

## THE INTERFERENCE OF INDONESIAN ON THE STUDENTS' ENGLISH WRITING OF MUHAMMADIYAH UNIVERSITY OF MAKASSAR

Faculty of Language and Education, State University of Makassar, St. Gunungsari Baru.  
Bonto Langkasa, Makassar, Indonesia.

**Ibnu Hajar**

[ibnuhr423@gmail.com](mailto:ibnuhr423@gmail.com)

**Kisman Salija**

[kismansalija@unm.ac.id](mailto:kismansalija@unm.ac.id)

**Andi Muliati**

[muliati.m@unm.ac.id](mailto:muliati.m@unm.ac.id)

**Abstract:** This research aimed to find out the Interference errors of Indonesian, the types Interference error of Indonesian committed by EFL Students in English writing and the causes of Errors. This research implemented descriptive method. To obtain the data, the purposive sampling technique was applied in this research, writing test and interview were used in order to find the data accurately. The subjects of this research were the fourth semester students of English Department of Language and Art Study of Muhammadiyah University in academic year 2016/2017.

Indonesian influenced students' target language due to the different rules and system mainly on forming non verbal sentences. The errors occurred in numerous arrangements of words. The analysis discovered 50 errors made by the students in writing composition. EFL learners made only three of four types of errors in listed in surface taxonomy. The errors consisted of (30) omission errors which occurred on errors of Grammatical Morphemes (12), the misuse of plural verb for singular (3), fourteen (14) omitted content morphemes, and one (1) omitted auxiliary verb. In Misformation type, fourteen (14) errors were traced with misuses of tenses, three (3) the disagreements of subjects and verbs (7), Loan word Formation (1), and the misuse of subjective pronouns (3). The last six (6) errors of Disordering. Errors occurred on one (1) wrong adverb placement, Four (4) errors of modifier misplacement, one (1) error of misplacement of constituent order. The causing factors of Non L1 Interference and of L1 Interference were differently made. Each category of students faced different problems in each type of Errors.

**Keywords:** English writing, L1 Interference, Interlingual, Error, Error Analysis, Causing Factors of Interference

**Abstrak:** Penelitian ini bertujuan untuk mengetahui sumber, jenis dan penyebab Interferensi Bahasa Indonesia yang terdapat dalam tulisan Bahasa Inggris yang ditulis oleh Mahasiswa. Penelitian ini menggunakan Metode Deskriptif. Untuk memperoleh data penelitian ini menggunakan teknik Purposive Sampling. Tes Tulis dan Interview digunakan untuk memperoleh data yang akurat. Subjek dari penelitian ini adalah Mahasiswa Semester Empat dari Jurusan Pendidikan Bahasa dan Sastra Inggris di Universitas Muhammadiyah Makassar Tahun Akademik 2016/2017.

Bahasa Indonesia cukup mempengaruhi Mahasiswa dalam menulis Bahasa Inggris disebabkan adanya perbedaan tata bahasa utamanya dalam pembentukan kalimat Nominal. Ada beberapa kesalahan dalam rangkaian kalimat yang ditulis oleh Mahasiswa. Hasil analisa menemukan 50 kesalahan dalam tulisan Bahasa Inggris yang dibuat oleh Mahasiswa. Mahasiswa hanya melakukan kesalahan pada tiga dari empat tipe yang ada dalam urutan *Surface Taxonomy*.

Kesalahan-kesalahan tersebut terdiri dari 30 errors of Omission, pada tipe ini kesalahan terjadi dengan adanya 12 penghilangan Grammatical Morphemes, 3 ketidak sesuaian antara kata kerja dan subjek, 14 penghilangan Content Morphemes, dan satu penghilangan Auxiliary Verb. Selanjutnya pada tipe misformation terdapat 14 kesalahan, yaitu tiga kesalahan dalam penggunaan tenses, 7 kesalahan karena ketidak sesuaian antara subjek dan kata kerja, dan satu kesalahan dalam penggunaan kata dari kamus Ilmiah dan 3 kesalahan dalam penggunaan bentuk Pronoun. Tipe terakhir yang bersumber adalah Disordering, yaitu 1 kesalahan penempatan dan Adverb, 4 kesalahan word order dan satu kesalahan constituent order. Faktor-faktor Penyebab dari kesalahan dibuat oleh mahasiswa secara variatif. Berdasarkan kategori mahasiswa, mereka menemukan kesulitan atau masalah yang berbeda-beda pada setiap tipe kesalahan.

