



Contextual Morphological Interference in Indonesian Utterances by English Speakers on Social Media Contents

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Article Info	Abstract
Received: 2026-04-07 Revised: 2026-05-19 Accepted: 2026-08-09 Keywords: Morphological Interference, Indonesian Utterances, English Native Speakers, YouTube, BIPA DOI: 10.24256/ideas.v14i1.9698 Corresponding Author: Nisa Halisa Hakim nisahalisahakim@mail.ugm.ac.id Magister Linguistik, Universitas Gadjah Mada, Yogyakarta	<i>Differences in morphological patterns between English and Indonesian often pose challenges for foreign learners in forming words accurately and may lead to morphological errors that cause misinterpretation in communication. This study aims to identify the forms and contextual patterns of morphological interference in Indonesian utterances produced by English speakers, as well as to investigate the underlying factors contributing to such interference. The research specifically focuses on social media content, a domain that remains underexplored in previous studies. A qualitative research approach with a descriptive analysis model was employed. The analysis was based on five main theoretical frameworks, namely theories of Indonesian word formation, English word formation, language interference, informal language use, and Indonesian language learning for foreign speakers (BIPA). The data, consisting of Indonesian utterances by English speakers, were collected from 15 videos from each of two YouTube channels published between 2020 and 2025 using observation and note-taking techniques. The analysis revealed 80 instances of contextual morphological interference, categorized into prefix omission (28 cases), suffix omission (20 cases), simulfix omission (21 cases), and errors in the reduplication process (11 cases). These data were analyzed to identify the forms and patterns of morphological interference, with support from a comprehensive literature review. The results indicate that interference is manifested not only through errors but also through the contextually appropriate use of morphological elements. The primary factors</i>

contributing to interference include the transfer of first-language (L1) patterns, limited knowledge of Indonesian morphological rules, and insufficient instructional emphasis on morphology within language learning. These deviations therefore, do not solely reflect a lack of linguistic competence but also indicate learners' developing sensitivity to Indonesian morphological structures. This study makes a significant contribution to error analysis research and offers pedagogical insights for enhancing morphology instruction within BIPA (Bahasa Indonesia bagi Penutur Asing) program.

1. Introduction

Indonesia is one of the most widely spoken languages globally and has become a prominent subject of study for many foreigners through the BIPA (Indonesian for Foreign Speakers) program. The growing number of foreign learners reflects the increasing global significance of Indonesian language education, both in formal institutions and through flexible, digital-based platforms.

Practicing Indonesian for Foreign Speakers, or BIPA, is a language instruction process designed to meet the needs of non-native speakers. BIPA serves as a second language learning context, acquired after the mastery of the first language. Second language acquisition is generally more effective when learners have a solid command of their first language. Despite the advancements in BIPA instruction, many English speakers still encounter difficulties in mastering Indonesian morphology. Errors are often found in the use of affixes, such as prefixes, suffixes, and reduplication which can affect meaning and hinder communication (Fitriyani et al., 2017; Maulina, 2018; Febrianti & Susanto, 2023). This issue is closely tied to linguistic interference, a phenomenon that, when it occurs, can alter word meanings and lead to misunderstandings in communication.

Interference refers to deviations from linguistic norms that arise when an individual has acquired proficiency in two or more languages. It affects the word-formation patterns of the first language when English speakers produce Indonesian utterances. Morphological interference, though not always an error, may reflect deviations from the norms of Indonesian word formation due to the influence of English. Previous research has explored interference and morphological processes in various languages (Rumilah & Cahyani, 2020; White et al., 2024; Yuan & Tang, 2025). However, most studies have primarily focused on formal learning contexts, such as classroom-based writing tasks, rather than on natural speech in digital environments.

The rapid growth of the digital era following the COVID-19 pandemic has facilitated flexible language learning for English speakers through social media

platforms. YouTube, in particular, has emerged as an informal yet powerful medium for learning Indonesian. The platform's accessibility allows learners to engage with authentic communication, which can reveal real patterns of morphological interference. However, limited research has examined this phenomenon from the perspective of BIPA learners in online contexts.

