THE INFLUENCE OF FIRST LANGUAGE (L1) SYNTAX ON GRADE V STUDENTS' USE OF INDONESIAN IN EAST TOMONI SUBDISTRICT EAST LUWU REGENCY

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ABSTRACT

This study is a descriptive study of the influence of first language (L1) syntax on the use of Indonesian as a second language (L2), which aims to describe (i) the influence of first language syntax on second language (L2) analysis skills of the grade V students in East Tomoni Subdistrict; (ii) the implication of the first language and Indonesian language acquisition as a second language on syntax teaching to grade V students in East Tomoni Subdistrict. The results of this study indicate that (i) the first language sentence patterns corresponding to the second language sentence patterns used by the respondents consist of: (a) S-P, used by the respondents whose first language are Torajan, Buginese, and Balinese, (b) S-P-O, used by all respondents (c) S-P-A, and (d) S-P-O-A, (ii) the use of the first language sentence patterns does not match the second language sentence patterns used by the respondents in their essay, which includes: (a) O-P sentence pattern, (b) P-S-A sentence pattern, (c) A-S-P sentence pattern of Torajan, Buginese, and Balinese as first languages, (d) S-P-S sentence pattern, (e) A-S-P-O sentence pattern, (iii) the implication of first language and second language acquisition on syntax teaching in schools is that there is a gap between the first language and the second language, meaning that the teaching of Indonesian in schools is influenced by the use of the first language, both in terms of its rules and in terms of its accents.

Key words: syntax, sentence, first language (L1), second language (L2)

I. INTRODUCTION

The heart of Universal Grammar is X, in the sense that X is a head that can grow into a larger construction by the addition of another element called Y. The presence of the element X and Y represents Universal Grammar, while how X and Y are placed is the characteristic of every language. This kind of understanding is contained in the concept of *parameter setting*.

A child born and then exposed to the use of English in a natural context, for instance, will adjust its Universal Grammar by placing the words "a book" (element Y) to the right of the head "read" (element X), so that this child will recognize that the head-initial rule applies to English language. If such a rule is already established, the child, when encountering other transitive verbs, such as "buy", "hit", and "write", for example, will automatically activate his/her pre-set Universal Grammar by placing an object to the right of each of those verbs. With that rule, the child will produce two-word utterances like "buy candy", "hit ball", and "write daddy".

Unlike the case with a child from an English speaking environment, a child with Japanese language background will adjust his/her Universal Grammar by placing the element Y to the left of element X. Furthermore, the child will understand that the last-head rule applies to Japanese since Japanese children from birth have been exposed to an utterance structure as in the sentence "*E wa kabe ni kakatte imasu*" (picture wall on is hanging) where the verb phrase is placed at the end, while the preposition "ni" (on) is placed before the verb phrase. This exposure will encourage the child to adjust his/her Universal Grammar by placing the head verb after the complement in the verb phrase, and the preposition comes after its complement. Japanese children through intensive exposure using their linguistic intuitions will understand that Japanese is head-last; or, as stated by Cook (1988: 7), the head is placed on the right side (head-right), not on the left side (head-left) as children exposed to English.

In relation to this study, it is not profitable in practice in language acquisition if only adhering to Chomsky's theory.

Examples of the first language structure:

(01) *Minung ka kopi* 'minum saya kopi' (drink I coffee): Buginese sentence pattern (P-S-O)
Saya minum kopi (I drink coffee): Indonesian sentence structure (S-P-O)

(02) *Unnalanaq pare dao mai alaṅ* 'Mengambil saya padi dari lumbung' (take I rice from the barn): Torajan sentence structure (P-S-O) (Salombe, 1988:69)
Saya mengambil padi dari atas lumbung (I take rice from the barn): Indonesian sentence structure (S-P-O)

(03) *Kicking-nge putih tegul okkė* 'anjing putih ikat' (a white dog tie up): Balinese sentence structure (O-P). (Sedeng, 2010:90)
Aku mengikat anjing putih itu (I tie up that white dog): Indonesian sentence structure (S-P-O)

(04) *Balane arep takakehi* 'Temannya akan saya perbanyak' (friends I will make): Javanese sentence structure (O-S-P). (Arifin, et al. 1999:50)
Saya akan perbanyak temannya (I will make friends): Indonesian sentence structure (SPO)

Language Acquisition

Krashen (1985) explicitly distinguishes between language acquisition and language learning. Language acquisition is a subconscious process. Language acquirers are usually unaware of the fact that they are acquiring a language. They only know the importance of using language. Acquirers of a language are generally unaware of the rules of the language they are acquiring. However, they can understand whether language forms they use are correct or not. Language acquisition can also be referred to as implicit learning, informal learning, and natural learning.