**Kata kunci :** *English Writing, Interference, Interlingual, , Error Analysis. Penyebab Interferensi*

## **INTRODUCTION**

Language interference has become the most popular discussion and widely become a central issue in language research among other issues related to second language or foreign language learning. Once a person begins learning a language which is distinct from his native language, the target language is usually interfered by the native language. This effect is called as first language influence on the language learned. Therefore The issues of foreign language teaching, interference regarded as a relevant study to deal with. It can lead us to approaches and as a medium of education for language teaching. According to Bhela (1999) Since learning a foreign language, learners learn through steady accumulation of structural forms of the second or foreign language but may show problems in organizing this knowledge appropriately and coherently. The learners' concept of their native language can influence and distract the foreign language learning, and there are comparisons between the native language and the target language, the learners' knowledge of their native language will accelerate the second language learning Ellis, (1985). However, Interference from the student's native language is not the only reason in making errors. Students might be committing mistakes in the target language since they do not master the target language perfectly, they face obstacles in applying it. Richard (1974) states that Intralingual Interference refers to items produced by learner, which reflect not the structure of mother tongue, but generalization based on partial exposure of the target language, he also added that other points are ignorance of the rules restriction, incomplete application of the rules and false hypothesized .

## **LITERATURE REVIEW**

Writing is expressing of the idea through the graphic symbols as a means of communication which literally needs high concentration to correlate the idea. Byrne, (1991) defines writing as a manner of communication that applies graphic symbols. So, it is the letter combinations which reflect our sounds when uttering words. Furthermore, Crystal, (2003) stated that writing is a manner of expressing the idea by using a visual label system. Nonetheless, the meaning of writing could be more than just boundaries of graphic symbols or visual label or marks, these symbolized graphics need to be set up based on particular codes and rules to arrange words. (J. Richards, 1990) Pointed out that writing is the nature and importance of writing have repeatedly been underestimated in language teaching, and in foreign language teaching, writing has often been synonymous with teaching grammar and sentence structure. Thus In the process of delivering the idea, the writer sometimes commit wrong words or incorrect sentence constructions that hinder readers to know what exactly the writer means. So it must be constructed in well organization and the rules of arranging the sentences must have high attention. The high challenge is that when a person begins to write his idea with a language different from his native language because the native language can deter someone from expressing the idea besides the lack of knowledge toward the target language can also become additional problem and these problems are called Interference (L1 interference and Non L1 interference).

## **METHOD**

A qualitative descriptive is purely data-derived in that codes are generated from the data in sources of the study. Lambert & Lambert (2012). The representation of data from a qualitative descriptive study involves a straight forward descriptive summary of the informational contents of the data is organized in a logical manner. A qualitative descriptive is implemented to investigate the kinds of interference errors committed by EFL students at Muhammadiyah University of Makassar. This research took place at Gedung Iqra (B2.09) of Muhammadiyah University of Makassar (Unismuh Makassar ). The participants of this research were the fourth semester students of English department in the academic year of 2016/2017. The total number of students in this class approximately consists of thirty (30) students but in the fourth semester only twenty-three students who constantly attend their class therefore the participants involved in this research were only twenty–three students. The participants were selected through purposive sampling.

## FINDING AND DISCUSSION

### 1. The Indonesian Interference on the Students' Writing

Indonesian as the students first language in writing English did influence students' target language (English) due to the different rules and system and it mainly interfered students on forming the sentences exactly when they construct non verbal sentence. This condition commonly occurs since the basic patterns to construct the sentence of Indonesian is "*subject + verb (object/complement (for verbal sentence))*" and the Nominal Sentences which are classified as Non-verbal sentences in English can be predicated by Noun, Adjective and adverb without verb so their pattern will be "subject + Adjective /Adverb/Noun. In contrast English all sentences in English have one main verb therefore, verb must fill one slot in every group of words to be classified sentence .The second is in concord or agreement , to form a sentence, Indonesian does not require word formation by adding ~s/es to Introduce the singular subject but English does so this becomes a basic problem among Indonesian learners ,the third is *Noun Phrase with pre modifiers*, literally to construct noun phrase in Indonesian the Head (something explained) is always put in the first place while it is put as last word in English. The fourth is *the plural noun*, regular plural nouns are commonly added (~s/es) in English and Indonesian does not have this rule another distinct feature is to form tenses ,this might become a huge problem because they need more attention whether time (Present, Past, Future) or their event (simple, continuous, perfect and perfect continuous) . Once dealing with this term auxiliary verb and main verb forms will always be various in order to inform readers or listeners the particular time and condition.

