

BAHASA INDONESIA'S INTERFERENCE INTO ENGLISH WRITING SKILL BY EFL STUDENTS

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Abstract

Studies of language transfer or interference always become the interest in the study of languages, either first language, second language, or another additional language. Since Indonesia becomes developing country and the citizen has to be able to master English as foreign language, therefore, English becomes one of the subjects in educational environment to support the English mastery. Sometimes, students get difficulties in making the right pattern of English, and they are likely using their Bahasa Indonesia pattern which creates the phenomenon called negative transfer or well known as interference. Hence, this study is intended to identify the interference of Bahasa Indonesia into students' English writing skill, there are two objectives to be achieved: (1) to describe the interferences committed by EFL students in writing narrative text in relation to the types of Bahasa Indonesia's interference which are lexical and grammatical, and (2) to describe the factors of Bahasa Indonesia's interference into students' English writing. This study is conducted by using qualitative study. This study is done to the SMA Negeri Ngoro students of X IPS 3. There are 25 purposively chosen of students as the participant of the study. The findings of this study show that big number of literal translations cause both lexical interference and grammatical interference. From the questionnaire given to the students, the factors that affect them in making interference are: social factors, developmental factor, markedness, and prototypicality. In conclusion, Bahasa Indonesia plays a role in transferring the pattern into English. Furthermore, the educator should be able to help the students in mastering English by conducting a habit to intensively build the communication in English during classroom process in order to support the students' development in writing the proper lexicon and proper pattern of English.

Keywords: *Interference, Bahasa Indonesia, Writing Skill*

Abstrak

Fenomena transfer Bahasa dari sumber Bahasa pertama, kedua, ketiga, dan seterusnya ke dalam Bahasa lain atau yang disebut dengan interferensi menjadi suatu perhatian untuk dikaji dalam bidang kebahasaan. Indonesia adalah negara yang berkembang, dan untuk mendapatkan predikat sebagai negara maju maka masyarakatnya setidaknya mampu menguasai Bahasa

inggris sebagai Bahasa internasional. Oleh karenanya, Bahasa inggris sebagai Bahasa asing dijadikan sebagai salah satu mata pelajaran di sekolah guna mendukung penguasaan Bahasa inggris untuk seluruh masyarakat di Indonesia. Namun, seringkali siswa di sekolah merasa sulit untuk mengaplikasikan struktur Bahasa inggris dengan benar, dan lebih memilih untuk mentransfer struktur Bahasa Indonesia ke dalam Bahasa inggris. Penelitian ini bertujuan untuk mengidentifikasi: (1) bentuk-bentuk interferensi leksikal dan gramatikal dari Bahasa Indonesia ke dalam Bahasa Inggris, dan (2) mengidentifikasi faktor-faktor yang mempengaruhi interferensi. Penelitian ini menggunakan kualitatif yang berlokasi di SMA Negeri Ngoro, khususnya siswa X IPS 3, terdapat 25 responden yang dipilih sesuai dengan kriteria penelitian. Serta, kuisisioner yang digunakan untuk menggali informasi lebih dalam terkait dengan faktor-faktor yang menyebabkan siswa menginterferensi Bahasa Indonesia ke dalam Bahasa Inggris menunjukkan bahwa beberapa faktor menjadi pemicu adanya interferensi, antara lain adalah faktor sosial, faktor perkembangan siswa, markedness, dan prototypicality. Kesimpulannya, interferensi dari Bahasa Indonesia ke dalam Bahasa Inggris masih terjadi dengan jumlah yang besar, khususnya dalam penggunaan kata dan struktur Bahasa Indonesia yang diterjemahkan secara langsung. Namun, interferensi dapat saja diatasi dengan membiasakan penggunaan Bahasa Inggris selama kelas berlangsung dengan dampingan guru, guna membantu siswa untuk mengembangkan kemampuan berbahasa Inggris dalam segi penulisan dengan menggunakan leksikal dan struktur Bahasa yang sesuai dengan tata aturan Bahasa Inggris.