Several previous studies have explored topics related to morphology. Research on Indonesian morphology, for example, has investigated the use and distribution of affixes (Zihan & Wibowo, 2024), while similar studies have been conducted in English (Stoffelsma et al., 2025) and Russian (Soyan, 2025), illustrating the universal yet language-specific nature of morphological processes. Studies on word form changes were conducted by Muzaki (2023), while research on the affixation process has been explored by Rumilah & Cahyani (2020), White et al. (2024), and Yuan & Tang (2025). Additionally, studies on morphological alternations triggered by phoneme pronunciation shifts have been carried out by Kusuma & Kayati (2023), Maltiello & Dressler (2021), and Awaliyah (2023).

This study builds upon research on language errors at the morphological level, as discussed by Ainie & Andajani (2024) and Widia (2021). In the context of Indonesian as a Foreign Language (BIPA), several scholars have examined morphological errors and interference in learners' productions (Ainie & Andajani, 2024; Widia, 2021; Febrianti & Susanto, 2023).

Recent research has also begun incorporating digital media, such as YouTube, to explore how non-native speakers use Indonesian in informal communication (Muzaki, 2023; Masuljon et al., 2023). Despite these contributions, much of the existing research still focuses on formal learning contexts, while studies of informal language use in digital platforms, where language is often more natural and context-driven, remain limited. Therefore, this study aims to fill this gap by examining contextual morphological interference in Indonesian utterances produced by English speakers on YouTube, offering new insights into the manifestation of interference in informal online learning contexts.

This study, therefore, investigates the forms and contextual patterns of morphological interference in Indonesian utterances produced by English speakers on YouTube. Additionally, the study identifies the underlying factors contributing to these interferences. The findings are intended to enrich the understanding of morphological acquisition in BIPA learning and to support the design of more effective teaching strategies in digital environments.

2. Method

This study employs a qualitative research design with descriptive analysis. This approach allows the researcher to gain an in-depth understanding of the word-formation phenomena that emerge in Indonesian utterances produced by English speakers. As defined by Mahsun (2007), qualitative research aims to explore sociolinguistic phenomena by uncovering meaning, describing, clarifying, and contextualizing data within their natural settings. The descriptive analysis

model indicates that the data are primarily verbal rather than numerical, although quantitative elements may be used as supplementary information (Mahsun, 2007). A literature review was also conducted to reinforce the analytical framework, drawing from relevant scholarly works, books, and journal publications.

The theoretical foundation of this study is based on five key frameworks: Ramlan's (2001) theory of Indonesian word formation, Carstairs-McCarthy's (2002) theory of English word formation, Setyawati's (2019) theory of language interference, the concept of informal language use proposed by Chaer & Agustina (2014), and the concept of Indonesian as a Foreign Language (BIPA) which is linked to Selinker's concept of interlanguage (cited by Ellis, 1997). Ramlan's and Carstairs-McCarthy's frameworks were used to identify and compare morphological structures in both languages, while Setyawati's theory guided the classification of interference types. The concept of informal language was used to situate the data within everyday communicative contexts, which tend to allow greater flexibility in linguistic forms and a higher occurrence of morphological variation. The BIPA framework provided pedagogical insights into how non-native learners acquire and use Indonesian in natural communication. Together, these frameworks formed the analytical lens through which instances of morphological interference were identified, interpreted, and categorized.

The subjects of this study are native English speakers who use Indonesian, commonly referred to as BIPA (Indonesian for Foreign Speakers) learners. In this research, BIPA learners refer to non-formal learners, specifically English speakers who acquire or practice Indonesian outside formal institutions, primarily through informal exposure such as social media interactions, particularly on YouTube.

The analysis focuses on the structural features of their speech, specifically the forms and patterns of morphological interference observed in their Indonesian utterances. The primary data were collected from 15 selected videos from each of two YouTube channels uploaded between 2020 and 2025. Each video ranged from 3 to 10 minutes in duration to ensure comparability across speakers and contexts.

