Indonesian Interference on English Language in VIII Grade Junior High School Students

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Abstract. This study aims to determine the type of Indonesian interference found in English language among class VIII SMPK 2 Harapan Untal-Untal students. This research is done by analyzing the result of simple text translation done by the students of class VIII SMPK 2 Harapan Untal-Untal, then from the translation result will be analyzed what kind of interference that appeared. Methods of data collection in this study using observational research methods and literature. The data that have been collected in the form of simple translations from the students will be analyzed descriptively using related theories to find out what kind of interference found in the analysis. Further, in relating to interference, it will find a way out to reduce and even eliminate Indonesian interference itself. The results to be achieved in this research is recognize the level of Indonesian language interference in the use of English among the junior high school students, then find the practical efforts to be done so that interference does not increased. So, the use and English understanding can be done as much as possible. The finding of the paper found that 6 interference such as grammar structure, subject pronoun, adjectives, auxiliaries, preposition and word order.

Keywords: interference, students, language, English, Indonesian

1. Introduction
1.1 Background of the Study
Foreign Language Education is taking a new turn, from seeing mistakes and errors as obstacles to tools that can help to predict and be carefully analyzed in order to understand the construction of a new language system. When a learner is acquiring a foreign language, his native language will have an effect on the production of the language being learned. Interference as errors in the learner's use of the foreign language that can be traced back to the mother tongue. Interference has a negative denotation; that is, the more the native and the target languages are different from each other, the more mistakes and errors will occur. The effect of interference can be on any aspect of language: grammar, vocabulary, accent, spelling and others [5].

In regard to Indonesian, the most salient aspects of interference in the production of English written works can be seen in the excessive use of the definite article the which Indonesian speakers use in most of the cases. Pluralization of adjectives is a characteristic Indonesian feature as in reds cars; the order of adjectives, Indonesian makes use of the noun + adjective syntactic construction while English uses the opposite, adjective + noun. Errors found due to the absence of observable subjects in sentences because Indonesian is a language that has implicit subjects in the conjugation of the verbs in any tense. Sentence word order is another important instance of native language interference. Indonesian can place a subject in any part of the sentence beginning, middle, or end without affecting its meaning, whereas English has a very strict order to construct sentences. Omission of negative auxiliaries (do not, does not, will not, did not) in English is replaced by the use of the sole word not in Indonesian. Indonesian does not need auxiliaries to express tense, tense is implicit in the conjugation specifically in the ending of verbs. Students use phrasal verbs incorrectly in English since this is not definitely a feature of Indonesian.

Students apply false cognates, invent words to avoid the gap of language knowledge, and finally, use inflections inappropriately especially in the present simple tense. All of the aspects described above need to be taken into account and make us; teachers, directors, ministers of education, and even parents, determine new strategies, methods, techniques and teaching materials to change the way foreign language teaching is taught in our schools. This investigation is meant to demonstrate why students repeat the same errors over and over and to recognize why traditional methods may not be productive. We can combine the best traditional methods with new teaching methods and findings. It is very important to be aware and to make the students knowledgeable about the existence of differences between one's native language and a foreign language keeping them from committing the errors and mistakes that hinder their learning of the second language.

1.2 Aim of the study

The aim of the study is to determine the most syntactic and semantic errors in writing in English through the analysis of writing produced by the individuals selected in the sample.

2. Methodology

In order to develop the current work, it was necessary to turn to bibliographic and field investigation. The bibliographic investigation was taken basically from journals, internet and previous findings on the topic. The field investigation was accomplished through the cooperation of a group of 20 junior high school of SMPK Harapan Untal-Untal students who provided the samples for analysis. These students were subjected to written works such as translating Indonesian sentences into English.The following methods were applied: Bibliographic method for gathering the scientific material necessary for the theoretical background. Analytic and Descriptive methods in all other stages in the execution of this research in order to do the descriptive and statistical analysis, and the interpretation of the data gathered through the field research.

With respect to the techniques, they were note-taking to collect bibliographic information and selection of written material. Variables taken into consideration were grammar structure and lexicon. In relation to the variable grammar structure the indicators considered were: subject pronouns, definite and indefinite articles, adjectives, prepositions, auxiliaries, and word order. The considered indicators for the lexicon variable were: use of false cognates, use of phrasal verbs, invented words and inflections. The procedure used for the analysis of the collected data through the field investigation was an approach to conducting Error Analysis [5]. Norrish's approach includes sample collection, identifying errors, describing errors, explaining and evaluating errors. Contrastive analysis was used as part of the procedure to explain the occurrences of errors.

