

Language Interference in the Context of Learning English as A Foreign Language

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ABSTRACT: This study aims to analyze the forms of interference that appear in students' spoken and written language, especially grammatical, lexical, and semantic interference, as well as to analyze what factors trigger the emergence of language interference. This research was conducted by analyzing the students' spoken language during the learning process in the non-stop discussion activities, students' written texts, and the results of simple text translations carried out by students of the Makassar State University Postgraduate Program. From the results of the analysis, interference data from the class discussion transcript, texts written by students, and translation results obtained are labeled with data cards. Furthermore, the data is grouped into three groups, namely interference of students' English in the form of spoken language, interference of students' English in written language, and interference of English against Indonesian in written language. Then, the data is grouped again into three groups, namely grammatical interference, lexical interference, and semantic interference. The data collection method in this study used descriptive qualitative research methods. The data collected in the form of recordings of the learning process, students' written texts, the results of simple translations from the students, and the results of interviews with students was analyzed descriptively using related theories to find out what types of interference are found in the Makassar State University Postgraduate Program students and factors affecting the occurrence of language interference.

Keywords: *Language interference, grammatical interference, lexical interference, semantic interference*

I. INTRODUCTION

Indonesia is a country that has an interest in English. As a developing country, of course, for international relations, Indonesian people feel the importance of mastering English. Moreover, in this universal era, information dissemination is carried out through English media. Thus, English is the first foreign language that people need to master. The choice of English as the first foreign language in Indonesia is based on several considerations, as stated by Kartono (1980: 125) that our national language at this time cannot be used as a means of communication with the outside world in the context of foreign policy and to establish friendship with nations. Other languages, and the fact that English is the language of international communication, language of knowledge, modern technology, commerce, and politics, and is used in almost all fields, so English must be given first priority to be.

In Indonesia, English has long been given in junior high schools, senior high schools, and universities. Even today, in some places, English is given at the elementary school level. This shows that English is essential and needs to be mastered by students. English that is learned by junior high school students, high school students, and university students in Indonesia is currently the standard language. However, Bahrani (2009) found that, in reality, even though students have studied it for years, starting from elementary, middle, to tertiary levels, the results have not been able to make students communicate and understand English well. English as a foreign language that must

Be learned is still strange and very burdensome for them.

When Indonesian students learn English as a foreign language, it is found that there are differences in characteristics between the mastered language and the target language. English, like other natural languages, has grammatical, semantic, and phonetic rules. These three linguistic elements have different characteristics from Indonesian. The different characteristics of each element are described in the examples given below.

The first characteristic of English concerns the inflectional nature of the language. This is different from Indonesian, which is agglutinative. Regarding verbs, for example, English has a conjugation system that involves temporal. Thus, the use of English verbs is strongly influenced by tense. Indonesian does not have a different pattern in time. Therefore, in practice the use of English, errors are often found regarding this problem. This issue shows the different characteristics of grammatical rules between English and Indonesian, as in the following example, which shows the incompatibility of the verb "see" with the present past or present perfect:

(1a) The girl seen the reality that her boyfriend cheated on her.

Compare it with the English structure (1b), which is periodically past tense, and (1c), which is periodically present perfect below:

(1b) The girl saw the reality that her boyfriend cheated on her.

(1c) The girl has seen the reality that her boyfriend cheated on her.

Another characteristic difference discusses lexical rules. One of the cases usually found in the case of forming phrases in English sentences that follow Indonesian rules, known as "dijelaskan-menjelaskan" as in the following examples (2a) and (2b) that the researcher found when doing observation of the English Department students:

(2a) Saya memintadengan hormat agar kamusegera angkat kaki daritempatini! (I respectfully request that you put your feet up from this place immediately!)

(2b) I need some jelly beans to satisfy my sweet tooth. (Saya butuhbeberapa kacangjeli untukmemuaskangigimanissaya.)

Both sentences above are misinterpreted. The compound word "angkat kaki" in (2a) means that you need to leave the place, while the phrase "put your feet up" means to take a rest. So, the correct translation should be "I respectfully demand you to leave this place immediately!". The word "demand" in this context is more appropriate to use as the sentence declaring command. In contrast, "sweet tooth" in (2b) means craving or fondness for sweet food. So, the correct translation should be "Saya butuhbeberapa buahpermenjeli untukmemuaskankesukaansaya pada makananmanis."

