

INTERFERENCE OF THE STUDENTS' INDONESIAN LANGUAGE IN DELIVERING ENGLISH PRESENTATION

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Abstract: This research examines the types, dominant types and causes of Indonesian language interference from 5 presenters in delivering English presentation. It employs a mix-method approach to collect data by using video recording and oral interviewing, the qualitative data was collected and analyzed first by using the interactive model of Miles and Huberman (2014) then tabulated and dropped into percentage by using the formula $P=F/N \times 100\%$ (Gay, Geoffrey, & A., 2006). Collecting data was carried out from early until Mid-February 2018 at Graduate Program State University of Makassar focus on students of English Department who presented proposal and result of the research. The selected subjects were the presenters which have language interference as an area of this research and they used most of Indonesian language in their daily life and interaction. Result of the research demonstrates that interference occur here dominated by grammatical interference, then lexical and phonological. The limit of vocabulary, disloyalty to target language, sequential bilingualism, presenters' feeling and students' assumption generated a variety of interference.

Keywords: *Interference, Indonesian Language, English Presentation.*

1. Introduction

It is popularly believed that the success of English learning is strongly influenced by the first language of the students. The students more easy to master a new language if there are similarities among their prior language and language that they are learn, but the uniqueness of each language can be an obstacle in mastering English. Dulay & Kreshan (1982) said that the first language becomes an obstacle in mastering the target language because the learner will transfer language structure and the other language elements from the first language when the learner produces a target language. In the field of linguistics, this known as interference.

The learning of English environment covers everything the language learner hears and sees in their life, like oral presentation, it is one of the crucial things in a learning process which is not only become daily activities for the presenters but also it is a requirement for them who want to pass their study in this level.

The presence of negative transfers made by presenters in presentations as they try to understand and produce the language can be seen when the participants are required to speak in front of the examiners and the audience during the presentation. They unconsciously incorporate elements of the Indonesian language, either phonologically (e.g. 'I want to analyze the data.' It sounds Indonesia 'I want to analySe the dAta' that's refer to English 'I want to ' n laiZ the 'dElta), grammatically (e.g. 'I likeS to discuss a 'topic new'' It refers to 'I like to

discuss a new topic'), or lexically (e.g. 'Peserta can present here' It refers to 'The audience in attending here'. Based on the cases, it seems the learners' English presentation is not effective. While, McCroskey, James, Richmond, Virginia, & McCroc (2005) stated that school or university is about information and understanding. It means the effective utterance plays an important role in learning English, and it has a close relation with learners' performance in implementing their proficiency in linguistics aspect. Therefore, it is important to explore type, dominant type and cause of students' Indonesian language interference in delivering English presentation.

As overview about language interference in EFL class, the researcher choose some related studies, they are: Derakhshan (2015), Aisyah (2015), Bhela (1999), Fatemi, Sobhani & Abolhasani (2012), and Sinha (2009). All of the research explore the specific type of interference in written form, while the present research focus on three types of negative transfer on speaking.

The discussion of some theories in the area of native language interference on the target language. Dulay & Kreshan (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'. Ellis in Bhela (1999) defined interference as a process 'transfer', which he says is

'the influence that the learner's first language exerts over the acquisition of a second language'. He argues that transfer is controlled by learners' perceptions about what is transferable and by their stage of development in second language learning. In learning a target language, learners construct their own interim rules with the use of their first language knowledge, but only when they believe it will help them in the learning task or when they have become sufficiently proficient in the second language for transfer to be possible (Selinker, 1983).

Interference, simply in language learning, is a language that stated between students' Indonesian language and English are counted as an error.

2. Research method

The study used mix-method procedure that emphasizes on exploratory design. 'Mixed methods design is a procedure for collecting, analyzing, and mixing quantitative and qualitative data at some stage of research process within a single study in order to understand a research problem more completely (Ivankova & Creswell, 2009).'

In this design, the qualitative data was collected and analyzed first by using the interactive model of Miles and Huberman (2014), followed by Descriptive Statistic Frequency of Statistical Package for the Social Science (SPSS) 25. This design allowed the researcher to explore the topic by collecting qualitative data to help identify principal themes. Then, the researcher analyze it quantitatively to examine the initial qualitative results. Finally, the overall results were presented.

