**AN INVESTIGATION ON GRAMMATICAL INTERFERENCE OF DURI DIALECT OF MASSENREMPULU LANGUAGE IN STUDENTS’**

**WRITING PERFORMANCE**

(Invertigasi Interferensi Gramatikal Bahasa Massenrempulu Dialek Duri pada Hasil Menulis Bahasa Inggris Siswa)

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**ABSTRACT**

Native language interference frequently appears in learning a new language. There are four types of interference namely phonological, grammatical, lexical, and orthographic. This research focuses on the grammatical interference of Duri dialect of Massenrempulu language in students’ English writing performance. The objectives of this research are: (1) to investigate types of grammatical interference of Duri dialect in students’ writing performance at SMA Negeri 1 Baraka Kabypaten Enrekang. (2) To find out the efforts of the English teacher to prevent grammatical interference of Duri dialect of Massenrempulu language the students’ writing performance at SMA Negeri 1 Baraka Kabupaten Enrekang

This research employed descriptive qualitative method. The subjects of this research were 32 students of the eighth grade of SMA Negeri 1 Baraka collected through purposive sampling technique. The data of this research was collected by employing writing task and semi-structured interview. The obtained data was analyzed in four major phases namely reading or memoing, classifying, describing, and concluding the data.

This research found ten types of grammatical interference of Massenrempulu language in students’ writig performance Those types ofgrammatical interference are the use of tenses, English noun phrase, the use of auxiliaries, the use of preposition, the absence of verb, the use of gerund after preposition, the use of plural form, repetition, and overused of go. Furthermore, the teacher offers three solutions in preventing grammatical interference of Massenrempulu language in students’ writing. First, the-teacher should always advise the students to read books or literatures in English and listen to talks or dialogues in English. Secondly, the teacher ought to frequently compare the form of English with-the form of native language. Thirdly, the teacher should always insist the students to do more English writing practices. Therefore, native language interference cold be solved.

*Keyword: language transfer, language interference, writing performance*

1. **INTRODUCTION**

The issue of cross-linguistic influence during second language acquisition has long been an important issue in Second Language Acquisition (SLA) research as the English Language Learners (ELL) is dominated by the bilingual and multilingual society all over the world. In bilingual and multilingual societies, the linguistic background of the language learners can be advantageous and disadvantageous in acquiring and learning a new language especially English as International language. Specifically, native language plays crucial roles in English language learning. Native language can be advantageous in learning when English has many similarities points with students’ the native language. In contrast, native language will be disadvantageous when it is totally different with English.

The similarities and the differences between two languages have been investigated during the middle part of the twentieth century which is well-known as Contrastive Analysis Hypothesis (CAH). One of the concepts of this theory assumes that the differences between two languages are the factor of language interference.Interference is the term of SLA study which refers to the negative influence in language transfer.

Furthermore, Massenrempulu language is a native language which is spoken in Enrekang regency South Sulawesi of Indonesia. Massenrempulu Language has four major dialects spoken by the society namely Enrekang, Maiwa, Pattinjo, and Duri. Therefore, it is important for English teaching in Duri tribe to realize the interferences of Duri language that may occur during the teaching and learning English as those interferences affect students’ performances.

This research is conducted for three main reasons. First, there are a large number of English learners in Duri society who speak Duri language in their daily communication. Therefore, the interference is possibly occurred during the learning and acquisition of English. Second, there are many different rules of Duri grammar that completely different from English grammar rules. According to Lado (1985), interference is the result of the differences from the languages. Third, the researcher really wants to introduce the patterns of Massenrenpulu language especially Duri dialect because there has been only few research interested in investigating Duri dialect and there are only few references related to this dialect especially in reference to English language teaching.

