

**GRAMMATICAL INTERFERENCE OF JAVANESE LANGUAGE IN
INDONESIA LANGUAGE BY KINDERGARTEN'S CHILDREN**

A THESIS

In Partial Fulfillment of the Requirements For Strata-1 Degree in Linguistics

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PRONOUNCEMENT

The writer honestly confirms that she compiles this thesis entitled “Grammatical Interference of Javanese Language in Indonesian Language by Kindergarten’s Children” by herself and without taking any results from other researchers in S-1, S-2, S-3 and in diploma degree from any university. The writer also asserts that she does not quote any material from other publications or someone’s paper except from the references that have been mentioned.

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MOTTO AND DEDICATION

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“They said that time changes things, but actually you have to change yourself.”

- **Andy Warhol** -

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namun dengan menguatkan jiwamu,
sehingga sehebat apapun masalah mu,
kamu tak akan menyerah dengan mudah.”*

- **Anonymous** -

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ABSTRAK

Masyarakat Indonesia merupakan masyarakat multilingual yang menggunakan lebih dari satu bahasa dalam berkomunikasi, salah satu contohnya adalah masyarakat Jawa. Masyarakat Jawa merupakan salah satu masyarakat yang semenjak dini telah menggunakan bahasa Jawa atau bahasa Indonesia untuk berkomunikasi dalam kehidupan sehari-hari. Skripsi yang berjudul "*Grammatical Interference of Javanese Language in Indonesian Language by Kindergarten's Children*" ini merupakan sebuah penelitian mengenai interferensi bahasa Jawa ke bahasa Indonesia dalam bahasa percakapan yang digunakan oleh murid TK untuk berkomunikasi. Tujuan dari penelitian ini adalah untuk mengidentifikasi jenis interferensi yang sering terjadi pada murid TK dan mengetahui faktor-faktor yang menyebabkan interferensi tersebut.

Penulis menggunakan teori dari Weinreich yang membedakan interferensi menjadi tiga, yaitu interferensi fonologi, grammatikal dan leksikal. Dalam penelitian yang menggunakan metode padan untuk menganalisa data ini, penulis menemukan adanya interferensi grammatikal dalam tutur bahasa yang digunakan murid TK. Interferensi yang terjadi merupakan interferensi dari bahasa Jawa ke dalam bahasa Indonesia baik interferensi morfologi dan sintaksis. Interferensi morfologi terjadi pada proses pengimbuhan dari bahasa Jawa ke bahasa Indonesia, sedangkan interferensi sintaksis terjadi pada penggunaan partikel dan kata tugas dari bahasa Jawa ke bahasa Indonesia. Interferensi yang terjadi disebabkan oleh bilingualisme responden yang terbiasa berkomunikasi menggunakan bahasa Jawa dan bahasa Indonesia, kurangnya penguasaan responden terhadap prinsip berbahasa Indonesia yang baik dan lingkungan berbahasa reponden, baik lingkungan keluarga maupun lingkungan sekolah, yang mendukung terjadinya interferensi.

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is used by people for communicating with each other around the world, including in Indonesia. Indonesia has a wide area and consists of larger ethnic groups with their own vernacular. Indonesia has 550 languages or about one-tenth of languages in the world (Sneddon, 2003:196).

Beside Indonesian language which is used by Indonesian people as national language and official language, there are also hundreds of vernaculars which are used regionally (Abdulhayi et. al., 1985: 1). This condition shows that Indonesian people are formed in multilingual society (Chaer, 1994:65). It means that Indonesian people use more than two languages for communicating with each other, one of which is Indonesian language and the other one is their vernacular language.

One example of vernacular language is Javanese language. It is a language with large speakers, as it is used mostly by the people in Central Java, Yogyakarta and East Java. Many of Javanese language speakers use Indonesian language as their second language in turns with Javanese language. Therefore they can be called as bilingual speakers (Abdulhayi et. al., 1985: 1).

Bilingualism is a condition when a speaker uses two languages in turns. Generally, people in Indonesia use their vernacular, in this case Javanese language, as first language and Indonesian language as their second language (Chaer and Agustina, 2004: 215). Because Indonesian language is a national language in Indonesia, there is Indonesian language learning in Indonesian schools.

When Indonesian children whose first language or mother tongue is Javanese language, start learning Indonesian language, they have become accustomed with their first language. Their habit to use their first language will give influence when they speak Indonesian language. In sociolinguistic terms, it is called interference (Chaer and Agustina, 2004: 216).

Interference is the use of one language element into another language when people master two languages or more. Suwito (1983: 54) said that interference is a deviation, because element absorbed by one of the language already has a parable element in the absorber language.

Interference is a phenomenon in bilingual society. It can happen in all language components, such as phonology, morphology and syntax. Interference which happens in morphology and syntax can be called as grammatical interference (Abdulhayi et. al., 1985: 9).

The writer is interested in observing Javanese's grammatical interference into Indonesian language uttered by kindergarten's children at range age of 4 up to 6 years old. The writer also assumes that there are not many researchers that focus to research interference in children. Related to the situation, the writer chooses a topic entitled, **“Grammatical Interference of Javanese Language in Indonesian Language by Kindergarten's Children”**.

1.2 Research Questions

Based on the background of this study, the writer can bring out two questions:

1. What are the forms of Javanese grammatical interference in Indonesian language uttered by kindergarten's children?
2. What are the factors that caused Javanese grammatical interference in Indonesian language by kindergarten's children?

1.3 Purpose of the Study

The purposes of this study are:

1. to describe Javanese grammatical interference in Indonesian language uttered by kindergarten's children based on morphological and syntactical models.
2. to show the factors that cause Javanese grammatical interference in Indonesian language uttered by kindergarten's children.

4. Previous Study

Rasyad et al. (1983) conducted research entitled "*Interferensi Grammatikal Bahasa Minangkabau dalam Bahasa Indonesia Tulis Murid Kelas VI Sekolah Dasar Sumatera Barat*". They studied bilingual phenomenon especially in student's writing on elementary school, both of village and city elementary school, in Minangkabau. He did this research by comparing Minangkabau language with Indonesian language. He found interference, in this case morphological, syntactical and lexicon interference, from Minangkabau language to Indonesian written language. He also found that interference happened for more times in student's village elementary school when it was compared with student's city elementary school. It was caused by lack of interaction between student's village elementary school with other society from another region (Rasyad et al., 1983:14-77). Besides, the students in elementary school mostly used the grammatical and lexicon patterns of Minangkabau language into their Indonesian written language.

Next, Abdulhayi et al. (1985) in their research entitled "*Interferensi Grammatikal Bahasa Indonesia dalam Bahasa Jawa*" found that interference can happen from Indonesian language as second language into Javanese language as first language. They did it by researching morphology and syntactical of Javanese language and comparing it with morphology and syntactical of Indonesian language. They also said that Javanese grammatical is more stable than Indonesian language. Maybe it can happen because Javanese speakers are still rightfully proud to use Javanese language (Abdulhayi et al., 1985:19-56).

Mahar Pramudya (2006) in his research entitled "*Interferensi Grammatikal Bahasa Melayu Bangka dalam Pemakaian Bahasa Indonesia: dengan Data Rubrik "Mak Per dan Akek Buneng" dalam Surat Kabar Bangka Pos*" found some interference happening in morphological area and syntactical area.

In morphological area, he found that there are interference in affixation and reduplication. In syntactical area, there are some unusual sentence constructions in Melayu Bangka language when it is translated or used for conversing with Indonesian language's speaker (Pramudya, 2006:36-66). There are some factors that caused it namely:

1. Melayu Bangka language's speakers want to show their regional's identity
2. Melayu Bangka language's speakers have lack in their ability to use Indonesian language
3. Melayu Bangka language's speakers rarely use Indonesian vocabulary
4. Melayu Bangka language's speakers want to pursue sense of accuracy
5. Melayu Bangka language's speakers simplify their language structures.

The writer's research is also about interference, but it has a difference. The difference of all research mentioned above with the writer's research is the subject of the research. The subject of this research is kindergarten's children from TK Islam Al-Azhar 14 Semarang. Besides, the writer wants to complete the previously mentioned research above about Javanese language's interference into Indonesian language.

1.5 Writing Organization

CHAPTER I : INTRODUCTION

This chapter contains Background of the Study, Scope of the Study, Purposes of the Study, Previous Study, and the Writing Organization.

CHAPTER II : THEORETICAL FRAMEWORK

The writer divides this chapter into four sub chapters covering Sociolinguistics, Language Contact, Bilingualism, Language Acquisition and Interference.

CHAPTER III : RESEARCH METHOD

This chapter provides Type of Research, Data Source, Population and Sample, Method and Technique of Collecting Data, and Method and Technique of Analyzing Data.

