Analysis Of The Indonesian Speakers Of English Employ The Indonesian Language Syntactically

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Abstrak. There is a phenomenon where Indonesians speak English with syntactical interference from Indonesians. This study aims to describe the most common syntactical interference made by the elite group in Indonesia when speaking English. This research also aims to reveal the factors that cause the elite group of Indonesia to use those types of syntactical interference when speaking English. The researcher collected primary data by interviewing and recording 33 respondents from the elite group of Indonesia. The analysis was carried out using quantitative and qualitative descriptive methods. The results show the elite group in Indonesia makes several types of syntactical errors, including omissions, additions, malformations, and disordering. This is due to a lack of awareness in the attempt to translate the original structure of Indonesian into English.

Keywords: Syntactical Interference, Omission, Addition, Misformation, Misordering

Abstrak. Ada fenomena orang Indonesia berbicara bahasa Inggris dengan interferensi sintaksis dari orang Indonesia. Penelitian ini bertujuan untuk mendeskripsikan interferensi sintaksis yang paling umum dilakukan oleh kelompok elit di Indonesia ketika berbicara bahasa Inggris. Penelitian ini juga bertujuan untuk mengungkap faktor-faktor yang menyebabkan kelompok elit Indonesia menggunakan jenis interferensi sintaksis tersebut ketika berbicara bahasa Inggris. Peneliti mengumpulkan data primer dengan mewawancarai dan mencatat 33 responden dari kelompok elit Indonesia. Analisis dilakukan dengan menggunakan metode deskriptif kuantitatif dan kualitatif. Hasilnya menunjukkan kelompok elit di Indonesia melakukan beberapa jenis kesalahan sintaksis, antara lain penghilangan, penambahan, malformasi, dan pengganguan. Hal ini disebabkan kurangnya kesadaran dalam upaya menerjemahkan struktur asli bahasa Indonesia ke bahasa Inggris.

Kata Kunci: Interferensi Sintaksis, Omission, Addition, Misformation, Misordering

INTRODUCTION

It is widely known that English is the second most popular foreign language in the world. ("Culture and Language Use," 2021) states that the spread and use of English in Indonesia is described as a 'concentric circle' where English is either a foreign language or Indonesian English. Learners of English usually face some difficulties, such as having to master the English system as their target language. Interference occurs due to the different representations of the source system in their language production.

(Tajeddin & Khanlarzadeh, 2023)studied the relationship between bilingualism, interference, and the theoretical basis of language interference. ("Labeling in Language Change," 2021)The findings show that there are different types of interference errors, including phonetic interference mistakes and lexical mistakes. Grammatical mistakes include the sequence of tenses, direct and indirect questions, and the use of direct or indirect questions. To overcome mistakes, two different approaches are taken. They provide strategies to prevent mistakes from occurring and corrective measures if mistakes have already occurred.

(Walisundara, 2020)Non-native speakers of a certain language who have studied a second or foreign language can cause interference. When a person attempts to master a language outside of his native, it covers pronunciation, word form, and structure. Interference is a major factor in the development of a language.(Frisbie, 2021; Kibbee, 2021) emphasized his project on English as the official language of the Association of Southeast Asian Nations: features and strategies. He disclosed the selection of linguistic features- phonological and syntactical- that are shared by speakers of different varieties and considered some of the communicative strategies including the lack of use of 'local' lexis. The findings show that there is little variation in the markings of verb forms among ASEAN speakers. The non-marking of the third-person simple present and past tense is a major source of nonstandard forms among these speakers. This non-marking may be explained by their redundancy in certain contexts.

It is impossible to ignore the influence of language elements in one language on another. When a speaker speaks in two or more different languages, there will be language contact. Interference will occur both in written and spoken form. (Pye, 2022)Cross-linguistic influences are the effects of the contrast between the source language and the target language. The effects are caused due to the interference of the source language system.

It is important to identify the differences in linguistic systems to help language students overcome difficulties. (Roiyasa et al., 2021)analyzed the understanding of Indonesian communication styles in English. It was a communication perspective from an intercultural perspective. He found that the communication styles of Indonesians are characterized by grammatical and structural characteristics.

This research aims to help us understand the types of interference in English production from source languages. This research is different from the previous research because it will not only focus on the subject-verb agreements and consonants in phonological but also many types of interference, especially in syntactical.

RESEARCH METHODOLOGY

The researcher has used both qualitative and quantitative methods to conduct this research. This research will describe the most common syntactical errors made by elite Indonesians when they speak English. The data were collected from 33 respondents, mainly from Makassar in south Sulawesi. They are bankers, doctors, lecturers, and office workers like in the BUMN pre-delivery center of h. Kalla and bpjs. Civil servants such as teachers, headmasters, and immigration institute employees. The researcher used recording techniques to collect data. She collected primary data by interviewing respondents.