Several theories that discuss interference that form the basis of this research are the theories of Lott (1983), Weinreich (1953), and Brown (1994). Lott (1983) described interference as an error/mistake from students who use a foreign language that can be followed by the mastered language. In other words, interference occurs when the mastered language is dominant over the foreign language so that people who learn the foreign language will think and have a pattern by comparing it to the mastered language. The phenomenon of interference can also occur if an individual lacks knowledge (lack of fluency) about the language that should be mastered to communicate with speakers of foreign languages. It refers to the concept of interference presented by Weinreich (1953), namely changes in the system of a language in connection with the contact of the language with other language elements by bilinguals. He also explained that interference is a deviation from the norms of each language that occurs in bilingual speech due to the introduction of more than one language. In comparison, the term generalization was raised by Brown (1994) in his opinion that interference from the first language into the second language is simply a form of generalization that affects the second language and misapplies it, meaning that interference is the result of applying the first language system to the second language incorrectly.

One example of interference is when students write "the paragraph contains several sentences" instead of "the paragraph consists of several sentences" for the translation of paragrafmengandungbeberapa kalimat. The example sentences above are language interference at the semantic level, where students use words with the same meaning when interpreted in Indonesian but are slightly wrong when examined contextually. The word "contains" in English is not appropriate to translate the word "mengandung" in the Indonesian sentence above. The word "contains" is more accurately used to state that "the box contains money." In this case, the inaccuracy of the choice of words is due to differences in the primary language of the cultural background they have. Most students transfer Indonesian directly into English, so it is unavoidable to use structures or vocabulary in the Indonesian style. However, the failure of this pragmatic transfer does not violate English grammar grammatically. This analysis focused on discussing the interference in grammatical, semantic, and lexical system. This interference analysis carried out because the researcher found several theories that, in the researcher's point of view, still need to be clarified. This is related to the interpretation of interference. Several theories consider interference as an error due to the generalization process of linguistic aspects between the two languages. Meanwhile, other findings from the interference theory can be considered as a case of errors due to the learner's ignorance of the patterns of the foreign language being studied, not solely because of the influence of the

mastered language on the foreign language being studied. This is a gap for researchers to discuss this topic as research material. This study aims to analyze the forms of interference that appear in students' spoken and written language, especially grammatical, lexical, and semantic interference, as well as to analyze what factors trigger the emergence of language interference.

II. THEORETICAL REVIEW

The researcher starts this part by showing the studies related to interference which have been carried out by Budiarti (2013), Solano et al. (2014), Maisaroh (2018), and Noworini (2002). Here are some paragraphs explaining those findings.

Research on language interference is always interesting to do, considering the differences in every existing language so that the elements of the language that are interfered with seem to be different too. So far, research on Indonesian language interference on students' English-speaking skills has been carried out in various languages with different places, objects of study, and languages, such as Indonesian into English interference in journal articles. As Budiarti (2013) found that there was morphological interference, such as a reduction in the function of inflectional morphemes in the formation of third-person singular verbs, pluralism, and property relations; syntactic interference includes the reverse of the pattern of the arrangement of English phrases, parallelization, the absence of *to be* and the incompatibility of the passive sentence structure; and semantic interference, there are additions and replacements of meaning. This research is somewhat different because it used only speech data instead of written data, so it is essential to do this research to analyze more accurately about interference in written and speech data. In addition, this research is essential to do so that mistakes made by students can be identified and corrected.

Cases of interference do not only occur in English but also Arabic. As a second language, Arabic is a foreign language that must be mastered by students at Islamic universities such as IAIN Syaichona Moh. Cholil in Bangkalan, Madura. The results of the study indicate that there is syntactic interference in Indonesian in Arabic conversation caused by the influence of the Indonesian language and the way of thinking follows the Indonesian language pattern (Maisaroh, 2018). Another case of interference is found when Indonesian speakers use French due to differences in phonological rules between Indonesian and French (Noworini, 2002).

Then, the researcher also shows a study on Spanish language interference in writing English was conducted by Solano et al. (2014). The study involved 351 high school students and 42 teachers by distributing questionnaires to them and asking students there to write narrative essays. The results of the study found errors in the use of verbs, neglect of the use of personal and object pronouns, errors in the use of prepositions, overuse of articles/articles, and the wrong word business. Researchers suggest teachers help their students to prevent the error from happening again (Solano et al., 2014).

After looking at several previous research carried out by another researcher in a different context, then the researcher shows the definition of interference as the theory used in this research. According to Lott (1983), "interference as errors in the learner's use of the foreign language that can be traced back to the mastered language." In other words, according to him, interference is a mistake from students who use a foreign language that can be followed by the mastered language. Another term to define interference, according to Weinrich's opinion (1953), is a change in the system of a language in connection with the contact of the language with other language elements by bilingual speakers.