CHAPTER IV : DATA ANALYSIS

In this Chapter, firstly the writer describes the Background of the Speakers. Secondly, she discusses the Types of Grammatical Interference divided into morphological and syntactical interference, used by kindergarten's children in TK Islam Al-Azhar 14 Semarang. The writer also corrects the interference of Javanese language into good Indonesian pattern. Thirdly, the writer analyzes the

factors motivating the occurrence of interference.

CHAPTER V : CONCLUSION

This chapter will show the Summary and the Conclusion of the research.

CHAPTER II

THEORETICAL FRAMEWORK

In this chapter, the writer will explain about basic theories in this research. First it will discuss sociolinguistics, language contact, bilingualism, language acquisition and interference. Those theories are used to support this research.

2.1 Sociolinguistics

Interference as a main topic in this research is a part of sociolinguistics, so when we are talking about interference, we should know about the term of sociolinguistics first. Pride and Holmes (1972:7) states that sociolinguistics is the study of the structure and use of language in its social and cultural contexts. Wardhaugh (1986:12) says that sociolinguistics concerns with investigating the relationship between language and society with the goal of a better understanding of the structure and function of language in a society. Rahardi (2001:12-13) adds that sociolinguistics examines a language in relation between language and society, especially speech community in that language.

2.2 Language Contact

Language is principal in people communication. People can use it to express capacity and a lot of information, because language is not one system, but it is created by a number of sub systems, such as phonology, morphology, syntax and lexicon (Indah and Abdurrahman, 2008:46).

Mackey, cited in Suwito, (1983:39) defines that language contact is a contact between two languages or more which is giving influences and causing language change. Chaer and Agustina (2004:84) add that language contact occurs in a heterogeneous community, for example in Indonesia. Heterogeneous community is a community who accepts other communities and lives with them together. In heterogeneous community, the member will experience language contact with all language phenomena, such as bilingualism, diglossia, code switching, code mixing, interference, integration, convergence and meaning shift, as the consequence (Chaer and Agustina, 2004:84).

2.3 Bilingualism

When there are more than two languages in society, there is multilingualism and bilingualism. Based on Chaer and Agustina (2004:85), multilingualism is a condition when there are more than two languages used by someone in his association with someone else in turn. The term of “bilingualism” has relative meaning. There are many opinions of how to define bilingualism, hence people’s views in bilingualism are different too.

Bloomfield (in Chaer and Agustina, 2004:85-86) states that bilingualism is speaker's ability in using two languages in good level. It means that someone can be called as bilingual if his ability of using first language and second language is in the same good level. It is difficult to apply this, because it is difficult to determine a base where a bilingual speaker uses one language as good as another language.

Many linguists then propose another definition of bilingualism. Lado (1962:214) defines that bilingualism is an ability to use one or more languages by someone in good level or almost in good level (in Chaer and Agustina, 2004:85-86). Technically, it can refer to knowledge of two languages, however the level of it is different. He adds that the ability of using two languages may not be in a good level; less proficiency is permitted (Chaer and Agustina, 2004:86).

Almost the same with Lado, Macnamara in Rahardi (2001:14) argues that bilingualism is a mastery of at least first language and second language, even though the mastery of second language is in the lowest level. Haugen (1961) also mentions that bilingualism is knowledge of two languages. He says that bilingual speaker may not be actively to use two languages; it is enough for him to understand second language (in Chaer and Agustina, 2004: 86).

From some definitions above, it can be concluded that bilingualism is the situation where speaker uses two languages to interact to each other receptively and productively, whereas multilingualism is the situation where speaker uses more than two languages to interact to each other.

2.4 Language Acquisition

In bilingual society like in Indonesia, people use their first language and second language in turns. Words of first language and second language usually are used as technical term in language acquisition. First language is language that child learned first time in the circle of his family. First language can be called as mother language. Most of Indonesian children's first language is their vernacular.

According to Ellis (1986:5), second language is an additional language learned after someone acquired their mother tongue. When Indonesian children go to school and learn Indonesian language after they acquired their mother tongue, their second language is Indonesian language (Sumarsono, 2007:49). If we are following a concept that bilingual is ranged from fully mastery of two languages to the understanding of second language, it can be concluded that all of Indonesian children in schools are bilinguals (Chaer, 1994:66).

2.5 Interference

2.5.1 Definitions of Interference

Interference is happen because there is impact from using two languages or more in multilingual

society. According to Weinreich (1953) interference is a system's change of one language in connection with language contact of it with another language's elements by bilingual speaker (in Chaer and Agustina, 2004:120).

Ellis claimed interference happens when second language is strongly influenced by first language and the role of first language in second language is negatives one. He also said that when first language interferes the learning of the second language, such features of first language are transferred into second language (Ellis, 1986:19). When learners of second language have difficulty to express their idea because of their lack in necessary target language resources, they will resort to their first language to make up the insufficiency (Ellis, 1986: 37).

If we examine interference from the side of language's purity, it can be seen as "disturber" because it "destroys" a language's system. However, when it is seen from the effort of language's development, interference is important mechanism to enrich and develop a language, until it reaches a level where a language can be used in any fields.

It can be concluded from some definitions above that interference is the impact from language contact and it is a phenomenon of the use of one language's substance into another language where the characteristics of the other language still appear.

2.5.2 Process of Interference

There are three substances taking role in the interference's process:

1. *Bahasa sumber* or donor language that gives influence
2. *Bahasa penyerap* or recipient language that receives influence
3. *Unsur serapan* or importation that gives influence (Chaer and Agustina, 2004:126).

In language contact, there is a possibility that one language can be as donor language and another language can be as recipient language. Soewito declared that the phenomenon of Indonesian element usage into regional language, and vice versa, is interference. It means that Indonesian can be the recipient at one time and can be the donor at another time (Soewito, 1983:59).

Foreign Lang 1	Indonesian	Vernacular 1
Foreign Lang 2	Language	Vernacular 2
Foreign Lang 3		Vernacular 3

On the other hand, the phenomenon of Indonesian element used in foreign language is also called unilateral interference. It means that Indonesian language is mostly the recipient language and foreign language is the donor language. Here is the scheme of his explanation:

2.5.3 Types of Interference

Interference can happen in all language levels. Abdulhayi et al. (1983:9) wrote that interference involves phonology (it has relation with sound), morphology (it has relation with word's substance) and syntactic (it has relation with phrase / sentence construction).

Weinreich quoted by Rindjin et al. (1981:24) divided interference in three kinds, they are phonological, grammatical and lexical interference. Grammatical interference covers morphological interference and syntactical interference. Almost the same with Weinreich, Haugen divided interference based on their occurrence in phonological (diaphonic), lexical (diamorph) and grammatical (cited in Hastuti, 2003:56).

2.5.3.1 Phonological Interference

Phonological interference happens when bilingual speaker perceives and reproduces a phoneme of one language in terms of another language. Phonological interference can be seen when Javanese speakers add nasal sounds in front of name of places with preceding allomorphs like [b], [d] and [g]. For example: *mBandung*, *nDepok*, *ngGombong* (Chaer and Agustina, 2004:122)

2.5.3.2 Grammatical Interference

2.5.3.2.1 Morphological Interference

Crystal in Badudu (2004:11) said that morphology is the linguistic branch which studies about structure or form of word through the use of morpheme. Morpheme is the smallest grammatical unit which has meaning (Chaer, 1994:146). For example, the word [*kedua*] consists of two morphemes [*ke*] and [*dua*].

Morphological process is determined as a process of the arrangement of morpheme into words. Ramlan (1985:63) classified that there are several kinds of morphology process in Indonesian language, such as *afiksasi* (affixation), *reduplikasi* (reduplication), and *pemajemukan* (compounding). There are some affixes in Indonesian language, such as prefix *meN-*, *ber-*, *di-*, *ter-*, *peN-*, *pe-*, *per-*, and *se-*, suffix *-kan*, *-an*, *-i*, and *-wan*, affixation *ke-an*, *peN-an*, *per-an*, *ber-an*, and *se-nya* (Ramlan, 2001:62-63). There are also some affixes in Javanese language such as prefix or (*ater-ater*) *N-*, *di-*, *dak-*, *kok-*, *ke-*, *ka-*, *pa-*, *paN-*, *sa-*, infix or (*seselan*) *-um-*, *-er-/e-* and suffix or (*panambang*) *-i*, *-ke*, *-na*, *-ana*, *-ane*, *-ake*, *-an*, *-en*, *-a*, *-e*, *-ne*, *konfiks* or (*imbuhan bebarengan rumaket*) *ke-an*, *ke-en*, *pa-an*, *paN-an* (Sasangka, 1989: 28-74). On the other hand, Javanese language also has affix *N-/i*, *N-/a*, *N-/e*, *N-/ana*, *dak-/a*, *dak-/e*, *dak-/ake*, *kok-/i*, *kok-/ake*, *N-/ke*, *di-/ake*, *di-/ana*, *di-/i* which is by Sasangka (1989: 28-74) are categorized as *imbuhan rumaket lumrah*.

