



GRAMMATICAL INTERFERENCE OF THE ENGLISH
LANGUAGE INTO THE INDONESIAN LANGUAGE:
A CASE STUDY ON ENGLISH NATIVE SPEAKERS STUDYING
THE INDONESIAN LANGUAGE AT SEMARANG
MULTINATIONAL SCHOOL

A THESIS
In Partial Fulfillment of the Requirements
for the Sarjana Degree Majoring Linguistics in English Department
Faculty of Humanities Diponegoro University

Submitted by:
Dianika Bhayangkara Wijaya
13020112120009

**FACULTY OF HUMANITIES
DIPONEGORO UNIVERSITY
SEMARANG
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PRONOUNCEMENT

The writer honestly confirms that he complies this thesis by himself and without taking any results from other researcher in S-1, S-2, S-3 and in diploma degree of any university. The writer ascertains also that he does not quote any material from other publications or someone's paper from the references mentioned.

Semarang, 10th October 2018

Dianika Bhayangkara Wijaya

MOTTO AND DEDICATION

Thoughts give birth to actions, actions spawned a habit, habit bore the character, and the character created fate.

Aristoteles

An unexamined life is not worth living.

Socrates

*This paper is dedicated to
My beloved Mom, Dad, brother, sisters and
to everyone who helped me accomplished this paper.*

APPROVAL

Grammatical Interference of the English Language into the Indonesian Language:
A Case Study on English Native Speakers studying the Indonesian Language at
Semarang Multinational School

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Semarang, October 17th, 2018

Dianika Bhayangkara Wijaya

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ABSTRAK

Penutur Bilingual biasanya akan membuat kesalahan-kesalahan tertentu saat menggunakan bahasa kedua mereka. Kesalahan-kesalahan tersebut dapat dikatakan sebagai sebuah interferensi bahasa. Interferensi bahasa adalah suatu kebiasaan baik disengaja maupun tidak disengaja oleh penutur suatu bahasa terhadap bahasa lain dalam segi pengucapan, kosa kata, makna ataupun tata bahasa. Perbedaan sistem bahasa adalah pemicu terjadinya interferensi tersebut. Dalam hal ini, penulis tertarik untuk menganalisis fenomena interferensi yang terjadi pada penutur bahasa Inggris yang sedang mempelajari bahasa Indonesia. Hal yang menjadi fokus dalam skripsi ini adalah prose morfologis dan sintaksis dari interferensi bahasa yang dihasilkan oleh para responden. Tujuan penulisan skripsi ini tidak hanya sekedar untuk mengetahui proses morfologis dan sintaksis suatu interferensi, namun juga untuk mengetahui faktor-faktor apa saja yang memicu munculnya interferensi bahasa pada para responden dalam skripsi ini. Data yang penulis gunakan merupakan ujaran-ujaran yang memiliki interferensi morfologis dan sintaksis yang dihasilkan oleh para responden. Metode pengambilan datanya berfokus pada pengambilan narasumber yang tepat. Penulis menggunakan metode purposive sampling dan teori Sudaryanto, yaitu metode cakap. Kemudian, dalam menganalisis data tersebut, penulis juga menggunakan metode dari Sudaryanto yaitu metode Agih. Hasil analisa menunjukkan bahwa terdapat 2 kasus pada interferensi morfologi, satu kasus pada interferensi sintaksis, dan 2 faktor yang mempengaruhi munculnya interferensi-interferensi tersebut. Dalam interferensi morfologi, 2 kasus tersebut adalah penghilangan affiks pada noun dan verb. Sedangkan pada kasus interferensi sintaksis, kasus yang terjadi adalah pada penggunaan susunan kata. Para responden menghasilkan interferensi susunan kata pada frasa nomina dan frasa determinan. Dari kasus-kasus interferensi tersebut, penulis dapat menyimpulkan bahwa faktor interlingua dan transfer struktur bahasa adalah pemicu munculnya interferensi tersebut.

Kata kunci: Interferensi, interferensi morfologi, interferensi sintaksis, X-bar

CHAPTER I

INTRODUCTION

1.1 Background of the Study

The English and Indonesian language have different morphological and syntactic systems. The differences of the systems of both languages are caused by the different origins of the language. Based on the history, the English language belongs to the family of Anglic language, while the Indonesian language belongs to Austronesia language family.

The differences of the morphological and syntactic systems between those languages can trigger the existence of a language interference. According to Weinreich (1968), interference is to indicate particular changes in a language which are caused by a language contact between the mother language and the other language uttered by a bilingual speaker. A language interference itself may vary depending on the components of a language. For example, the existence of interference can be seen from utterances produced by a native English speaker studying the Indonesian language below:

Ibuku ada [baru kerja]

My mother has new job

The sentence above indicates that the speaker uses the English structure to make a noun phrase in the Indonesian language. The structure consists of *baru* (head) +

(*pe-*)*kerja(-an)* (modifier). Meanwhile, in the Indonesian language, the phrase construction should be *pekerjaan* (head) + *baru* (modifier).

The phenomenon illustrated above seems interesting to discuss. The language interference itself may be analysed using linguistic studies, such as phonology, morphology, syntax, or sociolinguistic. Furthermore, many researchers have also been interested in conducting research about interference using those linguistic studies.

In this research, I focus on morphological and syntactic aspects of interference because these two aspects are often found in our daily life. Furthermore, those studies can also show the analysis of interferences more systematically in the level of words, phrases, clauses and sentences. Therefore, I am interested in conducting a deep analysis of morphological and syntactic interferences in my thesis entitled “Grammatical Interference of the English Language into the Indonesian Language: A Case Study on English Native Speakers studying the Indonesian language at Semarang Multinational School”.

1.2 Research Questions

There are two problems intended to be discussed in this research:

1. What are the morphological and syntactic interferences of the English language into the Indonesian language produced by English native speakers learning the Indonesian language at Semarang Multinational School (SMS)?

2. What are the factors causing the respondents make the morphological and syntactic interferences of the English language into the Indonesian language?

1.3 Purposes of the Study

The purposes of the study in this research are:

1. To discuss the types of morphological and syntactic interferences produced by the respondents.
2. To identify the factors which make the respondents produce the morphological and syntactic interferences.

1.4 Scope of the Study

The phenomenon of language interference can be discussed from various perspectives, which are phonology, morphology, syntax or sociolinguistic. In this research, I only focus on morphology and syntax. The morphology is used to analyse the interference in the level of words. Meanwhile, the interference in the level of phrases, clauses, or sentences is analysed using the X-bar theory, a current syntactic theory of phrase structure.

1.5 Previous Studies

The research about interference has two types, which are the interference of the first language into the second language and the first language into the foreign language. The topic of morphological and syntactic interferences has been done by some previous researchers. Below are some previous studies about language interference which become my consideration for conducting this research.

The first research is *A Descriptive Study on Grammatical Interference from English into Indonesian Language Made by English Native Speakers in Salatiga* written by Ratih Asti Supriyanto (2013) which discussed an interference from first language into foreign language. In her research, she discussed the syntactic and morphological interferences on phrases, sentences, and diction level. She found out that the dominant interferences are on the phrase level and also on the verb construction. However, she did not explain those interferences structurally, so the analyses tended to be too general. Furthermore, her research is different from my research because I use X-bar theory to analyse the data.

The second research is *Syntactic Interference in Chinese-English Bilingual Children* written by Erin Yaoling Wang (2002) which discussed the interference from the first language into the foreign language. She discussed the syntactic interference happened in bilingual kids compared to those who are monolinguals. The results showed that the interferences appeared on the discussion of noun phrase, subject-verb agreement, misuse of English tense or tense shift, misuse of double verbs in English, and the high frequency use of filler in Chinese transcription. She also explained the analysis using both qualitative and quantitative method. Unlike

her research which did not analyse the morphological interference appeared on the respondents' utterances, my research focuses on both morphological and syntactic interferences.

The third research is *Interferensi Bahasa Indonesia ke dalam Bahasa Inggris pada Abstrak Jurnal Ilmiah* written by Any Budiarti (2013) which is also considered as the research about interferences of the first language into the foreign language. She analysed her data both on morphological and syntactic interferences. She found out that the morphological interference appeared on the omission of verb inflection and subject-verb agreement inflection, and also numbers. Meanwhile, on the syntactic interference, it appeared on the word order in a phrase level of passive verb, and parallelism. She also discussed the semantic interferences, such as finding a new concept as a substitution for the old meaning. Her analysis were too wide, so the point of her analysis were difficult to be understood. Compared to her research, my research only focuses on morphological and syntactic interferences and does not discuss about semantic interference due to the insufficient data.

The fourth research is *Grammatical Interference of Javanese Language in Indonesia Language by Kindergarten's Children* written by Mei Rita Dwi Puspita Wati (2015). This research has a discussion of interference from the first language into the second language. Her research aimed to find out the type of interference and the factors causing the interference. She found that there were two kinds of interference in Indonesian language used by kindergarten children, which were morphological and syntactic interferences. On morphological interference, there is an exchanging of the affixation process using Javanese affixes and prefix deletion.

Meanwhile on syntactic interference, there is an interference in particle unit, word unit, and sentence unit. Furthermore, she found that the factors causing the interference are the respondents' bilingualism, lack in mastering the language, education level, and family efforts. However, she was being too general on her analysis. Her research is different from my research in the use of theory for finding the factors causing the interference in which I used the theory from Lott instead of Weinreich.

The fifth research is *Interferensi Bahasa Mandailing terhadap Bahasa Indonesia pada Masyarakat Eka Jaya Kota Jambi Penutur Bahasa Batak Mandailing* written by Joko Priono (2017) which is a research about interferences of the first language into the second language. She analysed her data on two parameters which were phonological and syntactic interference. She found that the morphological interference appeared on prefix, suffix, and konfix. Meanwhile, the phonological interference appeared on vocal changes, diftong changes, and consonant changes. Her data showed the phonological interference appeared more often than on morphological interference, consequently her analysis more focuses only on phonological interference causing the lacks of analysis on morphological interference. Unlike her analysis, my research used more detail affixation processes system to analyse the morphological interference occurred in the respondents' utterances.

The last research is *Interferensi Bahasa Indonesia ke dalam Bahasa Sunda dalam Abstrak Skripsi (Kajian Morfologs dan Leksikosemants)* written by Tintin Supriatin (2014) which discussed the discussion of interference from the first

language into the second language. She used a quantitative method on her analysis. The result showed the lexeme interferences occurred more often than the morphological interference. The gap on her research is that her analysis were not so deep. Therefore, the result only showed the percentage instead of the explanation of the interference. The difference between her research and my research is that I made deeper analysis both in the explanation of morphological and syntactic interferences.

1.6 Organization of the Writing

This thesis is organized into five chapters as follows:

CHAPTER I : Introduction

This chapter explains background of the study, research questions, purpose of the study, scope of the study, previous studies, and writing organization.

CHAPTER II : Literary Review

This chapter presents the theories related to the study. It consists of grammatical interference, factors influencing interference, the differences between English and Indonesian morphology, the differences between English and Indonesian syntax, and the X-bar theory.

CHAPTER III : Research Method

This chapter presents the type of the research, method of collecting data, data sources, population and sample, method of analyzing data, and method of presenting data.

CHAPTER IV : Analysis

This chapter is the main part of this thesis. It presents the result and discussion of the collected data.

CHAPTER V : Conclusion

This chapter draws the conclusion of the research.

CHAPTER II

LITERARY REVIEW

2.1 Interference

Bilingual speakers often face a difficulty when learning a new language. The differences between their first language and their second language are the problem that they must overcome. The common problem for bilingual speakers is the language interference.

According to Weinreich (1968), interference is to indicate particular changes in a language which are caused by a language contact between the mother language and the other language uttered by bilingual speaker. The interference itself is divided into three types of interference which are phonological interference, grammatical interference, and lexical interference.

2.1.1 Grammatical Interference

There are two kinds of grammatical interferences, which are morphological and syntactic interferences.

a. Morphological Interference

Morphological interference occurs when a speaker uses affixes from his first language to make word formation in a second or foreign language. The affixes can be prefix, infix, or suffix. For example, the interference of the Javanese *ke- . . . -an* confix into Indonesian in words *kekecilan*, *kebesaran* and *kemahalan*.

<i>kekecilan</i>	should be	<i>terlalu kecil</i>
<i>kebesaran</i>	should be	<i>terlalu besar</i>
<i>kemahalan</i>	should be	<i>terlalu mahal</i>

(Suwito, 1983:55)

b. Syntactic Interference

Syntactic interference occurs when the sentence structure of a language is absorbed by another sentence structure. For example, a speaker utters a sentence in the Indonesian language which has the substance of the Javanese language. The deviation in speaker's utterance is caused by language contact between the Indonesian language and Javanese language. (Suwito, 1983:56)

Another example can be seen from the English and Indonesian phrases uttered by a bilingual speaker.

English structure	Indonesian structure
<i>Ayah Pekerjaan</i>	<i>Pekerjaan Ayah</i>
<i>Baru Pekerjaan</i>	<i>Pekerjaan Baru</i>

2.2 Factors influencing Interference

According to Lott (1983), there are many factors influencing the language interference, which are the interlingua factor, the over extension of analogy, and the transfer of structure.

a. The Interlingua Factor

This concept is derived from the contrastive analysis of behavioristic school of learning saying that the mother tongue is the only source of errors for learning

a new language. For example, Hindi speakers produce English constructions by using their first language's construction pattern, as follows:

Mujhe padhana pasand hai

1SG read like to

'I like to read'

Because of the old habit of using the Hindi language's construction, the Hindi speakers made an error for the construction 'I like to read' which they utter as 'I read to like'. In Hindi language, the verb is pre-positioned, while in English language, it is post positioned. Therefore, in the example above, it can be seen that the structures in the first language, which are different from the second language, makes the speaker produce the errors reflecting the structure of the first language.

b. The Over Extension of Analogy

The other common error reflecting the interference is the over extension of analogy. It means that the bilingual speaker may use an incorrect vocabulary's function which is caused by the similarity of the element between first language and second language. Usually, it is related to the use of cognate words which have the same form of word in two languages with different function or meaning. For example, an English speaker who learns the Indonesian language may make a mistake as seen below:

*Sudah banyak polusi **air** di dunia*

'There has been a lot of air pollution in the world'

The speaker makes a mistake by using 'air' as the meaning of 'udara' in the Indonesian language. Meanwhile, in the Indonesian language, the word 'air' means 'water'. Therefore, the misuse of using vocabulary will lead the speaker's utterance into the incorrect meaning.

c. Transfer of Structure

Related to the discussion of interference, there are terms called negative and positive transfer. The positive transfer happens when a speaker produces correct utterance because of the similarity of the speaker's first language and the second or foreign language that he/she learns. On the other hand, the negative transfer happens when a speaker makes some errors when he/she uses his/her second or foreign language because of the difference of old habit behavior with the new behavior. Therefore, the negative transfer is considered as interference.