### 2. The Error Types made by The Students in English writing

The data show that there were fifty L1 interference errors identified from 22 students in writing composition. The errors were traced from three types of errors

**Table 1: Error Types of L1 Interference Source**

| Addition | Misformation | Omission    | Disordering |
|----------|--------------|-------------|-------------|
| -        | A. TNS       | A.GM        | A. WPM      |
| -        | B. CCD       | A.1. NM     | A.1. NP     |
| -        | C.MLI        | A.2. CCD    | B.MI        |
| -        | C.1. SD      | B.CM        | B.1. PV     |
| -        | C.2. PRON    | B.1. MV(LV) | -           |
| -        | -            | B.2.AUX     | -           |
| -        | -            | -           | -           |
| -        | -            | -           | -           |

In EFL learners' English writing composition, the students only made three types of errors (Omission, Misformation ,Disordering). Addition Error did not exist in this Error Source. The analysis found fifty (50) errors .The errors consisted of (31) omission which occurred on errors of Grammatical Morphemes due to the use of singular forms of nouns instead of plural (13), the use of plural verb instead of singular (3), fourteen (14) omitted contents morphemes/ the missing of verbs (linking verb) , and one (1) omitted auxiliary verb. Another type of Errors in this source is Misformation on which were traced fourteen (14) errors. Three (3) errors due to the use of simple present instead of simple past, the disagreements of subjects and verbs (7), Loan word Formation (1), and the use of subjective instead of possessive pronouns (3).The last type is Disordering, on which six (6) errors made by the students were found. They occurred on wrong adverb placement (1), Four (4) errors due to the wrong placement of modifiers in Noun Phrases, and one (1) error of misplacement of constituent order.

## A. Misformation

### A.1 Tenses

**Table 2.1 Misformation of tenses**

| No | Misuse of tenses           | Examples  |
|----|----------------------------|---|
| 1  | S. Present instead of past | a. 2 days ago in the morning I <u>have</u> final but I am over sleep.<br>b. The final at 08.00 but I wake up at 12.00 o'clock .*woke up<br>c. sFrom my experience* I <u>am</u> not in the final because I <u>am</u> often <u>over sleep</u> . |

(a) *2 days ago in the morning I have final but I I am over sleep.*

From the phrase “two days ago” we can identify that the writer described something happened in the past. However the verb form “have” was not formed in a correct form as to describe something in the past.

The suggested correction is “I had final examination but I overslept.

(b) *The final at 08.00 but I wake up at 12.00 o'clock.*

This sentence was produced by the same person in (a) the sentence described something in the past but the “word wake up” was formed as to indicate a routine in present time.

(c) *From my experience I am not in the final because I am often oversleep.*

The writer in this sentence put two verbs “am” and “oversleep” however none of these verbs indicated a past verb. Thus, this sentence is categorized as error in term of Misformation. The occurrence of the first verb was not necessarily added in this sentence (see addition).

## A.2 Concord

**Table 2.2 Sample of Plural verb for Singular Subject**

| No | Plural verb for Singular Subject | Examples  |
|----|----------------------------------|---|
| 1  | Have instead of has              | a. This place <u>have</u> culture that very typical.<br>b. Bulukumba <u>have</u> many tourist place<br>c. Every person <u>have</u> different hometown . |

A verb is influenced by the number of the subjects they can be in a plural form or singular form based on the subjects. And the examples above show the disagreement between subjects and verbs form. The verb deformed in the examples is verb “have” which should be in a singular form “has” but the students formed incorrectly this case is assumed that the they did not understand how the agreement or concordance of word in English sentences because in Indoensian a verb form is not influenced by the subject in terms of concord.

## B. Omission

### B.1. Number markers

Markers in nouns are words that precede nouns. Some nouns which are preceded by the markers (articles or determiners, demonstrative, quantifiers) usually affect the form of nouns preceded. This following table shows the omission of some parts in sentences.