Soewito explains that morphological interference can happen if in word formation there is a language that absorbs affixes from another language (1983:56). Kridalaksana (1989:28-29) says that affixation is a process of changing lexeme into complex word form. Affix from one language is used to form word in another language. Affix can be placed initial and penultimate even

between base morphemes (Ramlan, 1985:63).

In morphological interference of Javanese language into Indonesian language, there are three kinds of affix (Chaer and Agustina, 2004:123):

- a. Prefix is an affix placed in the beginning of word. For example: *ke-pukul, ke-tabrak, ke-jebak*.
- b. Suffix is an affix placed in the end of word. For example: *jalan-an, cara-ne*.
- c. *Konfiks* is an affix which contains two substances, prefix and suffix. For example: *ke-kecil-an, ke-mahal-an*.

Those examples come from the base form of Indonesian language + affix of vernacular, in this case it is Javanese language. Actually, the form with such affixes is not needed, because in Indonesian language there is parallel affix for that. One example is prefix [*ke-*] in word [*ketabrak*], there is correct affix, [*ter-*], so the word becomes [*tertabrak*] (Chaer and Agustina, 1995:162).

There is another indication of morphological interference besides affixation, such as reduplication and compounding. Reduplication is repetition of one grammatical unit either some or all of it, meanwhile, compounding is fusion of two languages which caused new meaning (Ramlan, 1982:63-76).

2.5.3.2 Syntactical Interference

Chaer (1994:206) stated that syntax talks about word in relation with the other words; or the other functions as an utterance. He added that syntax discusses the arrangement of words into the larger units, which is called syntax unit (Chaer, 2009:3).

Syntactical interference happens if one sentence's structure is absorbed by another sentence's structure (Suwito, 1983:56). It can be seen from the using of word, phrase and clause in sentence (Chaer and Agustina, 2004:162). For example:

- Speaker : "*Rumahnya ayahnya Ali yang besar sendiri disini*"
Javanese : "*Omahe bapake Ali sing gedhe dhewe ing kampung iku*"
Indonesian : "*Rumah ayah Ali yang besar sendiri disini*" (Suwito, 1983: 56)

There is sentence's substance from Javanese language in sentence above which is uttered by speaker. We can compare it with the correct sentence in Javanese and Indonesian language. The deviation in speaker's utterance above is caused by language contact between speaker's utterances in Indonesian language with his vernacular, in this case Javanese language (Suwito, 1983:56).

2.5.3.3 Lexical Interference or Borrowing

Weinreich (1967:47) said that lexical interference can occur when one vocabulary interferes with another (Myers-Scotton, 2002:234). He, who has more or less Haugen's contemporary, was perhaps more influential in study of the effect of one language on another and uses the terms

‘interference’ than ‘borrowing’. Haugen emphasizes borrowing to refer to how a speaker deals with something new from a new language. Borrowing was recognized as mostly lexical items.

Myers-Scotton (2002:239) divided lexical borrowing into two types:

1. Cultural lexical borrowing

Cultural borrowed forms are not only words for objects new to the culture (e.g. *CD* or *compact disk*, *espresso*), but also for new concepts (e.g. *overtime*).

2. Core lexical borrowing

Core borrowed forms are word that its similar reference word already exist words in first language (e.g. words for time references such as *le weekend* in French) (2002:239). Chaer (2009:103-105) divided core lexical borrowing into five categories;

- a. Contraction or Abbreviation is a process to omit one vowel or more in a lexical substance. For example: *tetapi* becomes *tapi*, *habis* becomes *abis*, *hutang* becomes *utang*.
- b. Metathesis is a process of phonemic sound changes in a word. For example: *jalur* becomes *lajur*, *kelikir* becomes *kerikil*.
- c. Diphthongization is a process of vocal changes from single to double form consecutively. For example: *sentosa* becomes *sentausa*, *teladan* becomes *tauladan*.
- d. Monophthongization is process of vocal changes from double to single form consecutively. For example: *ramai* pronounces *rame*, *kalau* pronounces *kalo*.
- e. Anaptycsis is a process of inserting a vocal or consonant in a certain word. For example: *mas* becomes *emas*, *upama* becomes *umpama*, *adi* becomes *adik*.

2.5.4 Interference, Code Mixing, Code Switching

Interference is different from code mixing. Chaer and Agustina stated that interference deals with an error in using a language because of the influence of another language. For example:

Speaker: “*Disini Toko Laris yang mahal sendiri*”

Javanese: “*Ning kene Toko Laris sing larang dhewe*”

Indonesian: “*Toko Laris adalah toko yang paling mahal disini.*” (Chaer, 1994:67).

Code mixing is the use of one language’s pieces in another language that maybe are needed, until it cannot be regarded as a mistake or divergence. For example:

- “*Aku akan membeli charge laptop*” (Chaer and Agustina, 2004:124).

From those examples above, Chaer and Agustina (2004:124) illustrate the difference between interference and code mixing as follows:

Campur kode mengacu pada digunakannya serpihan-serpihan bahasa lain dalam menggunakan suatu bahasa tertentu, sedangkan interferensi mengacu pada adanya penyimpangan dalam menggunakan suatu bahasa dengan memasukkan sistem bahasa lain, yang bagi golongan berpaham purisme dianggap sebagai suatu kesalahan.

There is another difference. In interference, speaker usually does it because of his unawareness (Chaer,1994: 69). Interference is also different from code switching.

Dell Hymes (in Kunjana Rahardi, 2001:20) says that code switching is general term to refer the transfer or transition use of two or more languages, multiple variations of one language or even several styles from a variety. To do a code switching means to change a whole language system. One language is disappeared and replaced by another language. For example:

- *Aku sibuk banget nih*, don't call me tonight.

Since English language has a status of global language, there are more and more speakers voice code switching from native to English consciously

2.5.5 Factors Causing Interference

According to Weinreich there are six factors causing interference:

- a. Bilingualism of the speaker.
- b. Decrease of the first language speaker.
- c. The lack of vocabulary in first language.
- d. Extinction of vocabulary which rare to use.
- e. The needed of synonym.
- f. Prestige of donor language and literary style (Achmad and Abdullah, 2012:181).

In this research, bilingualism and lack of speaker vocabulary are main factors that cause interference. Bilingualism is a major cause of interference because bilingual person will have more contact because of their ability in using two languages, where the first language interferes the second language. Besides, the lack of vocabulary makes the speakers express a new concept in his second language and causes interference. This interference is likely conducted by the speaker because he wants to enrich his second language's vocabulary from his mother tongue or first language.

The interference is conducted by the language variation used by speaker. The language

variation is caused by several factors. Holmes (2001:8) said there are four factors, the participant, setting, topic and function. Here the participant is who is speaking and who they are speaking to. The setting is where they are speaking. It indicates the place where they have conversation, e.g. home, school, office. The topic is what is being talked about. The function is why they are speaking.

Interference also can happen because of the speaker's habit. The speaker's habit to use his mother tongue or first language in his informal daily conversation sometimes without his awareness will change into the habit of using it in formal conversation (Hortman by Alwasilah, 1985:131). Education is another factor causing interference. In education, language is important rule to convey values, experiences and abilities of language both cognitive, effective and psychomotor.

People's language ability is as good as their education level (Maryam, 2011:25). Through education, people will understand to use good language principals. If they have good ability to understand language principals, so a chance of interference will decrease.

CHAPTER III

RESEARCH METHOD

This chapter includes some points concerning the method of the research. The writer will discuss type of research, population and sample, method of collecting data, techniques of collecting data, and method of analyzing data.

3.1 Type of Research

Research method is the main factor in conducting research. Research can be described as an investigation in order to discover new fact or information (Hornby, 1995:996). Considering the purposes of this research, the writer used descriptive method in this research. Mardalis (2003:26) explained that descriptive method is a method to describe, record, analyze and interpret the conditions that empirically exist. This method has a purpose to get information about today conditions and see its connection with some variables. This research also used qualitative method, because the writer wants to give detailed explanation of Javanese grammatical interference in Indonesian language uttered by kindergarten's children.

3.2 Data Sources

3.2.1 Data

Arikunto defined data source as subject where the data is found in research (1998:114). Data source is divided into two types, they are primary data and secondary data. The primary data are taken from the relevant research subject, while the secondary data are taken from documents and relevant references.