Poedjosoedarmo (1989) states that interference can occur at all levels of language, such as how to express words and sentences, how to form words and expressions, and how to give certain words. In other words, interference is there arrangement of patterns can be used by the inclusion of foreign elements in higher-structured language, such as in phonemes, mostly morphological and syntactic, as well as some vocabulary (lexical). Based on the theories and opinions of the figures regarding interference, it can be concluded that interference is a linguistic phenomenon that arises as a result of language contact, which is the simultaneous use of two systems to an element of language. In general, interference only occurs in bilinguals, while the event is considered as something that does not need to happen because the absorption elements already have their equivalent in the absorbing language.

a. Things Causing Language Interference

Bilingualism of the speech participants can lead to interference, both in the form of regional and foreign languages. It can be said that because, in the speech, language contact occurs, which can then lead to interference. The thin loyalty of language users tends to lead to a less positive attitude. This attitude can be seen in the form of neglecting the mastery of the recipient's language, which is used in taking the elements of the language he controls uncontrollably. Generate various forms of interference in the recipient's language, both orally and in writing. The

vocabulary possessed by a language is generally only limited to use in the community concerned. Therefore, if people interact with unfamiliar outside life, they generally meet and get to know new concepts that they feel they need to have. To deal with situations like this, language users intentionally absorb or borrow new vocabulary from the source language that contains these new concepts. This is done because there is not enough vocabulary due to progress and progress. The factor of limited vocabulary possessed by a language can cause interference.

According to Weinrich (1953), the causes of interference are (1) bilingualism of the speech participants, (2) thin loyalty of the recipient language users, (3) short vocabulary of the recipient language in the face of progress and renewal, (4) the disappearance of words that are rarely used, and (5) the need for synonyms. Then, Hartman and Stork (1972) added one more factor, namely, because the B1 habit was carried away (in Mustakim, 1994).

b. Types of Interference in Language Elements

The researcher refers to Weinreich's (1953) theory of grouping the types of language interference. Weinreich (1953) concluded that interference occurs in three elements, namely phonological, grammatical and lexical elements. The phonological element is about pronunciation or pronunciation. The grammatical elements are related to these of affixes, the pattern of the arrangement of groups of words or sentences, and the lexical elements regarding the use of words. Here is a brief explanation of phonological interference, grammatical interference, lexical interference, and semantic interference.

i. Phonological Interference

Phonology studies the sounds produced by human speech organs, so phonology has a formula or standard for how each phoneme is produced by human articulators. Several formulas for pronouncing vowels and consonants in each language already exist and are patented, so that in their pronunciation, every language user should follow the existing formulas. However, this will be a case of language interference when the user of the new language has a different phonological pattern of the mastered languages so that the sound of the spoken word is different from what it should be. The form of interference in the field of phonology occurs in various forms, such as the omission of phonemes and changes in the sound of phonemes.

ii. Grammatical Interference

The structure of language includes how to assemble a phrase, clause, sentence to become a good and correct discourse in grammar. The structure of one language will be different from the structure of another language, although sometimes similarities are found between both. For example, when comparing the rules of English and Indonesian when compiling a compound word, Indonesian has the compound word pattern "noun + adjective" to create gadis yang cantik, while in English, the pattern is "adjective + noun" becomes beautiful girl. This leads to a common error in the reversed form of phrases such as "player football" which should be "football player".

Grammatical interference occurs because the sentence structure of another language affects the sentence structure of the target language. This interference occurs because, within the speaker, there is contact between the spoken language (the target language being studied) and another language that is more mastered (regional language or national language).

iii. Lexical Interference

The next type of interference is lexical interference (lexicon). This interference is related to the interpretation of the meaning of speech. Llach (2011) states that lexical errors refer to errors in the form and/or meaning of words (lexical) in the target language. In this regard, formal lexical errors refer to errors in word selection related to the influence of the mother tongue. The selected word is in the target language (in this case, English).

iv. Semantic Interference

c. Conceptual Framework

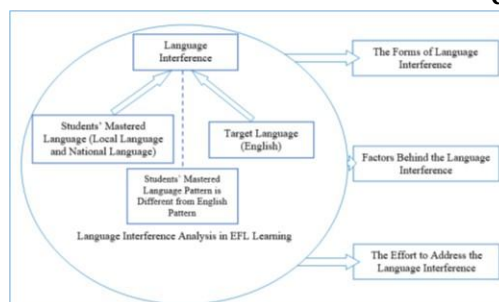


Figure 2.3 Conceptual Framework This research is motivated by the

researcher's awareness that previously, students already have a language that they have mastered, in this case, the regional language and then the national language, namely Indonesian. After the students were given the English language learning program as a foreign language, the researchers found that there were differences in language patterns between the language the students had previously mastered and the target language being studied, in this case, English as a foreign language. This is the reason for researchers to examine the language interference found in learning English as a foreign language to find three findings, namely what forms of language interference occur, what factors trigger language interference, and what actions are taken as a solution to this interference event.