Kata kunci : *Interferensi, Bahasa Indonesia, Keterampilan Menulis*

INTRODUCTION

People constantly communicate to others by using language in order to live as a social community. This means, language is often identified as group of people (Finegan, 1997). This means that when English people speak by using English, and Indonesian speak by using Bahasa Indonesia. Maintaining the native language is basically good to its nation, but in this case, Indonesia as developing country must follow the modern era or globalization in order to communicate with people in all over the world. In order to communicate with people in all over the world, Indonesian should be able to speak by using international language, as in this case is English. Fortunately, English already becomes one of the school subjects in Indonesia. Learning additional language which is not basically as people's mother tongue sometimes need more effort and sometimes find some mistakes on it.

In Indonesian educational environment, it is found that students get difficulties to learn English, especially in making the right pattern of it, and they are just likely using Bahasa Indonesia pattern to be transferred into English (Anjasmita, 2012). This kind of phenomenon needs to be highlighted since transferring the pattern is not the right thing in learning language, and this is called as negative transfer (Ellis, 1987). In this case, negative transfer as known as interference is always becoming the intruder in language transfer. The phenomenon of making interference in English may create the problem called fossilization. Ellis (1987) defines that fossilization means as something which quite hard to change and becomes ingrained.

It is also supported that learning English as foreign language does not guarantee to be mastered that fast, Madya (1991) states that Indonesian students got a very less benefit to learn English from its environment, it is because the clear difference between Bahasa Indonesia and the foreign language that will certainly serves as the source of interference. In this case, using Bahasa Indonesia pattern to be interfered into English is considered as habit interference. As in line with language learning, when the person has already mastered the new language can be called as bilingualism or multilingualism. Indonesian commonly uses English as the foreign language, while Bahasa Indonesia as the second language, and the first language is the local language, this means Indonesians master three languages that is called as multilingualism, because it is believed that the more multilingual its speaker, the more interference occur (Saville-Troike, 2006: 2).

The term of interference that exists in learning language, various types of it may appear specifically in learner's production skill, either writing skill or speaking skill. Ardiana (1990) defines the types of interference into five types; (1) cultural interference that brings culture of speaker toward the target language that is done orally, (2) semantic interference that reflects on the processing stages that may create different meaning, (3) lexical interference that involves the source language which is basically not acceptable, (4) phonological interference that reflects to sound system involving intonation, rhythm, and articulation, (5) grammatical interference that reflects on how the person use the source language structure or grammar to be transferred into target language.

Those types of interference may appear because of some factors, Ellis (1987) defines that factors of interference may deal with the constrains of producing its language; (1) language level is recognized when transfer is more pronounced at the level of the sound system than at the level of syntax, (2) social factor refers when learners attend to external norms, as they are likely to in classroom settings, transfer will be impeded, (3) markedness that means dealing with the students' perception that they apply in target language, students cannot make a difference among the words that have same meaning, (4) prototypicality which has meaning as the students treat some structures as potentially non-transferable and others as potentially transferable, and these perceptions influence what they actually transfer, (5) language distance and prototypicality means there is close similarity from source language and target language, and the students possess a perception that this is transferable.

Regarding to the problem in transferring Bahasa Indonesia, the researcher has found several previous studies that has relation to this study, the first is (Lao, 2017) "First language interferences into English writing skill of the XII grade students of SMA Negeri 1 Kupang in academic year 2017/2018". This study talks about the aspects of first language interferences, and the affecting factors of L1 interference into English writing skill. Moreover, the result of this study is mental process of students' brain and students' L1 are involved in the process of interference compare to my research uniqueness is focusing on component of language production and students' surrounding environment.

The second previous study from (Samingan, 2016) entitled "First language interference in EFL students' composition of IAIN Salatiga". This study talks

about type of interference, frequency of each type, the most dominant type, and the factors contribute to language interference in EFL students' composition. The result of this study shows that EFL students made two types of interference. These two studies are related with my thesis with the influence of interference in writing skill.