The primary data of this research are taken from 25 students of A-2 class from TK Islam Al-Azhar 14 Semarang as research subject. The data in this research are the utterances produced by the research subject. The writer got the data of this research by recording the subject's utterances and did the non-participatory observation in the subject's activities for four days, during the period of October 25th 2013 to October 28th 2013. Here, the speakers are chosen based on two criteria:

- a. The speakers should live and come from Semarang.
- b. The speakers were 4-5 years old children, both male and female.

It is based on assumption that they use Indonesian language and Javanese language to interact with others.

3.2.2 Population and Sample

Mardalis (2003:5) described that population is a group of cases with certain requirement related with the topic of the research. The cases can be in the forms of people, animals, things and phenomena. Population covers all research subjects (Arikunto, 1998:115). The writer takes all of

the object's utterances while they are talking, as the population, in order to get the accurate result.

Mardalis defined sample as a part of whole individual of population (2003:55-60). The writer uses purposive sample in this research to limit the data and to make easier the data collecting process. The samples of this research are some utterances produced by some students that have interference from Javanese language to Indonesian language.

3.3 Method and Technique of Collecting Data

In collecting data, the writer uses observation method and interview.

3.3.1 Observation Method

Observation method can be done by observing 25 students of A-2 class from TK Islam Al-Azhar 14 Semarang as research subject. Then, it is followed by non participatory observation technique, combined with recording technique and note taking.

Non participatory observation technique means that the writer does not involve into dialog or conversation (Sudaryanto, 1993:134). The writer just pays attention to the talks and does not influence the occurrence of the needed data. Children were talking naturally with his friend and teacher. Then the writer used recording technique. The writer used recorder in her hand phone to record the utterances produced by children in TK Islam Al-Azhar 14 Semarang. In note taking, the writer will write all the information related to the topic of the research. In addition, the writer used this technique to transfer the recorded data from hand phone by listening and replaying recording, and writing down the conversation into data script in appendix.

3.3.2 Interview

The writer interviews informant's family about the children habit in using Javanese language and Indonesian language. In doing interview, the writer says to them that the data are engaged for research without any subjective opinion from the writer.

3.4 Method and Technique of Analyzing Data

The writer classifies the data analysis based on the theories that the writer used, which are morphology and syntax. The data analysis procedures are follows:

1. Reading carefully the data from the field notes and transcript of the recorded material;

2. Selecting any words, phrases and sentences consisting of interference;
3. Categorizing the data into two models of grammatical interference, those are morphological interference and syntactical interference; and
4. Analyzing the area of grammatical interference, both morphological interference and syntactical interference, based on each types of interference. The writer uses padan method from Sudaryanto (1993: 13) to analyze the data. Then the writer uses translational method from padan method to analysis the data. It is continued with one base technique, that is *Pilah Unsur Penentu(PUP)* technique with the use of *daya pilah translational*.

Daya pilah translational is a means to analyze a language by using determined tool in another language. Determined tools used in this research are Javanese Dictionary and Indonesian Dictionary. The data which are Javanese language interfered in Indonesian language, will be analyzed in accordance to Indonesian language. In this analysis, there is a probability to use *analisis silang* or cross analyzes. It can happen when the same data is analyzed more than one time, but for a different focus.

5. Describing the factors causing interference of Javanese language in Indonesian language by kindergarten's children.
6. Drawing the conclusion.

CHAPTER IV

DATA ANALYSIS

The writer divides the result of data analysis into four sub chapters; background of the respondents, findings which include morphological interference and syntactical interference, and factor causing grammatical interference of Javanese language in Indonesian language by kindergarten's children.

4.1. Background of the respondents

The respondents in this research are students of A-2 class from TK Islam Al-Azhar 14 Semarang. They are 4-5 year old children, both male and female. The writer has 25 respondents and they live in Semarang. The respondents have habit of using both Javanese language and Indonesian language in their daily activities.

Based on interview result, there are some respondents only using Javanese language, some respondents only use Indonesian language and another respondents use both of Javanese language and Indonesian language in turn to interact with another family member when the respondents are in their home. Most of the respondents' parent use Javanese language as their first language and four of respondents' parent use Indonesian language as their first language.

Half of the respondents' parents use Javanese language to interact with the respondents and some parents interact with the respondents by using both Javanese language and Indonesian language. On the other hand, when the respondents go to school they use Indonesian language. It is because the formal language used in school is Indonesian language. The respondents will use Indonesian language to interact with others on their activities whether they are in the classroom or not.

4.2. Findings

The writer finds that there is interference from Javanese language in Indonesian language used by kindergarten children in interacting with each others during school time. The writer presents the data conversations produced by kindergarten children during school time in this chapter. It is based on morphology interference or syntactical interference that occur in it. The following is the grouping of interference of the data:

4.2.1. Morphological Interference

Table 4.1 Morphological Interference			
No	Types of Morphology	Subtypes of Morphological Intereference	Examples of Conversation

1	Interference in Affixation Process	Exchange of Javanese prefix [N-] with Indonesian prefix [meN-]	1) Sabar..Rasyad ngantuk
			(3) Kaab pernah ngremas koran.
			(4) ditiup, aku bisa niup seruling.
			(5) Bu Dwi, Raka nyerobot.
			(9) Rasyad tadi lihat mainan
		Exchange of Javanese suffix [-an] with Indonesian prefix [ber-] Exchange of Javanese's suffix [-e] with Indonesian [-nya] Exchange of Javanese affixation [ke-en] with Indonesian terlalu	(12) Ada ekore.
			(15) Ada bulune.
			(16) Jangan berdiri disitu, nanti kejauhan
			(20) Aku pakai ini.
			(22) Aku bawa jam.
2	Prefix Deletion	Deletion of Indonesian Prefix [meN-] Deletion of Indonesian Prefix ber-	(24) Alka tadi main sama Nisfa

1. Interference in Affixation Process

4.2.1.1.1 Exchange of Javanese Prefix [N-] for Indonesian Prefix [meN-]

Javanese prefix *N-* has four allomorphs, there are /*n-*/, /*m-*/, /*ng-*/, and /*ny-*/. Prefix *N-* in Javanese language is often used by the respondents to state action verb. We can take some examples from Javanese language:

- *Doni nulis contone ing papan tulis*
- *Kabeh padha mbayar dhewe-dhewe*
- *Retno nyapu kamare dhewe*

In Indonesian language, prefix *meN-* is used to build an action verb. For example:

- *Ayah membaca koran*
- *Dia menendang bola itu*

The use of prefix *N-* in Javanese language then is taken by the respondents when they used Indonesian language. The respondents, who accustomed to pronounce Javanese action verb, using Javanese prefix *N-* to replace Indonesian prefix *meN-*. It could happen because Javanese prefix *N-* nearly has the same function with Indonesian prefix *meN-*, it is for composing an action verb. The use of Javanese prefix *N-* is also preferred due to the shortness of the prefix. The following interferences also come from the morphophonemic process. The morphophonemic process in Javanese language nearly has the same idea in Indonesian language. There is some morphophonemic process in Javanese language:

a. *N-* becomes *ng-* action verb preface by phonetic sound /k/, /g/, /l/, /r/, /w/, /y/ and vocal (/a/, /i/, /u/, /e/, /o/).

Example: *N-* + *gawa* *nggawa*

b. *N-* become *n-* action verb preface by phonetic sound /t/, /d/, /th/ and /dh/.

Example: *N-* + *dhredheg* *ndhredeg*

c. *N-* become *ny-* action verb preface by phonetic sound /s/ and /c/

Example: *N-* + *sumpel* *nyumpel*

d. *N-* become *m-* action verb preface by phonetic sound /b/ and /p/.

Example: *N-* + *banyu* *mbanyu*

There is some morphophonemic process in Indonesian language:

a. *meN-* becomes *me-* when action verb preface by phonetic sound /l/, /r/, /w/, /y/, /m/, /n/, /ny/ and /ng/.

Example: *meN-* + *rasa* *merasa*

b. *meN-* becomes *mem-* when action verb preface by phonetic sound /b/, /p/, /f/ and /v/.

Example: *meN-* + *potong* *memotong*

c. *meN-* becomes *men-* when action verb preface by phonetic sound /d/, /t/, /c/, /j/, /sy/ and /z/.

Example: *meN-* + *tarik* *menarik*

d. *meN-* becomes *meny-* when action verb preface by phonetic sound /s/.

Example: *meN-* + *sambar* *menyambar*

e. *meN-* becomes *meng-* when action verb preface by phonetic sound /k/, /g/, /h/, /kh/, /a/, /i/, /u/, /e/, /é/ and /o/.

Example: *meN-* + *kurung* *mengurung*

f. *meN-* becomes *menge-* when action verb has one morpheme.