The term language learning is used to refer to the conscious knowledge of a second language, knowing its rules, being aware of them, and being able to talk about them. Therefore, this term can be equated with knowing a formal language, learning explicitly, and learning naturally.

Some linguists assume that children acquire language, and adults can only learn language (Corder, 1973). However, according to Krashen (1985), adults are able to acquire language in addition to learning the language. In his acquisition-learning distinction hypothesis, Krashen explained that adults can also acquire language. Their ability to acquire language does not cease at puberty. This does not mean that adults will be able to master a language like its native speakers. It also does not mean that adults will not have a language acquisition device (LAD) as children do. However, it will be evident that acquisition in adults is a very difficult process. Many researchers agree that language and cognitive processes in children's acquisition of a second language are essentially the same as the strategies they use in acquiring their first language (Ravem, 1968, Milon, 1974, Dulay and Burt, 1974; Ervin Tripp, 1974).

The most encouraging result of studies on language acquisition is the discovery that the acquisition of grammatical structures occurs in a predictable sequences. Brown (1983) reported that children who acquire English as a first language tend to acquire certain grammatical morphemes or particles first and then acquire the others later. The *–ing* form and plural marker *–s* are the first morphemes mastered, while the *-s* form as the third person singular verb ending and *'s* as the genitive marker are acquired six months or a year later.

Theory of Semantic Approach

This theory according to Greenfield and Smith (1976) (in Chaer, 2007, p.190) was first introduced by Bloom. In this case, Bloom (1970) integrates semantic knowledge with this syntactic development study based on Chomsky's theory of transformational (sometimes called generative or transformational-generative) grammar (1965).

As we already know, this theory of transformational grammar states that the sentences we hear are "raised" from surface-structure with physiological formulas. Meanwhile, this surface-structure is "raised" from the deep-structure with transformational formulas. Thus, grammar is a system that connects sound with meaning. In this case, a syntactic base of language (deep structure) provides input to the semantic components, and the surface-structure provides input to the phonological components.

Chomsky's view or theory was challenged by several psychologists such as Schlesinger (1971) and Olson (1970), and by some linguists such as Lakoff and Roos (1967), Mc. Cawley (1968), and Fillmore (1968). These opponents generally reject Chomsky's deep-structure. For instance, Schlesinger (1971) states that the so-called deep-structure is not really a syntactic structure, but rather a semantic structure. Thus, it is meaning that determines structure (Chaer, 2007, p. 190).

One of the theories of grammar based on semantic components was introduced by Fillmore (1968) (in Chaer, 2007, p.190), known as case grammar. This theory has been used by Bowerman (1973) and Brown (1973) as a basis for analyzing language development data. In his theory, Fillmore points out that grammatical transformations are not governed by syntactic formulas, but by semantic relations characterized by the categories of the cases. Thus, it is imperative to include semantics in general, and semantic relationships in particular in analyzing grammatical knowledge. The semantic-based structure is then used as the basis of the branch of transformational grammar theory known as semantic generative. Then, in psycholinguistics, this development of semantic approach becomes the basis of a study.

The difference between this semantic approach and the innate universal grammar is that in the innate universal grammar the syntactic relationships are applied in analyzing the structure of a child's utterances, whereas in the semantic approach the structure of the utterance is found based on semantic relationships. Thus, the innate universal grammar applies the syntactic structure of adults as presented below:

K $\longrightarrow$ FN + FV

is applied to a child's utterances, while the semantic approach finds the structures below:

Agent + Verb + Object, or

Agent + Verb, or

Object + Verb

in a child's utterances, a structure that describes semantic relationships. However, according to Bowerman (1973) and Brown (1973), these semantic relationships are not always aligned or in accordance with the syntactic relationships applied.

Interference

The term interference was first used by Weinreich (1968) to refer to a change of a language system in connection with the presence of the language contact with other language elements performed by a bilingual speaker. Bilingual speakers are speakers who use two languages interchangeably, and multilingual speakers, if any, are speakers who can use many languages interchangeably. However, the ability of each speaker to use L1 and L2 varies greatly. There are speakers who master L1 and L2 equally well, but some are not; even there are speakers who have poor ability to use L2. Bilingual speakers who have the ability to use both L1 and L2 equally well have no difficulty in using those two languages whenever necessary. This ability by Ervin and Osgood (1965, p.139) is called coordinate bilingualism. Meanwhile, poor ability to use L2 or not equal to the ability to use L1 is called compound bilingualism. Speakers with compound bilingualism usually have difficulty in using their L2 since it will be influenced by their L1. Process of language production of coordinate and compound bilingual speakers is presented in the following diagram (Ervin and Osgood's modification).