Data were gathered using the observation and note-taking method. The analysis proceeded in three phases. The first phase involved descriptive identification, in which transcribed utterances were examined to detect morphological deviations in Indonesian usage. The second phase, qualitative interpretation, analyzed the contextual factors influencing the learners' word-formation choices. The final phase involved categorizing the findings according to morphological aspects and interference patterns, referring to the theoretical models of Ramlan (2001), Carstairs-McCarthy (2002), and Setyawati (2019) to interpret the recurring phenomena.

3. Result

Based on the analysis, a total of 80 instances of contextual morphological interference were identified, consisting of four main types as presented in Table 1.

Table 1.Types of Contextual Morphological Interference

No.	Types of Interference	Frequency
1	Prefix Omission	28
2	Suffix Omission	20
3	Simulfix Omission	21
4	Errors in theReduplication Process	11
Total		80

The results of this study indicate that contextual morphological interference in Indonesian utterances produced by English speakers on social media manifests in four forms: omission of prefixes, omission of suffixes, omission of both prefixes and suffixes (simulfix omission), and errors in the reduplication process. The most common form of interference was the omission of prefixes, occurring 28 times, while the least frequent form was errors in the reduplication process, with 11 occurrences. These patterns emerge because morphological interference generally occurs when speakers transfer morphological rules from their first to their second language. Such a transfer is often triggered by structural differences between the two languages, which may lead to shifts in meaning and potential misunderstandings in communication. In the context of learning Indonesian by foreign speakers, these deviations appear in various forms depending on the type of affix or morphological process involved, as seen in the interference forms produced by English speakers when using Indonesian. Some forms of morphological interference committed by English speakers when speaking Indonesian are as follows.

Morphological Interference in the Form of Prefix Omission

The most common morphological interference by foreign speakers in this study is the omission of prefixes, which refers to the absence of affixes at the beginning of a root word, resulting in morphologically incomplete forms. One instance of contextual morphological interference in the form of prefix omission is presented in the data below.

(1) "...tahan hidup di Kanada..."*

Data (1) illustrates the occurrence of morphological interference, particularly in the use of the prefix *ber-*. This interference affects the morphological completeness of the word and leads to a shift in grammatical meaning. Based on the context of the utterance, the speaker intends to express the experience of surviving or enduring life in Canada. The following is the grammatically correct revision of the sentence above.

(1a) "...bertahan hidup di Kanada..."

The sentence was revised by taking into account the morphological principles of Indonesian. According to Ramlan (2001), the prefix *ber-* is used to form intransitive verbs that indicate the meaning of performing an action or being

in a certain state. Therefore, the form *bertahan* means ‘defending oneself’ or ‘remaining in a certain state,’ which is semantically appropriate to the context of the sentence.

In contrast, the basic form *tahan* without affixation retains a more limited lexical meaning, generally referring to resisting, enduring, or holding back in specific contexts, such as *tahan napas* (hold one’s breath), *tahan sakit* (endure pain), or *tahan emosi* (control emotions). When used without the prefix *ber-* in the phrase *tahan hidup*, the word fails to encode the intended grammatical meaning of sustained survival, resulting in morphological inadequacy.

This type of error can be explained through Carstairs–McCarthy’s (2002) theory of word formation, which highlights cross-linguistic differences in morphological systems. English, as the first language of the foreign speakers in this study, does not recognize affixes like *ber-* in Indonesian to express verbal meanings such as survival. In English, the meaning of *bertahan hidup* is conveyed by the single lexical form to survive, without the need for specific affixes. It is this difference in morphological systems that triggers interference, as foreign speakers tend to transfer the morphological patterns of their first language when using Indonesian.

Based on Setyawati’s (2019) theory of language interference, this phenomenon can be categorized as contextual morphological interference because it involves the inappropriate application of first language (English) to the second language (Indonesian). The error does not arise from the misuse of the root word itself, but they attempt to adapt the morphological structure of Indonesian based on the system they have mastered in English.

Furthermore, this form of prefix omission can also be associated with characteristics of informal Indonesian usage. According to Chaer and Agustina (2014), informal Indonesian often exhibits morphological simplification, including the omission of affixes in spoken discourse. However, while such simplification may be acceptable in certain informal contexts, the omission of *ber-* in *tahan hidup* does not merely reduce formality but alters the grammatical meaning of the expression. Therefore, the form cannot be justified as informal variation and must be regarded as a morphological error.