The third previous study is (Anjasmita, 2012) "The interference of Bahasa Indonesia in English oral production: a contrastive analysis of the first-grade students of SMAN 1 Purworejo in the academic year 2011/2012". This study talks about the types of interference of Bahasa Indonesia in English oral production. The result of this study is the students are actually conscious of the interference of *Bahasa Indonesia* in their English oral production and they have done some effort to minimize it. This previous study has relation with the object of this study of Bahasa Indonesia's interference in English and the analysis of the data about Bahasa Indonesia's interference into English.

The fourth previous study is (Urdaneta, 2011) "Spanish-English writing structure interferences in Second Language Learners". This study talks about examining the influence of L1 written structure has on L2 written structure. Then, the result of this study is there still found several mistakes in the structure of English and also the lack of knowledge about the second language. This research journal is related with my study since it discusses the types of interference of language in English structure.

The fifth previous study is (Manan, 2017) "Mother Tongue Interference in the Writing of English as a Second Language (ESL) Malay Learners". This study talks about identifying the errors in writing committed by Malay ESL learners which can be attributed to mother tongue interference. Furthermore, the result of this study is there are three types of interference which are transfer of rules, redundancy reduction, and overgeneralization that adapted from (Hanafi, 2014). This research journal has relation to my research since it talks about types of interference, even there are some differences in finding out the type of interference which this research from (Ardiana, 1990:14).

The differences of this study among other previous studies are the characteristics and the unique of the subject and place of the study. SMA Negeri Ngoro is a State Senior High School that has many students who have so many achievements, and well known as a school that has credibility among another state senior high school in Jombang. Moreover, the selection of becoming the students is based on the area of students' houses toward the school or called as *zonasi*, this means the students have various ability and understanding toward school subjects, that is basically the reason why the researcher takes this place and students as subject. Also, the differences of this study with the previous studies is the method, some previous studies use contrastive analysis in analysing the phonological interference by using students' speaking skill, or mother tongue in speaking or writing skill in, while the researcher would examine the type of interference and factors of interference in writing skill by using content or document analysis in EFL students.

In this study, the researcher focuses on Bahasa Indonesia's lexical and grammatical interference into English writing skill by English Foreign Language

(EFL) students in SMA Negeri Ngoro. The researcher does not explore in other places, only focuses in the EFL students of SMA Negeri Ngoro that is influenced by Bahasa Indonesia as their second language in producing English writing skill specifically in narrative text. Considering that they commonly use Javanese as their mother tongue, and obviously their second language is Bahasa Indonesia. Furthermore, the research will be obtained from the students' writing skill and interview given to them.

METHOD

This study is conducted by using qualitative study in which describing the influence of Bahasa Indonesia into writing skill of English as foreign language. This study is done to the SMA Negeri Ngoro students of X IPS 3. There are 25 purposively chosen of students as the participant of the study. The source of the data will be obtained from students' writing under the topic of narrative text "*Goldilocks and the three bears*" by using picture series. The data of this research will be about the interference that is coming from the sentences of students' writing which is divided into two kinds of interference; (1) lexical interference in loanwords, literal translation at level of word, literal translation of preposition, literal translation of adverbs of manner, literal translation of comparative degree of adjective, (2) grammatical interference which relates to structure in phrase, clause, and sentence.

Adapting from Cresswell (2010) that the procedure of collecting data involves; formulating the problem of the study, formulating the data collection procedure, taking the data directly from the students, processing the data, analysing the data, concluding the result of the data analysis. Furthermore, the data analysis is taken from Ary (2010) that is involved several phases; prepare and organize the data for analysis, explore and code the data, coding to build description, represent and report qualitative findings, interpret the findings, and validate the accuracy of the findings. Lastly, the researcher tends to use member checking in order to make the data more accurate and reliable.

