
The Grammatical Interference of Indonesian Students in Learnin English

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Abstract

Interference is one of many factors that can damage a language system. It frequently happens in language learning process. The interference happened due to the tendency to adapt the feature of one language to another without considering the similarities and differences between the languages. Language interference can take part either in phonological, lexical, or grammatical aspects. The current paper aims to reveal the most frequent grammatical interference made by the students in learning English. To get broader insight, the library research is carried out. It relies on other articles under the same concerns of students' grammatical interference in learning English as the main objective. Six researches were taken to be referred as the primary sources which were published within the last 5 years. The results of each study were explored to get more comprehension for the inquiries of this paper. Based on the analysis, the results showed that the students' grammatical interference in learning English were made in the form of morphological and syntactical structure. The most frequent syntactical interference deals with word order. While the morphological interference was dominated by the use of tense, be form, subject-verb agreement, singular and plural form.

INTRODUCTION

In Indonesia, English is not widely used in everyday communication. The majority of Indonesian people communicate using either their native language or Indonesian as their national language. In Indonesian school, students learn English as a foreign language. It is used more in classroom instruction so the students are less exposed with the language. In another hand, mother tongue or Indonesian language are more exposed. Being unfamiliar with English make the learners difficult both in learning and using the language. They tend to use the knowledge of their first language in learning and using the target language. According to Ellis, it can not be denied that the use of students' mother tongue or any other languages affects how well the students learn their target lanaguage.(Septiana, 2020). The first language (L1) of Indonesian students has a big impact on how they learn and use the target language, which is English. The knowledge of Indonesian students' first language (L1) frequently influences the way of students learn and use English as the target language. Unfortunately, the students are not aware of the influences which are not applicable for English language system. Moreover, the influences can damage the goal of learning because most of the students think that understanding the massage is more important. However, the integration of

linguistic competencies that can create communicative competence with emphasis on real-world situations is the primary goal of teaching and learning any language.

Indonesian as the official language is different from English in several respects in terms of phonological, lexical, and grammatical aspects. Thus, using or including certain language system in other languages is known as transfer. This phenomenon almost happened in every foreign language learning process. The learners have knowledge and pattern of their first language. They are accustomed and familiar with the rules. Moreover, learning new rules is a challenge for them since the habit of using the pattern of the earlier language makes them quite difficult to adapt with the target language. Furthermore, language is regarded as the setting of new habits whereas learning is the establishment of habits (Puspita, 2021).

The knowledge of the first language will have been transferred to the target language. Therefore, the transfer can give both positive and negative effect to English learning process. For positive effect, it can aid foreign language learners in learning the target language easier whereas negative effect can also take place, so it can even interfere and disturb the learners to learn and master the target language.

Therefore, according to Saville-Troike, principally, there are two types of language transfer, they are positive transfer and negative transfer (Mandarani, 2020). Positive transfer happens when it can facilitate the students in learning English as the target language (TL). The existence of similarity between the system of first language (L1) and second language (L2) is beneficial for the language learners. In other words, both the languages share the linguistic similarity. In contrast, negative transfer can cause obstructions. It occurs as a result of language learners' adaptation to a language system (L2) which is truly distinct from the mother tongue or native language system. The languages have distinctive linguistic characteristics. Negative transfer, further, is known as the language interference which often contributes towards error production from language learners. Language interference often occurs both in spoken and written form. The Indonesian students often use Indonesian written structure when writing English composition. Besides that, it is common for the Indonesian students to translate word for word from Indonesia into English or vice versa.

In addition, language interference is a prevalent sociolinguistics phenomenon, particularly in the multilingual population. It occurs as a result of the discrepancies between the source language and the target language. The foreign language learners experience the phenomenon as the consequences of the degree to which their first language differs from their target language. The language interference is understood as the involvement of first language elements into the target language, so it changes the target language structure. This can give a serious impact to the language produced. Hence, the language learners should comprehend the target language rules in order the process of learning English is not disturbed. Furthermore, (Vavilova, Koorneva, & Quy, 2015) noted that interference arises as a result of the process and outcome of language system intercommunication in the context of bilingualism. Therefore, it can be inferred that interference is conceivable when source language (SL) and the target language (TL) do not share the same linguistic elements. When Indonesian students are expected to produce a desired result in English, they might encounter an error because they are generally accustomed to Indonesian language or their mother tongue. Based on this issue, the present researcher intended to carry out the library research in investigating the grammatical interference of Indonesian students in learning English. The investigation was based on 6 articles or studies with the same concern that was grammatical interference.