rm ————— im   rm1   rm1 - - - - - - - - - -

I A   I B   R B   R A   R B   R A
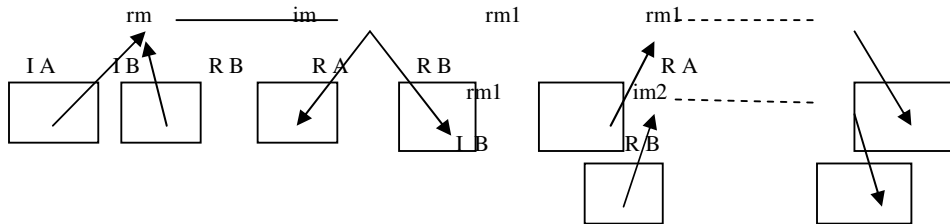
rm1

im2 - - - - - - - - -

I B   R B

Diagram 1. Interference

The diagram on the left side shows the process of language production of compound bilingual speakers. There are two signaling devices (I) or languages, namely IA and IB signaling devices. These two signaling devices are connected by a single device of the same representational mediation process (rm), rm --- im. On the interference side (im), this mediation process is associated with two receiving devices or responses in both languages, namely language A and language B. Since the process of mediation is the same, then input at IA can be output at RA. If that happens, then there is a process we call interference (Nababan, 1984). Hartman and Stork (1972, p.115) do not call it "interference," but "error," resulting from the influence of mother tongue or first language dialects on the second language dialects.

The right diagram shows the the process of language production of speakers with coordinate bilingualism. There are two separate mediation processes, so there is no interference. Bilingual speakers like this can be referred to as true bilingual. However, such speakers are rare. Most coordinate bilingual speakers are equally good in two languages but usually in terms of different use of both languages (Chaer and Agustina, 2004, p.122).

In syntactic interference, an Indonesian sentence of a bilingual speaker of Javanese-Indonesian is taken as an example. The sentence is "Di sini toko Laris yang mahal sendiri" (In here Laris mart is expensive it*self*) (taken from Djoko Kentjono, 1982). This Indonesian sentence uses Javanese language structure as in Javanese it reads "Ning kene Toko Laris sing larang dhewe". The word *"sendiri"* (-self) in the Indonesian sentence is a translation of the Javanese word *"dhewe"*. Although the word *"dhewe"* in Javanese language means "-self", as in another example "I dhewe sing took" (I come my*self*), and "Kowe krungu dhewe?" (Did you hear it your*self*?), the word *"dhewe"* accompanied by the word "sing" becomes a superlative adjective (most/-est), like "sing dhuwur dhewe" (the high*est*), and "sing larang dhewe" (the *most* expensive). Thus, in Indonesian, the above sentence should read "Toko Laris adalah toko yang paling mahal di sini" (Laris mart is the most expensive mart here). Another example, an Indonesian sentence "Makanan itu telah dimakan oleh saya" (The food has been eaten by me) is influenced by Sundanese language structure as in sundanese language it reads "Makanan the atos dituang ku abdi". In Indonesian standard language, the structure should be "Makanan itu telah saya makan" (I have eaten the food) (Chaer and Agustina 2004, p.123-124).

In terms of language development, interference is a grace because it is a very important mechanism for enriching and developing a language to be a perfect language so as to be used in all fields of activity. Hockett (1958) argues that interference is one of the biggest, most important, and most dominant phenomena in language. In the development of Indonesian language phonology, for example, before the EYD (perfected spelling system) was implemented in 1972, the sound /f/ and sound /x/ originating from foreign languages had not been recognized as Indonesian phonemes. However, after the implementation of EYD, they have been recognized as phonemes because of the existence of minimal pairs of these sounds like the word kapan=kafan and has=kas (as we know that a requirement to determine whether a sound is a phoneme is the existence of a minimal pair containing the sound).

Structure of Language

The syntactic and semantic development in children continues because of its continuous and widespread experience, which implies that schools have a very important role. New experiences help the development of the semantic system of children which includes two things. First, it is better for children to meet new people, objects, traits, activities, information, and relationships, and their language should evolve including how to talk about them. Sometimes a new element in an experience, however, is an act of thinking about a common experience at a certain level of consciousness.

The syntactic development in children takes place during elementary school as well; it will be clearly seen by their teacher from the conversation and the texts contained in their books.

