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SETALI 2017

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NATIONALISM AND GLOBALIZATION

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BANDUNG
2017
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"Language Policy and Language Planning: Nationalism and Globalization"

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ABSTRACT
This study is aimed at identifying the grammatical interference occurred in students’ English oral communication in their classroom interactions, as well as analysing the factors that cause the interference. Interference happens when speakers’ understanding of a language complicates their understanding of another language. In order to collect the data, an observational method is applied in two different EFL classes in English Department, Faculty of Arts, Udayana University Bali Indonesia, namely Applied Linguistics and Public Speaking & Presentation which consist of 19 and 22 students. Generally, this study indicates that there were several elements of grammatical interference found, they are: agreement, preposition, tenses and sentence structures, meanwhile disloyalty to the target language became the major factor that caused the interference.

Keywords: First language, Bahasa Indonesia, interference, English

INTRODUCTION
Most education sistem of most countries in the world agree to put the exclusive use of target language in foreign language classrooms as the best practice. To support it there are a number of policy statements assert that the use of the students’ first language in a foreign language classroom should be expelled and only the target language is used by the teachers. Furthermore, many second and foreign-language educationalists and experts have developed strong condences about the most applicable way to master a second and foreign language that is by using the target language completely and students’ first language should be forbidden for the effective results.

In the process of mastering a target language, experiencing first language transfer is often unavoidable. “When an individual’s understanding of one language has an impact on his or her understanding of another language, that individual is experiencing language transfer.” https://marlindwinastiti.wordpress.com/2013/04/02/language-interference/. There are two kinds of language transfer. Negative transfers, which is known as interference, occur when one’s perception of one language confuses the perception of another language. Meanwhile positive transfers happens when the understanding of one language supports the skills development of the second.

Language interference is often considered to be one of the error sources. This effects many aspect of language, such as grammar, phonology, lexicon, and orthography. Researchers and educators believe that the greater the differences between the two languages is, the more negative effects the interference cause.

The discussion in this article is started by identifying the levels of linguistic interference occured in English as Foreign Language classrooms, especially the grammatical one, followed by the analysis of the factors that cause the interference.

THEORY AND METHODOLOGY
Linguistic interference in second or foreign language learning is often unavoidable. This may occur in any linguistic situation when those involved do not have a nativelevel command of a language. Many experts have proposed many definitions of linguistic interference, such as Lott (1983: 256) who labels interference as “errors in the learners’ use of the foreign language that can be traced back to the mother tongue”. Meanwhile Dulay et al (1982) define interference as the automatic transfer, it is from the surface structure of the first language to the surface of the target language, Ellis (1997: 51) refers it as “the influence that the learner’s L1 exerts over the acquisition of an L2”.
Berthold, Mangubhai & Batorowicz (1997) gives another definition on language interference. It is the transference of components of a language to another at various levels which includes phonological, grammatical, lexical and orthographical. According to them, phonological interference occurs when first language element including foreign accent such as stress, rhyme, intonation and speech sound influence the second; grammatical interference happens when the first language word order, use of pronouns and determinants, tense and mood effect the second; lexical interference is caused by borrowing of first language words which are then converted to the second so that they are sounded more naturally; and orthographic interference includes the spelling of one language altering another.

Individuals are said to experience language interference/transfer in their communication when their understanding of one language effects their understanding of another language. Eventhough the transfer can give negative effects to the flow of communication, in which the understanding of one language confuses the understanding of another language, there can be positive effects of it. When a learner know a language, it may help to aid the skills development of a second language.

According to Weinrich, (in Dwinastiti, 2013) there are five factors that cause language interference, namely:

1) **speaker bilingualism background** as the major factor where the speaker is influenced by both of the first and the second language.

2) **disloyalty to target language** which leads to a negative attitude. There is "disobedience to target language structure and further force the bilingualist to put uncontrolled structure of his first language elements to output in practicing words utterances both oral and written."

