Syntactic Interference of Kupang Malay into Indonesian Language

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Abstrak

Tujuan dari tulisan ini adalah untuk menjelaskan berbagai macam interferensi antara bahasa Melayu Kupang dan bahasa Indonesia yang dilakukan oleh anak remaja di Kupang dan juga untuk menyelidiki bagaimana inferensi tersebut terjadi. Penelitian ini menggunakan pendekatan deskriptif kualitatif. Hasil penelitian menunjukkan secara sintaksis bahwa anggota Klub Namosain mengalami interferensi bahasa terutama pada dua tingkat: interferensi bahasa Melayu Kupang ke dalam bahasa Indonesia pada tingkat frasa dan interferensi bahasa Melayu Kupang ke dalam bahasa Indonesia pada tingkat predikat. Hal ini disebabkan pola yang berbeda antara bahasa Indonesia dan bahasa Melayu Kupang pada tingkat frasa dan kalimat, yang berdampak pada gangguan bahasa Indonesia. Bahasa Melayu Kupang juga tidak memiliki varian imbuhan yang banyak seperti bahasa Indonesia.

Kata Kunci: Interferensi, sintaksis

Abstract

This paper aims at defining the types of interference of Kupang Malay into Indonesian language done by theenagers in Kupang and also examining how the inference occurs. The method applied in this research was descriptive qualitative method. The result indicates that syntactically, the members of Namosain Club undergo language interference, especially in two parts, namely: the Kupang Malay interference into Indonesian language in Phrase level and the Kupang Malay interference into Indonesian language in predicate level. Because Indonesian and Kupang Malay have different pattern in particular phrase level and sentence level, thus it influences the interference in Indonesian. Besides that, Kupang Malay has no affixes as in Indonesian.

Keywords: interference, syntax.

1. Introduction

Language is very important for human life. By language, people can express their idea or what they want. In addition, language enables them to understand various knowledges. Each knowledge is explained by using language either by the experts of the knowledge or those who are studying the knowledge.

Since the development of civilization, people do not only need to know one language but they have to know at least two or three languages. Thus, they can communicate with other people. For example, English is used when someone meets foreigner(s) then he/she can introduce the culture or convey any information to the foreigner(s); while Indonesian is used as the national language in Indonesia; or local language is used as the daily spoken language (between family member or in any informal situations).

Knowing two or more languages is necessary but there will be problem for the speakers (bilinguals) too. The problem is, there will misconception between the speaker and

listeners or speaker and addressee. The misconception or misunderstanding occurs not because of the external influence like different culture but the internal influence such as different language knowledge. Language knowledge means, each language in the world has its own pattern such as syntactically, morphologically, phonologically, and or semantically. Thus, those differences can influence a bilingual to make mistakes in conveying his/her idea in communication.

In communication there are two ways of conveying notions. The first one is, by speaking and the second is, by writing. Thus, automatically, the language's pattern of spoken language and written language is different. In spoken language, people can say directly what they want without constructing complete sentence. The situation in market is a good case in point. The buyer can point to the merchants then the seller can understand what the buyer wants. Meanwhile in written language, the writer has to construct the complete sentence then the readers can understand what the writer means.

Due to this study about the interference of Kupang Malay into Indonesian, thus it is better to consider the knowledge of both of languages (Indonesian and Kupang Malay). In Indonesian, the sentence construction is formulated by one of the patterns, such as: (S + V + O + O + K). Example:

Reno mengambilkan Tony segelas air tadi pagi. S V IO DO adverb

"Reno took a glass of water for Tony this morning"

The sentence construction above is accepted in Indonesian. The Indonesian people understand well the sentence. While in Kupang Malay there will be different pattern in constructing the sentence. Generally, the difference can be found in predicate of the sentences both Indonesian and Kupang Malay. So if sentence above is formulated into Kupang Malay, thus the construction will be as follow:

Reno ame kasi Tony aer satu gelas tadi pagi.