Second language learners develop their capacity and skills to communicate in different environments. Many times, people can recognize a foreigner's native language just by hearing him. These traces will be seen in their physical appearance, pronunciation, word order structures, and even vocabulary. Second language learning is considered successful when a learner masters the structural entities of the new language plus the organization of knowledge into coherent structures that will eventually lead them to effective communication [2]. Second language learning does not happen as easily as the ideal describes it. There appears to be a gap between the two components. Second language learning is influenced by native language and target language [2]. Transfer as the use of patterns of the first language in the production of the second language. When these patterns are identical, the correct language form is produced and positive transfer occurs. On the other hand, if errors happen as a result of such transfer, they are called interference or negative transfer [2].

Lexicons (words) are the most representative feature of a language. Just by knowing the lexicons of a language, a second language learner can understand it, in spite of their sounds or syntactical errors. There is also a natural tendency to assume that there is a word per word equivalence in two different languages, which naturally pushes the learner to do direct translation without considering its contextual meaning. Hence, this tendency produces interference. Furthermore, the second language learner cannot prevent his first language interfering with the production of speech in the target language [3].

Finally, syntactical gaps in the target language and the native language are responsible for the occurrence of interference. When a structure is absent in one of the languages, the learner tries to compensate it by using it in the language that lacks of it. Hence, this indicates interference. This kind of interference also takes place when the learner does not have a good level of mastery of different structures. Interference in the area of syntax could not be only brought about by syntactic gaps, but also by linguistic knowledge of the speakers [1]. The conclusion reached through this study was to place more emphasis on communication itself than on the elimination of errors through a communicative model of teaching, as well as to provide students with varied learning strategies that will enable them to perceive and avoid errors themselves and foster their abilities as independent learners.

3. Result

In the following section the variables grammar structure and lexicon will be analyzed and compared in both languages Indonesian and English in order to point out the existing interference of Indonesian over English writing. This paper demonstrates that in fact, there are similarities and differences between Indonesian and English which affect or interfere the written production of the target language. Both languages share many grammatical components such pronouns, adjectives, articles, prepositions but their differences lie mainly in the way these are used. In addition to what has been mentioned, Indonesian lacks of auxiliary words and phrasal verbs, which are an English language specific feature.

3.1 Grammar Structure

Indonesian has specific syntactic features that will definitely affect a learner's written output such is the case of excessive use of the definite article the, the order and pluralization of adjectives, implicit subjects in verb conjugations and word order. On the other hand, Indonesian lacks the existence of some English syntactic features regarding to the use of the indefinite articles *a* or *an* to provide information about occupations, the mandatory use of personal pronouns or subjects in sentences in English, the use of the pronoun *it* to express impersonal constructions, and complete absence of auxiliary verbs to express negative statements and questions. The absence or existence of the syntactic structures above confuse the native speaker in either the meaning of a word or what the whole idea is meant to express. The native speaker would have to understand the idea based on the context it was used or ask for further explanation. In the following paragraphs the different indicators included in the variable grammar structures will be described, explained and exemplified.

Evidence of native language interference is noted in syntactic structure examples as follow:

a. SL: Saat orang-orang pergi ke negara lain, mereka akan mempelajari bahasa yang lain

TL: When people travel to other countries, have to learn a new language

Revision: When people travel to other countries, they have to learn a new language.

b. SL: Orang tuaku lahir di Ekuador

TL: My parents born in Ecuador
Revision: My parents were born in Ecuador

The mentioned examples and others related to some syntactic and lexicon components will be part of a detailed analysis in this study.

3.2 Subject Pronouns
In Indonesian is optional. This happens because syntactically they are already implicit in the verb endings at the moment of conjugation in any tense. Subject pronouns, in Indonesian, appear in sentences mostly to emphasize as in *yang bertanggung jawab* meaning *I am the responsible one*. The other form of interference found related to the use of the definite article when it appears next to the name of certain places. It can be noticed in the statements such as:

a. SL: Migrasi di Ekuador
    TL: Migration in the Ecuador
    Revision: Migration in Ecuador

b. SL: Frekuensi yang lebih tinggi di Ekuador
    TL: Higher frequency in the Ecuador
    Revision: Higher frequency in Ecuador

There is absence of the concept that the definite article the will only appear next to place names which include the words states, kingdom, islands, and republic such as The United States, The United Kingdom, The Galapagos Islands, The Czech Republic.