For example, an English speaker who learns the Indonesian language may use 'terbang' to say 'menerbangkan'. This phenomenon can occur because there is no morphological process in English language to say 'fly'. Meanwhile, in the Indonesian language, it needs the affixes *me-* and *-kan* to build the correct context.

2.3 The Differences between the English and Indonesian Morphology and Syntax

There are some differences in the language structure between the English and Indonesian language. Those differences can be seen from the perspective of morphology and syntax. According to Bauer (1983:33), morphology deals with the

internal structure of word formation. Furthermore, O'Grady (1997) stated that a language uses any variation of operation processes that can modify the structure of a word, either by adding some elements or making internal change to express a new meaning or to mark a grammatical contrast. The variation of adding some elements is called affixation.

Meanwhile, syntax deals with how words can build phrases, how phrases can build clauses, and how clauses can build sentences (Miller, 2002). The first thing that we have to know when learning a language is a word. We learn how to pronounce it, what it means, and where its position in a sentence is. Thus, it is obvious that a sentence can be made from a group of words. However, it is not just simply putting a row of words together. There is a question about how grammatical position is defined. Every language have its various grammatical position, but at least there will be an argument and a predicate. (Newson, et al, 2006: 3)

2.3.1 The Differences of Morphology between the English and Indonesian Language

The differences of morphology between those two languages are in the inflection and derivational systems. The discussion can be seen as follows:

2.3.1.1 Inflectional Categories of Noun

In the discussion of inflectional systems, both English and Indonesian have the inflectional affixes for noun categories. However, there are some differences in the way of using the inflectional systems. These differences can be seen below:

a. System of Plurality

One of the different inflection systems between the Indonesian and English language is the inflection on Noun (N). In this case, the inflection system can be in the way of showing plurality. The English language uses *-s* affixed to particular noun root to show the plural meaning (Lieber, 2009: 99), for example:

cat (singular N) + *-s* : cats (plural N)

car (singular N) + *-s* : cars (plural N)

Meanwhile, the Indonesian language does not use suffix *-s* to show plural meaning, instead, it uses word formation process of reduplication (Parera, 2010:49), for example:

mobil (car - singular) + *mobil* : *mobil-mobil* (cars - plural)

rumah (house - singular) + *rumah* : *rumah-rumah* (houses-plural)

b. Inflection System of Possession

Another difference is in the way of showing possessive meaning. An English language uses morpheme *-s* (*-s* in the singular and *-s'* in the plural) added to possessor or uses demonstrative pronoun (Lieber, 2009: 99), for example:

Uses *-s* or *-s'*:

Singular non-possessive	mother (N)	child (N)
Singular possessive	mother's (N)	child's (N)
Plural non-possessive	mothers (N)	children (N)
Plural possessive	mothers' (N)	children's (N)

Possessive pronouns:

Singular possessive my your his/her/its

Plural possessive our your their

Meanwhile, an Indonesian language uses particular suffixes according to the pronouns themselves (Parera, 2010), for example:

Possessive pronouns:

Singular possessive *-ku* (my), *-mu* (your), *-nya* (his/her/its)

Plural possessive *kami/kita* (our), *mereka* (their)

2.3.1.2 Inflectional Categories of Verb

In the discussion of inflectional systems, both English and Indonesian have the inflectional affixes for verb categories. There are some differences that can be seen below:

a. Inflectional System of Tense and Aspect

In the verbal inflectional categories, there are tenses and aspect systems. The English language has the inflectional systems to show past tense, progressive aspect, and perfective aspect (Katamba, 1993:220-222). The following examples will give a brief detail:

Inflectional system for past tense (*-ed*) I killed(V)

Inflectional system for progressive aspect (*-ing*) I am killing(V)

Inflectional system for perfective aspect (*-ed*) I had killed(V)

Meanwhile, the Indonesian language does not have an inflectional system to show tenses and aspect, instead, it uses adverbial of time. The adverbial words in the Indonesian language can differentiate the tense and aspect, for example (Chaer, 2006:163):

Past tense	<i>Saya bekerja kemarin</i> (Adv) (I worked yesterday)
Progressive aspect	<i>Saya sedang</i> (Adv) <i>bekerja</i> (I am working ing)
Perfective aspect	<i>Saya telah</i> (Adv) <i>bekerja</i> (I had worked ed)

b. Inflectional System of Voiced

Another difference is in the voiced systems. Both Indonesian and English languages have their own voiced systems. The Indonesian language uses inflectional systems to differentiate the active and the passive form of the verb. It has prefix *me-* indicating active form and prefix *di-* indicating passive form as seen in the examples below (Chaer, 2006:228 and 247):

Active form (prefix *me-*) *Dia **meminum***(V) *susu*

Passive form (prefix *di-*) *Pembangunannya **diawasi***(V) *oleh gubernur*

Meanwhile, the English language does not use inflectional affixes to show voiced systems. It has its own grammatical structure to indicate the active and passive form. For the active form, the English language uses verbal sentence, while for passive form, it uses nominal sentence which needs the existence of auxiliary verb, for example (Biber et al, 2002:103-104):

Active form (verbal sentence) **I drive** a car

Passive form (nominal sentence) A car **is** driven by me

c. Inflectional System of Verb Marker

In some languages, there is a morphological marker to indicate the word category of verbs. The Indonesian language has prefixes *me-* and *ber-* used as the verb markers, as seen below (Chaer, 2006:228 and 210):

buat (V) becomes ***membuat*** (V)

lari (V) becomes ***berlari*** (V)

Meanwhile, the English language does not have a concept for using a marker to indicate a word category of verb. The verb itself can already be used in a sentence without adding any affixes. However, the verb in the English language should agree with the subject in terms of singular or plural. The agreement rule in this case is adding suffix *-s* into the verb when the subject is singular as seen below (Katamba, 1993:225-226):

He ***eat***(V) becomes He ***eats***(V)

She ***drink***(V) becomes She ***drinks***(V)

2.3.1.3 Derivational System of Definite Article

There is a difference system of using definite article in English and Indonesian. The English language does not use any inflectional affixes to indicate the definite meaning of the noun, instead, it uses the determiner word like *the* as the definite article (O'Grady et al, 1997:184). The use of article *the* can be seen as follows:

A car becomes *The* car (for specific meaning)

A wheat becomes *The* wheat (for specific meaning)

Whereas in the Indonesian language, it uses suffix *-nya* to show definite or specific meaning (Chaer, 2006:208-209). This suffix is attached to noun and it gives the definite meaning to the noun as seen in the English language above, for example:

Saya ingin mandi, airnya(N) tidak ada

(I want to take a bath, but there is no water)

Ambillah obatnya(N), lalu minumlah!

(Take the medicine, then drink it!)

2.3.1.4 Derivational System of Forming Noun

There is a different morphological system from those two languages for showing a noun marker. In English language, the derivational affixes attached to the root words are different from those in Indonesian language. The table below may give a brief understanding of derivational affixes (noun markers) changing the words category into noun:

English Language		
Root	Affixes	Morphological Processes
<ul style="list-style-type: none"> • assert(V) • protect(V) 	-ion	<ul style="list-style-type: none"> • assert(V) + -ion = assertion(N) • protect(V)+ -ion = protection(N)
<ul style="list-style-type: none"> • teach(V) • work(V) 	-er	<ul style="list-style-type: none"> • teach(V) + -er = teacher(N) • work(V)+ -er = worker(N)
<ul style="list-style-type: none"> • refuse(V) • dispose(V) 	-al	<ul style="list-style-type: none"> • refuse(V) + -al = refusal(N) • dispose(V)+ -al = disposal(N)
<ul style="list-style-type: none"> • stupid(A) • prior(A) 	-ity	<ul style="list-style-type: none"> • stupid(A) + -ity = stupidity(N) • prior(A)+ -ity = priority(N)
<ul style="list-style-type: none"> • happy(A) • sad(A) 	-ness	<ul style="list-style-type: none"> • happy(A) + -ness = happiness(N) • sad(A)+ -ness = sadness(N)

(O'Grady et al, 1997:144)

Indonesian Language		
Root	Affixes	Morphological Processes
<ul style="list-style-type: none"> • <i>jilat</i> (V) • <i>muda</i>(A) 	<i>pe-</i>	<ul style="list-style-type: none"> • <i>jilat</i>(V) + <i>pe-</i> = <i>penjilat</i> (N) • <i>muda</i>(A)+ <i>pe-</i> = <i>pemuda</i>(N)
<ul style="list-style-type: none"> • <i>tunjuk</i>(V) • <i>gembung</i>(A) 	- <i>el-</i>	<ul style="list-style-type: none"> • <i>tunjuk</i>(V) + -<i>el-</i> = <i>telunjuk</i>(N) • <i>gembung</i>(A)+ -<i>el-</i> = <i>gelembung</i>(N)
<ul style="list-style-type: none"> • <i>catat</i>(V) • <i>karang</i>(V) 	- <i>an</i>	<ul style="list-style-type: none"> • <i>catat</i>(V) + -<i>an</i> = <i>catatan</i>(N) • <i>karang</i>(V)+ -<i>an</i> = <i>karangan</i>(N)

<ul style="list-style-type: none"> • <i>indah</i>(A) • <i>bersih</i>(A) 	<i>ke-</i> , <i>-an</i>	<ul style="list-style-type: none"> • <i>ke-</i> + <i>indah</i>(A) + <i>-an</i> = <i>keindahan</i>(N) • <i>ke-</i> + <i>bersih</i>(A) + <i>-an</i> = <i>kebersihan</i>(N)
<ul style="list-style-type: none"> • <i>dengar</i>(V) • <i>bangun</i>(V) 	<i>pe-</i> , <i>-an</i>	<ul style="list-style-type: none"> • <i>pe-</i> + <i>dengar</i>(A) + <i>-an</i> = <i>pendengaran</i>(N) • <i>pe-</i> + <i>bangun</i>(A) + <i>-an</i> = <i>pembangunan</i>(N)

(Chaer, 2006)

2.3.1.5 Derivational System of Valency Increasing

There are some particular ways to make a valency increasing in a language. The Indonesian language has a suffix *-kan* as a morpheme attached to a verb to increase the number of valency/arguments in a sentence (Parera, 2010). Meanwhile, the English language does not have any affixes to make a valency increasing, instead, it uses some particular verbs called transitivity verbs (Newson, et al, 2006). The detail can be seen as follows:

In English language:
Intransitive verb (one argument): She sleeps (agent) (predicate)
Transitive verb (two arguments): He kicks the ball (agent) (predicate) (patient)
Ditransitive verb (three arguments): He lends him a camera (experiencer) (predicate) (recipient) (theme)

In Indonesian language (Transitivity structures normally carry a prefix as an active or passive marker; <i>me-</i> for active and <i>di-</i> for passive):
Not using any affixes depending on the verb (one argument): <i>Dia tidur</i> (agent) (predicate)
Usually using suffix <i>me-</i> (two arguments): <i>Dia menendang bola</i> (agent) (predicate) (patient)
Using suffix <i>-kan</i> (three arguments): <i>Ibu menjanjikan adik sepasang sepatu</i> (experiencer) (predicate) (recipient) (theme)

2.3.2 The Difference of Syntax between the English and Indonesian Language

The difference of syntax between those two languages is in the word order. The discussion can be seen as follows:

2.3.2.1 Word Order

One of the different language systems between the Indonesian and English language is the different word order. The word order of the phrases in the Indonesian language will not be similar to those in English language. It can be seen as follows:

2.3.2.1.1 Word Order of Noun Phrase

A noun phrase can be made using particular specifiers that modify the head (N). The position of specifiers is the reason that the English and Indonesian language are different. In the Indonesian language, the specifiers can be positioned after the head (N, Adj, V, Adv, Numeralia, or Det) or before the head (Numeralia or Adv), for example (Khairah and Ridwan, 2014:32-35):

Before the head:	
1	<i>semua dosen</i>
	adverb (specifier) noun (head)
2	<i>enam mahasiswa</i>
	numeralia (specifier) noun (head)
After the head:	
1	<i>ikan laut</i>
	noun (head) noun (specifier)
2	<i>gadis cantik</i>
	noun (head) adjective (specifier)
3	<i>anak kedua</i>
	noun (head) numeralia (specifier)
4	<i>ruang kerja</i>
	noun (head) verb (specifier)
5	<i>teh saja</i>
	noun (head) adverb (specifier)

Meanwhile, in the English language, the different word order is in the position of some specifiers, which are Adjective, Numeralia, and Verb, for example (Baker, 1989:113-140):

Before the head (same structure with Indonesian language):	
1	all pancakes
	adverb (specifier) noun (head)
2	dozen roses
	numeralia (specifier) noun (head)
Before the head (different structure with Indonesian language):	
1	good stories
	adjective (specifier) noun (head)
2	first baby
	numeralia (specifier) noun (head)
3	study room
	verb (specifier) noun (head)

2.3.2.2 Word Order of Determiner Phrase

The different system of determiner phrase between the Indonesian and English language is in the position of the complement. Determiner phrase is made by determiner itself as the head and noun as the complement. In the Indonesian language, the position of the complement (Noun) in the determiner phrase is after the head, for example (Khairah and Ridwan, 2014:32-35):

DP = noun (complement) + determiner (head)

dosen itu = *dosen* + *itu*

Meanwhile, in the English language, the position of the complement (Noun) in the determiner phrase is after the head, for example (Baker, 1989: 140-142):

DP = determiner (head) + noun (complement)

that man = that + man

2.3.2.3 Word Order of Adverb Phrase

The different word order of adverbial phrase between the Indonesian and English language is in the position of specifier. The adverbial phrase can be made from an adverb and its specifiers, which are noun, determiner, and adverb. In Indonesian language, the position of specifier in adverbial phrase is after the head, for example (Khairah and Ridwan, 2014:71-72) :

After the head :	
1	<i>tadi</i> <i>malam</i>
	adverb (head) noun (specifier)
2	<i>sekarang</i> <i>ini</i>
	adverb (head) determiner (specifier)
3	<i>sekarang</i> <i>saja</i>
	adverb (head) adverb (specifier)

Meanwhile, in the English language, the position of the specifier in the adverbial phrase is after the head, for example (O’Grady et al, 1997:182):

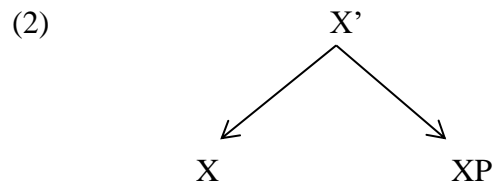
After the head (same structure with Indonesian language):	
1	last holiday
	adverb (head) noun (specifier)
Before the head (different structure with Indonesian language):	
1	this morning
	determiner (specifier) adverb (head)
2	very quickly
	adverb (specifier) adverb (head)

2.4 The X-bar Theory

X-bar theory plays an important role in a linguistic theory which explains how to identify syntactic features of a language. Newson (Newson, et al, 2006: 88) shows X-bar theory as a basic structure on three different rules which determine the nature of all structures in a language. Those rules can be stated as follows:

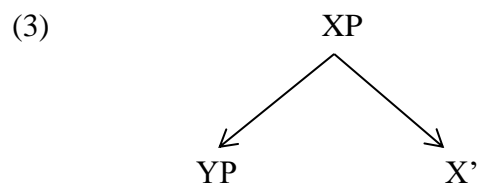
- (1) a. $X' \longrightarrow X YP$
 b. $XP \longrightarrow YP X'$
 c. $X' \longrightarrow X', Y/YP$

The use of category variables, X and Y, stands for any possible category (nouns, verbs, prepositions, determiners, etc). These rules tell us how phrases in general are structured. The first rule (1a) is called the complement rule. It introduces the structural position for the complement. The structure can be seen below:



There are two immediate constituents of the X' (pronounced as "X-bar") which are X as the head of the phrase and YP as the complement. The complement always appears either precedes or follows the head. However, the head will always be the central element of the phrase and it is a word of the same category as the X'.