S V V IO DO Adv

"Reno took a glass of water for Tony this morning"

By considering the sentence constructions between Indonesian and Kupang Malay above, the strict difference is in predicate of the sentence. In Indonesian, the verb will undergo affixation if the speaker prefers to convey the indirect object in his sentence. While in Kupang Malay (KM), there is no affixation process. Scientifically, Kupang Malay is a Creole language. It undergoes Creolization, and it is not a dialect of Indonesian language, it is not interference of any language or slang too.

So, this study deals with the interference in written language in particular Syntax. The data are taken from the Namosain Teenagers Club, Kupang- NTT province. The theory of interference argued by Weinreich (1953) is going to be applied. The theory is supported by the theory of interlanguage argued by Don Sparling (1989). Based on the explanation above, there are two problems. Those problems are formulated in questions: What kinds of interference do occur in club members' sentences based on syntactic point of view? And how is the interference appeared in club members' sentences?

2. Method

In this study, the researcher applied descriptive qualitative method. The method enables the researcher to show the description, fact and the accuracy of the data naturally. This method can be used as the appropriate techniques in finding the exact interpretation of data. In language research, this method is proper in qualitative research. (Djajasudarma, 1993: 41). Namosain Teenagers Club established in 1999 by the pioneers of Lahairoi Church was the object of this research.

In conducting this research, the researcher took only one class which has bilingual members (Indonesian and Kupang Malay). The respondents are the club members who are eleven to thirteen years old. Those are chosen as the representative respondents because they are taught Indonesian at school even, they have to speak Indonesian when they are at school. Meanwhile, they speak Kupang Malay when they are talking to their parents or family members at home. Thus, the respondents are categorized as bilingual speakers.

In analyzing the data, there are several steps done by the researcher. The first step is the researcher reads the whole of the compositions (each composition). The second step is, determining the sentences which have idiosyncrasy in particular interference from Kupang Malay into Indonesian language. The third is, describing the data by considering the syntactic pattern of Kupang Malay and Indonesian then, finally, the interference of Kupang Malay into Indonesian can be proved.

3. Review of Related Literature

The previous studies about interference had been conducted by any researchers. Thus, the result of the studies can lead the researcher to conduct the interference of Kupang Malay into Indonesian language based on syntactic point of view. The results of previous

studies are as below.

A study on interference analyzed by I Nengah Sudipa (2011). The study is entitled Interferensi Bahasa Indonesia Pada Abstrak Berbahasa Inggris Jurnal "Udayana Mengabdi". The study was conducted on October 2011. In that study, the researcher focused on two points namely; interference in syntax and in semantic. There are thirteen abstracts are taken by the researcher. Based on the conclusion of the study, it indicates that a view of abstract writers have problem in choosing vocabulary semantically. For example: the group of farmers who participated in the training activities of household-scale biogas production very enthusiastic follow until the end. The sentence should be: the group of farmers who participated in the training activities of household-scale biogas production very enthusiastically attended until the end. While in syntactic level, indicated that Indonesian has no clear category marker, thus the translation is conducted directly without considering the context of sentence. For example: Application of methods are presentation with discuss and training of conversation. The sentence should be: Application of methods is presentation with discussion and training of conversation.

Noor (1996) in Mohammad Hamad Al-Khresheh, presents a justification for analyzing such syntactic errors to better understand strategies utilized by English Foreign Language (EFL) students when they write in a Foreign Language (FL). Noor's study is considered a review of the most frequent syntactic errors made by Arab EFL learners native. The important discovery of Noor's study is that the most frequent and common source of error is the influence of the native language in processing English syntactic structures. In considering L1 interference in causing errors at the sentence level, it is important to note that this form of interference is also responsible for many other errors at the text level (Land and Whitely, 1989; James, 1980, 1998). Given this, the aim of the present study to investigate and analyze the errors committed by Jordanian EFL learners in the word order structure of English sentences may provide insights into other errors. This study adds to the few studies so far conducted in the area of syntactic errors of FL learners in general and Jordanian EFL learners, in particular. The rationale of the current study stems from the significance of syntactic structures (i.e. word order) in the process of second language acquisition, the way in which the current study differs from previous studies conducted in the area, and the recommendations and suggestions which could be derived from the findings. In conclusion, this study differs from previous studies as it investigates the carry-over of the L1 syntactic structures of word order into L2 structures by Arabic-speaking Jordanian learners.