Having carried out the library research, the researcher expected that the research outcomes can give a better insight of what kind of grammatical interference that occurred dominantly in Indonesian students in learning English. So, the English teacher or lecturer can give more

explanation about the English material that most contributed to the Indonesian students' error in producing English. Thus, the error can be minimized.

REVIEW OF RELATED LITERATURE

In second language learning, some interferences occurred as the distraction in learning language process. First language (L1) is frequently observed as the barrier to second language learning (L2). Dulay, et.al. (1982) noted that interference might be defined in two different ways. First, Interference defined by psychology as the compulsion caused by habit of learning and using first language when the new habit of learning and using second language emerges. In contrast, sociolinguistics views interference as a form of language interaction that takes place when two languages interact, such as the phenomena of language switching and borrowing. Learning a second language might be hindered by certain types of interference. Weinrich divides interference into three categories, (Septiana, 2020):

1. The transfer of elements between languages;
2. The application of first language characteristics which are inapplicable to the second language;
3. The disobedience of the second language's structure as the first language's structures are not identical.

Weinreich further separated interference forms into three categories: phonological interference, lexical interference, and grammatical interference. Grammatical interference includes morphological interference that intercorporates the affixes from native language, and interference with syntax that impairs the sentence structure of the targeted language.

Grammatical Interference

Grammatical interference happens when the learners of second language use the grammatical structures that they have learnt in their first language to their target language. In other words, the learners recognize grammatical patterns from their first language and apply them to the target language.

Grammatical interference can be identified in two kinds. The first is morphological interference. According to Suwito, morphological interference takes place if the formation of word in a language absorbs the affixes from other languages. The affix of a language used to spell a word in another language. It consists of prefix, suffix, inserts, as well as combination of affixes (Board & Requirement, 2019). For example, morphological interference of Indonesian to English: In Indonesia (anak-anak) and some of Indonesian students make in English become (kid-kid). Whereas it should be kids (adding suffix "s" to indicate plural form in English).

Second is the interference with syntax. When another language adopts the syntactic of another, it results in this kind of grammatical interference. It can be in form of words, phrases, and clauses in sentences. Grammatical interference is frequently observed in Indonesian and English context. For example, the phrase of *student smart* is the misplaced of *smart student* as the Indonesian phrase's structure that is head-modifier has an impact. Another example is in the sentence "Desi dances with beautiful". In English sentence does not exist because the correct form is "Dina dances beautifully". The interference occurred because "Dina dances with beautiful" is the translation from Indonesian sentence "Dina menari dengan indah"

Grammatical interference can happen when structures from the source language, in this case Indonesian, are negatively transferred to the target language. This can happen in both writing and speaking. In addition, the grammatical interference in writing and speaking that can be determined by looking at the errors will reveal how and how much the L2 learners have learnt about the language (Shahin, 2011: 210).

METHOD

To get better insight about the most grammatical interference of Indonesian students in learning English, the researcher carried out the library research. According to Sarwono, library or literature research is a study of similar kind of book, references, and research results which is useful to get theoretical basis of the problem to be researched (Sari & Asmendri, 2018). Moreover, Mann underlined the importance of using a research model with at least 6 corresponding keys while doing library research (Mandarani, 2020). These include keyword searches, subject searches, inquiries into recent academic books, journals, or publications, citation searches, inquiries into direct sources of people, as well as systematical browsing. Researcher regarded this model as one of the appropriate approaches in answering the paper question. There are 7 recent articles that were published under similar concern of grammatical interference of Indonesian students in learning English. The first paper entitles "Grammatical Error of EFL Senior High School Learners in Writing: A Review of Language Interference Studies" authored by (Vidya Mandarani, 2020). The second paper entitles "The First Language Interference towards Students' Speaking as Foreign Language" by (Syafutri & Saputra, 2021). The third previous research is "A Study of Grammatical Interference on Students' Speaking Performance in the Third Semester English Students of English Education Department" by (M.Misbah et.al, 2019). The fourth study is from (Ayu Rizki Septiana, 2022) under the title "The Indonesian Grammatical Interference on EFL Students' Writing". The fifth research is Error Analysis of Indonesian Grammatical Interference in Students' English composition which was authored by (Puspita, 2021). The sixth study is "Grammatical Interference in English Communication Used by Nurul Jadid Students" carried out by Durratul Hikmah et al in 2021. The last research is authored by Topan Rahmatul Iman entitling "The Interference of Indonesian Language on English Second Language Writing" (2020).