Example: *meN-* + *cat* *mengecat*

These are six data which show us the use of Javanese prefix *N-* replacing Indonesian prefix *meN-* :

- (1) *Sabar..Rasyad ngantuk.*
- (3) *Kaab pernah ngremas koran.*
- (4) *ditiup, aku bisa niup seruling*
- (5) *Bu Dwi, Raka nyerobot*

(7) *Bu Dwi, Rasyad, Bu Dwi, Rasyad ngambil gunting sendiri*

(8) *Nggak mau bu, ada yang ngobrol bu*

There are five words, *ngantuk*, *ngremas*, *niup*, *nyerobot*, *ngambil* and *ngobrol*, which use Javanese prefix *N-*. The data comes from Indonesian verb, *kantuk*, *remas*, *serobot*, *ambil* and *obrol*. These are the analysis from the data:

a. *N-* becomes */ng-/*

Allomorph */ng-/* appears when action verb preface by phonetic sound */k/*, */g/*, */l/*, */r/*, */w/*, */y/* and vocal (*/a/*, */i/*, */u/*, */e/*, */o/*). Here is the analysis for the data:

1) Javanese prefix */N-/* with Indonesian word *kantuk* becomes *ngantuk*

(2) Javanese prefix */N-/* with Indonesian word *remas* becomes *ngremas*

(4) Javanese prefix */N-/* with Indonesian word *ambil* becomes *ngambil*

(5) Javanese prefix */N-/* with Indonesian word *obrol* becomes *ngobrol*

b. *N-* become */n-/*

Allomorph */n-/* appears when action verb preface by phonetic sound */t/*, */d/*, */th/* and */dh/*. It also assimilates the phonetic sound */t/*, */d/*, */th/* and */dh/*. Here is the analysis for the data:

(6) Javanese prefix */N-/* with Indonesian word *tiup* becomes *niup*

c. *N-* become */ny-/*

Allomorph */ny-/* appears when action verb preface by phonetic sound */s/* and */c/*. It also assimilates the phonetic sound */s/* and */c/*. Here is the analysis for the data:

(8) Javanese prefix */N-/* with Indonesian word *serobot* become *nyerobot*

Words in the data above are not found in good principals of Indonesian language. These words should be changed into Indonesian language with prefix *meN-*. These are the analysis:

Javanese Interference: The correction in Indonesian language:

(1) *Ngantuk* */meN-/* and *kantuk* becomes *mengantuk*

(2) *Ngremas* */meN-/* and *remas* becomes *meremas*

(3) *Ngambil* */meN-/* and *ambil* becomes *mengambil*

(4) *Ngobrol* */meN-/* and *obrol* becomes *mengobrol*

(5) *Niup* */meN-/* and *tiup* becomes *meniup*

(6) *Nyerobot* */meN-/* and *serobot* becomes *menyerobot*

For note, these data can be use for another analysis in this chapter and it can show another phenomenon.

2. Exchanging the Javanese Suffix [-an] for Indonesian Prefix [ber-]

Javanese suffix *-an* changed the based form of one word, of noun, verbs or adjective, to become an action verb. Example:

- *kathok* + *-an* becomes *kathokan*

Anwar lagi kathokan ana kamar

- *dolan* + *-an* becomes *dolanan*

Totok dolanan neker ana latar

- *turu* + *-an* becomes *turon*

Hasnan turon ana omah mburi

In Indonesian language, action verb can be formed by adding prefix *ber-*. For example:

- *Setiap hari dia bersepeda ke kantor*

- *Wilda bermain di taman kota setiap sore hari.*

When the respondents see his friend plays finger and want to say *bermain*, however, he says *mainan* as in the following data:

(9) *Rasyad tadi lihat mainan jari-jari.*

It is interference because he adjusts the use of Javanese suffix *-an* in Indonesian word *main* to form action verb *mainan*. This is the interference process:

- *main* + *-an* becomes *mainan*

This sentence is not appropriate in Indonesian language principal. We can fix it with appropriate prefix in Indonesian language. This is the analysis:

Javanese Interference:

The correction in Indonesian Language:

Mainan

/ber-/ and *main* becomes *bermain*

3. Exchanging the Javanese Suffix [-e] for Indonesian [-nya]

Suffix *-e* has parable meaning with suffix *-ne* in Javanese language. It is used to emphasize previously word. When suffix *-e* and *-ne* attach on noun, it will not change the word class as nominal but when it attaches on a adjective or verb, it will change the word class to become nominal.

For example:

- *Peleme mateng-mateng ana uwit*

pelem (noun) + *-e* becomes *peleme* (noun)

- *Aku bisa crita edine kembang*

edi (adjective) + *-e* becomes *edine* (noun)

In Indonesian language, we classify */-nya/* into two. First, it is */-nya/* for personal pronoun as subject or owner. For example:

- *Saya minta tolong kepadanya*

- *Bukunya sudah koyak, buku saya masih bagus*

Another use of suffix */-nya/* is as follows:

a. To make nominal.

Example: *Tenggelamnya kapal Tampomas banyak menelan korban*

b. To emphasize previously word

Example: *Saya ingin mandi, tetapi airnya tidak ada*

c. To explain situation.

Example: *Rupanya anak itu belum sehat benar.*

We can find interference of Javanese suffix */-e/* replace Indonesian */-nya/* in these sentences:

(10) *Tadi mamaku sakit, aku mandi sendiri Bu.. Aire dingin..*

(11) *Rasyad takute sama lebah.. nggak boleh*

(12) *Ada ekore.*

(13) *Iya, biasane aku peliharaane itu kok.*

(14) *dipetik.. bunyine ntar jreng.. jreng..*

(15) *Ada bulune.*

The above data are having morphological interference because the speaker uses Indonesian word, *air*, *takut*, *ekor*, *biasa*, *bunyi* and *bulu*, with Javanese prefix */-e/*. The speaker uses Javanese suffix */-e/* because it has a similar meaning with Indonesian suffix */-nya/* to make nominal and to emphasize the previous word. These are the correct Indonesian language:

Javanese Interference: The correction in Indonesian Language:

Aire *air* and */-nya/* becomes *airnya*

Takute *takut* and */-nya/* becomes *takutnya*

Ekore *ekor* and */-nya/* becomes *ekornya*

Biasane *biasa* and */-nya/* becomes *biasanya*

Bunyine *bunyi* and */-nya/* becomes *bunyinya*

Bulune

bulu and */-nya/* becomes *bulunya*

4.2.1.1.4 Interference of Javanese affixation *ke-en* for Indonesian word *terlalu*.

In Javanese language, affixation *ke-en* is used to express 'more' meaning. For example:

- *Anggone ngrujak ibu kepedhesen*

Indonesia language also has affixation *ke-an* with its several meanings. We can see it on the following example:

a. To express 'matter or event' meaning

Example: *Kedatangan beliau disambut oleh ketua panitia*

b. To express 'place or region' meaning

Example: *Kakak bekerja di kedutaan Australia*

c. To express 'characteristic or situation' meaning

Example: *Warna baju yang dia gunakan agak kemerahan*

d. To express 'struck or experience' meaning

Example: *Pada musim hujan kami sering kebanjiran*

e. To express 'more' meaning

- *Baju ayah tentu kebesaran bagi adik.*

The respondents consider that it is okay to use Javanese affixation *ke-en* with Indonesian adjective words, because the respondents are accustomed to use Javanese affixation *ke-en* for expressing 'more' meaning. We can found in data:

(16) *Jangan berdiri disitu, nanti kejauhan*

(17) *Bu, Aku gak bisa, taliku kependekan*

(18) *Udah, ditinggal aja, Daffa kelamaan jalannya*

The respondents add to Javanese affixation *ke-en* to three adjective in Indonesian language, *jauh*, *pendek* and *lama*, for express 'more' meaning. This is the interference process:

ke+jauh+an

kejauhan

ke+pendek+an

kependekan

ke+lama+an

kelamaan

It is more appropriate to use Indonesian word *terlalu* for express something is more than needed or wanted. This is the correction based on Indonesian language principal:

Javanese Interference: The correction in Indonesian language:

kejauhan should be *terlalu jauh*

kependekan should be *terlalu pendek*

kelamaan should be *terlalu lama*

4.2.1.2 Prefix Deletion

4.2.1.2.1 Deletion of Indonesian Prefix [*meN-*]

Deletion of Indonesian prefix /*meN-*/ is interference of Javanese language structure in Indonesian language. It can happen because the speaker is accustomed to use Javanese structure for the verb in Javanese sentence which does not need prefix. For example:

- *Sapa sing tuku klambi?*

The writer founds deletion of Indonesian prefix /*meN-*/ in this research:

(19) *Rasyad tadi lihat mainan jari-jari.*

(20) *Aku pakai ini.*

(21) *Bintang belum baca doa.*

(22) *Aku bawa jam.*

The sentences above are active transitive sentences in Indonesian language. In active transitive sentence, verb in sentence must use prefix /*meN-*/. This is the correction based on Indonesian language principal:

Javanese Interference: The correction in Indonesian Language:

Lihat /*meN-*/ and *lihat* becomes *melihat*

Pakai /*meN-*/ and *pakai* becomes *memakai*

Baca /*meN-*/ and *baca* becomes *membaca*

Bawa /*meN-*/ and *bawa* becomes *membawa*

However as the respondent take the idea of bare verb in Javanese, they also use those Indonesian words in the bare form and make active transitive sentence without prefix *men-*.