**Table 2.3 Sample of Plural verb for Singular Subject**

| No | Error description          | Examples   |
|----|----------------------------|--|
| 1  | Singular instead of plural | <ul style="list-style-type: none"> <li>a. Biringbulu one of *<u>district</u> of_gowa Regencey located in the highland.</li> <li>b. But how far they go hometown is the best place of other place*</li> <li>c. In the Enrekang there are many mountain*, river* and other.</li> </ul> |

**B.1.2. Content Morphemes**

**a. Verb**

The missing major components, such as verbs in a sentence deter the meaning of the sentence (Dulay et al,1982) because such omissions belong to global errors, which interfere with communication

**Table 2.4 Sample of Omitted Main Verb**

| No | Missing of main verb    | Examples  |
|----|-------------------------|---|
| 1  | Linking verbs<br>(Is)   | <ul style="list-style-type: none"> <li>a. This place <u>have</u> culture that ^ very typical.</li> <li>b. I don't know why many people choose to live in a city even though work in a city</li> </ul> |
| 2  | Linking verbs<br>(Was)  | <ul style="list-style-type: none"> <li>c. The final ^ at 08.00 but I wake up at 12.00 o'clock .</li> </ul>  |
| 3  | Linking verbs<br>(Were) | <ul style="list-style-type: none"> <li>d. The town that we live when we ^ child or the town that we spent our time in that place.</li> </ul>  |
| 3  | Linking verbs<br>(Be)   | <ul style="list-style-type: none"> <li>e. Now because her achievement she can ^ famous until international entertainment.</li> </ul>  |

**Table 2.5 .Samples of of Omitted Auxiliary Verbs**

| No | Auxiliary verbs Omitted | Examples  |
|----|-------------------------|---|
| 1  | Is                      | <ul style="list-style-type: none"> <li>a. The community aims to increase the sense of kinship and also solidarity between communities and this ^ <u>done</u> by the Adam .</li> </ul> |

**C. Disordering**

**C.1. Wrong Placement of Modifiers**

**a. Noun Phrase**

To construct a noun phrase, a noun (s) may have pre modifiers (before noun) or post modifiers (after noun). Pre-modifiers may be, an adjective(s), determiner, quantifier, etc. while post modifiers may be prepositional phrase, a adjective(s), and clauses. However, adjectives placed after noun have a certain rules (adjective phrase , adjective with ~able ending). Examples below could give us more explanation. (Swan, 2005)

| No | Words Misplaced  | Examples   |
|----|--|--|
| 1  | Talent a extraordinary for An extraordinary talent     | a. They have a talent <u>a extraordinary</u> like in the music ,dancing, playing instrument music. . |
| 2  | <u>Instrument</u> music for musical instrument         | b. like in the music ,dancing, playing <u>instrument music</u> . .                                   |
| 3  | <u>The beach dato famous</u> For The famous Dato Beach | c. <u>The beach dato famous</u> in the area majene. .  |
| 4  | Movie Action For Action Movie                          | d. She is play on <u>movie action</u> .  |

### 3 . Causes of Errors Made by Students in Writing English

After conducting observation, data analysis and interview , the researcher discovered several causes that caused students commit errors. the error analyses of errors used in this paper indicated that causing factors discovered from L1 Interference in were due to the poor of rule understanding toward the target language , the using of L1 to translate the target language, lack of vocabulary and a single/individual word learning problem that made the learners arrange sentences or phrases word by word .These causing factors have been mentioned by Experts that Iterlingual errors appear when the learner's first language (patterns, systems, or rules) influence or prevent them some extent, from acquiring the patterns and rules of the target language. Corder, (1967) . Interference (negative transfer) is negative influence of the mother tongue (L1) on the performance of the target language (L2). Lado, (1964).

### 4. Errors Made Based on the Student Categories

Category of the students has been mentioned in the previous pages and the results of analysis revealed that the errors made by students differ from each category. Six of nine students of excellent category still showed the lack of understanding in forming words (Misfromation) and this is *Pluralization* on where the students mainly formed plural verb for singular subjects they also still found difficulty in forming the verbal sentences. For the students of very good category , eight of nine mainly committed error in addition such as: adding unnecessary verb auxiliaries and articles in some sentences ,and four of four students in good category committed wrong forming of words specially verb types and omitted plural markers. Above all, the most frequently errors made by students are errors of Omission and Concord. From these results we can draw conclusion that everyone can face difficulties since they learn foreign language and it is really hard to avoid the problems so-called Interference Errors .However, everyone needs to endeavor to reduce his/her weakness from making Errors.