From the perspective of Indonesian language learning for foreign speakers (BIPA), this error reflects an interlanguage stage as proposed by Selinker, as cited in Ellis (1997). At this stage, learners understand the basic meaning of the word *tahan*, but have not yet fully mastered the Indonesian affixation system. As a result, they prioritize semantic transparency over morphological accuracy. Thus, the use of *tahan hidup* instead of *bertahan hidup* represents a developmental morphological interference rather than mere lexical misuse. This phenomenon not only indicates limited mastery of Indonesian morphology but also reflects the process of developing Indonesian language skills among foreign speakers.

Morphological Interference in the Form of Suffix Omission

Another type of morphological interference found in this study is the omission of suffixes, which refers to the omission of affixes at the end of a base form, resulting in an incomplete word. One example of contextual morphological interference in the form of suffix omission is presented in the following data.

(2) "...Angga bagi kerjain PR..."*

Data (2) demonstrates contextual morphological interference resulting from the omission of the suffix *-an*, which leads to a contextual change in meaning. Based on the context of the utterance, the speaker intends to express that Angga is responsible for a particular part of the homework. The correct form of the sentence is presented below.

(2a) "...Angga bagian kerjain PR..."

According to Ramlan (2001), the suffix *-an* functions as a derivational morpheme that forms nouns denoting the result of an action. In the case of the word *bagian* (part), the base *bagi* (to divide) receives the suffix *-an*, forming a noun that refers to a portion of a whole or an assigned task. Therefore, the form *bagian* carries the meaning of 'something that is part of a whole' or 'a task that must be done' which aligns with the contextual meaning of the utterance.

The use of the base form *bagi* without suffixation reflects the influence of cross-linguistic differences in morphological systems. As explained by Carstairs-McCarthy's (2002), English does not rely on derivational suffixes equivalent to *-an* to form nouns expressing the result of an action. In English, the meaning of *bagi* is represented through a single lexical form to divide, without the need for specific affixes. As a result, foreign learners may omit Indonesian suffixes when transferring morphological patterns from their first language, leading to contextual morphological interference.

Based on Setyawati's (2019) classification, this phenomenon can be categorized as contextual morphological interference because it involves the application of patterns from the first language (English) to the second language (Indonesian), resulting in speech forms and meanings that do not conform to the rules of the target language. The error does not stem from an incorrect lexical choice, but from the omission of a derivational suffix that carries essential grammatical meaning in Indonesian.

In addition, the omission of the suffix *-an* may also be influenced by characteristics of informal Indonesian usage. Chaer and Agustina (2014) note that informal Indonesian, particularly in spoken discourse, often exhibits morphological simplification, including the reduction or omission of affixes. However, in the present data, the absence of *-an* does not merely signal informality, but results in a change in grammatical meaning. The use of *bagi* instead of *bagian* eliminates the nominal meaning derived through suffixation and therefore cannot be regarded as an acceptable informal variant.

From the perspective of Indonesian language learning for foreign speakers (BIPA), this phenomenon reflects an interlanguage stage as proposed by Selinker,

as discussed in Ellis (1997). At this stage, learners tend to rely on base forms rather than derived forms as a strategy of morphological simplification. Consequently, the use of *bagi* in place of *bagian* suggests that foreign learners understand the basic meaning of the verb *bagi* ('to divide') but have not yet fully mastered the Indonesian affixation system. The word *bagi* is lexically correct in Indonesian; however, its use is appropriate only when functioning as a verb meaning 'to divide' or 'to distribute', as in *bagi kue itu* ('divide the cake') or *bagi tugasnya* ('distribute the tasks'). In contrast, when referring to the result of an action or denoting 'a part of something', the correct form is not *bagi* but *bagian*, which is derived through the addition of the suffix *-an*. Therefore, the use of *bagi* in the phrase "*Angga bagi kerjain PR*" can be classified as morphological interference in the form of suffix omission. This phenomenon not only indicates limited mastery of Indonesian morphology but also reflects the process of developing Indonesian language skills among foreign speakers.