1. **LITERATURE REVIEW**
2. The Concept of Language Interference

Language transfer is one of the familiar terms in the study of second language acquisition and foreign language acquisition. According to Tavakoli (2012), language transfer refers to the effects of one language on the learning of another. Language transfer relates to behaviorist theory of language learning. According to behaviorist theoiy, language learning is always influenced by learners’ prior knowledge. It means that the learners’ first language will always influence their second language or foreign language learning positively and negatively

There are two types of language transfer that may occur in language learning and acquisition, positive transfer and negative transfer. Positive transfer deals with the type of transfer that eases the learner in acquiring target language. Positive transfer may arise because of the similarities between the patterns of native language and target language. On the other hand, negative transfer which also called interference is the type of transfer which leads the learner to the errors or inappropriate use of target language. It causes by the different patterns between native language and target language. This statement is relevant to what Freeman and Long (1991) state that where two languages are similar, positive transfer would occur, where they were different, negative transfer or interference would result.

Dulay, (1982) define interference as the automatic transfer, due to habit, of the surface structure of the first language onto the surface of the target language. Lott (1983) defines interference as 'errors in the learner’s use of the foreign language that can be traced back to the mother tongue’. Therefore, language interference is generally defined as the negative influence of the first language toward target language learning. It basically occurs when the understanding of one language complicates the understanding of another language. In other words, interference happens when the learners of the target language (second language or foreign language) bring their behavior and knowledge of the first language.

1. Types of Language Interference

Interference can occur in the aspects of the language. According to Chaer and Agustina (1995) there are three types of language. Firstly, phonological interference refers to the negative influence of the phonological system of native language towards the target language. Secondly, morphological interference occurs when the morphological system of native language influence the system of target language. Finally, Syntactic interference involves the influence in the sentence level.

Berthhold (1997) categorized the language interference into four types, namely:

1. Phonological interference that is items including foreign accent such as stress, rhyme, intonation, and speech sound from the first language influencing the second language.
2. Grammatical interference that is the first language influencing the second in terms of word order, use of pronouns and determinants, tense and mood.
3. Lexical interference that is the borrowing of words from one language and converting them to sound more natural.
4. Orthographic interference that is the spelling of one language altering another.

Furthermore, Junus (2010) divided interference into some types:

1. The borrowing elements of one language to another
2. The change of the elements of the language
3. The application of the grammar of language A to language B. or the ignorance of grammar B which has no parable in language A.
4. The interchangeable of the morpheme function of language A and language B.

Based on Chaer’s types, Berthold’s types and Junus’ type, it can be concluded that the interference can be categorized based on the result of interference in language aspects, and the process of the interchangeable influence between LI and L2.

1. Factors of Interference

Language interference is generally the result of negative transfer of firrt language to the target language. Specifically, Weinriech (1964) stated that the interference is caused by the deviation from the norms of each language that occurred in bilingual speech because of their familiarity with one or more language. It means that the learners tend to use their first language systems in the target language system because they are not familiar with the different system of the target language.

Corder (1981) assumed that negative transfer takes place in language learning and acquisition because some of the systems in LI do not have equivalent in target language in the case of the distribution of meaning and structures. Lado (1985) pointed out the same view that interference is the result of the differences of languages.

In conclusion, there are three main factors of the interference. Firstly, the familiarity of one language in learning other language; secondly the different systems of the languages; and the unequivalent distribution of meaning and structures.

1. Interference as Source of Errors

Brown (1994) stated that one of the sources of errors in language acquisition and learning is interlingual transfer. Interlingual transfer refers to the transfer among one or more languages. Specifically, it deals with the transfer of native language to target language. The negative language transfer will cause the difficulties in learning and acquiring language and lead to the errors.

Pollard (2008) view that error is a natural part of learning process. Additionally, Edge in Pollard (2008) divided errors into three types, slips, errors and attempts. Slip refers to a situation where an error has been made; the learners are able to correct the error because they have already known about the language points. Errors are mistakes that the student cannot correct himself. There are 2 main categories of this type of error: false-fnends and over-generalizations. False friends refer to words that exist in the student’s own language and that have a similar word in English with a different meaning; the learner might assume the word is the same. An overgeneralization occurs at a point where the student is assimilating language but hasn’t fully mastered it yet.