4.2.1.2.2 Deletion of Indonesian Prefix *ber-*

Almost the same with the analysis before, deletion of prefix /*ber-*/ is interference from Javanese language. The verb in Javanese sentence does not need prefix.

For example:

- *Aku adus mau esuk kok*

Deletion of prefix /ber-/ does not exist in Indonesian language principal. A predicate in a sentence must add with prefix /ber-/ if we see in Indonesia language principal. For example:

- *Kami ikut berduka cita atas musibah yang anda alami*

We can found another interference of Javanese language in Indonesian language in this research:

(23) *Aku entar doa untuk kedua orang tua*

(24) *Alka tadi main sama Nisfa*

The word *doa* and *main* is a predicate. The verb *doa* (26) is introduced by the prefix *N-* becomes *ndonga* in Javanese language. But it is difficult for respondent to say *ndo'a*, so, they are just said *doa*. At the same time, it makes similar to the noun '*doa*' in Indonesian language.

This is the analysis for data:

Javanese Interference:	The correction in Indonesian Language:
<i>Doa</i>	/ber-/ and <i>doa</i> becomes <i>berdoa</i>
<i>Main</i>	/ber-/ and <i>main</i> becomes <i>bermain</i>

1. Syntactical Interference

Table 4.2 Syntactical Interference			
No	Types of Syntactical Interference	Subtypes of Syntactical Intereference	Examples of Conversation
1	Interference in particles unit	Particle Lha Particle Lho Particle Kok	(25) Ada, Lha ini.. (28) Tu lho Bintang (34) Aku lingkarin kata kok.
2	Interference in word unit (lexical)	Contraction or Abbreviation Monophthongization Anaphtycsis Using of Incorrect Indonesian Function Word: 1. apa to replace atau 2. terus to replace lalu 3. kayak to replace seperti	(37) Tu lho Bintang (41) aku dah selesai (43) Sampe kecil? aku bisa. (45) Terus habis gini diapain Bu? (48) Raka mau botol biru apa merah? (50) Bu, kalau selesai dilipat, terus habis gini diapain Bu? (52) Arkan pakai pampers kayak adek bayi
3	Interference in Sentence Unit	Null Subject Double Function Word	(55) Bu nanti kalau muter-muter, nanti waktunya abis.. (56) Bu, Bu Dwi..kalo supaya

| | | |

|nggak bosan nanti diluar |
|apa langsung cuci tangan. |

4.2.2.1 Interference in particles unit

In this research, the writer finds syntactical interference in using of Javanese particle. The speaker used Javanese particle *lha*, *lho* and *kok*. Thus particle has several added meanings, such as confirmation, question, ascertainment or regret depending on their context in a sentence. For example:

- *Aku durung entuk lho.*

- *Lha aku wes ngomong karo Dani.*

- *Aku durung suwe ngenteni kok.*

The speaker can give expression of their feeling with Javanese particle. It could happen because of their lack in mastery of the Indonesian language. In Javanese language, the using of particle is normally used in the conversation between speakers of Javanese language. This usage is taken along by the speakers when they use Indonesian language to interact with each other in school and therefore caused interference of Javanese language into Indonesian language.

4.2.2.1.1 Particle *Lha*

In Javanese language particle *lha* is used to confirmation their statement. We can see it from data:

(25) *Ada, lha ini..*

(26) *Lha ditakut-takutin kok.. Rasyad nggak ditakutin-takutin. Bintang tu nakal.*

4.2.2.1.2 Particle *Lho*

Particle *lho* used by the speaker to express confirmation. In data (33) and question in data (36).

(27) *Itu lho, yang gede.*

(28) *Tu lho Bintang*

(29) *Kayak gini lho, kayak gini, kayak gini lho*

(30) *Lho “i” nya mana?*

4.2.2.1.3 Particle *Kok*

Particle *kok* used by the speaker to express confirmation in their statement. It is the example in Javanese language: We can see it in data:

(31) *Iya, biasane aku peliharaane itu kok.*

(32) *Lha ditakut-takutin kok.. Rasyad nggak ditakutin-takutin. Bintang tu nakal kok.*

(33) *Ulangi, mendadak kok.*

(34) *Aku lingkarin kata kok.*

(35) *Aku udah, capek kok*

The interference happens in this particle because the students accustomed to use particle from Javanese language, such as *lha*, *lho*, *kok*, instead of particle from Indonesian language, *-kah*, *-tah*, *-lah*, and *-pun*. Particle in Indonesian language also nearly has same meaning with particle in Javanese language, it is for an ascertainment. For example:

- *Benarkah dia akan datang hari ini?*

- *Saya tidak tahu. Dia pun tidak tahu.*

The particle does have meaning in sentence. But the fact that the respondents use Javanese particle to replace Indonesian particle make interference occur.

2. Interference in Word Unit (lexical unit)

4.2.2.2.1 Core Lexical Borrowing

This kind of interference happens because Javanese language history development. Javanese language develops along with the use of it in Indonesian community. Some words in Indonesian language in this research were pronounced like Javanese language as the impact. For example:

- *Hidung* is pronounced as *idung* because of the interference from saying the word *irung* in Javanese language.
- *Sudah* is pronounced as *dah* because of the interference from pronouncing the word *wes* in Javanese language.
- *Begini* is pronounced as *gini* because of the interference from pronouncing the word *ngene* in Javanese language.

In this research, the writer finds three kinds of interference on lexical units, those are:

4.2.2.2.1.1 Contraction or Abbreviation

We get some data to analysis:

(36) Bu nanti kalau muter-muter, nanti waktunya *habis*.

(37) *Itu* lho Bintang

(38) *Idung*.

(39) *Udah*.

(40) *Ni* pakai tangan

(41) aku *dah* selesai

Interference in this sentence is the result of Javanese language development. The words, *abis*, *tu*, *idung*, *udah*, *ni*, and *dah*, is not appropriate in Indonesian language. These words almost have the same meaning on Javanese language, such as *idung* which comes from Javanese word *irung*, *udah* and *dah* comes from Javanese word *wes*, and *ni* comes from Javanese word *iki*.

There is deletion of one phoneme or more in lexical substance. It is the kind of simplification process to make the respondents easier to utter it, and it may happen because of the lack of respondents' vocabulary. It is the analysis:

Javanese Interference: The correction in Indonesian language:

Abis should be *habis*

Tu should be *itu*

Idung should be *hidung*

Udah should be *sudah*

1. Interference in Function Word

4.2.2.2.1 Using the Javanese word *apa* for Indonesian word *atau*



Word *apa* /p/ in Javanese language is used to choose between two things. For example:

- *Awakmu arep mangkat saiki apa mengko sore?*

Javanese word *apa* has comparable meaning with Indonesian word *atau* to choosing something. It is causing interference because the respondents preferred use Javanese word *apa* than Indonesian word *atau*. We can see it in the following data:

(47) *Bu, Bu Dwi..kalo supaya nggak bosan nanti diluar apa langsung cuci tangan?*

(48) *Raka mau pakai botol biru apa merah?*

In Indonesian language, word *apa* is used for question word not for choosing something. For example:

- *Apa nama benda ini?*

We have used Indonesian word *atau* for replacing Javanese word *apa*. Here is the correction:

(47) *Bu, Bu Dwi..kalo supaya nggak bosan nanti diluar atau langsung cuci tangan?*

(48) *Raka mau botol biru atau merah?*

4.2.2.2.2 Using the Javanese word *terus* for Indonesian word *lalu*

Here, we found one kind of interference in using function word from Javanese word. In Javanese language, people usually used word *terus* to link two words as equal compound word and get 'continuity' meaning. For example:

- *Yen latar ngarep wes disapu, terus lanjutna latar mburi.*

In Indonesian language, we use word *lalu* to link two words as equal compound word. For example:

- *Dipetiknya bunga itu, lalu diberikannya kepadaku.*

If the respondents used Javanese word *terus* to link two words becomes equal compound word, it is include of interference of function word. We can see this kind of interference in the following data:

(49) *Ini udah, terus gelase piye? Gelase diwarnai juga Bu?*

(50) *Bu..kalo selesai dilipat, terus habis gini diapain Bu?*

(51) *Aku main terus disana aku beli jajan*

The respondents used Javanese word *terus* to replace Indonesian function word *lalu*. It is because Javanese word *terus* has parable meaning for Indonesian word *lalu* and the respondents have lack in his Indonesian vocabulary. If we follow the good Indonesian language principal, we must used Indonesian function word *lalu* to link two words becomes equal compound word and does not used Javanese word *terus*. Here is the analysis:

(49) *Ini udah, lalu gelase piye? Gelase diwarnai juga Bu?*

(50) *Bu..kalo selesai dilipat, lalu habis gini diapain Bu?*

(51) *Aku main lalu disana aku beli jajan*

4.2.2.2.3 Using the Javanese word *kayak* for Indonesian word *seperti*

In Javanese language, word *kayak* is pronounced /kyk/ and use to comparing two things. For example:

- *Ayo digarap sing bener kayak /kyk/ sing dicontohke*

- *Dheweke untune ompong kayak /kyk/ mbah-mbah*

In Indonesian language, we use word *seperti* to compares two thing. For example:

- *Dia berjalan tergesa-gesa seperti orang dikejar hantu*

Javanese language as the respondents' first language and the respondents' lacks of mastering good Indonesian language, make the respondent use the wrong function word to comparing two things. Here is the data:

(52) *Arkan pakai pampers kayak /k y k/ adek bayi.*

(53) *Bu..ini diwarnai piringe?Warna-warni boleh?Biar bagus kayak /k y k/ dirumah*

The respondents used Javanese word *kayak* because it has similar meaning with Indonesian

function word *seperti*. The speaker tend to say /kyk/ for *seperti* in their Indonesian language.

However, as the phoneme // does not exist in Indonesian language, the common phoneme is / /.

The speaker tend to change it with *kayak* pronounced as /k y k/. It is not appropriate to use Javanese word *kayak* for comparing two things in Indonesian language, so we will replace it with function word *seperti*. We can fix the data become:

(52) *Arkan pakai pampers seperti adek bayi.*

(53) *Bu..ini diwarnai piringe? Warna-warni boleh? Biar bagus seperti dirumah*

4.2.2.3 Interference in sentence unit

There are two kinds of interference in sentence unit which found in this research, null subject and double function word.

4.2.2.3.1 Null subject

In good Indonesian language, a sentence must have subject and predicate in a sentence, except command statement and answer from question. The writer found some incorrect sentences in the data.

This type of incorrect sentences does not have appropriate subject and it usually begins with preposition. Preposition often precede subject in sentence in Javanese language. For example:

- *Saka sacedhake papan mau ana wong wadon metu*

- *Yen kewengen, awakmu iso nginep ana kene*

These two of data does not have subject in the sentence:

(54) *Bu, Bu Dwi.. Kalau supaya nggak bosan nanti diluar apa langsung cuci tangan.*

(55) *Bu nanti kalau muter-muter, nanti waktunya abis..*

Sentences in the data above do not have clear subject and begins with preposition. It is the incorrect use of Indonesian language principal if there is no subject in a simple sentence as we can see in data. It is the influence from Javanese language structure. In Javanese language, preposition is placed to precede subject in active sentence, such as the example in data (55).

In Javanese language we can say it as:

- *Bu.. mengko nek muter-muter, mengko wektune entek.*

The use of preposition before subject in Javanese sentence structure is still explicit. The respondents have lack of vocabulary understanding in Indonesian language and they want to make it easier for them.

We can modify the data to become a good construction in Indonesian language by adding subject “*kita*”. We use word “*kita*” because when the respondents say it, the respondents represent his classmates as leader of the class. From the analysis, we can fix the data become:

(54) *Bu, Bu Dwi.. kita kalau supaya nggak bosan nanti diluar apa langsung cuci tangan.*

(55) *Bu nanti kalau kita muter-muter, nanti waktunya abis..*

4.2.2.3.2 Double function word

In Javanese language, it is a normal to use double function word in a sentence. As example:

- *Ya aku iki sing ngutangake dhuwit Sari*

- *Mengko yen wes awan rujakna timun kae Mbak*

It is not appropriate if we use in Indonesian language. It is causing interference from Javanese language structure. Because of the respondent's lack in use good Indonesian language they unintentionally make this kind of interference. Here are some data:

(56) *Bu, Bu Dwi.. Kalau supaya nggak bosan nanti diluar apa langsung cuci tangan.*

(57) *Bu kita nanti kalau muter-muter, nanti waktunya abis..*

We can see that the speaker use double function word in their sentences. It is not appropriate in principal of Indonesian language. We can fix the data with delete one of the function word. So, it will become:

(56) *Bu, Bu Dwi.. Supaya nggak bosan nanti diluar apa langsung cuci tangan.*

(57) *Bu kita kalau muter-muter, nanti waktunya abis.*

4.2.3. Factors Causing Interference

Based on the data that the writer get from interview, basically there are two factors causing grammatical interference of Javanese language in Indonesian language by kindergarten' children:

4.2.3.1 Internal factors

Internal factors come from the respondents himself. It includes:

1. The respondents' bilingualism. Most of the respondents use Javanese language as their first language or mother tongue. There are 16 respondents who use Javanese language as their first language and only 3 respondents use Indonesian language as their first language. We can see this on the following conversation between the respondents, who use Javanese language as their first language to interact, and their mother:

Data 1:

Participant:

- Mother : Adel and Fara's Mother
- Respondent 1 : Adel (7 years old)
- Respondent 2 : Fara (4,5 years old)

Place: At respondents' home, bedroom

Mother : *Adek kenopo? Kok nangis?*

Respondent 2 : *Mau main lion. Lione gak entuk disilih..*

Mother : *Mbak Adel, adeke ki lho disilihi lione, Ayo, mboten pareng nakal karo adike..*

Respondent 1 : *Tadi udah tak kasih puss, aku juga mau main lion..*

Respondent 2 : *Emoh..Aku pengene lion..*

Mother : *Mpun, mpun., Cah pinter mboten pareng nangis.. Mbak Adel mengko dolanan lion meneh. Saiki lione diwenahke adike sek.. trus yuk, sini yuk,, mbak Adel bantu mama masak yuk, ngaduk telur..mau gak?*

Respondent 1 : *Mau.. ngaduk telur ya mah? terus digoreng? Adel seneng maem telur..*

Mother : *Iya,, mengko diaduk trus digoreng..nggo maem mbak Adel karo dek Fara.*

Respondent 2 : *Mah, Aku ya mau ngaduk telur..*

Mother : *Iya, ayo kene cah pinter ngrewangi mama*

Despite the respondents first language is Javanese language. The respondents, Adel and Fara, speak using Javanese language (*Emoh..Aku pengene lion...*) and Indonesian language (*Tadi udah tak kasih puss, aku juga mau main lion..*) with their mother. When their private teacher comes and starts conversation with them, the respondents use Indonesian language. We can see this in the conversation bellow:

Data 2:

Participant:

- Private teacher : Adel and Fara's Private teacher
- Respondent 1 : Adel (7 years old)
- Respondent 2 : Fara (4,5 years old)

Place: At respondents' home, living room

Private teacher : *Oiya? Ini benerin dulu.. Siapa yang rajin? Kak Fara atau Kak Adel? Siapa yang suka bantu mama?*

Respondent 1 : *Saya bantu mama*

Private teacher : *Kak Fara bantu apa? Coba mbak Rita mau tahu*

Respondent 2 : *Bantu kerja*

Private teacher : *Hah? Bantu kerja? Emang bisa gitu?*

Respondent 1 : *Emang bisa kerja?*

Private teacher : *Bantuin sapu-sapu bisa?*

Respondent 2 : *Bisa, Aku bisa*

Respondent 1 : *Aku juga bisa mbak Rita. Aku nyapu kamar kalau siang*

Private teacher : *Hebat. Anak pintar mau bantu mama. Kalau kak Adel menyapu dimana dong?*

Respondent 1 : *Aku menyapu teras*

Private teacher : *Pinter. Rumah disapu biar apa?*

Respondent 1 & 2 : *Biar bersih, gak ada kuman.*

The respondents use Indonesia language to speak with their private teacher (*Aku juga bisa mbak Rita. Aku nyapu kamar kalau siang*). Both of these conversations happen when they are at home. The respondents use Javanese language and Indonesian language in turns to interact with their parents, another people in their home and neighborhood. It shows the respondents are bilingual person.