Morphological Interference in the Form of Simulfix Omission

Morphological interference in the form of the omission of simulfixes, which refers to the absence of affixes at the beginning and end of a root word so that a word becomes incomplete, also occurs frequently. One instance of contextual morphological interference in the form of simulfixes omission is presented in the data below.

- (3) "...Nah, ini kekurangan. Pindah ke Bali, pingin buka usaha, harus hati-hati, karena kalau belum milik tempat, gitu, dan cuma sewa, mungkin mau sewa satu tahun, coba dulu, gitu..."*

Data (3) illustrates morphological interference in the form of the omission of the simulfix *meN-....-i*. The morphological interference in this sentence results from the omission of the simulfix, which leads to a contextual change in meaning. Based on the context of the utterance, the speaker intends to express the idea of owning or having ownership of a place rather than merely renting it. The correct revision of the sentence above is presented below.

- (3a) "...Nah, ini kekurangan. Pindah ke Bali, pingin buka usaha, harus hati-hati, karena kalau belum memiliki tempat, gitu, dan cuma sewa, mungkin mau sewa satu tahun, coba dulu, gitu..."

The sentence was revised by taking into account the morphological principles of Indonesian. According to Ramlan (2001), the simulfix *meN-....-i* in the word *milik* serves to form a transitive verb that expresses an action directed toward an object, specifically *memiliki*. Morphologically, the base form *milik* in Indonesian is a noun that means 'possession' or 'something owned'. To function as a transitive verb meaning 'to have something', the word requires the prefix *meN-* and suffix *-i*, thereby forming *memiliki*.

The word *milik* is lexically correct in Indonesian; however, its use is appropriate only when functioning as a noun or adjective meaning 'belonging to'

or 'possessed by', as in *tanah milik negara* ('state-owned land') or *ini milik saya* ('this belongs to me'). In contrast, the basic form *milik* without affixation retains a more limited lexical meaning and does not encode an active verbal sense of possession. When expressing an active verbal meaning such as 'to own' or 'to possess', Indonesian requires the derived verb *memiliki*, which is formed through the addition of the simulfix *meN-...-i* to the base *milik*. When the base form *milik* is used in the phrase *belum milik tempat* without undergoing this derivational process, it fails to encode the intended grammatical meaning of possession. Therefore, the use of *milik* in this context can be classified as morphological interference in the form of simulfix omission.

This type of error can be explained through Carstairs-McCarthy's (2002) theory of English morphology, the formation of verbs from nouns in English is often achieved without the addition of complex affixes. For example, "to own" comes directly from the root word without any morphological modification. The absence of a complex affixation system, as seen in Indonesian, leads English speakers to ignore affixes when speaking Indonesian, as their mental processes still adhere to the simpler morphological patterns of their first language.

This phenomenon aligns with Setyawati's (2019) theory of language interference, which posits that interference arises from the transfer of elements from the first language (English) to the second language (Indonesian), both in form and structure, resulting in speech forms and meanings that do not conform to the rules of the target language. In other words, speakers attempt to adapt the morphological structure of Indonesian based on the system they have mastered in English.

The utterance also reflects characteristics of informal Indonesian, particularly in spoken discourse. According to Chaer and Agustina (2014), informal language use often involves morphological simplification and the use of nonstandard forms, such as *pingin* instead of *ingin*. However, while such simplification may be acceptable in certain informal contexts, the omission of *meN-...-i* in *milik* does not merely reduce formality but alters the grammatical meaning of the expression. Therefore, the form cannot be justified as informal variation and must be regarded as a morphological error.

From the perspective of Indonesian language learning for foreign speakers (BIPA), this error reflects an interlanguage stage as proposed by Selinker, as discussed in Ellis (1997). At this stage, learners understand the basic meaning of the word *milik*, but have not yet fully mastered the Indonesian affixation system. As a result, they prioritize semantic transparency over morphological accuracy. Thus, the use of *milik* instead of *memiliki* represents a developmental morphological interference rather than mere lexical misuse. This phenomenon not only indicates limited mastery of Indonesian morphology but also reflects the process of developing Indonesian language skills among foreign speakers.