The differences of this research from previous studies dealing with first language interference are ; Karim, Fathema, & Hakim, (2015) in their research '*Common Errors on the usage of verbs in English Composition*'. Their research focused on error verb usages whereas this research focused on whole elements of sentences and it is also distinct in terms of place subject and the first language used by students. The second research was conducted by Febriyanti & Sundari, (2016)'' *Error Analysis of English written essay of higher EFL learners*'' . The difference lies on error analysis taxonomy , subject and place. The third research was done by Abubakar, Hassan, Yusof, & Yusof, (2017) "*Native Language Interference In English Adjective Ordering A Study Of Senior Secondary School Students*". This study focused on adjective ordering with 200 responses while the present study focused on the students' errors influenced by native language in all sentence elements.

### CONCLUSION AND SUGGESTION

There can be concluded that the major components of English (morphology and syntax) were greatly influenced errors in this research. It revealed that omission errors (syntax) were the most frequently made on the students' written composition. The second difficulty faced by students' is word formation (Morphology). The occurrences of errors in this case lead to a conclusion that the students were strongly influenced by mother tongue to reach their target language (English) another conclusion is that

they still got lack of knowledge for the target language . However in some cases Indonesian can lead to positive transfer, especially when someone wants to form verbal sentences in simple present tense with subjects (I, you they, we), simple adjective phrase and adverbial phrase. To have more accurate data it is strongly recommended for those who want to conduct the future research to determine more paragraphs, the kinds of writing compositions instructed to students to be analyzed also to analyze other aspects of English compositions, such as capitalization and punctuation, spelling, organization of idea to enable us to design more appropriate methods in overcoming the students' problems.

## ACKNOWLEDGMENTS

A lot of Thanks to some very important people as follow: the researcher's supervisors, Prof. Prof. Dr. Kisman Salija, M.Pd and Dr. A.Muliati, M.Pd, also as the co-authors of this study for the invaluable encouragement, support, advices, comments, and motivation, to the Examiners Prof. Dr. A.Qashas Rahman,M.Hum, Dr. Sahril, M.Hum.,Prof, Dr. Baso Jabu ,M.Hum for the aid to make this writing better.

## REFERENCES

- Bhela, B. (1999). Native language interference in learning a second language: Exploratory case studies of native language interference with target language usage. *International Education Journal*, 1(1).
- Brown, H. (2007). *Principal of Language Learning and Teaching*. USA: U.S: Longman.
- Byrne, D. (1991). *Teaching Writing Skills-Longman Handbooks of Language Teachers*. London: Longman
- Corder, S. (1967). 1967: The Significance of Learners' Errors. *International Review of Applied Linguistics* 5, 161–170.
- Crystal, D. (2003). *The Cambridge Encyclopedia of the English Language* (2nd Ed).Cambridge, U.K. ; New York: Cambridge University Press.
- Dulay, H., Burt, M., &Krashen, S. (1982).*Language Two*.New York: Oxford University.
- Ellis, R. (1985).*Understanding Second LanguageAcquisition*.Oxford: Oxford University Press
- Lado, R. (1964). *Language Teaching, a Scientific Approach in Students' text*.McGraw-Hill: USA.
- Lambert, Vickie A & Lambert, Clinton E. 2012. Qualitative Descriptive Research: An Acceptable Design. *Pacific Rim International Journal of Nursing Research Vol.16 No. 4* 255-256
- Marcella, F. (1972). *Modern English: A Practical Reference Guide*. *Partical Hall, Inc, Engle Wood Cliifis New Jersey*.
- Swan, M. (2005). *Practical English Usage (PEU)*. Oxford University Press.
- Kumar, R. (2012). *Research Methodology: A Step-By-Step Guide for Beginners* (3. Ed., Reprinted). Los Angeles: Sage Publ.
- Lambert, V. A., &Lambert, C. E. (2012).Qualitative Descriptive Research: An Acceptable Design. *Pacific Rim International Journal ofNursing Research*, 16(4), 255–256.