3) Ambiguous sentences

Here are the ambiguous sentences which appear in the students' speech. The findings found in the class shows that the misuse of this type is rarely found.

- (a) Yang saya tunjukkan ini adalah buku tata bahasa baru.
- (b) Kantor pemasaran terletak di sebelah penjahit pakaian wanita di Jalan Gajah Mada.

In sentence (a), the ambiguity is caused by the order of words 'buku tata bahasa baru'. The speech raises the question whether what is meant is that the grammar book is new or books about new grammar. Therefore, improvements can be done by the right placement of pauses and intonation as shown in the following sentences.

- a) Yang saya tunjukkan ini adalah buku-tata-bahasa baru. (if the book is new)
- b) Yang saya tunjukkan ini buku tata-bahasa baru. (if the grammar is new)

In sentence (b), the ambiguity is caused by the order of words 'penjahit pakaian wanita' which is confusing. The order of the word can be meant the tailor is a woman or a tailor who sew clothes, especially for a woman. Therefore, the improvement can be done, as follows.

- a) Kantor pemasaran terletak di sebelah penjahit yang membuat pakaian wanita di Jalan Gajah Mada. (if what is meant is a tailor who sews clothes especially for a woman)
- b) Kantor pemasaran terletak di sebelah penjahit wanita di Jalan Gajah Mada. (if the tailor is a woman)

From the two findings, it can be concluded that the ambiguity in the speech of the students is caused by incorrect pauses and intonation, as well as the lack of information that led to the unclear sentences.

Pauses and intonation are essential in the disclosure of information so then, it may be received well by the listener (www.unicef.org).

4) Parallel sentences

Similar to the ambiguous sentence, the misuse of parallel sentences is also rarely occurred. Here is a misuse that resulted in a sentence that becomes not parallel.

(a) Materi tentang ini sudah berusaha dicari, tetapi kami belum menemukannya.

(a) Bagi peserta diskusi diharapkan tenang.

(b) Upaya pencegahan dan menangani itu semua bisa dia lakukan sendiri.

Sentence (a) is said to be not aligned because it uses a form of passive verb 'dicari' which is contrasted with the active form 'menemukan'. To make it aligned, the two parts of the sentences must use passive or active form. It is called alignment forms. The appropriate sentence is as follows:

a) Materi tentang ini sudah berusaha dicari, tetapi belum ditemukan oleh Ismi.

or:

b) Ismi sudah berusaha materi tentang ini, tetapi belum menemukannya.

For sentence (b), the word 'bagi' causes the subject of the sentences become unclear. Consequently, the sentences become not aligned. To correct the sentence, the word 'bagi' should be eliminated. Meanwhile, for the sentence (c), the Akibatnya kalimat menjadi tidak sejajar. Perbaikan kalimat tersebut dapat dilakukan dengan menghilangkan kata bagi. Sementara pada kalimat (c) misalignment is caused by the word 'pencegahan' and 'menangani' which are not aligned. The sentence can be corrected by changing both words to be words which begun with pe- or me-. The improvements of sentences (b) and (c) are as follows. Peserta diskusi diharapkan tenang.

- Upaya pencegahan dan penanganan itu semua bisa dia lakukan sendiri.

or:

- Upaya mencegah dan menangani itu semua bisa dia lakukan sendiri.

The misuse on students' speech from sentence aspects related with the misalignment is rarely encountered. Putrayasa (2007) states that misalignment in

the phrase includes misalignment form, meaning, and details options. However, in this study, it is only obtained the misalignment form.

5) Illogical sentences

Here are the illogical sentences which are frequently uttered by the students when they do a presentation.

(a) Terima kasih atas kesempatan yang diberikan kepada moderator.

The intention of the speaker is to say thank you for the time that has been given by the moderator to present an explanation or asking a question. However, the use of the word 'kepada' has resulted in a sentence becomes illogical. Sentence (a) means giving thanks as the moderator is given time to speak. Therefore, improvement of this sentence can be done by replacing the word 'kepada' becomes 'oleh'.

- Terima kasih atas kesempatan yang diberikan oleh moderator.

Incoherence on students' utterances is also found in these sentences.

(b) Untuk menyingkat waktu kita mulai presentasi ini.

(c) Untuk menyinkat waktu, waktu dan tempat dipersilakan.

(d) Penyaji ketiga, waktu dan tempat dipersilakan.

The incoherence of sentences (b) dan (c) is positioned at the word 'menyingkat waktu'. It is illogical because time cannot be shorted (1hour = 60 minutes). In sentence (c), incoherence also occurs, it is similar to sentence (d), that is, at the word 'waktu dan tempat dipersilakan'. Only people that can be invited, not time and place. The improvement of the sentences is as follows.

- Untuk mengefesienkan waktu kita mulai presentasi ini.

- Untuk mengefesienkan waktu, pemakalah dipersilakan.

- Penyaji ketiga dipersilakan.

The data gathered also shows that incoherence in using the word 'mungkin' incorrectly. The word 'mungkin' should be used to state something which has been uncertain yet. But, during the speech, the students use the word 'mungkin' for something which surely will be done. It can be seen from these sentences.

(b) Mungkin hanya ini yang dapat saya sampaikan.

- (c) Mungkin itu yang bisa saya tambahkan.
- (d) Mungkin demikian presentasi kami pada siang hari ini.
- (e) Mungkin di sini saya bisa menambahkan penjelasan penyaji II.

To correct the sentences, it can be done by eliminating the word 'mungkin' if the activity which is uttered is sureness. The correction is as follows.

- Hanya ini yang dapat saya sampaikan.
- Itu yang bisa saya tambahkan.
- Demikian presentasi kami pada siang hari ini.
- Di sini saya bisa menambahkan penjelasan penyaji II.

Based on the findings of the illogical sentence, it can be concluded that the misuse of the sentence in the form of illogical is caused by improper use of vocabulary. This vocabulary has been used commonly so that, it is considered logical. Additionally, misuse in the form illogical sentence is also caused by the addition of the word 'mungkin' due to the custom of the statements which bring meanings not a possibility. In other words, the word 'mungkin' is used in a sentence to express the intention that it is surely going to be executed.

Overall, it can be said that the results of the study show that the misuse of spoken Bahasa Indonesia on sentence aspect includes contamination sentences, pleonastic sentences, ambiguous sentences, parallel sentences, and illogical sentences. The misuse which is mostly occurred is pleonastic sentences. The fourth cause of the misuse in terms of the pleonastic sentence as stated by Badudu (1996) and Dibia & Dewantara (2015) is found in this study. The interesting part is the discovery of other causes that can be said to be an extension of the cause of understanding of certain words are contained in other words forming its phrase, as what is revealed by Badudu, the repetition of words contained in the abbreviation that appears in the sentence.

CONCLUSION

The misuse of spoken Bahasa Indonesia among students of Universitas Pendidikan Ganesha can be viewed from word aspect which covers word pronunciation, word usage, grammar, and word formation. It can

also be viewed from sentence aspect which covers contamination sentences, pleonastic sentences, ambiguous sentences, parallel sentences, and illogical sentences.

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