4. Theory

According to Weinreich in Sudipa (2011), interference is the effect of a language learner's first language on their production of the language they are learning. The effect can be on any aspect of language: grammar, vocabulary, accent, spelling, etc. In addition, according to A dictionary of Linguistics and Phonetics (Cristal, 1991:180) in Sudipa (2011), interference is a term used in sociolinguistics and Foreign Language Learning to refer to the Errors a speaker introduces into one language as a result of contact with another language. It is also called negative transfer. The most common source of errors is in the process of learning a foreign language, where the native tongue interferes, but the interference may occur in other contact situation. Another definition about interference argued by Clyne (1972) in Grosjean 1982 that, interference is the adoption of any elements or features from the other language.

Many of the errors in the translations are not random phenomena; certain types of errors occur with such regularity that it has been possible to draw more general conclusions about the linguistic processes which underlie them. A suitable theoretical framework for dealing with this type of material is that of interlanguage (abbreviated to IL). This framework was first developed by Larry Selinker at the University of London in the early 1970s, and has since become a widely used and accepted concept in applied linguistics, especially in research into language acquisition. Briefly, the interlanguage theory states that learners' (or translators') imperfect foreign language production results in an intermediate language system – in effect a 'third language' – lying somewhere between two 'true' languages (the L1 and L2). It is this interlanguage which, when it occurs in translation, is sometimes known as 'translationese', and the specific Czech-English interlanguage dealt with here has also been wittily termed 'Czenglish' by Don Sparling. The majority of elements in the IL naturally Stem from the foreign language (the proportion of L2 elements grows along with the proficiency of the translator or language learner), but L1 elements also occur (interference), in addition to other IL elements not directly related to the L1.

In conducting this research, the researcher applies the supported theory namely interlangauge argued by Don Sparling (1989). Sparling in Hopkinson (1997) stated that, the majority of elements in the IL naturally stem from another language (the proportion of L2 (second language) elements grows along with the proficiency of the translator or language learner), but L1 (first language) elements also occur (interference), in addition to other IL elements not directly related to the L1.

5. Interference of Kupang Malay into Indonesian

Actually there are two types of syntactic interference of Kupang Malay into Indonesian language namely; interference in phrase level and in predicate lavel. For the detail, they are discussed in the sub-sections below.

5.1 Interference in Phrase Level

In Indonesian language, the phrase construction is different from Kupang Malay. In Indonesian, the demonstrative pronouns come after noun if the speaker or writer wants to construct noun phrase. Meanwhile in Kupang Malay, the demonstrative pronoun comes first. For the detail, consider the sentences below.

(1) **Dapat celaka tabrak** motor tiga tahun lalu saat menyeberang jalan merupakan satu pengalaman terburuk dalam hidup saya.

The sentence construction (1) above indicates that, the sequence words *dapat celaka tabrak* has similar meaning with *mengalami kecelakaan* atau *mengalami tabrakan*. Because the speaker/writer of this sentence, wrote this sentence in Indonesian and makes mistakes in construction the sentence, thus, actually, this is a form of interference from Kupang Malay into Indonesian. Furthermore, Kupang Malay is categorized as isolative language (language which makes only minimal use of morphology). Thus, when the speaker wants to express any ideas which is in Indonesian undergoes morphological process, the speaker only uses base as in sentence (1) above. Since the data is in phrase level thus, it is categorized as interference of Kupang Malay into Indonesian in phrase level. The appropriate sentence as in: *Mengalami kecelakaan motor tiga tahun lalu saat menyeberang jalan merupakan satu pengalaman terburuk dalam hidup saya.*

Besides, the interference as seen above, there are two sentence constructions indicate interference in phrase level. Consider these sentences below.