Errors in the Process of Reduplication

The last morphological interference committed by foreign speakers in this study is errors in the process of reduplication, which refers to deviations that occur when performing the process of reduplication that result in unacceptable words. Contextual morphological interference in the form of errors in the process of reduplication is presented in the data below.

(4) “...sebelum mulai kita harus siapin beberapa hal-hal Indonesia lah yang tidak mungkin ke Kanada tanpa bawa itu....”*

Data (4) illustrates contextual morphological interference in the form of errors in the reduplication process. Based on the context of the utterance, the speaker intends to express the preparation of a limited number of essential items from Indonesia before going to Canada. The error is evident in the use of the form *hal-hal* preceded by the word *beberapa*, resulting in the phrase *beberapa hal-hal*. In Indonesian, full reduplication, such as *hal-hal*, is used to express plurality, emphasis, or diversity (Ramlan, 2001). However, in this context, the word *beberapa* functions as a marker of quantity or number, making the use of reduplication excessive and unnecessary. Therefore, the appropriate form in this context is *beberapa hal*, as shown in the revised sentence below.

(4a) “...sebelum mulai kita harus siapin beberapa hal Indonesia lah yang tidak mungkin ke Kanada tanpa bawa itu....”

From the perspective of English morphology, as explained by Carstairs-McCarthy (2002), plural formation in English is typically achieved by adding the suffix *-s* or using determiners such as *some* and *several*, without involving reduplication. This structural difference may lead foreign speakers to overgeneralize reduplication in Indonesian as a universal marker of plurality, even in contexts where quantity has already been specified. As a result, reduplication is applied redundantly, producing forms that do not conform to Indonesian morphological rules.

This phenomenon aligns with Setyawati's (2019) theory of language interference, which states that interference occurs due to the transfer of the first language system into the second language. In this case, English speakers transfer the morphological structure of their own language into Indonesian, leading to errors in the use of reduplication. Nevertheless, the phenomenon can still be classified as contextual morphological interference, because, although structurally incorrect, the meaning of the sentence can still be understood by the listener.

In addition, the occurrence of this form is closely related to the use of informal Indonesian. According to Chaer and Agustina (2014), informal spoken Indonesian often tolerates morphological simplification and redundancy, particularly in spontaneous speech. In such contexts, speakers may prioritize communicative clarity over morphological accuracy, allowing nonstandard forms like *beberapa hal-hal* to appear naturally in discourse.

From the perspective of Indonesian language learning for foreign speakers (BIPA),

this error reflects an interlanguage stage as proposed by Selinker, as discussed in Ellis (1997). It suggests that the speakers have grasped the concept of number or quantity in Indonesian but have not yet fully mastered the rules governing reduplication distribution. This phenomenon indicates a transitional stage in which learners are developing greater morphological competence. Thus, the error not only reflects limited mastery of Indonesian morphology but also illustrates the learners' efforts to internalize Indonesian reduplication patterns by generalizing forms they perceive as productive.

4. Discussion

Based on the results of the data analysis, contextual morphological interference in Indonesian utterances by English speakers is influenced by several factors. The first factor is the tendency of speakers to apply patterns from their native language (negative transfer) when using Indonesian. English and Indonesian have different morphological systems, particularly in the process of word formation through affixation. Setyawati (2019) states that language errors often arise from the influence of the first language (L1) on the second language (L2) due to differences in the linguistic systems of the two languages. For instance, in English, the formation of passive verbs does not require affixes such as *di-* or *ter-*, as is the case in Indonesian. This difference in systems causes English speakers to frequently transfer English structures directly into Indonesian, resulting in expressions that do not adhere to Indonesian morphological rules.