III. METODE PENELITIAN

a. **Research Design**

Based on the problems posed in this study, the type of research with the appropriate strategy is descriptive research with a qualitative approach. This study uses a qualitative approach because this study describes and explains aspects of language that experience interference as well as the factors that cause interference found in learning English as a foreign language. In addition, the qualitative approach is best suited to the characteristics and objectives of this study, which is to describe and explain the language interference appearing in the context of learning English as a foreign language in detail. This is following one of the functions of a qualitative approach, which can provide intricate details about phenomena that are difficult to express by quantitative methods (Strauss and Corbin, 2003). Moleong (2006) explains more fully that qualitative research is research that intends to understand phenomena about what is experienced by research subjects, for example, behavior, perceptions, motivations, actions, etc. holistically and utilizing descriptions in the form of words and language on a particular context that is natural and by utilizing various natural methods.

b. **Research Subject**

The researcher chose one class for each level that applies the Non-Stop Discussion learning model for doing the discourse analysis in the learning process as the way to get the data from the students' talks. The Non-Stop Discussion learning model is chosen because it is one of the ways to ask all the students to speak up and explore their ideas. So, by this model of learning, the researcher can analyze the students' speech. Then the researcher did the context analysis as the way to get the data from students' writings.

c. **Procedure of Collecting Data**

The first is the preparation stage includes the preparation of a research proposal. The purpose of preparing this proposal is to make a global research plan for the entire research so that research can be controlled. It can also provide a practical description of the purpose of research conducted by researchers on readers. In addition, this stage also carried out data collection following the planned data collection techniques.

Then, data collection begins with observations to research locations to determine classes or study groups that match the data criteria. After obtaining the appropriate class, oral and written data collection began. Oral data in the form of student learning activities in class were collected using the listening method, which consisted of listening and recording techniques (Sudaryanto, 2015). Once collected, the oral data were then transcribed to facilitate the analysis process. The data is then analyzed and presented with formal and informal methods. The presentation is in the form of a formal method using sound symbols and phonemic and phonetic signs. Furthermore, data regarding interference, both oral and written data, are recorded on a data card, then the data is grouped according to the type of interference that appears in the data. Furthermore, each group of data is identified and reviewed to obtain conclusions that are relevant to the research objectives.

The last stage is the stage of preparing a report from the results of this study. The report preparation stage includes writing the conclusions from all the analyses that have been carried out, compiling research reports, consulting supervisors, making improvements, and multiplying reports.

d. **Research Instruments**

The instrument of this research consisted of a recording device. The recording device was used to obtain oral data. In addition, other instruments used in this study were interview guidelines. The interview guides were used to obtain data on the factors causing this interference and as a complement to oral and written data and as a reference in the analysis.

e. **Operational Definition**

i. **Language Interference**

The term interference, according to Mackey (1968), is the use of linguistic aspects of one language when speaking or writing another language. As he said that interference is the use of features of one language when speaking or writing in another language. Linguistic aspects that interfere with other languages include semantic, lexical, grammatical, and phonological.

Furthermore, Mackey (1968) said interference problems at the semantic level occur when the speaker introduces a new semantic structure. Although the meaning systems of the two languages may be the same, the combination from one language to another gives rise to new meaning structures. At the semantic level, interference

occurs when new semantic structures are found as influences from one language to the target language. Although the semantic units may be the same in both languages, foreign ways of combining them can be introduced as new semantic structures.

Then Dulay et al. (1982) explained that interference is an automatic transfer caused by habit, from the structure of the first language to the target language. Interference can occur automatically when the habit of the speaker or writer includes the grammatical structure of the source language into the target language. This is also because mastery of a mastered language is more profound than a second language or foreign language. This is a support for the research findings that have been done by Richards. Richards (1974) recognizes that mastered language interference is a significant source of difficulty in learning a second or foreign language. Many errors in the use of other languages stem from disproportionate language acquisition. Brown (2007) also emphatically states that second language learning is affected by the harmful effects of the learner's mastered language, and he suggests that overgeneralization is a negative intralingual transfer because it arises when misusing the target language rules. Interference also can be identified as a change in the system of a language concerning the contact of that language with other language elements that occurs in bilingual speakers (Cher, 1995).

Interference is a disturbance due to the entry of one language rule into another language rule both when speaking and when writing. Interference can be divided into four types, namely:

1. grammatical interference, namely interference that occurs because speakers are affected by the grammar of the mastered language when using a second language;
- 2) vocabulary interference, namely interference that occurs when speakers tend to use the vocabulary of the first language when using the second language;
- 3) pronunciation interference, namely speakers tend to use the pronunciation of the mastered language when pronouncing the second language; and
- 4) meaning interference, namely interference that occurs when speakers understand the meaning of the second language and think using the patterns of the second language (Alwasilah, 1985). This is in line with the conclusion of Kridalaksana (2001), who said that interference could occur at the level of phonology, grammatical system, lexicon, and semantics.