The subjects of this research were the students of the Graduate English Program State University of Makassar. The research focused on the presentation of the research Proposal and Result of the students in 2017/2018 Academic year. The researcher took all of the participants from early until Mid-February. They were chosen as sample based on purposive technique, the presenters which have language interference as a focus of this research and they use most of Indonesian language in daily life and in interaction, a choice particular subject as they are believed to facilitate the provision of maximum information for completing data collection. To collect the data of this research, two kinds of instrument are used namely, observation (video recording) and oral interview.

3. Result and discussions

The data were then linked to previous related studies and given a self-interpretation. It deals with the grammatical interference, phonological interference, and lexical interference, as shown in the analysis of the students' pronunciation. This was clearly shown in the way

that the learners used their Indonesian language components in producing English presentation, indicating a direct interference. As stated Brown (2001), the majority of a learners' error in producing L2 especially in the beginning levels, stand from the learners' assumption that target language operates like the native language

3.1 Types of Interference of the Students' Indonesian Language

From the data obtained through observation (video recording) the researcher found that there were 3 kinds of the students' Indonesian language interference in delivering English presentation, namely grammatical interference, phonological interference and lexical interference. The overview of the learner' presentation activities was presented in a brief description as follows:

a. Grammatical Interference

Extract 1 (Tenses)

This research was *conduct* [conducted] to [identify] the students' perception.

Based on the first extract above, it can be seen that the presenters could not distinguish the types of an auxiliary verb that suitable for the context of the sentence. In composing a sentence 'This research was *conduct* to the students' perception' used present tenses form for activity that it has to be done by her. So, the auxiliary verb of the sentence must be in the past form, 'This research was [conducted] to [identify] the students' perception.'

Grammatical interference occurs because there is a difference in sentence pattern among Indonesian and English which has a tense. Badudu (2001:53) states that the Indonesian language is a language has an "agglutination" system (sticking), then the function of afiks in Indonesian' language does not have a verb formation.' In Indonesia, there are no tenses, so the pattern of the sentence does not change the verb and tense indicated by adverb. Meanwhile, according to Rudy & Carth (2008:406) In English, the changeable of the verb form in a sentence based on the modification of the form of time or timetable. So, formation of the verb based on context of the sentence.

Extract 2 (Verb)

The sample will be the first-grade students who takes [take] computer and network in the engineering field of study

In English, selection subjects to control the number of shapes the verb Hooper in (Aisyah,

2015). Verbs should depend on the function in the sentence and it also accordance with the subject not with the modifier on the subject. The singular verb in a sentence ‘the sample will be the first-grade students who [takes] computer and network in the engineering field of study’ does not appear to agree with the plural subject ‘the first-grade students.’ It should be ‘The sample will be the first-grade students who [take] computer and network in the engineering field of study.’

In Indonesian language, all subjects can be paired with the modification of verb forms. So, this rule sometimes used as a reference by the students to arrange English sentence.

Extract 3 (Auxiliary Verb)

Allah SWT who [has] given us strong blessing....

Rudy & Carthy (2008) in their book said that in English, a sentence should contain at least one verb or auxiliary verb, without one of them, the sentence only become a group of words. Verb refers to an action or an activity. While, Corder (1981) Language interference occurs because system in L1 don't have equivalent in the target language.

There are some rules that completely different between English and Indonesian language, for example in Indonesian language no auxiliary verbs, so sometimes the absence of auxiliary verb in the sentence can be categorized as the grammatical interference. It can be seen in the presenter: ‘Allah SWT who given us strong blessing ...’ The presenter assumed that ‘given’ stand for a verb, nevertheless it is adjective. The presenter should add the appropriated auxiliary ‘has’ AA: ‘Allah SWT who [has] given us strong blessing ...’

Extract 4 (An Article)

I use questionnaire adopted from Makkay as a [an] instrument of the research.