According to Chaer (2007, p.33-34), in every language analysis there are two concepts that need to be understood, namely structure and system. Structure concerns the relationship between elements in units of speech production, for example, between phonemes in words, between words in phrases, or between phrases in sentences. On the other hand, system deals with the relationship between the elements of language in other units of speech production. The fact that the predicate lies behind the subject in Indonesian language is a matter of structure, whereas the fact that active verbs and passive verbs exist is a matter of system.

II.   RESEARCH METHOD

This study examines three variables, namely (1) first language syntax (Buginese, Torajan, Javanese, and Balinese) and (2) the use of Indonesian as a second language consisting of (a) the ability to analyze Indonesian language, (b) the ability

to synthesize Indonesian language and (3) the implication of the acquisition of the first language and Indonesian as the second language on syntax teaching. The data of the syntax of the first language sentences was collected through essay test, Indonesian discourse test, and first language discourse test. The data obtained from the three tests were analyzed using descriptive analysis and qualitative statistical analysis. The results of the analyses were expected to reveal whether the syntax of the first language sentence affects the use of Indonesian as a second language for grade V students. The population of this study was all grade V students of 11 elementary schools in East Tomoni Sub-district East Luwu Regency, which amounted to 407 students in academic year 2015-2016. From the population, four elementary schools were chosen, namely (1) SD Negeri 179 Baku; (2) SD Negeri 175 Karawasan; (3) SD Negeri 171 Purwosari; and (4) SD Negeri 173 Kertoraharjo, consisting of 169 students. The sampling technique used was purposive sampling which is a non-probability sampling technique, a sampling technique based on certain considerations (Sugiyono, 2011, p.25).

III. RESULTS AND DISCUSSION

a. Using the first language (Torajan language) in Indonesian sentences analytically

The use of sentence in this study is the students' essay consisting of at least two or three elements of sentence construction, namely subject, predicate, and object. The use of sentence by respondents represents some sentence structure patterns and sentence variety. The use of sentence that appear in the respondents' writing includes single sentences, compound sentences, interrogative sentences, negative sentences, and passive sentences. The following describes the sentence variety and its structure patterns found in the respondents' essay:

Declarative Sentence

Kami mau pergi (We want to go) (001)
Subject – Predicate (S – P)

Kami selalu membelinya (We always buy it) (002)
Subject – Predicate (S – P)

Waktu itu saya merayakan tahun baru (At that time I celebrated new year) (003)
Adverb-Subject-Predicate-Object (A-S-P-O)

Di sana saya menikmati keindahan pantai (There I enjoyed the beauty of the beach) (004)
Adverb-Subject-Predicate-Object (A-S-P-O)

Based on the corpus and its analysis, there are several sentence structure patterns found, namely S-O; A-S-P-O; P-S-A; S-P-O; S-P-O-A; A-S-P; A-S-P-A; S-P-A. It shows that grade V students aged 10-11 years old have been able to write sentences with varied patterns in Indonesian language.

b. Using the first language (Buginese language) in Indonesian sentences analytically

Declarative Sentence

Pada hari liburan sekolah saya dan keluarga ingin sekali pergi rekreasi (On school holidays I really want to go on a picnic with my family (001)
Adverb – Subject – Predicate (A – S – P)

Di tengah perjalanan aku tertidur dan tidak lama kemudian kami pun tiba (In the middle of the trip I fell asleep and soon we arrived
Adverb – Predicate – Subject -
di rumah nenek dan kakek (at grandma's house) (002)
Adverb (A – P – S – A)

Aku dan ibu sudah duluan tidur (I and my mother slept first) (003)
Subject – Predicate (S – P)

Ibuku bilang setiap perayaan tahun baru, aku selalu tidur (My mother said that in every new year celebration I always sleep) (004)
Subject – Predicate – Adverb (S – P – A)

Based on the corpus and its analysis, there are some sentence patterns found, namely S-P; S – P – O; S – P – A; A – S – P; A – S - P – O; A– P – S – A. It means that grade V students aged 10-11 years old have been able to write sentences with varied patterns in Indonesian language.

c. Using the first language (Javanese language) in Indonesian sentences analytically
Declarative Sentence

Bersama ayah dan ibu dengan tetangga-tetangga ikut bersama keluargaku (With my father and my mother my neighbors go there with my family)
Subject - Predicate -
 dengan mengendarai mobil (by car) (001)
Adverb (S – P – A)

Aku dan ibu pergi ke rumah kakek dan nenek untuk merayakan hari raya idul (My mother and I went to grandma's house to celebrate Eid Al-)
Subject – Predicate – Object (S – P – O)
fitri (fitr) (002)