Thus, it can be said that interference can appear at all linguistic levels, namely phonology, morphology, syntax, lexicon, and semantics. Phonological interference is a pronunciation deviation. The morphological interference is a deviation in the process of word-formation. Meanwhile, syntactic interference is where speakers use the structure of the first/second language when speaking or writing a foreign language. Semantic interference is language deviation at the level of meaning (Suwito, 1983).

Several reasons were the initial cause of interference, including speakers find new vocabulary challenging to pronounce, speakers hesitate to pronounce the new vocabulary, speakers try to imitate old vocabulary in pronouncing new vocabulary (Swan, 2014). A strong first language influence can also occur when speakers use their mastered language, as studied by Abdulhayi (1985). Regarding the Interference of Indonesian into Javanese. In addition, the cultural background is also considered a factor causing language interference.

ii. Mastered Language

The researcher used mastered language term to describe the languages that have been used by the students expertly. The students' mastered languages can be stood as the native language, in this case, the local language, and also the national language or sometimes the other foreign language that they use expertly.

The mastered language term in this study refers to standard Indonesian and Indonesian with the Makassar dialect because the case study in this research were students with Bugis and Makassar ethnic backgrounds. The context of these two languages is categorized as a formal language and a non-formal language that is mastered by Makassar students, especially UNM students. Standard Indonesian is the formal language used by students in Makassar, such as in the language of learning instruction, in writing assignments, and in class discussions. Meanwhile, Indonesian with the Makassar dialect is a non-formal language commonly used in daily conversation by students in Makassar who come from various ethnicities from South Sulawesi and outside South Sulawesi. Indonesian language with the Makassar dialect is a characteristic and a unifying everyday language for students in Makassar who come from various ethnicities.

The researcher used this term as the target to find out the language interference phenomenon by looking at the influence of the students' mastered languages, in this case, are Indonesian, to the target language forming, in this case, is English as a foreign language.

iii. Students' Mastered Language Interference in Students' Spoken English

The interference of students' mastered language in English is a form of language disorder that occurs in English which is caused by the influence of the students' mastered language, both standard Indonesian and Indonesian with Makassar dialects on English patterns. This form of interference is classified from oral data taken from students' spoken language during the discussion process and from written data taken from student texts.

- iv. English Interference in Students' Mastered Language
The interference of English in students' mastered language is a form of language disorder that occurs in the students' mastered language caused by the influence of the English pattern on the students' mastered language pattern, in this case focusing on the standard Indonesian language pattern. This form of interference is classified from written data taken from student translations of English text into Indonesian.
- v. English as a Foreign Language
The interference of English in students' mastered language is a form of language disorder that occurs in the students' mastered language caused by the influence of the English pattern on the students' mastered language pattern, in this case focusing on the standard Indonesian language pattern. This form of interference is classified from written data taken from student translations of English text into Indonesian.
- f. Technique of Data Analysis
According to Sridar (1985), the steps of language error analysis are as follows: (Tarigan, 1988)
 - i. Collecting data
 - ii. Identifying errors
 - iii. Classifying errors
 - iv. Explaining frequency of errors
 - v. Identifying fault areas
 - vi. Correcting errors

IV. FINDINGS AND DISCUSSION

There are two parts of data presented around the findings of the analysis of the discussion activity. The first is to discuss the forms of interference that occur between the mastered language and the foreign language in the context of learning English as a foreign language. The second is to describe factors behind the interference that occurs between the mastered language and the foreign language in the context of learning English as a foreign language.

From the results of interviews with students, several conclusions were made, one of which explained that the language mastered by students was Indonesian with a Makassar dialect. From a total of 20 students, there are 14 students of Bugis ethnicity and 6 students of Makassar ethnicity. However, overall, students are fluent in using Indonesian with a Bugis-Makassar dialect in interacting on campus.

From the results of the interviews, it can be concluded that in learning activities both inside and outside the classroom, the lack of encouragement of students to read English texts is a problem experienced by almost all students. This is also influenced by the minimal number of English reading sources owned by students. The results of the interview also explained that there were students who thought that all languages were the same in rules and usage. This is very wrong and if not corrected it will be confusing to learn more than one language at a time. The researcher also found that there was confusion in learning and using different languages, which would also give a wrong understanding of the system and use of the foreign language itself. Another factor that causes language interference is mental processes. The mental process involves conceptualizing meaning, constructing Indonesian sentences, and translating them into English in students' minds. Interference is indeed difficult to eliminate but can be minimized by habituation for junior high school students to apply the structure or rules of English correctly in writing discourse.

When students are confused in the syntactic structure of their mastered language, they adjust the form of their spoken and written English sentences using syntactic items that are part of their mastered language. Analysis of the students' spoken and written data revealed the extent to which their English sentences were influenced by English. So it can be concluded that the concept of the students' mastered language interference into English is triggered by students' ignorance and confusion in processing English sentences so that they first formulate the sentences into their mastered language. Therefore, language pattern disorders often appear.