In constructing the sentences above, the presenters influenced by Indonesian language. In Indonesia, an article serves as a quantifier used in accordance with the accompanying noun. But in English, the rules of using articles are more complex, it must be matched to the subject type and the sound of initial word that follows it. Relating to this term, Rudy & Carthy (2008) explained that the indefinite article ‘a’ is used in front of the singular noun whose initial letter is a consonant or vowel that sounds like consonant, while ‘an’ is used in front of the singular noun whose initial letter is a vowel or consonant that sounds like vowel.

The beginning sound of the word following the indefinite articles ‘a’ and ‘an’ should be considered. The sentence said by the presenter: ‘I

use questionnaire adopted from Makkay as [a] instrument of the research.’ The article adding by the presenter not appropriated with the next sound of the word ‘instrument’ (a vowel).

Extract 5 (Preposition)

According to Wello and Dollah at [in] 2008....

The number of Indonesian preposition is not as much as English preposition. In its use, the type of English preposition is more specific, a preposition in Indonesian language can be synonymous with some prepositions of English. This becomes the trigger for interference

The fourth extract appears that the presenter was difficult in selecting appropriate prepositions when she said ‘According to Wello and Dollah [at] 2008...’ So, the proper preposition that can be accompanied by the name of the year is ‘in,’ the right sentence is ‘According to Wello and Dollah [in] 2008....’

Extract 6 (Noun)

Significances [significance] of the research...

The ‘significance’ is always singular & it is wrong if we added suffix's'. So, the good statement is ‘[Significance] of the research.’ The lack of distinguished between countable and uncountable noun in English become the cause of this phenomena.

The presenter used their prior knowledge, because the type of Indonesian noun is determined by its form and derivative (affixation), not the amount e.g countable and uncountable noun of English.

Extract 7 (Superfluous Expression)

In this my research [in this research]/[in my research], there are three chapters....

The seventh extract showed that an example of Indonesian style to arrange target language (English), the students used more than one words in the same function in the sentence to make it clear, but it is considered as an error for the English rule which is supported by Webster (2015) Superfluous refers to ‘beyond what is needed, not necessary’. It means the expression of the sentence there more than required. So, the presenter should remove one of them.

For example: ‘In this my research, there are three chapters...’ There was a superfluous expression in this sentence, ‘this and my.’ Therefore the suitable sentence is DW: ‘[In this research /in my research], there are three chapters....’

Extract 8 Parallelism Construction)

English students’ skill so the activities become more *effective* [effectively], communicatively and functionally.

Another structure of English that caused grammatical interference is parallelism construction, it is the relationship between the position of two or more of 'the class of the word'. Sometimes the students make mistake in constructing the sentence by combining several different word classes. It is natural thing for Indonesian language, but in English sentence, the word group must be parallel. According to Hopper in Aisyah (2015), two or more things/ideas that are similar in nature known as parallel ideas. For an effective way, express them in parallel form.

From the eighth extract, the researcher found that the presenter failed in arranging the sentence because he entered adjective among adverb.

Extract 9 (Passive Voice)

Ten questions [will be] *answer* [answered] [by] the students

The differences in constructing passive sentence between students' Indonesian language and English made the presenter translated their idea by using word by word translation, HY: '10 pertanyaan dijawab siswa' / *Ten questions answer the students*, that refers to HY: Ten questions [will be] [answered] [by] the students.

Extract 10 (Modals)

We can *concluded* [conclude] that eee [] reading

The grammatical interference also came to the fourth presenter when she said that '*We can concluded that eee reading...*' She is mistake incorporate between modal and types of the verb because the next pages of the book of Hopper et al. (2000: 20), 'modal auxiliaries express ideas and feelings.' One of them is 'can (ability) and it only participate by the infinitive. While in Indonesia, 'can' can be followed by transitive or intransitive. The sentence should be 'we can [conclude] that reading...'

Extract 11 (Phrases Formation)

The intercultural program trying [try] to identify the elements and powerful of the participant in increasing their intercultural *skill personal* [personal skill].