2. The respondents' lack in mastering their language, both of Javanese language or Indonesian language. We can see it on the following conversations:

Data 3:

Participant:

- Teacher
- Respondent 1 : Izet (4,5 years old)
- Respondent 2 : Bintang (5 years old)
- Respondent 3 : Rasyad (5 years old)

Place: At school, in classroom

Teacher : *Sebentar.. sebentar kalau semuanya bicara Bu Dwi jadi bingung, mau menghadapi siapa, maka Bu Dwi mau kasih kesempatan satu-satu dulu. Izet..*

Student1 : *Arkan pakai pampers kayak adek bayi.*

Student2 : *Bu Dwi ada, Bu Dwi ada adek bayi berpampers*

Student3 : *Bu, Bu Dwi..kalau supaya nggak bosan nanti diluar apa langsung cuci tangan.*

Teacher : *Rasyad bertanya teman teman, Bu Dwi, Apakah kita hari ini mau belajar diluar atau langsung cuci tangan. Bu Dwi tawarkan, apa hari ini mau main diluar?*

All Students : *Mau..*

Student3 : *Bu nanti kalau muter-muter, nanti waktunya abis..*

Teacher : *Iya, betul Rasyad.*

The conversation happens in classroom. Although the respondents must use Indonesian language in their learning process, they (especially Rasyad) make several interference sentences (*Arkan pakai pampers kayak adek bayi* and *Bu, Bu Dwi..kalau supaya nggak bosan nanti diluar apa langsung cuci tangan*). The writer has analysis these conversations as interference in the previous chapter (see page 45-47). It shows that the respondents, who are 4-5 years old children, were not able to apply good Indonesian language principals in thiet speaking. They are still in learning process to master and understand to use good principal in Indonesian language.

The second conversation shows the third respondent (Rasyad) also speaks Javanese language at home (*Dalem mah* and *Rasyad gak kecut, dhek Syifa sing kecut..*) . Here is the data:

Data 4:

Participants:

- Mother : Rasyad's mother
- Respondent : Rasyad (5 years old)

Place: At respondents' home, living room.

Mother : *Mas...Mas Rasyad maine mboten pareng adoh-adoh..Mas Rasyad..*

Respondent : *Dalem mah..*

- Mother : *Maine jangan jauh-jauh, mamah mau mandiin dek Syifa dulu, mengko nek udah gantian mas Rasyad ya*
- Respondent : *Gak mau mandi..*
- Mother : *Lho kok gak gelem pakpung? ambune kecut lho..*
- Respondent : *Rasyad gak kecut, dhek Syifa sing kecut..*
- Mother : *Iya..iki dek Syifa juga pakpung,, nek mas Rasyad gak gelem, gak mamah ajak ke rumah bulik Feni..*
- Respondent : *Bulik Feni?*
- Mother : *Iya.. bulik Feni.. ikut gak?*
- Respondent : *Ikut mah.. Ada dek Azam gak? Nanti Rasyad mau main sama dek Azam, pilot-pilotan lagi, terbang, wuss wuss...*

The respondent's Indonesian language, in this case Rasyad, interferes his Javanese language (*Bu, Bu Dwi..kalau supaya nggak bosan nanti diluar apa langsung cuci tangan?*). Interference that happens in Rasyad's utterance shows he also does not fully understand Javanese language principals and makes his Javanese language interfere his Indonesian language.

4.2.3.2 External factors

External factors come from the outside the respondents' himself. There are two factors that caused interference:

1. The respondents' family. The respondents grow up in bilingual family. Most of the respondents' parent use Javanese language as their first language and few of respondents' parent use Indonesian language as their first language. Interference happens because the respondents' parents use both Javanese language and Indonesian language to interact with the respondent. Here is the data:

Data 5:

Participants:

- Mother : Rasyad's mother
- Respondent : Rasyad (5 years old)

Place: At respondent's home, living room

Mother : *Mas...Mas Rasyad maine mboten pareng adoh-adoh..Mas Rasyad..*

- Respondent : *Dalem mah..*
- Mother : *Maine jangan jauh-jauh, mamah mau mandiin dek Syifa dulu, mengko nek udah gantian mas Rasyad ya*
- Respondent : *Gak mau mandi..*
- Mother : *Lho kok gak gelem pakpung? ambune kecut lho..*
- Respondent : *Rasyad gak kecut, dhek Syifa sing kecut..*
- Mother : *Iya..iki dek Syifa juga pakpung,, nek mas Rasyad gak gelem, gak mamah ajak ke rumah bulik Feni..*
- Respondent : *Bulik Feni?*
- Mother : *Iya.. bulik Feni..Mas Rasyad ikut gak?*
- Respondent : *Ikut mah.. Ada dek Azam gak? Nanti Dhika mau main sama dek Azam, pilot-pilotan lagi, terbang, wuss wuss...*

In data above, the respondent speaks Javanese language when his mother asks him in Javanese language. The respondent also answers his mother's question in Indonesian language when his mother asks him in Indonesian language. It causes interference when the respondent switches his utterance from Javanese language into Indonesian language.

2. The respondents' education. In school, all of the respondents have to use Indonesian language as formal language in the learning process. They are not totally focused to learn about good principal in Javanese language or Indonesian language because the respondents are still on 2nd grade in TK Islam Al-Azhar Semarang. The teacher gives the respondents chance to express their curiosity and ask to teacher without giving them rules to speak in good Indonesian language principal.

Data 6:

Participant:

- Teacher
- Respondent 1 : Izet (4,5 years old)
- Respondent 2 : Bintang (5 years old)
- Respondent 3 : Rasyad (5 years old)

Teacher : *Sikap berdoa.*

All students : *Siap, rapi, anteng, tertib, khusyuk*

Respondent 1 : *Aku ntar doa untuk kedua orang tua*

Teacher : *Boleh, nanti Bu Dwi kasih kesempatan untuk berdoa kepada orang tua, sekarang*

kita membaca Al-Fatihah dulu.

Teacher : *Sebentar.. sebentar kalau semuanya bicara Bu Dwi jadi bingung, mau menghadapi siapa, maka Bu Dwi mau kasih kesempatan satu-satu dulu. Izet..*

Respondent 2 : *Arkan pakai pampers kayak adek bayi.*

Respondent 1 : *Bu Dwi ada, Bu Dwi ada adek bayi berpampers*

Respondent 3 : *Bu, Bu Dwi..kalau supaya nggak bosan nanti diluar apa langsung cuci tangan.*

Teacher : *Rasyad bertanya teman teman, Bu Dwi, Apakah kita hari ini mau belajar diluar atau langsung cuci tangan. Bu Dwi tawarkan, apa hari ini mau main diluar?*

All Students : *Mau..*

Respondent 3 : *Bu nanti kalau muter-muter, nanti waktunya abis..*

Teacher : *Iya, betul Rasyad.*

The school's system is not focused to teach them good principal in Javanese language or Indonesian language, but the focus is to show how Indonesian language is used correctly while playing in their learning process. The teacher will use Indonesian language almost all the time. The respondents have chance to play and speak in Javanese language or Indonesian language with their friends at school. The respondents who have bilingual parents can interact to their friends who speak Indonesian language.

Based on the all explanations above, the respondents' chance to make interference happen are higher when they are at home and are in informal situation. This makes the respondents hard to avoid this habit and bring it in to all their daily activities, including in their activities at school.

CHAPTER V

CONCLUSION

4. Conclusion

Based on the analysis on the grammatical interference of Javanese language in Indonesian language by kindergarten children, we can conclude that:

1. There are two kinds interference happening in Indonesian language used by kindergarten children:

- a. Morphological interference
- b. Syntactical interference

2. Morphological interference happens on:

a. Affixation process:

- Exchanging the Javanese prefix [*N-*] for Indonesian prefix [*meN-*]
- Exchanging the Javanese suffix [*-an*] for Indonesian prefix [*ber-*]
- Exchanging the Javanese suffix [*-e*] for Indonesian [*-nya*]
- Exchanging the Javanese suffix [*an-*] for Indonesian prefix [*ber-*]
- Interference of Javanese affixation [*ke-en*] for Indonesian word [*terlalu*]

b. Prefix deletion:

- Deletion of Indonesian prefix [*meN-*]
- Deletion of Indonesian prefix [*ber-*]

3. Syntactical interference, it is include:

a. Interference in particle unit. It includes particle *lha*, *lho*, *kok*.

b. Interference in word unit. It is include:

- Core lexical borrowing; contraction, monophthongization and anaphthycsis.
- Using incorrect function word; *apa* to replace *atau*, *terus* to replace *lalu* and *kayak* to replace *seperti*.

c. Interference in sentence unit;

- Null subject
- Double function word

4. Factors causing interference:

a. Internal factors includes:

- The respondents' bilingualism;
- The respondents' lack in mastering their language, both of Javanese language or Indonesian language.

b. External factors includes:

- The respondents' family;
- The respondents' education level.

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