Pada malam hari aku dan teman-temanku bahas Ilhahi di poskamling (At night my friends and I discussed Ilahi at Neighborhood Security Post) (003)
Adverb – Subject – Predicate – Adverb (A – S – P – A)

Aku pergi ke rumah saudaraku bersama kedua orang tua (I went to my brother's house with my parents) (004)
Subject – Predicate – Object (S – P – O)

Referring to the corpus and its analysis, sentence structure patterns revealed are S – P – A; S – P – O; S – P – O – A; A – S – P – A; S – A – P – O; S – P – A – O; dan O – P. This indicates that grade V students aged 10-11 years old have been able to write sentences with varied patterns in Indonesian language.

d. **Using the first language (Balinese language) in Indonesian sentences analytically**
Declarative Sentence
Saya banyak melihat binatang-binatang yang lucu (I saw many cute animals) (001)
Subject – Adverb – Predicate – Object (S – A – P – O)

Saya pergi berekreasi ke pantai (I went on a picnic on the beach) (002)
Subject – Adverb – Predicate (S – A – P)
Saya menghidupkan kembang api bersama kakakku dari Makassar (I play with fireworks with my siblings from Makassar) (003)
Subject – Predicate – Object – Adverb (S – P – O – A)

Kita melaksanakan Tri Sandya pahalanya akan semakin bertambah (We perform Tri Sandya to receive many rewards) (004)
Subject – Predicate – Adverb (S – P – A)

Saat libur saya berekreasi bersama keluarga ke Meko (On holidays I and my family go to Meko) (005)
Adverb – Subject – Predicate – Adverb (Adverb – S – P – Adverb)

The corpus and its analysis reveal sentence structure patterns, namely S – P; O – P; S – P – O; S – P – A; S – P – S; A – S – P; S – P – O – A; A – P – O; A – S – P – S; A – S – P – A; S – A – P – O; A – P – O – S. This indicates that grade V students aged 10-11 years old have been able to write sentences with varied patterns in Indonesian language. In this case, the sentence variety includes standard Indonesian and non-standard Indonesian that are influenced by the students' first language (local language).

CONCLUSION
The first language sentence patterns corresponding to the second language sentence patterns used by the respondents in their essay include: (1) subject-predicate (S-P), used by respondents whose first language are Torajan, Buginese, and Balinese except by respondents whose first language is Javanese, (2) subject-predicate-object (S-P-O), used by all respondents in their essay, (3) subject-predicate-adverb (S-P-A), used by all respondents in their essay, and (4) subject-predicate-object-adverb (S-P-O-A), used by all respondents in their essay except the respondents whose first language is Buginese. The first language sentence patterns which are inconsistent with the structures of the second language sentence (Indonesian) used by the respondents in their essay include: (1) object-predicate sentence pattern (O-P) pattern, used by the respondents whose first language are Javanese and Balinese, (2) predicate-subject-adverb (P-S-A) sentence pattern, used by the respondents whose first language is Torajan, (3) adverb-subject-predicate sentence pattern (A-S-P), used by respondents whose first language are Torajan, Buginese, and Balinese, (4) subject-predicate-subject sentence pattern (S-P-S), used by the respondents whose first language is Balinese, (5) adverb-subject-predicate-object sentence pattern (A-S-P-O), used by the respondents whose first language are Torajan, Biginese, and Balinese, (6) adverb-subject-predicate-adverb sentence pattern (A-S-P-A), used by the respondents whose first language are Torajan, Javanese, and Balinese, (7) adverb-predicate-subject-adverb sentence pattern (A-P-S-A), used by the respondents whose first language is Buginese, (8) subject-adverb-predicate-object sentence structure (S-A-P-O), used by the respondents whose first language are Javanese and Balinese, (9) subject-predicate-adverb-object (S-P-A-O) sentence pattern, used by the respondents whose first language is Javanese, (10) adverb-predicate-object-subject sentence pattern (A-P-O-S), used by the respondents whose first language is Balinese, and (11) adverb-subject-predicate-subject sentence pattern (A-S-P-S), used by the respondents whose first language is Balinese. Respondents who use interrogative sentences in their essay are those whose first language is Torajan, Buginese, and Javanese except those whose first language is Balinese. For negative sentences, all respondents use the negative word "no" in their essay. Most respondents in their essay use compound sentences that do not match the second language (Indonesian) rules. Moreover, the use of passive and active sentences in their essay is not in line with the second language (Indonesian) rules.

The implication of first language and second language acquisition on syntax teaching in schools is that there is a gap between the first language and the second language, meaning that the teaching of Indonesian in schools is influenced by the use of the first language, both in terms of its rules and in terms of its accents.

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