Ideally, the pattern of English phrase is a modifier then a head (M+H). From the tenth extract above, the speaker arranged the phrase by using Indonesian rule (D-M/H+M). 'Endocentric phrase attributive in the Indonesian language related with D-M rule, where M refers to (explain) and D is (explained) or (head-modifier) Djajasudarma

(2003).' It is opposite with the English rule. The first sentence should be, 'the intercultural program trying [try] to identify the elements and powerful of a participant in increasing their intercultural [personal skill].'

b. Phonological Interference

Extract 12 (Speech Sound)

It includes pronunciation, vocabulary /*vou'kaebu* *yə,ler i'* / [*vou'kæb yə,ler i'*] and grammar

Every language has a different way in the phonological term. English distinguish between oral form and written form of the word. On the contrary, the written and spoken form of the word in the sentence of Indonesia is almost similar.

This difference makes the participant more likely to use their base knowledge in learning English, it can be seen when the presenter pronounced vocabulary by using her style, a letter 'u' [*vou'kæb yə,ler i'*] should be missing, but not for the presenter /*vou'kaebu* *yə,ler i'*. In fact, it sounds natural, but not in accordance with the English rules.

It supported by the theory of Lott (1983) comment that disloyalty to the target language, students whose language background of the target language is limited, they will put words in sentences or oral in structure and sense of first language

Extract 13 (Word Stress)

Actually, I don't really have big obstacle /*pb' stəkəl'* / [*'pb stə kəl'*] in doing this research. The obstacle /*pb' stəkəl'* / [*'pb stə kəl'*] is only about the time with the students.

The thirteenth extract indicated that the presenter has a stress phonological interference. In English, types of word influenced stress of the word. 'Stress the noun is in the first syllable and verbal is in the second syllable (Comrie, 1981).' Whereas, in Indonesian language word stress depends on the importance of the word not the syllable. This rule sometimes makes the students mistaken in putting the word stress of the sentence.

c. Lexical Interference

Extract 14 (Word Borrowing)

Emmm, emmmm *Quantitativenya itu multiple intelligence test sedangkan qualitativenya itu effect of multiple intelligence.*
The quantitative is multiple intelligence test while, the qualitative is the effect of multiple intelligence.

From the extract fourteen, we can see that the presenter had lexical interference. Firstly, the presenter used Indonesian words directly, 'itu and sedangkan.' Secondly, she did the negative transfer by borrowing the impression of '-nya,' it is a type of 'posesiva pronomina' of Indonesian language. 'Lexical interference occurs when a bilingual in a speech event enters a lexical first language into a second language (Weinreich, 1953)'

3.2 Types of Interference Dominating The Delivery of English Presentation

Analyzing data showed that all of the participants have interference, it could be occurred grammatically, phonologically, or lexically. A big complicated of the student' Indonesian language in delivering English presentation happens when they arranged the sentences involving modifying (tenses, noun phrase, parallelism construction, plural form, superfluous expression, negative sentence) and using (verb, an article, preposition, modals, noun) as specific part of grammatical interference. While the phonological interference takes place in the area of speech sound. Moreover, borrowing of the word is the only problem of the lexical interference. The comparison of amount cases is presented in the following table.

Table 3.2.1 Variation of the students' Indonesian language interference in delivering English presentation.

Descriptive Statistics						
Types of Interference	N	Min-	Max-	Sum	Mean	Std. Dev-
Grammatical	11	83	83	83	83.00	.
Phonological	2	7	7	7	7.00	.
Lexical	1	11	11	11	11.00	.
Valid N (listwise)	1					

The table reported that: the grammatical interference were reported as the most frequently cases of the student' Indonesian language which number of errors are 83 then followed by lexical interference that consist of 11 problems and there are 7 cases in the phonological area. The data is presented in the following chart. Simply, it could be seen on the chart below:

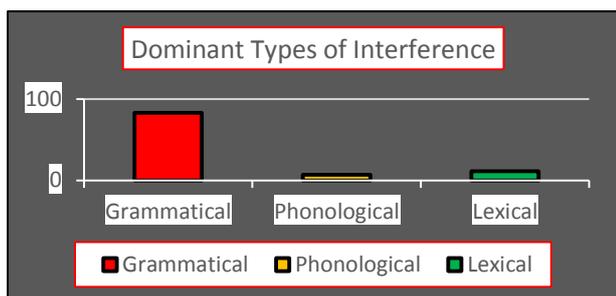


Figure 3.2.1 Dominant Types of Interference

The chart showed that negative transfer of the students' Indonesian language in delivering English presentation dominated by grammatical interference.