Based on the interlingual transfer of interference factor, error can be divided into two types, global error and local error. Richard and Schmidt (2010) define global error as the error in the use of a major element of sentence structure which makes a sentence or utterance difficult or impossible to understand. While local error is the error in the use of an element of sentence structure but does not cause problems of comprehension. Furthermore, Tavakoli (2012) assume that global error hinders communication which prevents the hearer or reader from comprehending some aspect of the message. Local error does not prevent a message from being understood. It can be conclude that global error is the fatal error made by learners that influence the meaning of the language and make it difficult to understand. The local error only influences small parts of meaning and it does not influence the comprehension.

1. **RESEARCH QUESTIONS**
2. What kinds of grammatical interference of Duri dialect in students’ English writing performance at SMA Negeri 1 Baraka Kabupaten Enrekang?
3. What are the efforts of the English teacher to prevent grammatical interference of Duri dialect of Massenrempulu language the students’ English writing?
4. **RESEARCH METHODOLOGY**
	1. *Participants*

 The subjects of this research were 30 students of the eighth grade of SMA Negeri 1 Baraka collected through purposive sampling technique. According to Gay, et. al. (2006), sampling in qualitative is almost always puiposive. The selected subjects use Duri language as their native language in their daily communication and interaction.

* 1. *Instruments*

The data of this research were collected by employing writing task and semi-structured interview. Writing task means asking the students to write in this research, the researcher asked the students to write a story by choosing three topics about their unforgettable experience, daily activities and future plans. The researcher interviewed the teacher of the second grade students of SMA Negeri 1 Baraka about teacher’s effort to prevent grammatical interference of Duri language towards students’ writing performance.

* 1. *Data Collection*

The data collection was conducted in the following procedures:

1. The researcher introduces herself to the students and the teacher
2. The researcher gives short description about the research.
3. The researcher describes the actives that the students should do during the research
4. The students are asked to write story about their unforgettable experience, daily activities, and future planning.
5. The researcher interviews the English Teacher about some possible effort in preventing grammatical interference of Duri language towards students’ writing performance.
	1. *Data analysis*

After doing the research, the obtained data are analyzed in four major phases namely reading or memoing, classifying, describing, and concluding the data.

1. Reading or memoing the data.

In this phase, the researcher paid fully attention to the obtained data in order to become familiar with the data and identify the potential themes in the data. This phase involves the researcher to read the students’ writing.

1. Identifying the data

In this step, the researcher tried to recognize the students’ writing. The point of identification is the errors of students’ occurred in writing as the result of interference. Furthermore, the researcher will find out the types of interference in students’ writing performance.

1. Elaborating the data

After identifying the errors, the researcher described the errors committed by the students in writing. The types of interference found in the students’ writing will be elaborated briefly.

1. Classifying the data

This phase refers to a process of breaking down the data into smaller units, determining their import, and put the pertinent units together in a more general, analytical form. In this step, the researcher will classify the data based on the points of grammatical interference of Duri dialect.

1. **FINDING AND DISCUSSIONS**

**Kinds of Grammatical Interference in Students Writing**

The followings are the lists of grammatical interference emerged in students’ writing in SMAN 1 Baraka. The researcher classifies the grammatical interference found in students’ writing namely the use of tenses, English noun phrase, the use of auxiliaries, the use of preposition, the absence of verb, the use of gerund after preposition, the use of plural form, repetition, and overused of the verb go.

1. The use of Tenses

In case of the using tenses, the students often use present tense, past tense, and future tense interchangeably. It shown in the following excerpt:

Excerpt 1 (*Student* 1)

At Friday ***I go to garden*** to take durian because my friends say many durian in the garden. At to village, I dring coffe. At finished dring coffe we ***go to garden*** to take durian.