There are three perceptions of lecturer and students regarding interference, namely, interference are a problem that must be followed up immediately, interference is a common or natural thing that occurs in language learning, and interference is something that is disturbing and disrupts linguistic rules. Interference will directly affect students to write English discourse. Therefore, there is a need for good efforts from schools to overcome this interference.

The forms of interference that occur between the mastered language and foreign language in the context of learning English as a foreign language found by the researcher

were separated into three groups. The first is the data presented in the form of interference from students' spoken language from Indonesian to English. Second, the data findings are presented in the form of interference forms of students' written language from Indonesian to English. Finally, the data findings are presented in the form of interference forms of students' written language from English to Indonesian.

1. Students' Mastered Language Interference in Students' Spoken English

a. Grammatical Interference

Badudu (2001) states that Indonesian is a language that has an "agglutination" system (sticking), so the function of affixes in Indonesian does not recognize conjugation or changes in verb form and declination or changes in other word forms, for example, nouns. The form of the verb is not bound by time, number, and person. In English, there are verb formations that are influenced by adverbs of time, such as in the sentence "I am not bringing anything".

In the clause "I am not bringing anything", the change in the verb is seen from the word "bringing" which comes from the root word "bring". The addition of "ing" is because the speaker expresses an ongoing event. Thus, the conclusion that there is interference in the use of verbs that are influenced by time is due to a fundamental difference in Indonesian grammar rules there is no change in verbs, while in English, changes in verbs can be influenced by both the tense and the subject.

The difference in these rules also applies to the sentence "I used contact lenses when I was in junior high school". This sentence is influenced by the time that has passed. From the data obtained, the speaker originally intended to use the perfect continuous rule which was marked by the use of "have been". However, when viewed from the context, the speaker implies that he has a bad habit of wearing contact lenses. So, it can be concluded that there is a possibility that speakers no longer use contact lenses. So, the sentence with the present perfect rule is correct. The existence of this sentence formation error can not be separated from the students' habits with the language they master without the rules of changing verbs that are influenced by time. In other words, in line with Setyadi's (2006) argument that students whose first language background does not have tenses rules tend to have more difficulty in learning the target language that has tenses.

In addition to errors in changing verbs or present participles, other errors in English grammar rules that are often found in this study are the "to be" position which is not used several times. For example in the clause "this full plastic". From the interviews, most of the students stated that they did not use "to be" because they referred to their native language. After being asked, the student said that the meaning of the clause in Indonesian was *ini kacamatanya terbuat dari plastik*. That is, the glasses are made entirely of plastic.

Furthermore, in English, there are rules for changing "to be" which are affected by changes in time. An example of an error that the researcher got was "that minus is getting bigger every year". Meanwhile, the context of the discussion in question is the condition of the speaker's eyes when he was in high school. So, the "to be" that must be used is "was" which describes the past.

Another error found was the use of the "like + gerund (verb-ing)" rule. In Indonesian, the term affixes are known and are usually attached to a word, either prefix or suffix. The difference is that affixes in English will affect the shape of the word they are applied to, for example changing a verb into an adjective. An example is a sentence "Then I got some treatment like drinking mineral water and eating carrots". The mistake that students make is not inserting "-ing" after the word "drink". In fact, "drinking" describes an activity that must be done as a treatment so that it acts as a noun. The very striking difference in linguistic rules between the two languages made students express their difficulties when interviewed by the researcher.

Another basic difference is also found in interrogative sentences. Besides being influenced by changes in time, interrogative sentences in English usually begin with a question word or "to be" or "todo". Examples of mistakes made by students are "you read it silently or you read it aloud?" After being interviewed, the student said that he spontaneously interpreted it directly from the Indonesian context, namely *kamumem bacadalamhatiatau kamumem be can y aring?* However, he realized that the sentence he asked for was not correct. He also managed to improve his sentence during the interview, namely "do you read it quietly or aloud?"

b. Lexical Interference

According to Aslinda and Syafyahya (2010) lexical interference occurs when a bilingual or bilingual enters lexical L1 into L2 or vice versa in speech events. In terms of lexical interference, Aslinda and Syafyahya analyzed it based on the division of word classes and in the results of their analysis, they found five-word classes that experienced lexical interference, namely verbs, adjectives, nouns, pronouns, and numerals. In this study, the researcher used the term mismatch of lexical system. In this study, the researcher uses the term mismatch of the lexical system which means that in this interference there is an error in the use of the word equivalent.

This interference occurs when the source language lexical unit looks real on the target language lexical unit but is not equivalent. Thorovsky (2009) states that the translation results that receive lexical interference may have the same sentence and word structure individually but are very different in the level of meaning.