RESULTS AND DISCUSSION

The researcher finds out the words and sentences in students' writing production of narrative text entitled "*Goldilocks and The Three Bears*" which contain language interference, the researcher then classifies it into two types; (1) lexical interference, and (2) grammatical interference. Below are the results of interferences of Bahasa Indonesia that is found in students' writing production:

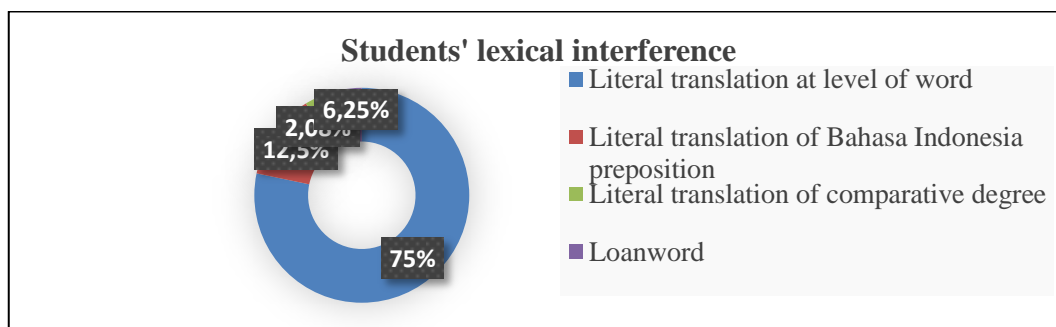


Figure 1. Result of students' lexical interference in writing

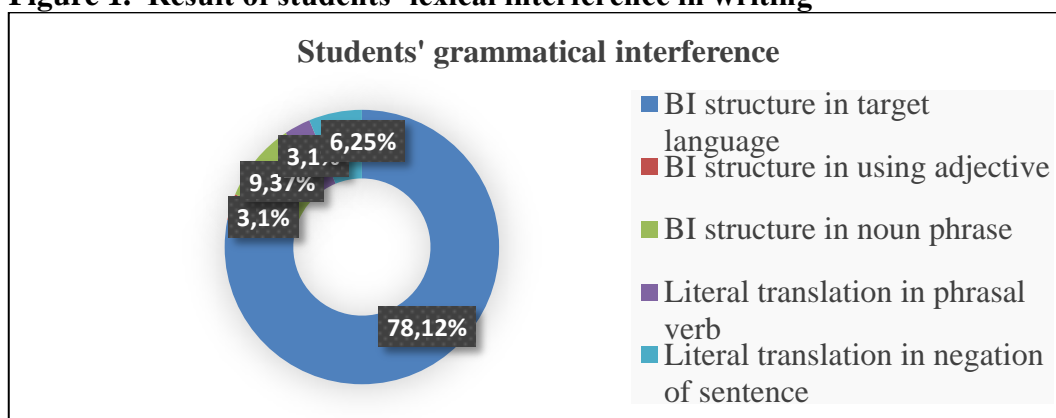


Figure 2. Result of students' grammatical interference in writing

From the figure (1 and 2) this can be seen that lexical interference is the most dominant interference in X IPS 3 students' writing skill especially in making literal translation at level of word which has 75%. The second dominant type in lexical interference is literal translation of Bahasa Indonesia preposition which has 12.5%. Loanword is in the third rank as a source of interference that has 6.25%. Lastly, literal translation of comparative degree is in the very last place only has 2.08%. It shows that the use of the proper words in English becomes the most difficult part for the students.

However, grammatical interference also participates in big number of interfering X IPS 3 students' writing, and the most dominant source of interference is from Bahasa Indonesia structure in target language that has 78.12%. Interfering noun phrase from Bahasa Indonesia takes the role in the second rank that has 9.37%. Interfering in literal translation is on the third rank that has 6.25%. The other two sources of Bahasa Indonesia; (1) structure in using adjective, and (2) literal translation in phrasal verb have the same position which have 3.1%. It shows that in making utterances, students are still interfered by grammatical pattern of Bahasa Indonesia.