The second rule (1b) is called the specifier rule. It introduces the YP structure which can be seen below:

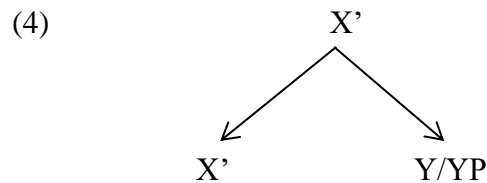


There are two immediate constituents of this phrase. The specifier will always precede the X' and can be appeared as any category. Moreover, the constituent just discussed contains the head and the complement.

Newson et al (2006: 96) also discussed the last rule (1-c) called adjunction rule and it introduces a position of an adjunct in a phrase. When it comes to adjunct, there are two things to be noted. First, adjunct is conditional, it can be precede or follow the head depending on other condition. Second, adjunct can be indefinite. It is because an element of type Xⁿ can be made up of two elements, one of which is

an adjunct and the other is another X^n that can also contain another X^n and so on.

The structure can be seen below:



Furthermore, the use of a category that shows X' , head, and phrase is called projection. The notion of projection itself can be seen from the meaning of the 'bar'. The lowest level is called zero projection which is a head. It shows that the head is not projected from anything else. Sometimes, it is represented as X^0 . Then, above the head, it is considered as first projection of the head. This is represented as X' which indicates the projection level of constituent. The highest level is called maximum projection. It is represented as XP or X'' (X double bar). It is also possible to make X''' or X'''' if the levels become higher. However, it is usually maintain the projection by using XP .

CHAPTER III

RESEARCH METHOD

This chapter explains how the research was done using several methodologies and techniques. It presents the type of research, data sources, population and sample, method of collecting data, and method of analysing data.

3.1 Type of Research

This research used descriptive and qualitative approach. I used the descriptive approach because I used the description of Indonesian utterances produced by the English native speakers. Furthermore, qualitative approach was also used because I presented the data in the form of words instead of numbers (Sudaryanto, 1993). Eventually, this research can give the specific explanation about morphological and syntactic interferences of the English language into the Indonesian language produced by the English native speakers.

3.2 Data Sources, Population and Sample

The data sources in this research are the students from Semarang International School (SMS). The population of the data sources takes all the students who are from English speaking country studying the Indonesian language in SMS. In this research, I used purposive sampling technique to get the sample from the population. Purposive sampling technique is the selecting process based on the particular purposes (Arikunto, 2010:183). In this case, my requirement was to get

several respondents of English native speakers who are studying the Indonesian language in SMS for more than one year. I also considered the respondent's age of 5-12 years old because the children have neurological advantages in learning language compared to adults (Lenneberg, 1967). The selecting process to get the respondents was helped by the teacher. He suggested me to interview Iraia and Oscar for the study case. They were the absolute respondents that fulfill my requirements because they are studying the Indonesian language for more than one year in the primary program in which Iraia is 12 years old and Oscar is 10 years old. Moreover, those respondents were chosen because they were the only students who got permission from their parents and the school's headmaster.

Furthermore, the data in this research are the utterances which contain morphological and syntactic interferences produced by the respondents who are English native speakers studying the Indonesian language in SMS. The utterances were produced during the interview that involved Oscar, Iraia, the teacher and I. Then, I made coding for the transcription into: Oscar (O), Iraia (I), Dianika (D) and Teacher (T).

3.3 Method of Collecting Data

I used Conversation Method (*Metode Cakap*) to collect the data for this research because I participated in the conversation with the respondents and there was a direct contact between me as the researcher and the respondents as the informants. The conversation method that I used in this research was an interview using several techniques: elicitation, recording, and note-taking technique (Sudaryanto, 1993). I

conducted an interview with the respondents in SMS. The purpose of conducting the interview was to get the utterances that contain the interferences produced by those respondents as English native speakers who are studying the Indonesian language. During the interview, I used elicitation technique by asking some questions. Those questions had been conditioned in such way to provoke the respondents to use various grammatical aspects. This technique was used in order to get the significant data showing the grammatical skill of their language. Furthermore, I recorded the conversation during the interview between the respondents and I or the respondents and their teacher. Before the recording, I had already asked their permission whether they allowed the recording to be observed or not. After the interview, I used note-taking technique to make the transcript in which I took the sample and made the coding.

3.5 Method of Analyzing Data

To analyze the data, I used distributional method. Distributional method (*Metode Agih*) is a kind of data analysis method where the determining tool is the language itself (Sudaryanto, 1993:15). This method was used because I am an Indonesian native speaker, so I could also use my linguistic knowledge of the Indonesian language to check the grammatical acceptability of the Indonesian utterances produced by the respondents. After collecting the data, I took further steps as follows:

1. Making transcription of the conversation from the interview with the respondents.
2. Encoding the transcription into several coding as mentioned before.
3. Classifying the data into two categories:
 - Morphological Interferences
 - Syntactic Interferences
4. Analysing those grammatical interferences of the speakers' utterances.
5. Describing the factors causing the respondents to make those interferences.
6. Drawing a conclusion from the analysis.

CHAPTER IV

ANALYSIS

Morphological and syntactic processes can influence the speakers on how they produce utterances. Those processes are not only applied on the use of their first language, but also on the use of their second language. When using the second language, an interference may occur in their utterances. This is due to the fact that there is a different language system between the two languages. This phenomenon can also occur to the English native speakers who learn the Indonesian language

In this chapter, I present the result of interference analysis of a study case from the respondents' utterances who are native English speakers studying the Indonesian language. The focus in this research will be only on morphological and syntactic interferences. Hence, from the analysis, I found that there are two cases of morphological interference, which are the deletion of affixes in verb and noun. Furthermore, the case of syntactic interference is the misuse of word orders. Based on all of those interferences, I found that there are two factors causing the interference which are the interlingua factor and the transfer of structure. Thus, this chapter is divided into three main parts; they are morphological interference, syntactic interference, and factors causing the interference.

4.1 Morphological Interference

There are two cases of morphological interference from the respondents' utterances, which are the deletion of the affixes in verb and noun. The detail can be seen as follows:

4.1.1 Deletion of the Affixes in Verb

In the Indonesian language, particular affixes can be used as verb markers (*me-*, *ber-*), active markers (*me-*), or valency increasing morpheme (*-kan*). However, unlike the Indonesian language, the English language does not have markers to indicate those functions. Therefore, the data show that the respondents tend to delete or omit the affixes in their utterances. In other words, the respondents made the morphological interference.

4.1.1.1 Deletion of the Prefix *me-* as Verb Marker

There is a different language system in the morphological process of forming verb between the Indonesian and English language. In the Indonesian language, some particular verbs need to be added with prefix *me-* as a verb marker. However, in the English language, there is no verb marker. The detail can be seen in the following examples:

In the English language:	In the Indonesian language:
<i>make</i>	<i>buat</i> → <i>membuat</i>
<i>read</i>	<i>baca</i> → <i>membaca</i>

Therefore, one of the respondents, Iraia, made the morphological interference in the use of verb marker. The interference occurs in his utterance as follows:

(1) *Saya rasa bugar* (I1.113)

‘I feel fit’

The sentence above is considered as morphological interference, because Iraia adjusted the Indonesian language structure using the English language structure. The morphological process of the English interference in his utterance can be seen as follows:

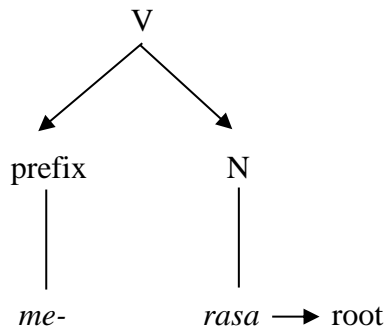
The English interference:
(1) <i>Saya rasa bugar</i> (I1.113) → <i>rasa</i> (N) does not use any affixes causing missing predicate in the sentence The structure in the English language: I feel fit → feel (V) does not need any affixes / verb marker

The interference in his utterance occurs because there is no verb marker in the English language, so he may think that the use of *rasa*(N) has the same function as the word **feel**(V) since both of those words are the root and do not have any affixes. However, it is not allowed to use *rasa*(N) as a predicate in the Indonesian language. Thus, a verb need to be created by adding prefix *me-* as a verb marker in the word *rasa*(N). The morphological process should be as follows:

In the Indonesian language, it should be:

(1) *Saya rasa bugar* (I1.113)

→ *Saya merasa bugar*



me- + *rasa(N)* → *merasa(V)*

me- as a derivational affix

4.1.1.2 The Deletion of the Prefix *me-* as Active Marker and Suffix *-kan* as ‘Valency Increasing’ Morpheme

Bilingual speakers may make an interference in morphological process because of the difference system of active or passive structure. The English language uses an auxiliary verb to indicate whether the sentence has an active or passive meaning. Meanwhile, the Indonesian language uses particular prefixes attached to verb. To make an active meaning, the verb should be added with prefix *me-*. Then, to make a passive meaning, the verb should be added with a prefix *di-*. Those explanations can be applied in a sentence that can be seen as follows:

In the English language:	In the Indonesian language:
Active meaning: Andy <i>kicks</i> the ball	Active meaning: Andi <i>menendang bola</i>
Passive meaning: The ball <i>is kicked</i> by Andy	Passive meaning: Bola <i>ditendang Andi</i>

Furthermore, the English and Indonesian language also have different system in the case of indicating the valency increasing. The English language uses the transitive verbs, while the Indonesian language uses suffix *-kan* as a morpheme attached to a verb to increase the number of arguments in a sentence. The detail can be seen in the examples in the Chapter II from the discussion of valency increasing.

From the illustration above, the respondents in this research made the morphological interference in the use of active marker and valency increasing morpheme in their utterance as follows:

(2) *Orang tua pilih (sekolah) untuk saya* (O1.23)

‘My parents choose (the school) for me’

(3) *Dia pikir pacarnya dan ada buaya* (I3.04)

‘She was thinking (about) her boyfriend and there was a crocodile’

The sentences above have morphological interference because the respondents applied the English language structure into the Indonesian language structure. In this case, the sentences in (2) and (3) are not only interfering in the deletion of active marker, but also interfering in the deletion of valency increasing morpheme. The morphological process of the English interference in their utterance can be seen below:

The English Interference:

(2) *Orang tua pilih (sekolah) untuk saya* (O1.23)

→ *pilih*(V) (not using any affixes)

It is the same structure as in the English language:

My parents **choose** (the school) for me

→ **choose**(V) does not need any affixes / verb marker

Assuming the verb as ditransitive verb (three arguments):

<i>Orang tua</i>	pilih	(sekolah)	untuk saya
My parents	choose	(the school)	for me
(experiencer)	(predicate)	(theme)	(recipient)

Because assuming the verb '*pilih*' as ditransitive verb like the verb 'choose' in the English language, the respondent thought it does not need to be added with affixes anymore

(3) *Dia pikir pacarnya dan ada buaya* (I3.04)

→ *pikir*(V) (not using any affixes)

It is the same structure as in the English language:

She was thinking about his girlfriend and there was a crocodile

→ **thinking**(V) does not need any verb marker

Assuming the verb as transitive verb (two arguments):

<i>Dia</i>	pikir	pacarnya
She	was thinking (about)	her boyfriend
(experiencer)	(predicate)	(theme)

Because assuming the verb '*pikir*' as transitive verb like the verb 'think' in the English language, the respondent thought it does not need to be added with affixes anymore.