Contextual morphological interference can also stem from English speakers' lack of understanding of Indonesian morphological rules. Errors in language use often reflect the speaker's insufficient knowledge of the language being used. These errors can arise from various factors, one of which is the incorrect application of affixes. A lack of mastery over the function and distribution of affixes such as *me-*, *ber-*, *di-*, or *-kan* leads foreign speakers to use the base form of a word without making the necessary morphological adjustments, which can make the sentence unacceptable in certain contexts. This tendency is reinforced by the use of informal spoken Indonesian, which, according to Chaer and Agustina (2014), often tolerates simplification and reduction of linguistic forms in spontaneous communication. In informal contexts, speakers may prioritize fluency and efficiency over morphological accuracy, leading to the omission of affixes that are actually required in standard Indonesian. From the perspective of second language acquisition, this phenomenon aligns with Selinker's interlanguage theory, as discussed in Ellis (1997), where learners produce simplified and nonstandard forms as part of a developing linguistic system. Thus, the occurrence of shortened or morphologically incomplete forms does not merely indicate error, but reflects a developmental stage in which foreign speakers are negotiating between communicative needs and emerging control of Indonesian morphological rules.

Furthermore, contextual morphological interference is also triggered by inadequate or incomplete language instruction received by English speakers. This

is closely linked to the quality of teaching materials and the methods of delivery. In this study, English speakers learned Indonesian informally through the YouTube platform. This informal language acquisition pattern tends to be unsystematic, as it does not follow the structured sequence of grammar learning typical in formal teaching environments. Speakers often imitate the forms they hear without understanding the underlying morphological rules. Although foreign speakers receive feedback from native Indonesian speakers through the comments section, such corrections are often inconsistent, incomplete, and typically focus on specific words rather than providing clear explanations of the rules. As a result, this feedback is insufficient for building a comprehensive understanding of morphology, leading to the repetition of the same errors.

Then, this study also has examined contextual morphological interference in Indonesian utterances produced by English speakers in social media content. The analysis identified four primary forms of morphological interference: the omission of prefixes, the omission of suffixes, the omission of simulfixes, and errors in the reduplication process.

The findings of this study highlight deviations from the morphological rules of Indonesian. The patterns of interference observed tend to involve simplifications of morphological forms, such as the use of root words without affixes or the omission of word-forming elements that should be present in the Indonesian language structure. These patterns suggest that speakers often adjust Indonesian morphological structures to align with the English language system, which is simpler in terms of word formation, thereby causing interference.

The main factors contributing to contextual morphological interference include: (1) the differences in the morphological systems of English and Indonesian; (2) foreign speakers' limited understanding of Indonesian morphological rules; and (3) Indonesian language teaching for foreign speakers (BIPA) that does not sufficiently emphasize contextual morphological understanding. These factors lead foreign speakers to often apply English morphological rules when speaking Indonesian. Thus, contextual morphological interference not only reflects the limited mastery of Indonesian by foreign speakers but also illustrates the ongoing process of language adaptation and learning. Therefore, in BIPA instruction, it is crucial to emphasize mastery of the morphological system and its contextual usage to minimize such errors.

5. Conclusion

The findings of this study indicate that differences in the morphological systems between English and Indonesian significantly influence how learners form words in Indonesian. Interference patterns such as affix omission, inappropriate use of affixes, and reduplication errors demonstrate that learners still rely on L1 structures when attempting to understand and apply the more affixal and systematic morphological system of Indonesian. These errors are not only formal

in nature but also have communicative implications: some forms produced by learners can obscure meaning, alter grammatical function, or even lead to misunderstandings in everyday interactions.

Thus, this study directly addresses the proposed problem that differences in the systems between the two languages are a major factor in learners' difficulties in forming words correctly, while also confirming that morphological interference has a significant impact on the clarity of messages. This study also enhances theoretical understanding of how the L1 system influences morphological production in L2 and makes a practical contribution to BIPA learning by emphasizing the need for more explicit, contrastive, and meaning-centered morphological instruction.

These results contribute to the ongoing discourse on morphological interference within second-language acquisition by revealing recurring forms and patterns of morphological deviations in Indonesian utterances produced by English speakers. Future research could extend this analysis to other morphology-related topics or broaden the scope to include grammatical aspects such as sentence structure and word-formation processes, in order to further understand how linguistic systems interact and shape learners' language production.

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