Below are the representations of the findings of how Bahasa Indonesia strongly affect students' lexical and English construction in lexical interference and grammatical interference made by X IPS 3 students of SMA Negeri Ngoro;

Table 1. students' results of lexical interference

Lexical Interference	Form of Interference
LT at level of word	“She was walking to the <i>direction</i> of the forest” (ENG) “ <i>Dia sedang berjalan ke arah hutan</i> ” (BI)
LT of BI preposition	“After feeling dissatisfied <i>with</i> sitting alone.” (ENG) “ <i>Setelah merasa tidak puas dengan duduk sendiri</i> ” (BI)
LT of comparative degree	“Chair 3 is <i>more</i> sized” (ENG) “Kursi 3 ukurannya lebih besar” (BI)
Loanword	“ <i>Ah</i> this, the mattress feel hard” (ENG) “Ah ini, kasurnya terasa keras” (BI)

Table 2. students' results of grammatical interference

Grammatical Interference	Form of Interference
BI structure in target language	“Porridge 1 in the bowl big too hot” (ENG) “ <i>Bubur 1 didalam mangkuk besar sangat panas</i> ” (BI)
BI structure in using adjective	“She jumps down to make the chair shift and break” (ENG) “ <i>Dia kemudian melompat turun yang membuat kursi bergeser dan rusak</i> ” (BI)
LT in phrasal verb	“She found 3 chairs that look for break” (ENG) “ <i>Dia menemukan 3 kursi yang terlihat untuk beristirahat</i> ” (BI)
LT in negation of sentence	“She no pleasant” (ENG) “ <i>Dia tidak puas</i> ” (BI)
BI structure in NP	“Suddenly she saw <i>three bowls porridge</i> ” (ENG) “ <i>Tiba-tiba dia melihat 3 mangkuk bubur</i> ” (BI)

From the findings above about types of lexical and grammatical interference of X IPS 3 students, the researcher finds some factors as the cause of the existence in interference. The researcher uses an open-ended questionnaire that is adjusted from (Ellis, 1968) about factors of interferences that only focuses on lexical and grammatical interference, therefore, not all of the factors of interference can be used in this research. In order to gain the information of the factors that affect the X IPS 3 students' writing production entitled “*Goldilocks and the three bears*”. There are found four factors that affect students' lexical and grammatical interference;

1. Social factor

Students of X IPS 3 have too little practice to speak English in classroom setting, especially in English class. All of the students commonly speak by using Bahasa Indonesia which as the source of interference during English

class to their teacher and classmates, except in working at the assignment or task from the teacher, they will automatically use English in order to get the good score from the teacher along the assessment. In this kind of case, the factor that affect the X IPS 3 students in making Bahasa Indonesia interference is social factors.

2. Developmental factor

The level of students' development in English is too low, since the students say that there is no impact that they receive from English class. Students also state that they do not feel the improvement of their English skills. Simply put, the teacher does not provide the students with sufficient teaching-learning English experiences to make them more familiar with English. Furthermore, students are likely using Bahasa Indonesia as habit in English class, so it's difficult to get rid of the interference of Bahasa Indonesia when they are learning English especially in writing skill. In this case, the factor that affect the X IPS 3 students in making Bahasa Indonesia interference is developmental factor. Developmental factors participate in this kind of circumstances, because it does not impact to their English language mastery (Ellis, 1968:35).