In the case of deletion of active marker, the respondents may think that the verbs in their utterances are the root and do not have any verb marker as if those verbs has the same morphological process like in the English language. This perspective makes their utterance become ungrammatical, so that those utterances need to be added with prefix *me-* as the active marker. Meanwhile, in the case of valency increasing, the respondents applied the English language structure into the Indonesian language. It was proven by seeing that they did not use suffix *-kan* as valency increasing morpheme in the word *pilih*(V) and *pikir*(V). The morphological processes of those interferences should be as follows:

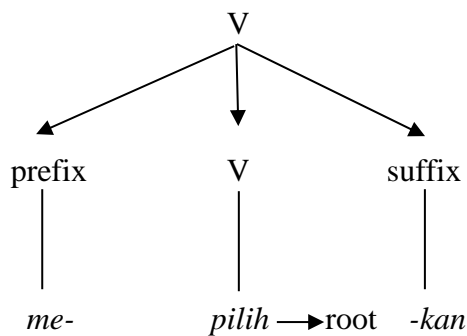
In the Indonesian language, it should be:

(2) *Orang tua pilih (sekolah) untuk saya* (O1.23)

→ *Orang tua memilihkan (sekolah) untuk saya*

Need to be added with suffix *-kan* to increase the valency number (three arguments):

Orang tua memilihkan (sekolah) untuk saya
 (experiencer) (predicate) (theme) (recipient)



me- + *pilih* (V) + *-kan* → *memilihkan*(V)

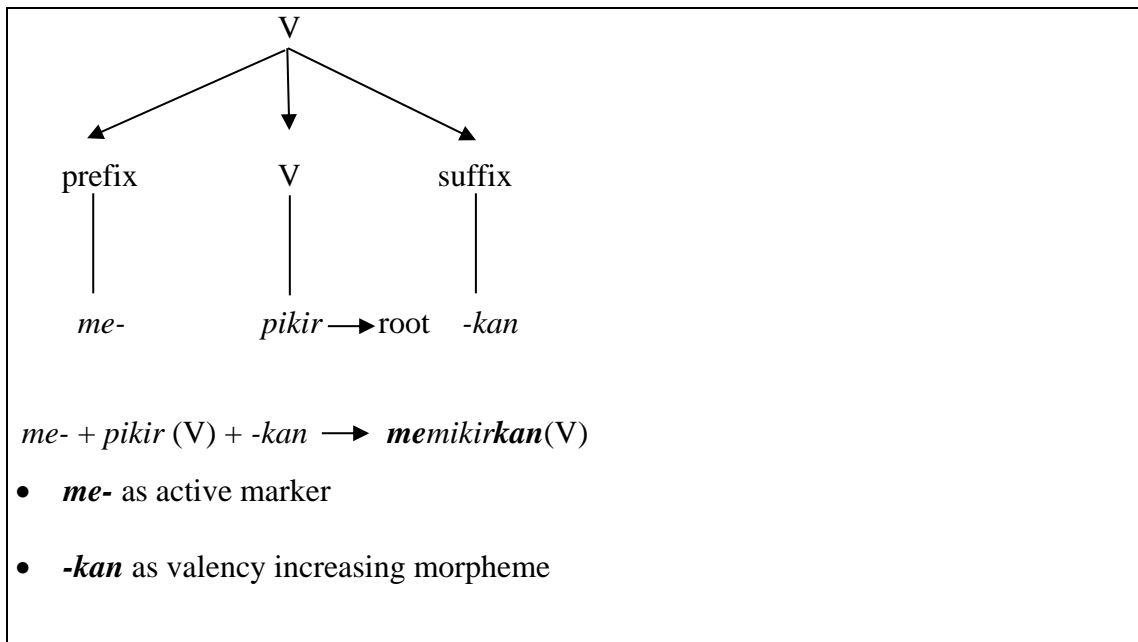
- *me-* as active marker
- *-kan* as valency increasing morpheme

(3) *Dia pikir pacarnya dan ada buaya* (I3.04)

→ *Dia memikirkan pacarnya dan ada buaya*

Need to be added with suffix *-kan* to increase the valency number (two arguments):

Dia memikirkan pacarnya
 (experiencer) (predicate) (theme)



Another case related to active marker can be seen in the case of derived verb from adjective. One of the respondents in this research, Oscar, also made the morphological interference in the use of active marker. The interference occurs in his utterances as follows:

(4) *Teman-teman bagus untuk saya dan belajarnya sangat senang* (O1.73)

‘My friends are nice to me and the way of study is fun’

(5) *Dia senang dan saya main komputer sama dia, mainan maincraft*(O2.22)

‘He is fun and I play computer with him, playing maincraft’

Based on the context, in (4), *fun* means that the study is enjoyable or amusing and in (5) *fun* means that his friend has a playful behaviour or have a good humour. In the English language, there are no morphological processes needed to differentiate the meaning from the lexical word *fun* (Adj). Therefore, in this case, Oscar also does not use any affixes in the word *senang*(Adj) to act like *fun*(Adj).

Thus, his structure is considered as morphological interference in which the morphological process can be seen as follows:

The English interference:

(4) *Teman-teman bagus untuk saya dan belajarnya sangat senang* (O1.73)

→ *senang*(Adj) (not using any affixes) is a complement and cannot be a predicate

(5) *Dia senang dan saya main komputer sama dia, mainan maincraft*(O2.22)

→ *senang*(Adj) (not using any affixes) is a complement and cannot be a predicate

It is the same structure as in the English language:

(4) My friends are nice to me and the way of study is fun

→ **fun**(Adj) is a complement and does not need any affixes

(5) He is fun and I play computer with him, playing maincraft

→ **fun**(Adj) is a complement and does not need any affixes

In the Indonesian language, there is a different system from the English language to differentiate the function for using lexical word *senang* (fun). If there is no morphological process in the word *senang* like what Oscar did above, it will indicate that something/someone has a pleasure toward particular situation. Furthermore, the word *senang* is categorized as an (Adj). Meanwhile, in order to make the meaning suitable with what the respondent wanted to express, it should

use the confix *me- . . . -kan* to change it into (Verb). Therefore, in order to make the suitable structure, the morphological process should be as follows:

In the Indonesian language, it should be:
<p>(4) <i>Teman-teman bagus untuk saya dan belajarnya sangat senang</i> (O1.73) → <i>Teman-teman bagus untuk saya dan belajarnya sangat menyenangkan</i></p> <p>(5) <i>Dia senang dan saya main komputer sama dia, mainan minecraft</i>(O2.22) → <i>Dia menyenangkan dan saya main komputer sama dia, mainan minecraft</i></p> <div style="text-align: center; margin: 10px 0;"> <pre> graph TD V1[V] --> prefix[prefix] V1 --> V2[V] V1 --> suffix[suffix] prefix --- me[me-] V2 --- senang[senang] senang --- root[→ root] suffix --- kan[-kan] </pre> </div> <p><i>meny-</i> + <i>senang</i>(Adj) + <i>-kan</i> → <i>menyenangkan</i>(V)</p> <ul style="list-style-type: none"> • <i>confix me- . . . -kan</i> as a derivational affixes changing (Adj) into (V)

4.1.2 Deletion of Noun Markers

Some native speakers may make an interference in their utterances by deleting the noun markers. It occurs because of the different morphological system from the two languages to show a noun marker. The table from the Chapter II in the discussion of derivational affixes can give a brief understanding about the case of noun markers:

English Language		
Root	Affixes	Morphological Processes
<ul style="list-style-type: none"> • assert(V) • protect(V) 	-ion	<ul style="list-style-type: none"> • assert(V) + -ion = assertion(N) • protect(V)+ -ion = protection(N)
<ul style="list-style-type: none"> • teach(V) • work(V) 	-er	<ul style="list-style-type: none"> • teach(V) + -er = teacher(N) • work(V)+ -er = worker(N)
<ul style="list-style-type: none"> • refuse(V) • dispose(V) 	-al	<ul style="list-style-type: none"> • refuse(V) + -al = refusal(N) • dispose(V)+ -al = disposal(N)
<ul style="list-style-type: none"> • stupid(A) • prior(A) 	-ity	<ul style="list-style-type: none"> • stupid(A) + -ity = stupidity(N) • prior(A)+ -ity = priority(N)

(O'Grady et al, 1997:144)

Indonesian Language		
Root	Affixes	Morphological Processes
<ul style="list-style-type: none"> • <i>jilat</i> (V) • <i>muda</i>(A) 	<i>pe-</i>	<ul style="list-style-type: none"> • <i>jilat</i>(V) + <i>pe-</i> = <i>penjilat</i> (N) • <i>muda</i>(A)+ <i>pe-</i> = <i>pemuda</i>(N)
<ul style="list-style-type: none"> • <i>tunjuk</i>(V) • <i>gembung</i>(A) 	- <i>el-</i>	<ul style="list-style-type: none"> • <i>tunjuk</i>(V) + -<i>el-</i> = <i>telunjuk</i>(N) • <i>gembung</i>(A)+ -<i>el-</i> = <i>gelembung</i>(N)
<ul style="list-style-type: none"> • <i>catat</i>(V) • <i>karang</i>(V) 	- <i>an</i>	<ul style="list-style-type: none"> • <i>catat</i>(V) + -<i>an</i> = <i>catatan</i>(N) • <i>karang</i>(V)+ -<i>an</i> = <i>karangan</i>(N)
<ul style="list-style-type: none"> • <i>indah</i>(A) • <i>bersih</i>(A) 	<i>ke-, -an</i>	<ul style="list-style-type: none"> • <i>ke-</i> + <i>indah</i>(A) + -<i>an</i> = <i>keindahan</i>(N) • <i>ke-</i> + <i>bersih</i>(A)+ -<i>an</i> = <i>kebersihan</i>(N)

(Chaer, 2006)

In this research, one of the respondents lacks of using noun markers in some particular words. The respondent, Iraia, deleted the use of suffix *-an* and the use of confix *pe- . . . -an* as noun markers.

4.1.2.1 Deletion of the Suffix *-an*

Based on the explanation before, the respondent in this research made the morphological interference in the deletion of suffix *-an*. The interference occurs in his utterances as follows:

(6) *Burungnya pikir ada makan* (I3.02)

‘The bird thought there was a food’

(7) *Burungnya taruh makannya ke mulutnya* (I3.02)

‘The bird put the food into its mouth’

(8) *Dia gak suka makannya dan dia muntah* (I3.02)

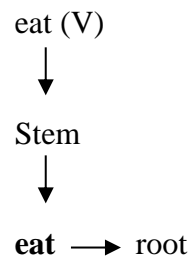
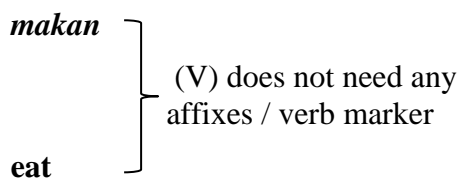
‘It did not like the food and it threw up’

I found morphological interference in the sentences above related to the deletion of noun marker. The respondent used the morphological process of English structure as follows:

The English Interference:

- (6) *Burungnya pikir ada makan* (I3.02)
- (7) *Burungnya taruh makannya ke mulutnya* (I3.02)
- (8) *Dia gak suka makannya dan dia muntah* (I3.02)

The use of the word *makan*(V) by the respondent indicates the use of his first language system, because there are no affixes as noun markers. The morphological process that Iraia used in his utterance is similar to the morphological process of the word ‘eat’, as follows:



The English verb does not have suffix *-an* to attach in *eat*(V) to change it into *food*(N). Therefore, he interfered his utterances by not using any morphological process which leads him into making ungrammatical structure in the Indonesian language. In order to make the suitable derivational meaning, the word *makan*(V) needs to be added with suffix *-an* as a noun marker. The morphological process can be seen as follows:

(6) *Burungnya pikir ada makan* (I3.02)

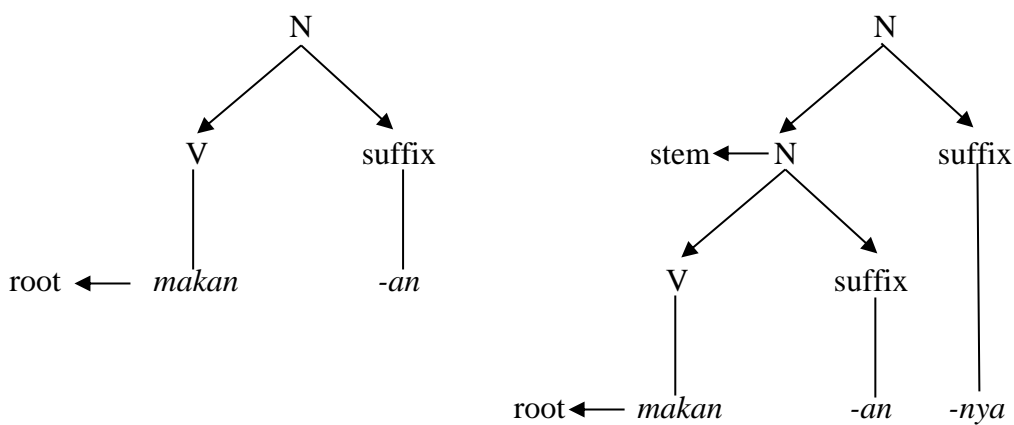
→ *Burungnya pikir ada makanan*

(7) *Burungnya taruh makannya ke mulutnya* (I3.02)

→ *Burungnya taruh makanannya ke mulutnya*

(8) *Dia gak suka makannya dan dia muntah* (I3.02)

→ *Dia gak suka makanannya dan dia muntah*



In the Indonesian language, it should be:

makan(V) + -an → makanan(N)

- *-an* as derivational affix changing (V) into (N)

4.1.2.2 Deletion of the Confix *pe- . . . -an*

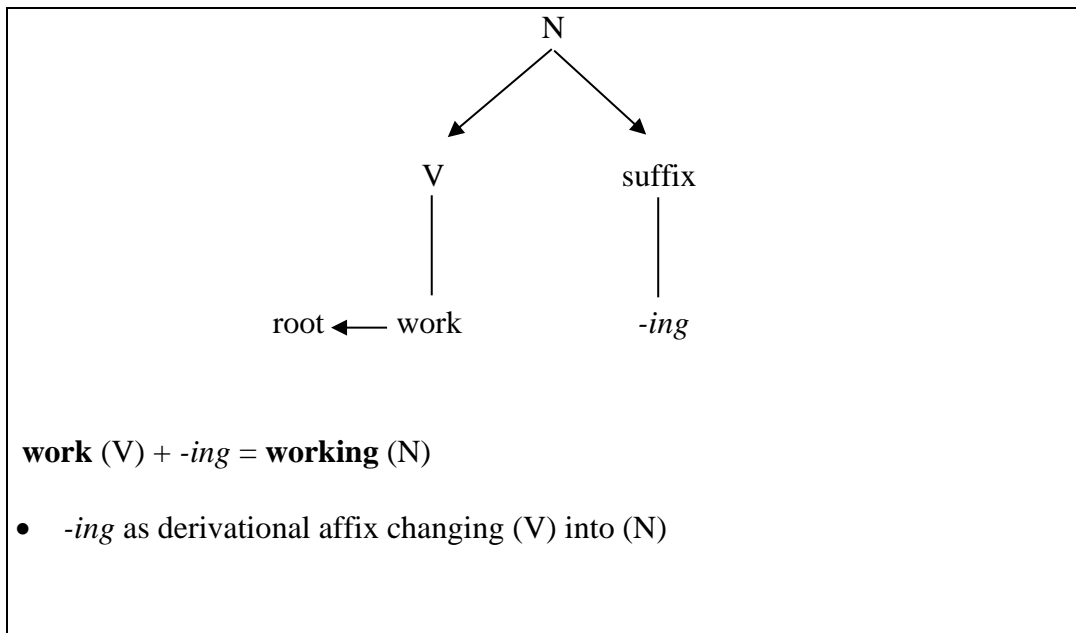
In the case of deleting the confix *pe- . . . -an* in his utterance, it is similar to the explanation before. In this case, Iraia made the morphological interference in his utterance as follows:

(9) *Ibuku ada baru kerja* (I1.04)

‘My mom has a new job (working)’

The respondent’s utterance in the sentence above also has a morphological interference in the case of the deletion of noun marker. Based on the context, the meaning that Iraia wanted to express is that his mom had a new job. Furthermore, it is also proven by the way he speak. He did not speak as (*Ibuku ada, baru kerja*) which may lead the context into “*my mom is there, has just started working*”. Instead, he spoke as the whole utterance without making glottal stop sound [ʔ] in his intonation, so the context will be “*my mom has a new job*”. Moreover, in this case, Iraia did not use any morphological process in *kerja*(V) which leads him into making ungrammatical structure as follows:

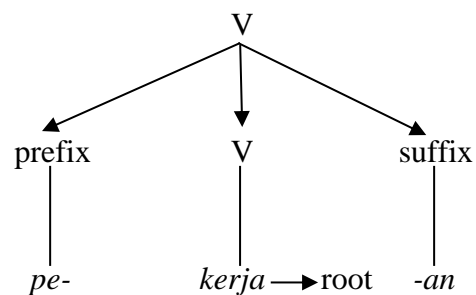
The English Interference:	
<p><i>pe-</i> + <i>kerja</i> (V) + <i>-an</i> → <i>pekerjaan</i>(N)</p> <p>work (V) + <i>-ing</i> = working (N)</p>	<p>Different morphological system to make the derivational meaning from V into N. In the English language, it only needs suffix, while in the Indonesian language, it needs confix as seen in the morphological process</p>



Unlike the Indonesian language, the English language does not have confix *pe- . . . -an*. It uses suffix *-ing* attached to *work(V)* to make it into *working(N)*. Therefore, in order to make the suitable structure, the morphological process should be:

(9) *Ibuku ada baru kerja* (I1.04)

→ *Ibuku ada pekerjaan baru*



In the Indonesian language, it should be:

pe- + kerja (V) + -an → *pekerjaan(V)*

- *pe- . . . -an* as derivational affix changing (V) into (N)

4.2 Syntactic Interference

The case for the syntactic interference is word order. The respondents tend to use ungrammatical structure for the word order due to the different system of syntax from their language. The interference occurs in the respondents' utterances as follows:

4.2.1 Word Order

Each language has its own system for distribution of the word's position in a sentence called 'word order'. Furthermore, the different system of word order will make a non-native speaker undergo a language interference. It can be proven by seeing the utterances produced by the respondents in this research. In their utterances, they made syntactic interferences in the case of word order, which are in the noun phrase structure and in the determiner phrase structure.

4.2.1.1 Noun Phrase

In the discussion of word order interference in noun phrase, there are three cases found in the respondent's utterances, which they are the placement of Adjunct, the placement of specifier acts as Adj, and the placement of specifier which has possessive meaning. The details can be seen as follows:

a. The Placement of Adjunct

Noun Phrase (NP) structure in the English and Indonesian language is basically similar. The NP has a noun (or pronoun) as its head which can perform the same grammatical function as the phrase itself. However, if the NP structure has an

adjunct or a possessive meaning, the word order will be different for both languages. Adjunct in NP structure can be in the form of Adjective Phrase (AdjP). In the Indonesian language, the NP structure is N + AdjP. Meanwhile, in the English language, the NP structure is AdjP + N. This NP structure can also be seen from the X-bar rules for both languages as follows:

The English Language		The Indonesian Language	
N (head) as NP	$NP \longrightarrow N'$ $N' \longrightarrow N$	N (head) as NP	$NP \longrightarrow N'$ $N' \longrightarrow N$
N + AdjP (Adjunct)	$NP \longrightarrow N'$ $N' \longrightarrow AP, N'$	N + AdjP (Adjunct)	$NP \longrightarrow N'$ $N' \longrightarrow N', AP$

Therefore, from the different rules above, one of the respondents in this research produced his utterance showing the syntactic interference in the word order of NP structure. The interference occurs in his utterance as follows:

(10) *Ibuku ada [baru kerja]NP* (I1.04)

My mother has new job

In the sentence above, the respondent is considered to be making syntactic interference, because Iraia interfered his utterances using ungrammatical structure of word order. The syntactic structure can be seen as follows:

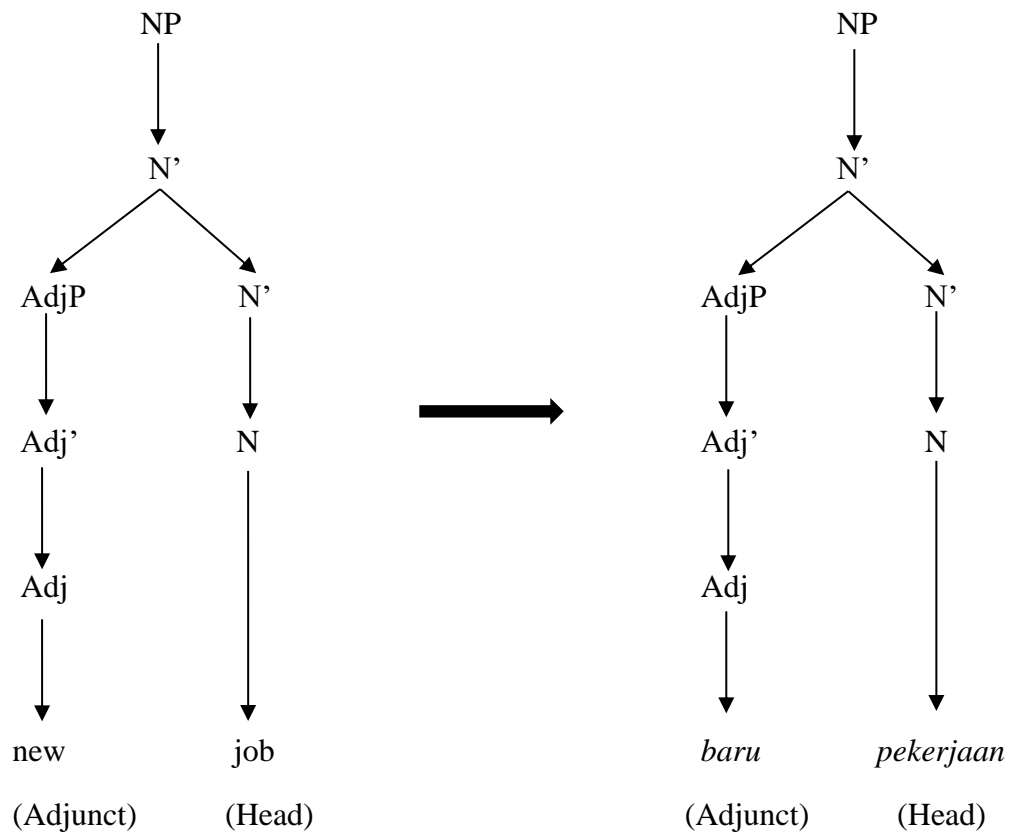
The English Interference:

(10) *Ibuku ada [baru kerja]NP*

[[*baru*]Adj [*pekerjaan*]N']N' → using the English structure

'My mom has **new job**'

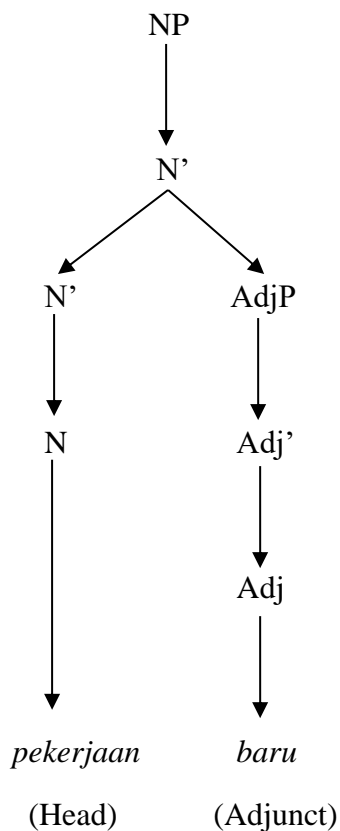
The X-bar tree can be seen as follows:



In the sentence (11), he made the NP in the Indonesian language using the English language structure which is NP = Adj (adjunct) + N (head). Therefore, he made the ungrammatical Indonesian NP structure into *baru* + (*pe-*)*kerja(-an)*. Meanwhile, the suitable word order of the syntactic structure can be seen as follows:

In the Indonesian language, it should be:
<p>(10) <i>Ibuku ada [baru kerja]NP</i></p> <p>→ <i>Ibuku ada [pekerjaan baru]NP</i></p> <p style="text-align: center;">[[<i>pekerjaan</i>]N' [<i>baru</i>]Adj]N' → the Indonesian structure</p>

The X-bar tree can be seen as follows:



The position of the adjunct is the problem for the respondent because it is different from the English language. The English interference shows that the respondent made the word order into *baru* (adj) as adjunct which is fronted before the head *pekerjaan* (noun) like in NP = Adj(adjunct) + N (head).

However, the word order in the Indonesian language system should be NP = N (head) + Adj (adjunct) in which *baru* (adj) as adjunct should be placed before the head *pekerjaan* (noun). Thus, the respondent's sentence is considered as syntactic interference in the case of misuse word order in noun phrase.

b. The Placement of Complement

There is a different system of complement's word order between the English and Indonesian language. The NP structure which can be made by N + N usually performs the function as complement. If the structure has the function as complement, the NP structure in the Indonesian language should be N (head) + N (complement), and the NP structure in the English language should be N (complement) + N (head). These NP structures can also be seen from the X-bar rules for both languages as follows:

The English Language		The Indonesian Language	
N(complement) + N(head)	NP → N' N' → N, NP	N(head) + N(complement)	NP → N' N' → N, NP

The different rules between the English and Indonesian language above make the respondents produced syntactic interference related to the word order of NP structure. The interference occurs in their utterances as follows:

(11) (*Aku*) *mengucapkannya dengan [bule gaya]*NP (I1.56)

1SG say it with *bule* style

'I say it with *bule* style'

(12) [*Ayahku pekerjaan*]NP *membuat kaya kayu di sini* (O1.02)

My father's job makes like wood in here

'My father's job makes kind of wood in here'

(13) [*Tempe rasa*]NP sama kaya makan McDonald (I1.86)

Tempe taste is the same like eating McDonald

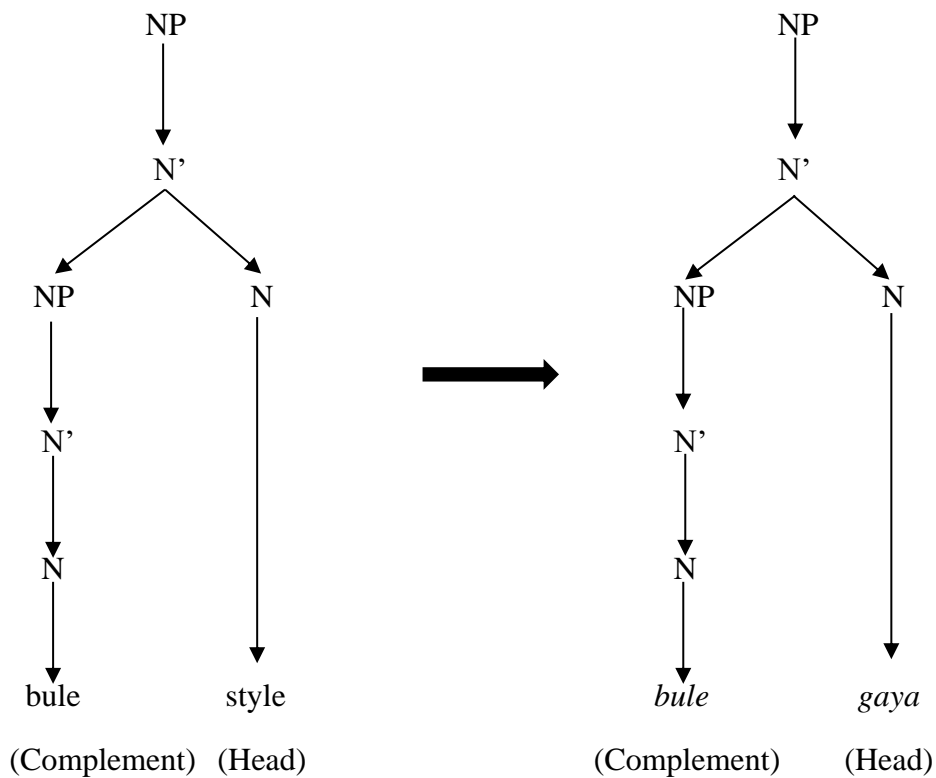
‘The tempe’s taste is the same like eating McDonald

The ungrammatical structures in the sentences above are caused by the respondents’ interference of using the word order of English language structure.