The researcher used both quantitative and qualitative descriptive methods to analyze the data. (Schenker, 2021)These methods were performed in several steps. For example, first, the researcher transcribed the data. The researcher then identified the interferences on syntactical. Second, the types of interference on syntax in the data were recorded. The researcher classified all the data collected in a table. Third, the researcher used qualitative descriptive analysis to analyze the data. She explained different kinds of syntactical confusion and made reconstructions. Fourth, the researcher calculated data using a quantitative method to find out the types of syntactical errors that respondents made. By examining the table, and their analyses, we can draw some conclusions.

RESEARCH RESULTS

In this research, it is found that elite groups in Indonesia are guilty of some form of syntactical interference, such as omission, malformation, or disordering. Omission errors are the absence of a word or phrase that is required to be included in a well-formed sentence. The omission errors are omissions of grammatical and content morphemes. Omissions of content morpheme include omissions such as subject and verb. The following data are examples of syntactical conflict.

Omissions of subject and verb

It has been going well for me so far because I have my team. It should be: I am running well because I have my team.

My relationship with the other officer is so much fun. It should be: I have a great relationship with my fellow officers.

The subject of a sentence is a noun. It is a name for a person place or thing or idea doing or being something. In a sentence, every verb must have a subordinate. The verb usually comes after the subject. It identifies either an action or state of being.

This study identifies four main categories of grammatical errors: noun-phrase, verb-phrase, verb and verb constructions, and transformation.

The use of a determiner

The sentence below contains an error because the respondent forgot to include articles after noun phrases. There are three types of articles: indefinite articles ('a' and an') or definite articles ('the'). The words 'a' or 'an' are used to refer to something the other person does not know. For example: I am employed in a BUMN company in Indonesia. This should be because I am an employee of a BUMN company in Indonesia.

Numbers are used to identify people.

The respondents interfere in number agreement. Number agreement refers to the correct relation of words (the single and multiple aspects of language), specifically within a phrase. The sentences below are incorrect as the determiners show a plural. In this case, the context is plural. Therefore, an inflectional suffix of (-s/es), is required. As an example:

Every day, there are approximately twenty patients. It should be: there are about twenty patients every day.

The use of the pronoun

There are 5 types of relative pronouns that you can use in English. These include which, who, and. *Whose* and *whom are* used for referring to people? *Which is* used to refer to things. Refers to things, places, or ideas. That - is used to refer to people or things. The sentence below is a good example of omission.

This is a function of administration where they take a step for the application. It should be: in this function of administration, they take a procedure for the application.

In the sentence, the relative pronoun acting as subject is omitted. The other examples of interference in the syntactic structure are the use of prepositions, omission verb "be", agreement of subject with verb, and transformation.

I stay at home on the weekends. On the weekend, I just stay at home. When I am working there, it is so much fun. It should read: when I work at that place, I have so much fun.

It makes me very, very happy. It should read: it makes me very pleased.

Then, we'll be interviewed by the grand manager. It should read: then we will be interviewed by the grand manager.

The sentences above were incorrect because the respondents failed to include a preposition, which was required by context. In English, the preposition must appear between the verb and the place where the action is directed.

The sentences above also show agreement between the subject-verb and omitting the third singular accentuation (-s). The other incorrect is the absence of auxiliary be "is" and "our", which indicates passive verb form.

The addition is a second type of syntactical interference. The determiners should not be added to the context. The following sentences provide examples of the use of determiners and the use of prepositions.

Rpp is a cause of some difficulty. The difficulty is the app. It difficult question. It should be: it is a very difficult question. My profession now is teaching. It should be: my profession is an educator.

Misformation is one type of syntactical interference found in data. Misformation can be seen in the following examples: the use of determiners, nominalization, and the use of pronouns.

I have everything in my office. It should be: I have everything in my office. I am in the operations division. It should be: "I am in the operation division."

It should read: we discuss our problems, our visions. It should be: I discuss our problem, our vision. My job has many positive and negative aspects. There are many likes to dislike about my work. I think we have no problem. It should be: "I think we have no problems."

Every company has authority. It should be: each company has authority.

The difficulty is I must both understand each other. It should be: I must understand one another.

The sentences above have been incorrectly written because the respondents used the definite article where indefiniteness should be used. This section discusses interference in the usage of possessive pronouns and determiners. The sentences above were incorrect because they used the past tense verb form instead of the simple present. The plural form is another incorrect sentence. To be a 'has' is incorrect because it indicates a plural noun.

Misordering is a second type of syntactical interference. The main difference between the syntax of Indonesian and English is their word order. As an example: I work in claim, kur division, and existing. It should be I am a division in claim, kur, or existing.

In this research, the researcher found many other types of syntactical interference, including incorrect verbal aspects, misuse of double verbs in English, and the misuse of the word "people", such as:

It should read: my weekend. I almost spent my weekends hanging out with a friend. It should be: my weekend, I almost spent my weekends hanging out with my friends.

I am enjoying my work now. It should read: I am enjoying my work now.

I like psychological books and I also enjoy reading a story that is similar to a novel about someone who is a good person. It should be: "I like psychological books. I also like to read something like a novel. A story about someone who is a good person."

In the sentences below, we can see that the respondents are using double verbs. The English simple sentence does not allow the use of double verbs. The word "people" is plural and should not have any singular markers like "this/that" or one.