3.3.3. Factors Causing Interference of the Students' Indonesian Language.

The researcher has interviewed the presenters of proposal/result of research seminar regarding the cause of the students' Indonesian language in delivering English presentation. From the students' answer, the researcher found some extracts.

Extract 15 (Limit of Vocabulary)

Sometimes, there are some words that I don't know so I just use *Bahasa Indonesia* [Indonesian language] to express it.

Two factors that contribute interference Lott (1983): First, *the limited vocabularies of target language mastered by a learner*. The most first language vocabularies of the learner are some words used in daily life. Thus, a learner who want to master another language will find new words differ from his native words. That's why, foreign language learner will try to put deliberately his native word to state some points when he cannot find the best words of TL.

Second, *disloyalty to the target language*. Disloyalty to target language will cause negative attitude. The students learn English only for certain purpose. By knowing a little information about English is considered sufficient to be a provision in its application. Students whose language background of the target language is limited tend to put words in sentences or oral in structure and sense of the Indonesian language.

Extract 16 (Disloyalty to Target Language)

I think, it is because we don't really think the structure of English language in our mind, we just think the word but the sentence pattern that we think is in our language.

[I think, it is because we just focus about the English word, but still accustomed to think and use the sentence pattern of our first language]

Extract 17 (Sequential Bilingualism)

In English pronunciation, I sometimes utterance pakai bahasaku Indonesia hehehe karena because I don't know how the well way.

[In English pronunciation, sometimes I speak by using Indonesian language because I don't know how to speak well]

The level of understanding of the learner' Indonesian language that mastered before make them difficult to accept English as a foreign language. It supported by ASHA (2004) 'sequential bilingualism occurs when an individual has had significant and meaningful exposure to a second language, usually after the age of 3 and after the first language is well established.' In practice of oral or written English, sometimes the students incorporates the element of Indonesian language that are known and understand firstly.

Another cause of interference comes from the presenters' feelings. They worried about the questions from the audiences, examiners or supervisors. They are more focused on the possibility of questions and efforts to prepare the answer. In the process, the learner cultivate the mind by using the Indonesian language, so there is interference when translating into English. Besides, according to the researcher' perception, 'it is not important about structure of the sentence, but how the presenter' utterance understandable' become a cause of language interference in delivering English presentation.

Extract 18 (Presenters' Feeling)

Sometimes I just think about the answer in Indonesia, in bahasa and then I just want to translate into English, but because of the nervousness and anxiety I just forget the vocabulary

[Sometimes I just think of the answer using Indonesian language, but because I feel nervous and anxiety I forget the vocabulary when I want to translate into English]

3. Conclusion

This study concern on finding out the types and cause of the students' Indonesian language interference in delivering an English presentation for some students. The participant of the study was five presenters at the proposal/result of the research seminar in the postgraduate program. The aim of the study was answered by describing the data which was gained from the observation and interview to the participant by using recording transcription.

The similarities of the component of the students' Indonesian language and English facilitate the student in their presentation. Besides, an obstacle comes from the differences both of languages that known as interference. Interference of the most common is the grammatical interference, while phonological and lexical interference occurs, however, the intensity is less. The students had a big problem in grammatical, it happens in using tenses, choosing verb and noun, selecting models, auxiliaries verb, preposition and an article,

modifying word-order, passive sentence, and collaborating parallelism words. Then, the phonological interference occurs in speech sound and stress of the word, while borrowing of words becomes difficulties for the presenter in the lexical area.

Thus, based on the data in the previous chapter, it can be concluded that the limit of vocabulary, disloyalty to target language, sequential bilingualism, presenters' feeling and students' assumption make more diverse interference generated.

L1 can be used to explain utters and to convey the meanings of new words and sentences (Cook, 2008). However, this does not mean that speakers should use their Indonesian language when they want. They need to understand the component of 1L and language that they are learning.

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