The syntactic interference structures can be seen as follows:

The English Interference:
<p>(11) (<i>Aku</i>) mengucapkannya dengan [<i>bule gaya</i>]NP</p> <p style="text-align: center;">[[<i>bule</i>]N [<i>gaya</i>]N]N’ → using the English structure</p> <p>‘I say it with bule style’</p>

The X-bar tree can be seen as follows:



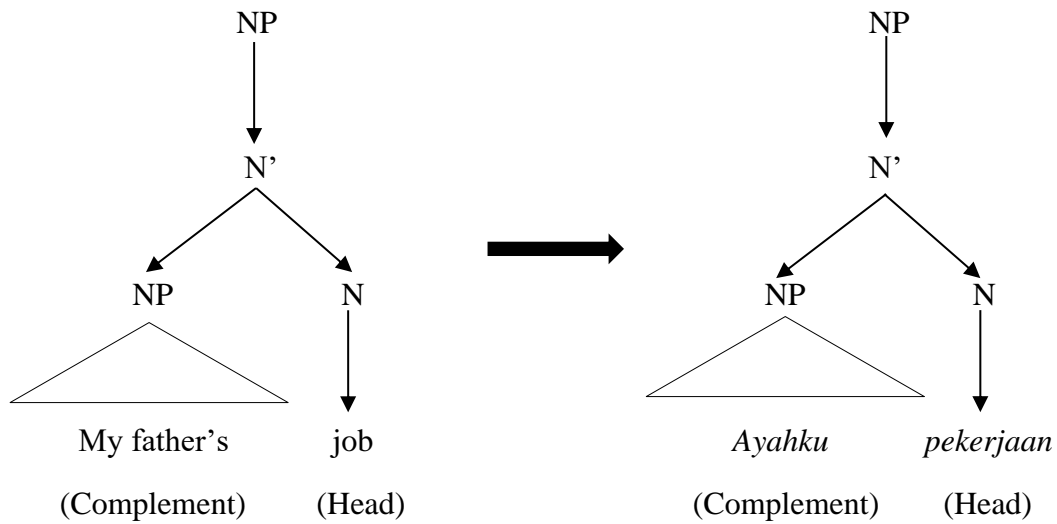
The English Interference:

(12) [*Ayahku kerjaan*]NP *membuat kaya kayu di sini*

[[*ayahku*]N [(*pe-*)*kerjaan*]N]N' → using the English structure

'**My father's job** makes kind of wood in here'

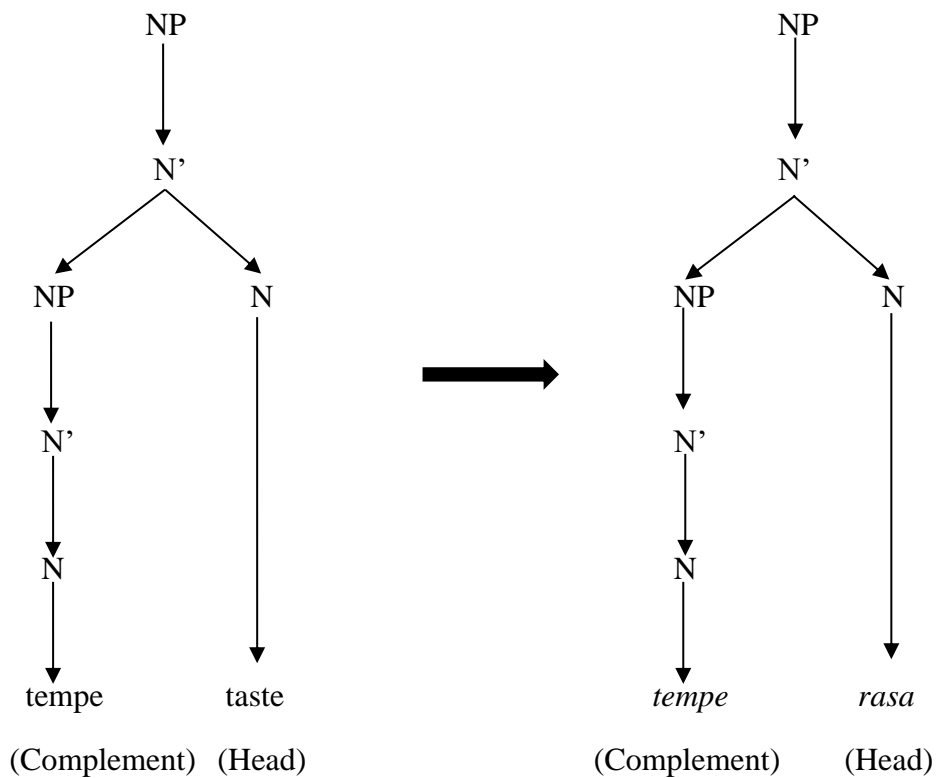
The X-bar tree can be seen as follows:



The English Interference:

(13) [*Tempe rasa*]NP *sama kaya makan) McDonald*
 [[*tempe*]N [*rasa*]N]N' → using the English structure
 ‘**The tempe taste** is same like eating McDonald

The X-bar tree can be seen as follows:



The respondents applied the English structure of NP (NP = N (comp) + N (head)) into the Indonesian language structure. According to the X-bar rule of Indonesian structure, the position of the complement is ungrammatical. Therefore, the Indonesian word order structure of NP should be as follows:

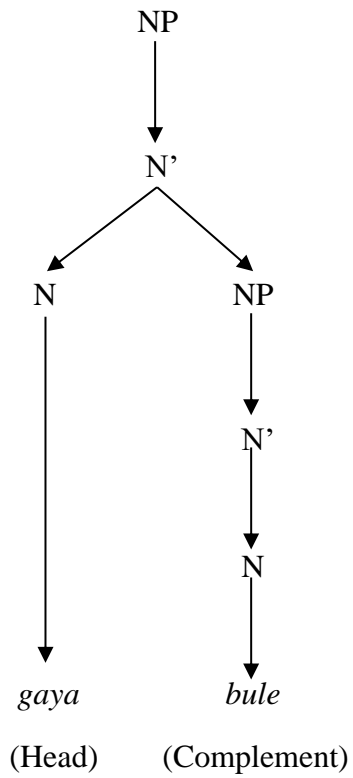
In the Indonesian language, it should be:

(11) *Aku mengucapkannya dengan [bule gaya]NP*

→ *Aku mengucapkannya dengan [gaya bule]NP*

[[gaya]N [bule]N]N' → the Indonesian structure

The X-bar tree can be seen as follows:



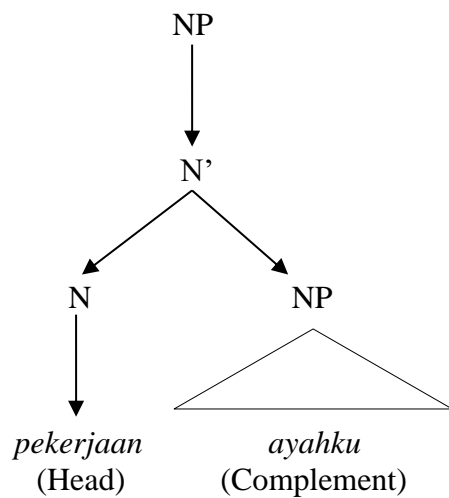
In the Indonesian language, it should be:

(12) [*Ayahku kerjaan*]NP *membuat kaya kayu di sini*

→ [*Pekerjaan ayahku*]NP *membuat kaya kayu di sini*

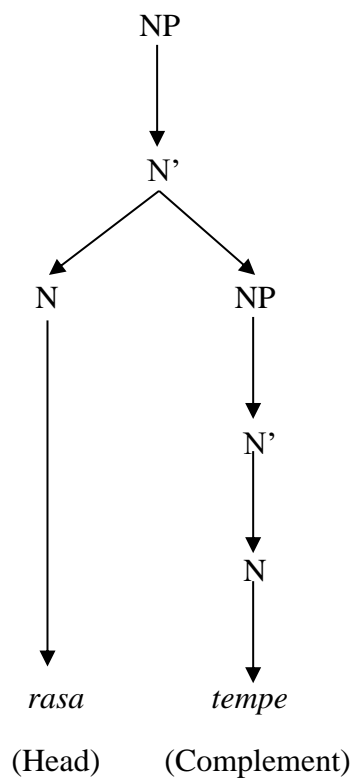
[[*pekerjaan*]N [*ayahku*]N]N' → the Indonesian structure

The X-bar tree can be seen as follows:



In the Indonesian language, it should be:
(13) [<i>Tempe rasa</i>]NP sama kaya makan(-an) McDonald
→ [<i>Rasa tempe</i>]NP sama kaya makanan McDonald
[[<i>rasa</i>]N [<i>tempe</i>]N]N' → the Indonesian structure

The X-bar tree can be seen as follows:



The respondents may confuse in the use of noun position as complement because it is different from the English language. Therefore, they made a syntactic interference that shows the use of ungrammatical word order like *bule*(comp) + *gaya*(head) in (11), *ayahku*(comp) + *pekerjaan*(head) in (12), and *tempe*(comp) + *rasa*(head) in (13). The suitable word order in the Indonesian language structure should be NP = N (head) + N (comp). Thus, the suitable word order indicates that

the complement should be placed after the head. The structure becomes *gaya bule* in (11), *pekerjaan ayahku* in (12), and *rasa tempe* in (13).

4.2.1.2 Determiner Phrase

The different word order of Determiner Phrase (DP) in the English and Indonesian language is the position of the complement. In the English language, the structure of DP is $DP = D + N$ in which D as the head and N as the complement. Meanwhile, in the Indonesian language, the structure of DP is $DP = N + D$ in which N is the complement and D is the head. This DP structure can also be seen from the X-bar rules for both languages as follows:

The English Language		The Indonesian Language	
D (head) as DP	$DP \longrightarrow D'$ $D' \longrightarrow D$	D (head) as DP	$DP \longrightarrow D'$ $D' \longrightarrow D$
D + NP (Complement)	$DP \longrightarrow D'$ $D', NP \longrightarrow D, N'$	NP (Complement) + D	$DP \longrightarrow D'$ $NP, D' \longrightarrow N', D$

The respondent in this research produced utterances showing the syntactic interference in the use of DP word order structure as follows:

(14) *Burungnya (meng-)ambil [itu batu-batu]*DP (O3.06)

The bird took that rocks

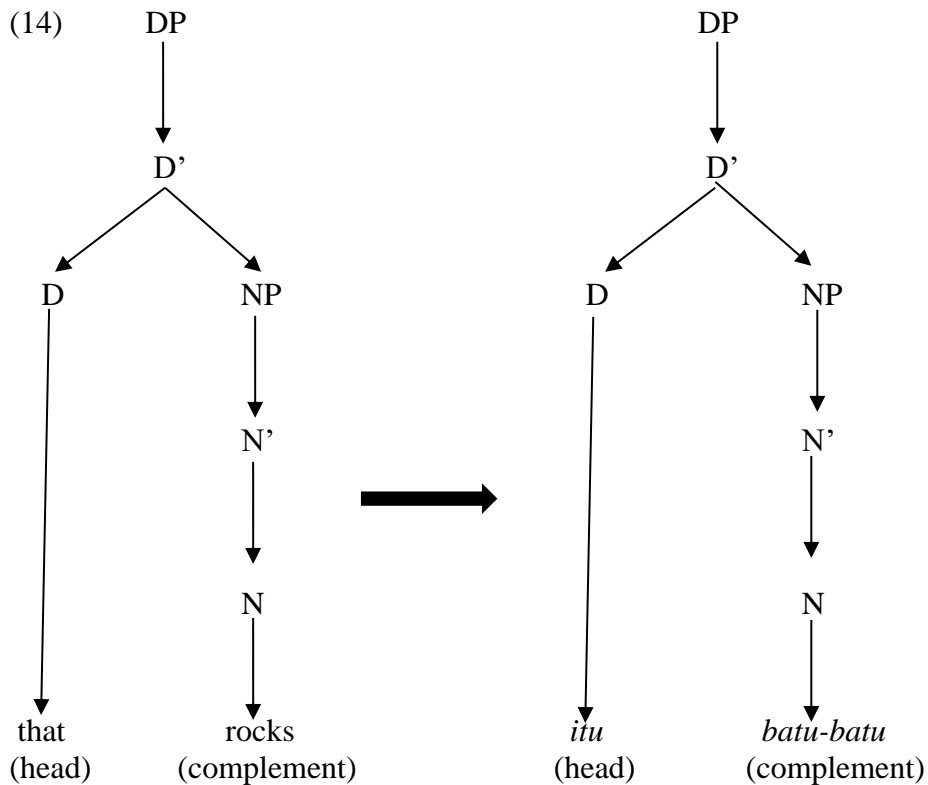
(15) *Dia pikir ada [itu orang]*DP (O3.12)

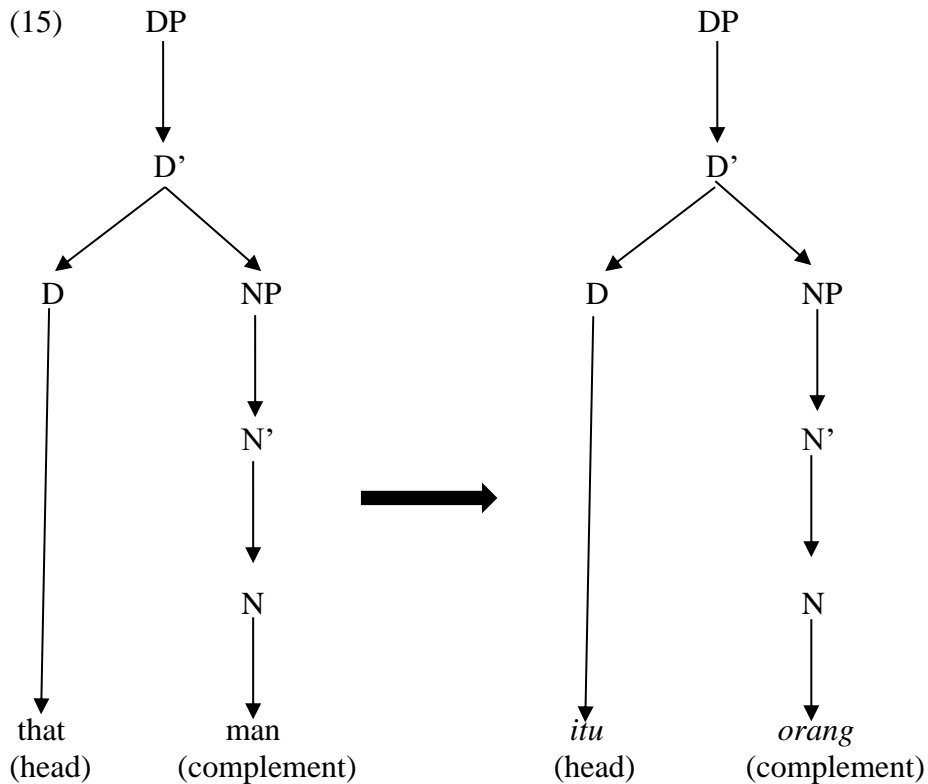
She thought there was that man

Oscar interfered his utterances in the sentences above using the DP structure of the English language. The syntactic interference occurs because the Indonesian language structure in his utterances is ungrammatical. The syntactic structure can be seen as follows:

The English Interference:	
(14)	<p><i>Burungnya (meng-)ambil [itu batu-batu]DP</i></p> <p style="text-align: center;">[[itu]D [batu-batu]N]D' → using the English structure</p> <p style="text-align: center;">‘The bird took that rocks’</p>
(15)	<p><i>Dia pikir ada [itu orang]DP</i></p> <p style="text-align: center;">[[itu]D [orang]N]D' → using the English structure</p> <p style="text-align: center;">‘She thought there was that man’</p>

The X-bar trees can be seen as follows:





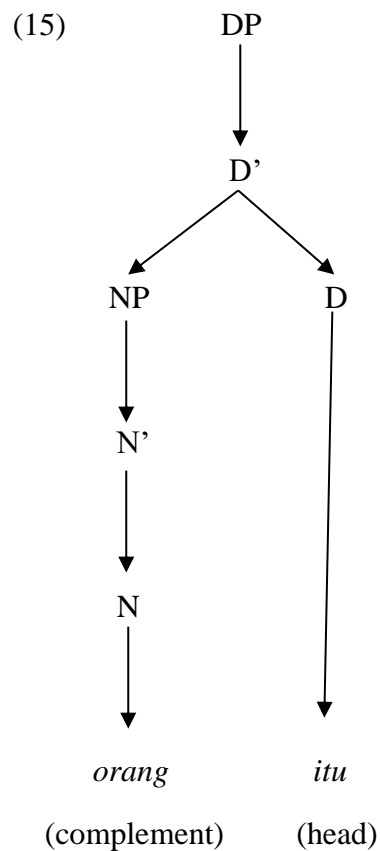
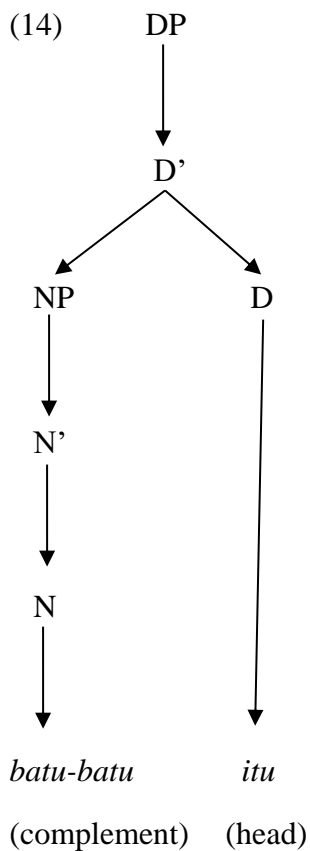
The interference occurred in the sentences above is due to the use of ungrammatical word order for the DP structure in the Indonesian language. The respondent in this case used the word order from the English language structure as DP = D (head) + NP (comp). However, the Indonesian language structure is different. It is not allowed to place the word *itu*(D) as the head and *batu-batu*(N) in (14) and *orang*(N) in (15) as the complement. In order to make grammatical word order, the syntactic structure should be:

In the Indonesian language, it should be:

(14) *Burungnya (meng-)ambil [itu batu-batu]DP*
 → *Burungnya (meng-)ambil [batu-batu itu]DP*
 [[*batu-batu*]N [*itu*]D]D' → the Indonesian structure

(15) *Dia pikir ada [itu orang]DP*
 → *Dia pikir ada [orang itu]DP*
 [[*orang*]N [*itu*]D]D' → the Indonesian structure

The X-bar tree can be seen as follows:



The problem for the respondents is the position of the complement in the DP structure because it is different from the English language. The English interference shows that the respondent made the ungrammatical word order as *itu(D)* in (14) and in (15) as the head is placed after the complement *batu-batu (N)* and *orang (N)*. Meanwhile, the suitable word order in the Indonesian language structure should be DP = N (complement) + D (head). Thus, it shows that *batu-batu(N)* and *orang(N)* as the complement should be put before the head *itu (D)*.

4.3 Factors causing Language Interference

As mentioned in Chapter II, there are three factors causing language interference explained by Lott (1983). From all those factors, there are only two factors causing the respondents to produce utterances containing interference. The language interference can occur because of many factors two of which are the interlingua factor and transfer of structure:

4.3.1 The Interlingua Factor

The Interlingua transfer is the significant source for the language learners. When the learners study a new language, they may look for the similarities and differences between their first and second language. This will make learners easy to understand the new structures in their second language, especially if they find the similar structures.

However, this interlingua transfer can be tricky for the learners because it can also make the learners use their old behaviour to apply the first language system into a second language. It occurs when the learners find the structure that seems to

be similar to their first language, but it is actually different. Therefore, the interlingua can be one of the factors of language interference.

This phenomenon also occurs to the respondents in this research. Iraia and Oscar also have a habit to use their English language structure into the Indonesian language structure. The use of their old behaviour caused an ungrammatical structure and is considered as a language interference. For example, Iraia used ungrammatical structure for the placement of complement in NP's word order. It can be seen as follows:

Participant:

I: Iraia

D: Dianika

T: Teacher

DATA O1 and I1

53) D: Okay, kalau Iraia?

54) I: Saya lupa lupa kalau baca. Gini (mimicking as he was reading something) dan sudah lupa (he means after a few seconds, he forgot all what he read). And how do you say, like when I pronounce it, sounds like a western style

55) T: mengucapkan?

56) I: Ya, mengucapkan **bule gaya**

Both the Indonesian and English language have a structure of NP that is formed by N+N. This similar structure makes Iraia use his old behaviour to construct the second language structure by using his first language structure. This occurs in the Iraia's utterance in ***bule gaya***(NP). Although it has the same structure

of N+N as in the English language, it is still not allowed to use it in the Indonesian language due to the different rules for the placement of the complement.

The English interference occurs due to the ungrammatical word order made by Iraia. In his utterance, Iraia made the structure as *bule*(comp) + *gaya*(head). Meanwhile, the grammatical word order in the Indonesian language structure should be NP = N (head) + N (comp). Therefore, the suitable word order indicates that the complement should be placed after the head, so that the structure should be *gaya bule*(NP)

4.3.2 The Transfer of Structure

English speakers chosen as the respondents cannot avoid the habit of using the structures from their first language. From their habit, it can generate two types of transfer, which are positive transfer and negative transfer. The use of correct utterance is the positive transfer, while the negative transfer refers to the errors. The errors in the speaker's utterances are due to the difference of old behaviour from the new behaviour being learned. This negative transfer is considered as the factor causing the language interference. For example, Iraia did not use any verb marker in his utterance as follows:

Participant:

I: Iraia

T: Teacher

D: Dianika

DATA O1 and I1

109) D: Kenapa suka main tennis?

110) I: Kalau aku main tennis, I feel fit. How do you say that

111) D: Sehat?

112) T: Bugar. Fit is bugar, I think.

113) I: Saya **rasa** bugar.

There is a different language system in the morphological process of forming verb between the Indonesian and English language. In the Indonesian language, some particular verbs need to be added with prefix *me-* as a verb marker. However, in the English speaking country, there is no verb marker.

Therefore, this new behaviour that is different from the old behaviour made Iraia produce an interference in the use of *rasa(N)*. Because the English language does not have a verb marker, Iraia assumed that the use of *rasa(N)* has the same function as the word **feel(V)**. Moreover, both of those words have similar morphological process in which both are the root. However, it is not allowed to use *rasa(N)* as a predicate. Noun in Indonesian language can only be used for subject or object. Therefore, a verb need to be created by adding prefix *me-* as a verb marker (derivational affix) in the word *rasa(N)*.

CHAPTER V

CONCLUSION

Interference is a language error that occurs when a bilingual speaker uses a second language that has a different language system from his/her first language. In other words, the different language system from each language in the world can trigger a bilingual speaker to make an interference. In this research, I only focus on the morphology and syntactic interferences. From the result of analysis, I found that the cases of morphological interference are the deletion of affixes in verb and noun. Meanwhile, the case of syntactic interference is the ungrammatical structure of word order. Furthermore, the factors causing the interferences are the interlingua factor and the transfer of structure.

In the cases of morphological interference, the deletion of affixes in verb are the deletion of prefix *me-* as active marker / verb marker and suffix *-kan* as valency increasing morpheme. Furthermore, there is also morphological interference of forming a noun. The respondents made the interference due to the different language systems. For example, there is no verb marker/active marker and valency increasing morpheme in the English language, so that the respondents did not put any affixes in their utterances like *rasa(V)*, *pilih(V)*, *pikir(V)*, *senang(Adj)*. Moreover, the respondents also made interferences in their utterances like *makan(V)*, *makannya(V)*, *kerja(V)* which should be a Noun. Therefore, their utterances become ungrammatical structures as proven by the morphological process analysis and the dominant interference lies on the case of the deletion of

noun markers. Meanwhile, the syntactic interference is in the case of word order. The respondents made the interference in the use of Noun Phrase (NP) and Determiner Phrase (DP) word order proven by the X-bar trees. The position of adjunct and complement in NP become a problem for the respondents. The respondents made the NP from the English structure in their Indonesian utterances: *baru (pe-)kerja(-an)* (NP), *bule gaya* (NP), *ayahku (pe-)kerjaan* (NP). Moreover, the syntactic interference of DP word order occurred due to the problem of the complement position. The respondent made the interference as *itu batu-batu* (DP) and *itu orang* (DP). Thus, the most dominant syntactic interference is on the case of the misuse of noun phrase.

Eventually, the factors causing those interferences are the interlingua factor and the transfer of structure. The language transfer between two different languages can make the learners use their old behaviour of the first language system and apply it into a second language. Furthermore, the transfer of structure is the habit of using old behaviour in which it leads the bilingual speaker into making negative transfer (interference). The negative transfer is related to the errors made by the speaker due to the old behaviour that is different from the new behaviour.

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APPENDIX

APPENDIX 1 : DATA RESPONDENTS

1. Name : Oscar
Sex : Male
Age : 10 years old
Grade : 3rd Grade of Elementary School
First Language : English language
Second Language : Indonesian language

2. Name : Iraia
Sex : Male
Age : 12 years old
Grade : 6th Grade of Elementary School
First Language : English language
Second Language : Indonesian language

APPENDIX 2 : Data Display

No.	Code	Data
Morphological Interference		
1	(I1.113)	<i>Saya rasa bugar</i>
2	(O1.23)	<i>Orang tua pilih untuk saya</i>
3	(I3.04)	<i>Dia pikir pacarnya dan ada buaya</i>
4	(O1.73)	<i>Teman-teman bagus untuk saya dan belajarnya sangat senang</i>

5	(O2.22)	<i>Dia senang dan saya main komputer sama dia, mainan minecraft</i>
6	(I3.02)	<i>Burungnya pikir ada makan</i>
7	(I3.02)	<i>Burungnya taruh makannya ke mulutnya</i>
8	(I3.02)	<i>Dia gak suka makannya dan dia muntah</i>
9	(I1.04)	<i>Ibuku ada baru kerja</i>
Syntax Interference		
10	(I1.04)	<i>Ibuku ada baru kerja</i>
11	(I1.56)	<i>mengucapkannya dengan bule gaya</i>
12	(O1.02)	<i>Ayahku kerjaan membuat kaya kayu di sini</i>
13	(I1.86)	<i>Tempenya rasanya sama kaya makan McDonald</i>
14	(O3.06)	<i>Burungnya ambil itu batu-batu</i>
15	(O3.12)	<i>Dia pikir ada itu orang</i>

APPENDIX 3 : TRANSCRIPTION

Transcript O1 and I1

Participant:

O: Oscar

I: Iraia

T: Teacher

D: Dianika

- 1) D: First question, what is the reason you come to Indonesia?
- 2) O: Ayahku kerjaan, membuat kaya kayu di sini
- 3) D: Okay, and then what about you, Iraia?
- 4) I: Ah! Ibuku ada baru kerja
- 5) D: Sebelumnya ibu bekerja dimana?
- 6) I: di Australia
- 7) D: Oh, baik, kalau begitu selanjutnya, bagaimana kesan Anda saat pertama kali datang di Indonesia?
- 8) I: What is that mean?
- 9) D: I mean how is your impression when you first time come to Indonesia?
- 10) O: Ah lupa! Itu lama.
- 11) D: Oh, I see. Kalau Iraia bagaimana?
- 12) I: Takut
- 13) D: Why?
- 14) I: Ada banyak motor. Aku tidak suka, tapi suka sekarang
- 15) D: Okay, sudah terbiasa ya. Lalu apa sih perbedaan Indonesia dengan tempat tinggal asal kalian? Oscar?
- 16) O: Itu lebih dingin. lebih dingin sekali.
- 17) I: Same, in Selandia. Eh, di Selandia dingin sekali sama tidak ada banyak motor. And how do you say the street like the road is really wide, how do you say that?
- 18) D: Lebar
- 19) T: You mean the way?
- 20) I: Yeah, the way that is really big
- 21) T: Lebar. Jalannya lebar
- 22) D: Kemudian mengapa kalian memilih untuk bersekolah di sini?
- 23) O: Orang tua pilih untuk saya
- 24) D: Okay. Kalau Iraia?
- 25) I: Ibuku kerja di sini jadi itu gratis
- 26) O: You don't need to pay?
- 27) I: Yeah.
- 28) D: Oh, I see. Then, sudah berapa lama tinggal di Indonesia?

- 29) O: Sekarang di sini untuk 10 tahun (there is a misunderstanding here that Oscar thought the question was about his age.)
- 30) I: Lima. Wait, how do you say half?
- 31) T: Setengah.
- 32) I: Ya, lima setengah tahun di sini.
- 33) D: Wah, sudah lama ya. Kalau begitu, bagaimana cara kalian beradaptasi dengan lingkungan sekitar, karena lingkungannya benar-benar berbeda dengan tempat asal kan, bagaimana caranya?
- 34) I: How to make friends?
- 35) D: Yes.
- 36) O: I don't really understand
- 37) T: Okay, let me help you. So, you know there are differences like how the people speak, how their culture, and everything. Then, how you adjust yourself to this situation around here?
- 38) O: Saya ke rumah orang tua saya. Tinggal di sana.
- 39) T: No, in here. How do you adjust situation in here, in Indonesia?
- 40) O: I don't understand Mister.
- 41) T: Okay, I mean in Indonesia like when you make friends with the local kids, sometimes they are different, right? How do you adjust yourself to that situation?
- 42) O: I don't make friends at all. The difference?
- 43) T: I don't know, how do you feel? Like when you are playing soccer, can you tell that they are different?
- 44) O: Yes
- 45) I: Yes
- 46) T: Then, how do you adjust yourself in the middle of that kind of situation?
- 47) O: Just don't talk
- 48) D: In Bahasa ya.
- 49) I: Aku main soccer sama anak yang lain di taman. I played with the local kids in the park and I feel like I get used to it.
- 50) T: Good one.
- 51) D: Okay, lalu kalau dari Oscar, apa kesulitan yang Oscar hadapi saat belajar bahasa Indonesia?
- 52) O: Susah ingat kata
- 53) D: Okay, kalau Iraia?
- 54) I: Saya lupa lupa kalau baca. Gini (mimicking as he was reading something) dan sudah lupa (he means after a few seconds, he forgot all what he read). And how do you say, like when I pronounce it, sounds like a western style
- 55) T: mengucapkan?
- 56) I: Ya, mengucapkan bule gaya