FINDINGS

Having carried out screening and probing, the current researcher found that the results of the 7 articles or studies mentioned earlier were almost same. The grammatical interference of Indonesian students in learning English were both in form of syntactical and morphological interference. Based on the 7 studies, the present researcher categorized some of the frequent grammatical interference occurring during learners' English learning process, as follows:

1. Syntactical Interference deals with word order.

Indonesian language interference towards English word-order in phrase:

For example:

privacy people. It should be *people's privacy/the privacy of people.*

film adult, it should be *adult film.*

Car that. It should be *that car.*

Book math your. It should be *your math book.*

Song favorite my new. It should be *my new favorite song.*

The king cat. It should be *the cat king.*

2. The morphological interference deals subject-verb agreement, be form, tenses usage, singular and plural form

- a. Tenses usage

For example:

Last week I go. It should be *I went* last week.

He eating. It should be *He eats.*

He get up at 07.00 o'clock. It should be *he gets up at 07.00 o'clock.*

b. Be form

For example: *My friends very nice.* It should be *my friends are very nice.*

This was a story when I was joined a singing competition.

It should be *This was a story when I joined a singing competition.*

c. Singular and plural

For example:

book-book math you. It should be *your math books.*

that lamps. It should be *please turn off that lamp.*

DISCUSSION

In relation to the findings above, it shows that the frequent of syntactical interference made by the Indonesian students is the error of arranging words whether in form of phrase (privacy people, film adult, car that, book math your, sing favorite my new, and king cat) or in form of sentence (last week I go). It occurs as a result of differences between English and Indonesian phrase construction. Indonesian constructions are head word+modifier, however in English, the head word comes after the modifier. Meanwhile for morphological interference is dominated by the usage of verb base form in sentence (Last week I go, He get up). In contrast to the Indonesian language, the verb construction in English requires the use of inflectional morphology to make the sentence comprehensible. The sentence Last week I go should be I went to show that the action happened in the past that is last week, so the verb form is changed and it is known as irregular morphological inflection. Whereas, Indonesian verb constructions do not need inflectional morphology. Therefore, the students tend to apply the Indonesian verb construction rules in constructing English verbs. Besides that, the usage of Be form in English, particularly in nominal sentence is not obeyed by the Indonesian students (my friends very nice). While for the verbal sentence, the students put be form in the sentence which is considered as error (This was a story when I was joined a singing competition). Furthermore, In Indonesia, the difference between singular and plural form can be in form of word repetition (I need book-book math you). However, English has different form of singular and plural to indicate the quantity. Commonly, we should add 's' in the plural form (I need your math books). The singular form is book while for the plural form is books.

Based on the explanation above, it is proven that the Indonesian students get grammatical interference of Indonesian in learning English. The most interference in syntactical interference is word order. While in the morphological interference, the most interference is the improper of tense usage, be form, and singular plural form. The cause of students' interference in learning English is the different structure between Indonesian and English.

CONCLUSION

Language interference is a natural phenomenon when learning another new language and errors are inevitable. It happened because the tendency of language learners to transfer their first language knowledge to the target language. The English learners of Indonesian students communicate in English both spoken and written by using the same grammatical patterns of Indonesian and English. Therefore, grammatical interference occurred. Based on the 7 studies analyzed by the researcher, it can be concluded that both syntactical and morphological interference occurred in English learning process of Indonesian students. The most frequent syntactical interference deals with word order. While the morphological interference was dominated by the use of tense, be form, subject-verb agreement, singular and plural form.

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