3) **the limited vocabularies of TL mastered by a learner.** This will cause the speaker to try to put his native word intentionally in his/her efforts of stating some points when he/she cannot find the best words of the foreign language.

4) **needs of synonyms** intensify meaning.

5) **prestige and style.** in communication speakers often put unfamiliar words. This is aimed to get a pride, eventhough the user often does not know the real meaning of them. One of the examples is the use of derivational affix -ization in every word. To note, affix -ization is an adopting and borrowing process from English to state nouns.

The above theories are used to answer the problems of the study. For this purpose, observational research method was applied in order to collect the data to be analysed. The data was taken from two different classes at English Department, Faculty of Arts, Udayana University Bali Indonesia, namely Applied Linguistics and Public Speaking & Presentation where English was used as the language of instruction in class communication. All respondents (43 students) were from Indonesia and their native language is Bahasa. The results of this study was analysed qualitatively based on the theories proposed by Berthold at al and Weinrich.

**FINDING AND DISCUSSION**

Since English is very different from Bahasa Indonesia, language interference becomes a major problems experienced by Indonesian learners. Adapting Bahasa Indonesia words or structures to English is often made by them in order to keep the smoothness of their communication.

This study concerns on two problems: 1) the grammatical level of linguistic interference occurred in English as Foreign Language classrooms; and 2) the factors that cause the interference. The analysis of those problems are as the followings:

**Grammatical Interference**

a. **Agreement**

<table>
<thead>
<tr>
<th>No</th>
<th>Corpses</th>
<th>Types of Grammatical Interference</th>
<th>Correct sentences</th>
<th>Time of taken data</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>When this <strong>happen</strong>, the child will imitate it</td>
<td>Interference relates to function or meaning of grammatical forms.</td>
<td><strong>When this happens</strong>, the child will imitate it</td>
<td>Applied Linguistics:</td>
</tr>
</tbody>
</table>

55
While bahasa Indonesia does not have different spellings of verbs for 3rd person singular, the English does. In one of the English tenses, namely present tense, there is an agreement between the subject and the verb where one must add an -s or -es at the end of the verb if the subject is a singular third person: he, she, it or words for which these pronouns could substitute. In the above sentence, “When this happen, the child will imitate it”, the subject is singular third person “this”, so it must be followed by the verb attached by suffix –s. Thus the correct statement of the Indonesian student should be “When this happens, the child will imitate it”.

| 2 | because adults are not like children. | Interference relates to function or meaning of grammatical forms. | because adults are not like children. | Applied Linguistics |

As has been mentioned previously that there are agreements between English subject and predicate (verb), the student’s statement above was interfered by Bahasa Indonesia. Bahasa Indonesia does not recognize a plural suffix like the English “s”. “Indonesian plural concept is understood by context or by the addition of other words to express the concept of something being “more than one”.” https://rinaaghna.wordpress.com/2012/11/07/contrast-between-english-and-indonesian/.

In the above data, the student should add suffix –s after the word “adult” in “because adult are not like children.” to refer of all adults. The student seemed to ignore the English rule, and let his Bahasa Indonesia interfere his English. The correct sentence should be “because adults are not like children.”

b. Preposition

<table>
<thead>
<tr>
<th>No</th>
<th>Corpses</th>
<th>Types of Grammatical Interference</th>
<th>Correct sentences</th>
<th>Time of taken data</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I live at Sudirman Street with my family</td>
<td>Interference relates to function or meaning of grammatical forms</td>
<td>I live on Sudirman Street with my family</td>
<td>Public Speaking &amp; Presentation</td>
</tr>
</tbody>
</table>

There are several differences between Bahasa Indonesia and English prepositional meaning place. To indicate place, Bahasa Indonesia use di for prepositional meaning place whereas English use in, on, and at. The use of those English prepositional meaning place is often confusing Indonesian students: whether they have to use, in, on, or at in their sentences.