- 57) D: Lalu, apa perbedaan yang kalian rasakan antara bahasa asal dengan bahasa Indonesia?
- 58) I: Noun di sana sama, some words are the same.
- 59) D: Ah, really?
- 60) T: Ada ancestornya gitu dari Maori, jadi pengucapan beberapa kata hampir sama dengan di Indonesia atau benar-benar sama dengan di Indonesia. Jawa sebenarnya, Javanese.
- 61) I: It's like "ikan", "ika". (speaking Maori language)
- 62) T: What does that mean?
- 63) I: I like to join the conversation
- 64) T: (Laughing and trying to pronounce it) Sounds weird, good one
- 65) D: Okay, then kalian ke sekolah naik apa?
- 66) O: Sekolah tahun . . .
- 67) T: No, naik apa?
- 68) O: Oh, sama mobil
- 69) I: Iya sama, naik mobil
- 70) D: Oh, okay. Lalu, yang disukai dari sekolah ini apa?
- 71) O: Teman-teman dan cara belajarnya
- 72) D: Kenapa?
- 73) O: Teman-teman bagus untuk saya dan belajarnya sangat senang
- 74) D: Kalau Iraia?
- 75) I: Ada temen yang bisa ngomong bahasa Inggris, sama kalau aku belajar di sini, how do you say it helps me more educational?
- 76) D: Membantu?
- 77) I: Ya, membantuku untuk belajar lebih banyak
- 78) T: Saya ceritakan sedikit tentang Iraia. Iraia datang dari sekolah biasa di New Zealand, lalu pindah ke sini dengan mamahnya karena mamahnya bekerja di sini sebagai guru. Waktu itu juga tidak terlalu bagus, karena Iraia terbiasa dengan sekolah lokal di sana, sama persis dengan sekolah-sekolah lokal di sini (maksudnya sekolah-sekolah di daerah-daerah terpencil). Kemudian, dia juga tidak suka belajar, tapi sekarang perubahannya sangat jelas, dia jadi suka belajar, dan apa yang dia pelajari di sini, dia ajarkan ke teman-teman lokalnya di sana. Karena bagusnya itu, sekarang Iraia mendapatkan beasiswa untuk mengunjungi ke kantor Googel di San Fransisco dan Stanford University, karena dia sudah melakukan community service.
- 79) D: Oh, keren sekali. Kalau begitu selain budaya, juga sudah pernah mencoba makanan Indonesia?
- 80) O: Iya sangat suka. Nasi goreng, mie goreng. Suka.
- 81) D: Makanan paling favoritnya apa?
- 82) O: Mungkin nasi goreng.
- 83) D: Nasi goreng? Kenapa?

- 84) O: Ada rasa yang baik
- 85) D: Oh, dari rasanya ya. Kalau Iraia?
- 86) I: Aku suka tempe sama soto. Tempunya rasanya sama kaya makan McDonald. It tastes really good.
- 87) D: Okay. Kalau tempat bagaimana? Kalian sudah pernah mengunjungi tempat-tempat di Semarang?
- 88) O: Iya, tapi tidak semua.
- 89) D: Dimana? Sudah pernah kemana saja?
- 90) O: Banyak tempat-tempat, tapi lupa namanya.
- 91) D: Lawang sewu sudah pernah?
- 92) O: Iya.
- 93) D: Bagaimana kesannya?
- 94) O: I think I forgot, it's a long time ago. Lupa.
- 95) D: Kalau Iraia? Masih ingat?
- 96) I: Ya, aku pernah ke Lawang Sewu, Paragon, Java Mall, DP Mall, Sampokong.
- 97) T: What about nine temple? Have you been there?
- 98) I: Ah, iya. Isn't that Ungaran?
- 99) T: Yeah.
- 100) I: Ah, ya! Aku pernah went ke McDonald.
- 101) D: Lalu kesan Iraia saat mengunjungi tempat-tempat tersebut, bagaimana? Sebagai contoh, kesan Iraia saat ke Lawang Sewu, bagaimana?
- 102) I: Takut. Aku ke bawah dan aku dengar hantu. Pocong. I heard it from the people there that the basement has lot of ghosts. I'm afraid of Pocong, really scary.
- 103) D: Iya, memang di sana katanya banyak hantu. Baik, kemudian kita ganti topik. Kalau hobi kalian apa? Yang biasanya kalian lakukan di Indonesia?
- 104) O: Hobi? Main komputer dan sepak bola.
- 105) D: Oh, lalu mengapa suka main komputer?
- 106) O: Itu bikin saya senang.
- 107) D: Kalau Iraia?
- 108) I: Sepak bola, tennis, video game, dan nonton youtube
- 109) D: Kenapa suka main tennis?
- 110) I: Kalau aku main tennis, I feel fit. How do you say that?
- 111) D: Sehat?
- 112) T: Bugar. Fit is bugar, I think.
- 113) I: Saya rasa bugar.
- 114) D: Okay, kalau nonton youtube, apa yang ditonton dan kenapa?
- 115) I: Orangnya main video game.
- 116) D: Okay. Kemudian apakah kalian ada rencana untuk pergi ke luar negeri?

- 117) O: Di Juni, saya akan pergi ke Belanda.
118) D: Kenapa?
119) O: Untuk bertemu dengan orang tua.
120) T: Your granpa and grandma?
121) O: Only grandma.
122) T: Sebenarnya orang tua dia di sini, dia masih bingung dengan konsep orang tua, jadi maksudnya kakek dan neneknya yang di sana.
123) O: Oh iya, nenek.
124) T: Hanya nenek ya? Bagaimana dengan kakek?
125) O: Passed away
126) T: Oh, sorry.
127) D: Baik. Kalau Iraia?
128) I: Aku pergi di Juni dan balik di Desember. Aku pergi ke Amerika. Lalu, aku tinggal di Selandia untuk enam bulan. Lalu aku balik ke Indonesia lagi
129) D: Okay. Kenapa balik lagi ke Indonesia?
130) I: Aku tidak bisa sama Omma ku lama-lama, harus sama ibuku.
131) T: Di sini sama mamahnya, tapi kalau di sana karena harus ikut program yang beasiswanya untuk yang di New Zaeland bersama teman-temannya. Ada berapa anak?
132) I: 14 kids, ah sorry, including adults.
133) T: Jadi kelompok yang akan dikirimkan ke Amerika itu start nya dari sana. Dia pulang untuk itu, cuma karena dia masih kecil, maka guru yang di sana juga akan menemani. Lalu dia baru bisa balik lagi ke sini menunggu mamahnya menjemput ke sana. Mamahnya baru bisa cuti nanti bulan Desember. Di sana ada Omma nya.
134) D: Oh baiklah. Lalu selanjutnya kita akan mencoba untuk menulis menggunakan bahasa Indonesia ya. Tadi habis pelajaran apa?
135) I: Mandarin
136) O: Bahasa Cina
137) D: Baik, jadi nanti bisa diceritakan tadi di kelas Mandarin kalian melakukan hal apa aja?
138) I: Oke.
139) T: Just writing down
140) D: Can you guys at least write it in five sentences?
141) I: Ya, oke.
142) O: Kalau menulis kecil?
143) D: Iya gak papa.
144) O: Harus lima?
145) D: Minimal lima kalimat, tapi kalau bisa lebih dari lima akan lebih baik.

Transcript O2 and I2

Participant:

O: Oscar

I: Iraia

T: Teacher

D: Dianika

- 1) D: Deskripsikan salah satu teman atau guru yang paling kalian sukai.
- 2) I: Yang paling kesukaan Miss Maria.
- 3) O: Miss Maria mamahnya
- 4) I: Dan temanku, bisa ngomong dua?
- 5) D: Iya, boleh
- 6) I: Bisa ngomong tiga?
- 7) D: Iya gak papa, silahkan
- 8) I: Nicole, Irina, sama Jordin
- 9) D: Kenapa Iraia suka berteman dengan mereka?
- 10) I: Aku main sama dia setiap hari, mainan lari
- 11) D: Lalu mengapa suka Miss Maria? Oh! karena ibunya yah.
- 12) T: But, as a teacher, what do you think of your mother?
- 13) I: As a teacher? Dia bikin kostumku yang baik
- 14) D: Bagaimana dia mengajarimu?
- 15) T: Dia sebenarnya... ibunya tidak mengajar dia. Okay Iraia, another teacher, please.
- 16) I: Okay, Pak Jordi
- 17) D: Kenapa Pak Jordi?
- 18) I: Because dia nonton bola sama aku
- 19) D: Okay, thank you Iraia. Kalau Oscar bagaimana? Siapa teman yang Oscar sukai?
- 20) O: Friend? Kotaro.
- 21) D: Kenapa Kotaro?
- 22) O: Dia senang dan saya main komputer sama dia, mainan minecraft
- 23) D: Oh,okay, kotaro dari Indonesia?/
- 24) O: Nggak, dari Jepang
- 25) D: Okay, lalu kalau guru favoritnya siapa?
- 26) O: Mister Jordi, karena saya lari sama dia, suka. Dan dia lari sama saya juga.
- 27) D: Wah main lari-lari yah, Mister Jordi darimana?
- 28) O: Dari Spanyol, I don't really know.
- 29) D: Mister Jordi seperti apa sih?
- 30) O: Sedikit kurus, tinggi, rambutnya sedikit panjang, coklat

Transcript O3 and I3

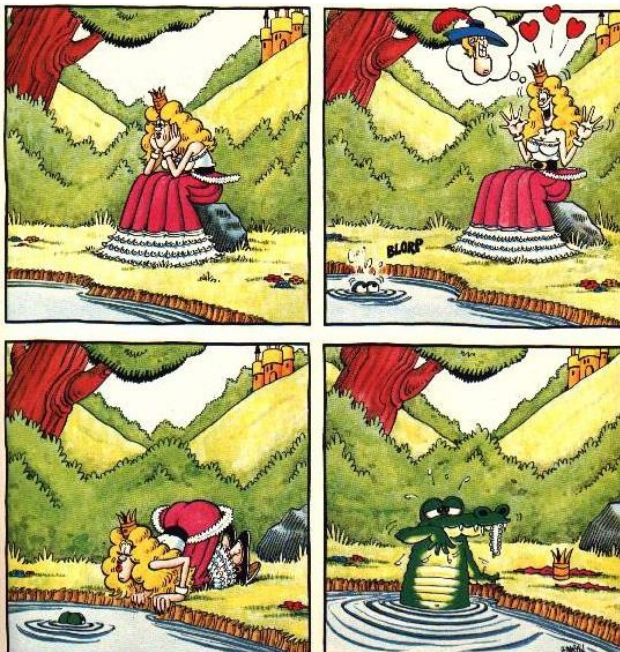
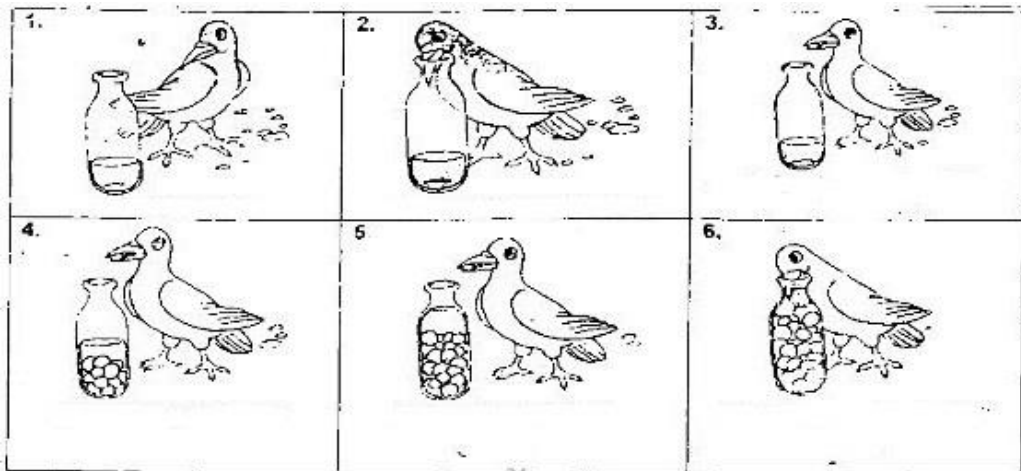
Participant:

O: Oscar

I: Iraia

T: Teacher

D: Dianika



- 1) D: Now, can you tell a story from these pictures by using Bahasa Indonesia? Start from Iraia
- 2) I: Ada gelas sama ada burung. Burungnya lihat gelas. Burungnya pikir ada makan di gelas dan burungnya lapar dan dia mau dimakan. Burungnya taruh makannya ke mulut, mungkin dia kasih ke bayi, dan dia mau pulang. Dia gak suka makannya dan dia muntah. Burungnya lihat muntahnya. Dia bilang "Ih Jijik". Dia lapar dan dia makan muntahnya.
- 3) D: (Laughing). Okay, the next picture, please
- 4) I: Dia bosan dan dia duduk di hutan. Dia pikir pacarnya dan ada buaya. Mau dimakan dia. Dia lihat air dan ada buaya, tapi dia nggak bisa lihat. Buaya makan putri dan dia gak lapar lagi.
- 5) D: Okay, good. Thank you Iraia. Next, Oscar.
- 6) O: Ada burung lihat air di botol. Burungnya lihat ke air. Burungnya ambil itu batu-batu. Memasukkan batu ke dalam botol dan ambil batu-batu lagi dan memasukkan ke botol lagi dan memasukkan batu lagi. Dia melakukan itu lagi dan botol sudah penuh.
- 7) D: Nice! Okay, next picture Oscar.
- 8) I: Oh! So that's how the story, I think I messed up with mine
- 9) D: Nggak masalah Iraia, tadi sesuai imajinasi juga tidak apa-apa kok
- 10) I: Oh, okay.
- 11) D: Okay, Oscar tell the story
- 12) O: Ada putri di hutan. Dia duduk di batu di hutan. Dia lihat sesuatu di air. Dia pikir ada itu orang. Terus dia lihat, dia mau cium dan ternyata dia buaya. Buayanya makan dia, terus kenyang.
- 13) D: Okay, well done! Thank you.

WRITTEN TEXT (WT)

Iraia (I4)

Iraia

Tadi aku nomong sama teman-teman
~~Sama~~ dan latihan untuk tes!

Sama aku nulis banyak di dalam buku
ku. Dan untuk tes ku aku ada skor

20%. ~~Juga~~ Aku nga suka mandarin.
Dan aku dimarah sama gurunya.

WRITTEN TEXT (WT)

Oscar (O4)

Di bahasa dia kita mengambil tes kita ~~nya~~ mendapat skor kita saya mendapat skor 70, kita akan lulus di skor 60 kalau lebih sedikit nanti harus lakukan tes lagi di Selasa, kita lakukan sedikit ~~kerja~~ kerjaan di buku kita yang nama "kotak besar" dan kita makan siang.