3. Markedness

During the students' experience in writing narrative, students make the interference in putting literal translation of each word from Bahasa Indonesia into English by not considering the type of word, and the difference context of meaning similarity, it is because students are not aware with that kind of situation. More than half of students who are not aware in similarity think that as long as the word has same meaning, they can use it in any kind of context without considering whether the words are appropriate or inappropriate. The students who have high attention in making difference among similarity have their own trick in avoiding that case. In avoiding the similar meaning, the students automatically ask to the internet dealing with translation, and review it by reading carefully the word that they have written previously, moreover, they will consider it based on the context, so they can decide choose the proper words to write. Those explanations above show that markedness contribute as factor in students' interferences. It is because the learners cannot make a difference among the words that have same meaning, and they cannot use it in appropriate context (Ellis, 1968:35).

4. Prototypicality

During the students' experience in writing narrative, all of the students are not aware when they interfere Bahasa Indonesia structure into English writing, this means all of them cannot make a difference that Bahasa Indonesia and English have different pattern. Students are just likely avoiding it, some of them feel confused toward it, and some do not understand and think that it is too difficult on how to write in a right structure so they translate each word of it. Consequently, it makes their writing are difficult to be understood or sometimes seem create misunderstanding. In this case, students treat some structures as potentially transferable and this perception influence what they actually transfer. Factor of prototypicality takes role because the students have

their own perception of the structure of their own language, so they always interfere directly the pattern of Bahasa Indonesia into English, especially in writing skill (Ellis, 1968:35).

CONCLUSION

Based on data findings, it can be drawn from the theory that Bahasa Indonesia plays role of interferences in the X IPS 3 students of SMA Negeri Ngoro writing skill. The findings reveal that interference still can be found or exist in students' writing skill. It can be found that there are two types of interference made by EFL students; those are lexical interference and grammatical interference. It is found four types in lexical interference; literal translation at level of word, literal translation of Bahasa Indonesia preposition, literal translation of comparative degree, and loanword. While, it is found five kinds of grammatical interference; Bahasa Indonesia structure in target language, Bahasa Indonesia structure in using adjective, Bahasa Indonesia structure in noun phrase, literal translation in phrasal verb, and literal translation in negation sentence. Either lexical interference or grammatical interference, the most dominant case is about literal translation at level of word and literal translation of Bahasa Indonesia structure into English. The researcher can presume that most students of X IPS 3 make interference because they are still confused about how the difference use of structure and lexical of both languages.

Some factors that affect students in making interference exist because of various things. The first factor is social factor, this happens because students' habit in using Bahasa Indonesia can affect them in making interference, and the teacher does not give the strict rule for them, so they are freely in using the language that they want. This can be linked into the developmental factor, because it shows that students' habit does not give fully contribution for their English mastery. Moreover, students' different perception in putting the words that have similar meaning give a place for markedness as the factor, it happens because most of them think that as long as the words have the same meaning, this can be used in any kind of context. Lastly, students limited understanding of the difference in Bahasa Indonesia pattern and English structure. What it seems does not exists in Bahasa Indonesia pattern, so, the students just put the same thing in English pattern, and the factor of this condition is called as prototypicality, as long as both languages are transferable, they will always do the interference.

SUGGESTION

Having known the result of the study, the researcher gives some suggestion for teachers, students, and next researchers, in order to be more concern in the phenomenon of interference in educational environment, specifically in English learning language. Firstly, Teachers should let the students not only pay attention to finish the target of curriculum, but also try to give some developmental of students English mastery, such as; technical vocabularies based on the context, understandable grammar so the students feel excited to learn about it, having

English communication during English classroom so students are able to develop their English acquirement, and teach how to write in right order of English based on its pattern or construction. Secondly, to improve the ability of English, especially in writing skill, the students need to read a lot and practice a lot, so they will consider how to use proper vocabulary, and learn how to use right pattern. Since literal translation has the biggest number of problems, translating each word of sentence does not always help the students in mastering English, because source language and target language do not have same structure and construction. Lastly, by doing research in this topic, the researcher raises suggestions for the next researcher. The next researchers might find out another type of interferences, seek the factors that affect them, and develop students effort to overcome it, so the learners will not depend on the language that they have previously acquired, either local language or nation language, because source language and target language may have different pattern or construction.

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