In this study, the researcher found some data that belonged to the category of mismatch of lexical system. The

first example is in the "I'm using the glasses right now" clause. In this clause, the word "using" is inappropriate to describe the glasses worn on the face. A more suitable and commensurate word to describe glasses is "wear". So the more appropriate clause is "I'm wearing the glasses right now". The same thing is also found in the clause "I want to give a question". The word "give" is not appropriate to explain that someone wants to convey a question. The appropriate verb equivalent is "ask". So the more appropriate sentence is "I want to ask a question".

From the results of interviews with students, the researcher concludes that the reason students use the words above is because of a literal translation. They do not know the culture of using the English term in the intended context.

An interesting thing was also found in this study there are differences in the correct term for nearsightedness and what is commonly referred to in the community. The term nearsightedness is commonly called *mataminus* among the students studied by the researcher. While in English, the term is known as "myopia". This causes lexical interference to applying the phrase "my minus" in the sentence "My minus was getting bigger every year". This sentence should be "My myopia was getting higher every year". The use of the word "higher" is more appropriate to replace the adjective "bigger".

The phrase "my minus" was mentioned several times by students during the discussion during the lesson. The sentence is "that treatment makes my minus decrease". The word "make" is not commonly used in the context of nearsightedness which reduces the effect of the speaker's treatment. Then the correct sentence is "that treatment reduced myopia".

Another form of lexical interference was found by the researcher in the form of errors in the use of words that were similar but differed in their use of context. An example of the word found is the misuse of "wallet" for women which should be addressed by men. The results of interviews with students resulted in the conclusion that these students just found out that in English several words have equivalent meanings but differ in their application in certain contexts.

c. Semantic Interference

According to Thorovsky (2009), semantic interference arises when the lexical meaning of the unit overlaps between the lexical meaning of the source language unit and the lexical meaning of the target language unit which is only partially equivalent. Sometimes there are translators who in the translation process are only satisfied with the first meaning obtained through the dictionary and do not look for the meaning of a text as a whole based on context.

This clause is inappropriate in the English context. Grammatically, the language structure is correct. However, the use of the phrase "minus very high" is unclear. Clauses like this are common in Indonesian contexts, but the term eye health in English uses the phrase "high myopia". The clause should be corrected to "my vision is getting worse at very high myopia up to -4.00".

The next clause error is in (2) "I am using right now". The word "use" is a transitive verb. A transitive verb must be followed by the object described by the verb so that there is no misunderstanding of meaning. Therefore, the clause should be completed by adding the object referred to the thing used by the speaker. But in this case, the most appropriate transitive verb to use is "wear". Then the correct clause is "I am wearing the thing right now".

There are also some errors identified in word form. There is a mismatch of lexical system in these two following sentences. The first sentence is "that is very dangerous because it can make your eyes blood". There is no mistake in this sentence. But the word "blood" is inappropriate. "Blood" is a noun form in English. Sementara pada kalimat tersebut dibutuhkan kata sifat. Jadi kata yang tepat adalah "bleed". While in that sentence adjectives are needed. So the right word is "bleed". These two sentences are "the weather felt hot". It is characterized by a mismatch in the system of word order and word linking in English. For example in sentence (23) "the weather felt hot". The word "weather" cannot be combined with the word "felt", because the weather cannot be felt. Humans can feel hot or cold weather. So in English, the sentence can be changed to "I felt hot". This does not apply to the Indonesian context. The example sentences above can be said to be a combination of the right words as "the weather is hot".

2. Students' Mastered Language Interference in Students' Written English

a. Grammatical Interference

The interference that occurs in students' essays in writing English essays is caused by the use of *to be* and the use of verbs in a sentence, so the researcher assumes that the error is because it is influenced by Indonesian syntactic interference in English essays. The occurrence of grammatical interference in students' English essays is caused by the lack of student understanding of the clause structure consisting of verb clause, noun clause, adjective clause, adverb clause, and preposition clause. The arrangement of these clauses is not based on the composition of the Indonesian language or without following the grammatical rules of the English language.

There were some grammatical interferences found by the researcher in the student translations taken as research data. The form of interference is found in the sentence "three weeks already I'm in Makassar, living a

new life and experience, and away from my family in Bone". The error lies in the clause "three weeks already I'm in Makassar". The context of the sentence above cannot be accepted in the context of English grammar rules. This interference is influenced by Indonesian-speaking culture with a Makassar dialect. "Three weeks already" is the result of the translation of *tigahari mi* in Makassar dialect which in Indonesian means *tigaharisudah*. So, the sentence should be corrected to "I have been in Makassar for three weeks, living a new life and experience, and away from my parents and family in Bone."

The other form of structural interference in English which is influenced by Indonesian is found in the clause "I and Ryan, my roommate". English has a special sensitivity to using "I" and "we". People don't put "I" or "we" first. While the phrase above follows the pattern of the Indonesian language which does not have its own rules in this case. Therefore, the phrase should be corrected to "Ryan, my roommate, and I".