For the above data. “I live at Sudirman Street with my family”, the correct prepositional meaning place is on: in telling somebody an address where only the name of the street (without the number) is mentioned. Hence, the correct utterance should be “I live on Sudirman Street with my family.”

c. Sentence Structure

<table>
<thead>
<tr>
<th>No</th>
<th>Corpses</th>
<th>Types of Grammatical Interference</th>
<th>Correct sentences</th>
<th>Time of taken data</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>When the public speaker happy on the stage, the</td>
<td>Interference relates to function or</td>
<td>When the public is speaker happy</td>
<td>Public Speaking &amp; Presentation</td>
</tr>
</tbody>
</table>
The basic Indonesian sentence consist of Subject, Verb, Object or Adjective or Adverb. It means that the sentence can be formed in various way: NP.VP, or NP.NP, or NP.AP or NP.PP. However, English sentence order strictly lies on S (:Sentence) = NP.VP (sometimes VP is filled by to be or linking verb).

In the above data, the student seemed to transfer Bahasa Indonesia sentence structure to English. In Bahasa Indonesia, the sentence order is acceptable: “the public speaker happy” (in Bahasa Indonesia (pembicaranya senang): a Noun phrase (NP) the public speaker is immediately followed by Adjective Phrase (AP) happy’ However, this structure is not correct in English where an appropriate sentence order is NP + VP. Thus, the English sentence should be uttered as “When the public speaker is happy on the stage, the audience can feel it.

Factors that Cause The Grammatical Interference

From the five factors that cause first language interference proposed by Weinrich, (in Dwinastiti, 2013), the most that causes grammatical interference to occur in this study is disloyalty of the students to target language. Some students who made errors in their English utterance were looked as disobeying the English structure and put some uncontrolled structure of Bahasa Indonesia elements in their utterances.

The other data of how Bahasa Indonesia structure was transferred into English is as follows:

<table>
<thead>
<tr>
<th>No</th>
<th>Corpses</th>
<th>Types of Grammatical Interference</th>
<th>Correct sentences</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>As Miss Shanti say last week, if we want to be a good public speaker, .</td>
<td>Interference relates to function or meaning of grammatical forms.</td>
<td>As Miss Shanti said last week, if we want to be a good public speaker, .</td>
<td>Public Speaking &amp; Presentation</td>
</tr>
</tbody>
</table>

There is no verb changes in bahasa Indonesia in order to show the tenses. The tenses are understandable through time markers or even from the context. On the other hand, English has tenses and time markers. As the results, in English, the form of verbs change for different time markers; however, in contrary, the form of Bahasa Indonesia does not.

From the data above we can see that the student was not loyal with the English structure. She used the simple present form of the word say, instead of said, for something which happened in the previous week’. She was not strict on the English rules, but transferring her understanding of Bahasa Indonesia structure onto English’. This, of course, leads to a negative attitude of the student. If the teachers are not sensitive and give correction, it will hamper the process of students’ learning. But not only the teachers’ sensitiveness is needed in this case, the students’ willingness to obey the structures of the target language is actually most important.

CONCLUSION

Linguists and educators generally agree that interference of learners’ first language is normal in their foreign language communication. This usually occurs when their first language effects the production of the language they are learning; it influences their foreign language.

In terms of the grammatical level of bahasa Indonesia (the students’ mother tongue) interference analysed in this article, it occured in some elements, namely agreement, preposition, tenses, and sentence structures. The transferences cause errors in their oral communication. Considering the level of their English proficiency, the students should have understood and mastered the English grammar, however they seemed to neglect it. They disobey the rules, and let their understanding of Bahasa Indonesia influence their English production. This, of course, leads to a
negative attitude. Teachers' sensitiveness is needed on this case, to guide their students to be loyal to the language rules they are learning. All in all, the students' awareness to fix their own errors is actually the most important.

REFERENCES