3.3 Adjectives
The uses of adjectives are another syntactic component present in both languages intended to describe or provide characteristics of people, animals, places, ideas or things. Differences between both languages arise when the concepts of position and pluralization appear as follow:

a. SL: Hal ini menyebabkan berbagai macam penyakit
    TL: These cause differents illnesses
    Revision: These cause different illnesses

These cause *differents* illnesses very familiar examples of pluralization in Indonesian. Indonesian is a language that expresses adjectives in plural or singular depending on the adjoining noun. So, if the noun is plural then the accompanying adjective will be plural too, similar to the examples posted above. This issue does not happen in English since this language, in general, does not pluralize adjectives.

b. SL: Mereka dapat menyebabkan penyakit yang parah
    TL: They can produce illnesses terrible
    Revision: They can produce terrible illnesses

Adjective order suffers another change in Indonesian. In the sentences and They can produce illnesses terrible, it is observable that there is Indonesian interference because the order of adjectives in Indonesian is noun first and adjective second, while English acceptance is adjective first and noun second

3.4 Prepositions
English and Indonesian share similar characteristics by using them next to verbs and to express location, time, distance, direction, and origin. The basic concept of the various

instances in which prepositions are used is basically the same, but the difference lies when these prepositions are used along with verbs and phrases concerning time and place. In these cases, the English learner will resort to memorizing such phrases and verbs. The examples as follow:

a.   SL: Kami mengunjungi sebuah taman
     TL: We visited to the park
     Revision: We visited the park

b.   SL: Pergi ke negara lain untuk menemukan kehidupan yang lebih baik
     TL: Go to other countries for find a better life
     Revision: Go to other countries to find a better life

The examples are directly translated from Indonesian as well. Once again, the way the phrases are specifically used in English are not well considered. There are not precise rules to help the learner discriminate when to use prepositions in cases similar to the phrases previously mentioned. The sole way to use them correctly is by resorting to memorization.

3.5 Auxiliaries
Auxiliaries are very particular syntactic elements. English relies on auxiliaries to indicate tenses, grammatical persons, negatives and question forms, while Indonesian resorts to verb endings to express tenses and grammatical persons and in negative statements it uses the word tidak which directly translated into English becomes not. The following instances illustrate this last condition as follow:

a.   SL: Kami tidak memiliki waktu
     TL: We not have time
     Revision: We do not have time

In the example the particle not stands alone without an indicator of tense or grammatical person as it is in the English language. This causes confusion because the reader will not be able to comprehend the phrases. He does not know if the writer is trying to express the idea in present, past, or future. Hence, the reader will resort to context. The correct phrases above will be We do not have time. The absence of an auxiliary verb in the sentence such as:

b.   SL: Jika kamu memakan kuenya, kamu akan menjadi patung
     TL: If you eat the cookie, you become a statue
     Revision: If you eat the cookie, you will become a statue

If you eat the cookie, you become a statue shows Indonesian interference. From the context, this sentence was taken the writer really wanted to say, if you eat the cookie, you will become a statue. This construction corresponds to the incorrect formation of the first conditional in English, which explains that when the first part of a sentence is in present simple tense, the second part will need the auxiliary will in order to build it accurately. But if we look at the Indonesian syntactic construction the above sentence would be right.

3.6 Word Order
It is worth mentioning that Indonesian does not constraint its sentences to any special pattern. Such is the case of the place of subjects in sentences. Subjects can be either at the beginning, middle or end of a sentence, whereas English has a rigid pattern of subject + verb + and complement. Also, Indonesian does not limit the way time or place adverbial

phrases should be, while English dictates they should go last in a sentence. The following examples illustrate what has been mentioned as follow:

a. SL: Untuk sarapan saya mempunyai telur dan jus jeruk
    TL: We visited to the park
    Revision: We visited the park

It is noticeable that the adverbial phrase is in the middle instead of being last as determined in English.

4. Conclusion

After observing, analyzing the samples depicting the different syntactic structures, it is possible to notice that the indicators that appear more frequently are those concerning the use of the definite article the adjective order and pluralization, absence of subject pronouns and different word order. The frequency of occurrence of these indicators is highly related to the level of English knowledge and performance. If we look closely at the English level of the students, the students at this level are not aware of the incidence the differences between both languages have.

The data in this document, gathered from the variables grammar structure and lexicon, demonstrate the following conclusions:

a. According to the results, most of the grammar structure and lexicon errors were found in activities performed inside the classroom due to time and teacher's constraints.
b. Most of the errors occurred in indicators related to the variable grammar structure which shows that interference is related to the surface structure of both languages.
c. Subject pronoun omission is the most frequent error students commit when writing in English. This can be traced back to their native language influence where subject pronouns are already implicit in the verb endings.
d. Prepositions related to time and place were used erroneously in every writing activity which indicates this grammar structure differs in English.

Learning a second language, especially after 12 years of age, is a real challenge. Not only for the fact of not being able to acquire the knowledge as quickly as it occurs at younger ages, but also because it is disappointing to know that becoming as fluent as a native speaker may never happen. On the other hand, it is important to recognize that the interference phenomenon is present and the necessity to change techniques, methods, strategies, materials, and institutional policies is mandatory. There is an obligation to encourage language learning awareness from its beginnings; that is, to notice differences and similarities between both languages and to see errors and mistakes as signs of language improvement in order to predict possible future miscommunication.

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