The form of grammatical interference found next is in the sentence "if I am a rich man, I would have married you". The form of the clause "if I am a rich man" occurs because it is influenced by the Indonesian language *jikasaya orang kaya*. This is because in English there are many "to be", so the usage is sometimes reversed. The use of "to be" is not appropriate in a conditional sentence that begins with *if*, then "to be" is replaced with "were".

b. Lexical Interference

In this study, the researcher found some data from student essays that were included in the category of mismatch of lexical system. The first example of lexical interference is in the sentence "according to my point of view, Uang Panai is not just prestige, but also about the struggle to get a Bugis woman". In the construction "according to my point of view", the phrase "according to" cannot be presented to accompany the phrase "point of view". However, this is not the case in Indonesian, the construction *menurut pendapat saya* is a common term. From the Indonesian construction, it can be concluded that the construction of "according to my point of view" is influenced by Indonesian construction. Or it can be said that this English construction is formed from a direct translation from Indonesian. So, the construction above is more appropriate if it is changed to "in my point of view". The next form of interference is the use of conjunctions. The construction of the sentence "My name is Ira Damaiyanti but people call me Ira" is not unusual in the Indonesian context. But this is not acceptable in English. The conjunction "but" here is not quite right because the comparisons mentioned are not contradictory. The conjunction used should be "and". The use of "and" is appropriate in this sentence because the two clauses explain the introduction of names.

c. Semantic Interference

From the results of interviews with students as writers of texts as research data, it can be concluded that this type of interference occurs when students can understand the meaning and context in the Source Language but fail to transfer the meaning into the Target Language. An example is in the sentence "my current status is no longer a student, but a new student". In Indonesian, the terms *siswa* and *siswa baru* are known. While in English, the two students are still known as "students". This sentence must be from a direct translation using Google Translate. Indonesian has different names for high school students and college students. Meanwhile, in English, both are called students. So, a clearer explanation is needed for the sentence above.

3. English Interference in Students' Written Language in Their Mastered Language

From the result of the analysis of data taken from the results of student writing, the researcher explained the relationship with the results of interviews with the students concerned. The first is interference in lexical form. This happens because students when translating a given simple text, do not see the context of the sentence itself. The given text is translated word by word without regard to the meaning of the text.

The next form of interference is interference at the semantic level. This happens when students already understand the meaning in a given simple text or Source Language but have difficulty transferring that meaning into the Target Language. Errors like this are very fatal because they can give a distorted meaning that will confuse the reader.

The level of interference at the cultural level is the fourth interference that appears in this study. Percentage of occurrences. This disorder arises when students have difficulty finding equivalent words that have cultural elements in the Source Language to be poured into the Target Language. Students still experience language bias in translating cultural elements because equivalent words in the Target Language are not found, so they force the use of words that they think are correct but in the end do not experience equivalent words.

V. CONCLUSION

From the presentation of the results and discussion of the research data above, the authors conclude to answer the two main points which are the research questions. The two points are the forms of interference found in this study and the factors causing language interference that the researchers found through interviews with students' complaints about learning English.

The language interference found by the author is summarized in three groups, namely language interference controlled by students in students' spoken English, language interference mastered by

students in English found in students' written texts, and English interference to students' Indonesian as seen from the translation results. The types of interference found are grammatical interference, lexical interference, and semantic interference. Grammatical interference consists of errors in the arrangement of words into clauses to become sentences. The errors that most researchers encounter in grammatical interference are those related to tenses. Lexical interference is related to the mismatch of the lexical system which includes errors in choosing words that are commensurate with the meaning of the context conveyed. Meanwhile, semantic interference includes errors that affect meaning.

The researcher also concluded that in learning activities both inside and outside the classroom, the lack of encouragement of students to read English texts is a problem experienced by almost all students. This is also influenced by the minimal number of English reading sources owned by students. The results of the interview also explained that there were students who thought that all languages were the same in rules and usage. This is very wrong and if not corrected it will be confusing to learn more than one language at a time. The researcher also found that there was confusion in learning and using different languages, which would also give a wrong understanding of the system and use of the foreign language itself. Another factor that causes language interference is mental processes. The mental process involves conceptualizing meaning, constructing Indonesian sentences, and translating them into English in students' minds. Interference is indeed difficult to eliminate but can be minimized by habituation for junior high school students to apply the structure or rules of English correctly in writing discourse.

When students are confused in the syntactic structure of their mastered language, they adjust the form of their spoken and written English sentences using syntactic items that are part of their mastered language. Analysis of the students' spoken and written data revealed the extent to which their English sentences were influenced by English. So it can be concluded that the concept of the students' mastered language interference into English is triggered by students' ignorance and confusion in processing English sentences so that they first formulate the sentences into their mastered language. Therefore, language pattern disorders often appear.

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