As it can be seen in the bolded-italic sentences (***I go to garden and We go to garden***) indicate that the student uses present tense form instead of using past tense in expressing their activities in the past. The correct sentence of past tense should use the past form of verb or commonly named as V2. Therefore, the sentence must be ***I went to garden*** and ***we went to garden.***

1. Noun Phrase Formation

The followings are excerpts taken from different students’ writing. It clearly can be seen that all of the students made similar mistake in composing English phrase.

Excerpt 1 *(Student 2)*

At Monday we go to ***garden great*** in Enrekang

Ideally, the pattern of English noun phrase is an adjective as modifier and noun as head. However, the students tend to form the phrases which consist of noun as modifier and adjective as noun. In the noun phrases which express the possessive, apostrophe s (‘ s) can be used. The correct form is ***great garden***.

1. The Use of Auxiliary

The third type of grammatical interference is the use of auxiliaries. There are two excerpts found the absence and the misused of auxiliary. The followings are the excerpts along side with the discussion.

Excerpt 3 *(Students 5*)

Sunday, our planning to go to maiwa cause, ***there contest in Maiwa****.* We go to a lot of perhaps. About 20 people with bus. The teacher follow us. Must be crowded. In hope in the camping I can proud my school and my excul (eskul). And perhaps in the camping all the planning good course. In other to can bring cup to go home and ***we happy together.***

Excerpt 3 the student meant to use expletive sentence but it seemed that he failed in constructing the right pattern of expletive sentence. It can be seen that the student 5 used expletive sentence incorrectly. In the sentence ***there contest in Maiwa****,* the student 5 did not add the auxiliary of his sentence that precisely could be placed right after the determiner ***there****.* The student should have written there ***was contest in Maiwa.*** Moreover, the same case was also found in the same excerpt. The student wrote ***we happy together*** which can be considered as incorrect sentence since the student fail in adding auxiliary *was* in that sentence. The correction of that sentence could be like this ***we were happy together****.*

1. The Use of Preposition

Mistakes are also found in the use of preposition. The followings are the types of the mistakes in term of the use of preposition.

Excerpt 4 *(student I)*

***At Friday*** I go to garden to take durian because my friends say many durian m the garden. ***At the village****,* I dring coffe After dring coffe we go to garden to take durian

The former, the students misuses the preposition. It is shown in the sentence ***at Friday, at the village***. It points out that the students are difficult in selecting appropriate prepositions. The proper preposition that can be accompanied with the name of days is ***on****.* Moreover, the exact preposition for the open space such as village and kitchen is *in.* Therefore, the correct form is ***on Friday, in the village****.*

1. The Absence of Subjects

The sentence in English should be at least consisting of subject of the verb. However, it found that student may forget to add subject in making sentence as shown in the following excerpt:

Excerpt 5 *(Student 5)*

***Must be crowded***

The sentence in the excerpt 18 is incorrect. The student does not put the subject as the main element in a sentence. To correct the sentence, there must be a subject and the right subject is ***it****.* The correct sentence is ***It must be crowded****.*

1. The Absence of Verbs

In this research, the researcher found many mistakes in terms of verb. The followings are the excerpts taken from the students’ writing.

Excerpt 6 *(Student 14)*

We directly volleyball

The above excerpts are considered as incorrect sentences *due to the* absence of verb. The correct sentences should have a verb. The sentence in excerpt 6 needs verb *“****play****”.* The correct sentence is ***We******directly play volleyball****.*

1. The use of gerund after preposition

Difficulties in composing gerund after the preposition also appear in this research. There is only one preposition that is found in the students’ writing regarding to the use of gerund after preposition. The preposition ***after*** in the students’ writing should have been followed by gerund.

Excerpt 7 *(Student 9)*

Every day, in the morning I am wake up 05.00 o’clock. ***After pray*** I clean my home. ***After clean*** I prepare to school.