In other words, she seems to generalize 'people'. She could also be saying that she's not sure.

She seems to generalize the word "people" as singular and plural. She seems to generalize 'people' both as a singular or plural word. In her conceptualization, the word 'people' can be singular and plural.

DISCUSSION

This study shows that there are multiple types of syntactical interference. There are four types of syntactical interference: omissions (omissions), additions (additions), misformations (misordering) and misformations. This finding shows that the elite group of Indonesians who speak English consider omission, addition, misformation, and misordering to be the most significant syntactical interference.

Torrijos (2009) asserts that different terms and phrases are used by researchers to describe cross-linguistic influences, including language mixing, language interference, language transfers, the role played by the mother tongue, and native language influence.

Interference is a problem in language norms as a result of language contacts made by linguistically multilingual or bilingual persons. Chaer (2007) clarified Weinrich's introduction of the term interference. Weinrich stated that bilingual people interact with other people using a language they are familiar with, where a systemized shift occurs from one language to another. Alwasilah's (1985) opinion on interference was that it is a mistake caused by using other language utterances, which includes pronunciation, structure, and words themselves.

Dulay*, et al* (1982) defined interference, in Arifin, (2011), as the mechanical transmission, due to habitual transfer, of the structural structure of the first or native language onto the target language. Language contact, such as Weinrich's statement in Weda (1998), that

when people have restricted words of the target language to oppose global development. It is an interference factor.

The main causes of interfering speech are the following: speakers who use certain words or phrases infrequently, the need for synonyms, the use of prestigious foreign languages, and the faithlessness of a multilingual or bilingual speaker.

Richards (1974), according to his definition of interference, is a type of negative language transfer (negative translation). The use of a pattern, role, or native language in the target is an error. Manrique (2012) reveals some advantages and drawbacks of using the mother tongue to speak a foreign language.

Cross-linguistic influences are the effects of the contrasts between the source and the target languages. The effects of the first language system are caused by its interference. To help language learners overcome difficulties due to the different linguistic systems, it is necessary to identify this.

Each researcher has their classification of types of interference, particularly in syntactical interference. This research uses a descriptive aspect of the taxonomies that are based on Dulay's, Burt's, and Krashen's theories. According to Dulay*, Burt, and Krashen* (1982), taxonomy is divided into two, namely surface strategy taxonomy. Linguistic category taxonomy includes language components and the particular linguistic Constituents, such as phonology and syntax (pronunciation), morphology and syntax (grammar), meaning and vocabulary (semantics and lexicon), and discourse (style). Surface strategy taxonomy includes omission, additions, and misformations. There are two types of omission - omissions based on content morphemes or grammatical morphemes. According to Dulay*, et al* (1982), speech has three types of addition, such as double markings and regularizations. The misinformation includes regularizations as well as archi forms and alternating forms.

In this study, the analysis of syntactical interference is based on the classification by Politzer and Ramirez, who studied American students learning English in America. They classify them into noun phrases (determiners, numericalization, pronouns, prepositions, use or progressive tense), verb phrases (omission of the verb, use or progressive tense), verb and verb structure, and word order.

In short, the researcher uses surface-strategies taxonomy that is based on Dulay Burt and Krashen's theories to describe syntactical interference. The researcher uses the linguistic taxonomy of Politzer and Ramirez to guide him in classifying syntactical interaction.

The researcher concludes as stated in the findings section that there are specific phenomena of definite interference by an elite group of Indonesians when speaking English.

This includes misformations of verbal aspects, pronoun concord, and word-for-word translation. There are also errors related to the adjectival class (incorrect classification of words). These phenomena were not discussed in the discussion of Dulay, Burt, and Krashen's theory of syntactical interaction and the classification of Politzer-Ramirez.

Indonesians must therefore pay attention to some types of syntactical interjections that always occur, and in particular to the most frequent ones that Indonesians produce when speaking English. This research will be a valuable contribution to English teaching, especially speaking.

By analyzing the most frequent syntactical errors, i.e., omissions of grammatical or content morphemes and the structure of noun and verb phrases, teachers can decide which part of sentence construction to emphasize when explaining it to English learners. It aims at improving their ability to apply sentence structures of English, particularly in speaking, to make well-formed structures.

CONCLUSIONS & SUGGESTIONS

The researcher would also like to conclude the data that have been presented in Chapter 1 regarding the syntactical interference made by Indonesians when speaking English. The first is that most respondents still make some kind of syntactical interference when speaking English. The Indonesian elite group makes syntactical mistakes when speaking English. These include omission, addition, misformation, misordering, and other types such as incorrect aspect, double verbs, and the misused word "people". The second type of syntactical interference made by elite groups is the omission of grammatical morpheme, that is the number. Based on the above conclusions, the researcher will present some suggestions. For instance, Indonesians need to improve their ability to use sentence structures in English, particularly in speaking, to make a well-formed structure. By giving more attention and practice to improve their knowledge of sentence structure in English, it is possible to reduce the incidence of syntactical interruption of an elite group in Indonesia when speaking English.

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