- (2) Sebaiknya dia bermain di **itu lapangan stadion merdeka** yang dekat rumah kami.
- (3) Di **ini ruangan**, kami ekspresikan bakat kami, bermain Sasando.

The sentence (2) indicates that the writer or speaker undergoes interference. Actually the sentence construction should be *sebaiknya dia bermain di lapangan Stadion Merdeka* yang berada dekat rumah kami itu. Meanwhile the sentence construction (3) also has interference in phrase level. Actually, that sentence should be *Di ruangan ini, kami ekspresikan bakat kami, bermain Sasando*.

Beside interference in Phrase Level, there is interference in Predicate Level as well.

It is discussed in the following sub-section.

5.2 Interference in Predicate Level

Generally the predicate in Indonesian can be single word (verb) without undergoing affixation, but sometimes the verb undergoes affixation, depends on the notion of the speaker(s). While the predicate in Kupang Malay, the verbs function as predicate usually in base form only. Thus, when the speakers want to convey their means, they prefer to use serial verbs in their sentence. This form always occurs in Kupang Malay sentences. Thus, when Kupangnese write or speak Indonesian language, can undergo language interference. Consider the sentence constructions below.

- (4) Lajunya sangat kencang hingga saya **dapat rasa** deru angin di bagian tubuh saya.
- (5) Selain bermain, saya dan teman-teman bisa pergi mandi di air terjunnya.

The sentence constructions (4) indicates that, the predicate comprises of two words, namely; the word 'dapat' and 'rasa'. In the sentence, the writer wants to tell that he fells the wind but he does not say 'merasakan' but he uses Kupang Malay pattern. Thus, the sentence indicates that, the writer underwent. interference. The sentence construction should be: lajunya sangat kencang hingga saya merasakan deru angin di bagian tubuh saya. While in sentence (5), the predicate comprises three words, namely bisa, pergi and mandi. Actually it can be 'mandi' only. Thus, it should be: selain bermain, saya dan teman-teman mandi di air terjunnya.

- (6) Saya hanya beraktivitas seperti biasanya di rumah, seperti menyiram sayur di kebun, memetik kelapa dan **memberi bawa makanan** untuk kambing-kambing keluarga saya yang ada di kandang.
- (7) Di dekat tempat ibu jualan, biasanya ada tempat orang **datang membawa menyimpan** perlengkapan renang mereka.

Actually, the sentence construction (6) is understood by Indonesian people but grammatically, the sentence is not accepted, because its predicate has Kupang Malay interference. In Indonesian, the serial verbs like; *member makanan* is accepted. Nevertheless, the sequence *member makanan* is separated by the existence of the word *bawa* between them, so, the sequence *memberi bawa makanan* is not accepted. Thus, the sentence should be: *saya hanya beraktivitas seperti biasanya di rumah, seperti menyiram sayur di kebun, memetik kelapa dan memberi makanan untuk kambing-kambing keluarga saya yang ada di kandang.*

While the predicate in sentence (7) comprises three words, namely: *datang, membawa* and *menyimpan*. Actually, the word *menyimpan* is the main verb in that context of the sentence. But, due to, the writer is interfered by Kupang Malay, thus, he made mistakes in composing the sentence. The sentence should be: *Di dekat tempat ibu jualan, biasanya ada tempat orang menyimpan perlengkapan renang mereka*.

6. Conclusion

By considering the discussion in previous section, the researcher can deduce that: Syntactically, the members of Namosain Club undergo language interference, especially in two parts, namely: the Kupang Malay interference into Indonesian language in Phrase level and the Kupang Malay interference into Indonesian language in predicate level. Because Indonesian and Kupang Malay have different pattern in particular phrase level and sentence level, thus it influences the interference in Indonesian. Besides that, Kupang Malay has no affixes as in Indonesian.

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