The two excerpts above containing the preposition after that is followed by main verbs should be accompanied with gerund. The verb after preposition has to be in gerund *(****praying*** and ***cleaning****).* Therefore the right sentence is ***After******praying*** *I clean my home.* ***After cleaning*** *I prepare to school.*

1. The use of Plural Forms

It seems that the students found difficulty in using plural nouns. The students frequently forget to add ***s*** as plural marker. The followings are some excerpts found in the students’ writing in terms of using plural form.

Excerpt 8 *(Student 1)*

There are ***many******durian*** in the garden

In the excerpt 8, the student means to tell that there are a lot of durians in the garden. It indicates that he found a big number of durian. However, the student does not add *s* to indicate the plural. The word ***many*** in English shows the big number of countable nouns and it needs the plural form (by adding **s**) of nouns. Moreover, durian includes in countable nouns. Thus, the correct form is not there are ***many durian*** in the garden but There are ***many******durians*** in the garden.

1. Repetition

Repeating a part of sentence components often appears in spoken form of language. However, the excerpt below shows that the student uses repetition in written form.

Excerpt 9 *(Student 13)*

I’m ***speaking-speaking*** with my friend

The sentence in excerpt 9 is completely interfered by the grammar of Massenrempulu language. One of the types of Massenrempulu grammar is repetition at one of the parts of the sentence. In this excerpt, the student repeats the verb ***speaking*** in the sentence which means that the student is doing small talks with her friend. Besides, the student also uses inappropriate diction. The best word to replace ***speaking****-****speaking*** should be ***talking****.* Therefore, the sentence must be I’m ***talking*** to my friend.

1. Overused of the Verb .go

In English grammar, a sentence should consist of one verb. Nevertheless, the grammar of Massenrempulu allows two verbs without connectors. The following excepts indicate that the students tend to add the verb ***go*** before the main verbs without any connectors. Hence, there are two verbs in a sentence.

Excerpt 10 *{Student 6)*

Every day, I get up at 05.00, next I ***go******pray****,* after that I clean up my house, next ***I******go to take a bath***

The sentence in the texcerpt 10 above point out that the students tend to use the verb *go* before the main verbs. Principally, the students should not add *go* before the verbs. Nevertheless, they use the literal translation from their mother tongue in making the sentences. In the sentence in excerpt 10, the student translate literally the sentences from the Massenrempulu language *rnalena massumbajang* (go I pray). Although the students seem understand that the English sentence should be started with subject, the sentences are incorrect because there are two verbs in the one sentence

Based on those types of grammatical interference of Massenrempulu language, there are some main aspects that cause the occurrences of interference in students’ writing. Weinriech (1964) stated that the interference is caused by the deviation from the norms of each language that occurred in bilingual speech because of their familiarity with one or more language. The interference is the result of the familiarity of two or more languages. In this case, the students have already known their own language and familiar in using their native language. Therefore, when they use English, they tend to be influenced by the language they have already known. Language interference occurs because system in LI do not have equivalent in the target language (Corder: 1981). There are some rules in English that completely different between English and Massenrempulu language. For example, the use of auxiliaries in English do not have equivalent in Massenrempulu language. The different rules bear the difficulties to the students in understanding English.

1. **CONCLUSION**

Conclusions are drawn based on the problem statements of the research. This research has two problem statements. The first problem statement related to the types of grammatical interference of Massenrempulu language in students’ writing performance. The second problem statement related to the solution needed in solving the problems of grammatical interference of Massenrempulu language in students’ writing performance. Furthermore, the detail description of the conclusion of this research will be listed in followings.

1. The research found ten types of grammatical interference of Massenrempulu language in students’ writing performance. Those types of grammatical interference are the use of tenses, English noun phrase, the use of auxiliaries, the use of preposition, the absence of verb, the use of gerund after preposition, the use of plural form, repetition, and ovemsed of go.
2. The teacher offers three solutions in preventing grammatical interference of Massenrempulu language in students’ writing. First, the teacher should always advise the students to read books or literatures in English and listen to talks or dialogues in English. Secondly, the teacher ought to frequently compare the form of English with the form of native language. Thirdly, more practice could solve the problem of native language interference.
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