

FIRST LANGUAGE MORPHOLOGICAL INTERFERENCE OF ENGLISH LANGUAGE LEARNERS (EFL)

Wuri Syaputri¹

¹University of Indonesia, Jakarta, Indonesia, ✉ wurisyaputri@gmail.com

Abstract

National and regional languages spoken in Indonesia come from Austronesian language family. Meanwhile, English comes from Germanic language family. Cases, Austronesian language family has different morphological pattern with Germanic language family. In line with this issue, some EFL are getting involved with such error in using correct English morphological term. They are interfered by their first language. The aims of this research were to investigate: (1) The forms of first language morphological interference of EFL; and (2) the Factors that cause the morphological interference of EFL speech production. This qualitative research used *Simak* (scrutinizing) method to collect the data and it was supported by using interview technique. Descriptive analysis and error analysis theories were used to analyse the data. The result showed that they had the problem in using bound morpheme. The factor that affects them in making error was they were still interfered by the construction of language pattern in *Bahasa Indonesia*.

Key words: Morpheme, Interference, First language, EFL

Introduction

The effective communication tool between people to others is language. By using language, people extend their knowledge about science, culture and technology. Those processes will run well if all of people have good communication in using their language. But, sometimes people have difficulties about communication because language different between a people to others. This case is usual case happened in the world. Especially in Indonesia has many languages for communication. Indonesian spoke using their first language for communication in their area. This language called by region language. Almost all of region in Indonesia has region language. But, Indonesia has language to unite all of region in Indonesia, so peoples can communicate each other. Indonesian use national language called by *Bahasa Indonesia*. Then, Indonesian government agree with world declaration that international language is English. It means, common society in Indonesia has more than one language.

Generally, Indonesian students spoke two languages; regional and national language. This condition affects the student's foreign language acquisition. The example of this case is Indonesian students try to learn English. Learning English is not easy for non-native speaker. Many students got difficulties in understanding language change. Sarfraz et al. (2016) claimed that languages change as an outcome of language contact and lead to linguistic changes resulting from the coexistence of the two equivalent forms. Those languages have differences each other, for example in translating noun from *Bahasa Indonesia* (L1) to English (L2) such as '*meja merah*' → 'red table'. The direct translations are '*meja*' → 'table' then '*merah*' → 'red'. The students should know about word form in noun. Bound word in 'red table' is bound morpheme consist of noun + adjective. The translation result should be split.

The purposes of this study to investigate the forms of first language morphological interference of EFL and factors those cause the morphological interference of EFL speech production. Linguistics focus of this study is bound morpheme usage in students' written tasks. Three students written were the data. The students are university students from Telkom University of Bandung.

According to Thomason (2001), 'interference' is a typical contact induced which involves a direct transfer and inculcation of linguistic features of one language into the other and possible adjustments are made to suit the users intentions. In line with Thomason (2001) language contact is "the use of more than one language in the same place at the same time," referring to the situation which involves bilingual speakers communicating for essential purposes. Language contact gave the process of language switch with linguistics

forms. Language contact such a consequent of globalization that makes the people should use more than one language to communicate each other's.

Speakers in bilingual, tries to maintain their native language while incorporating in it the features of other language. Switching to another language causes imperfect learning, subsequently enabling speaker commit errors connected to the process of shifting and producing output in the target language. Johanson (2002) proposes 'code copying' as the superordinate term, with 'adoption' and 'imposition' as two main types. Different types of linguistic units that are transferred from one language to the other, according to Curnow (2001), include phonology, phonetics, morphology, grammatical forms, and all types related to discourse. Another addition to the linguistic units' list includes contact-induced grammaticalization (Heine and Kuteva 2005).

Schendl (2002) explains three general types of explanation offered by historical linguists: functional explanation, psycholinguistic explanation and sociolinguistic explanation as to how and why languages change do, maintaining that "in spite of the long tradition of historical linguistics and recent research, there is still no generally accepted answer to the question of how and why languages change" (p.80). The lack of consensus among schools of linguistics over explanations and an understanding of "how we view language-as an autonomous system, as a psychological or biological fact or as a vehicle of communication which speakers use" is largely the reason why the issue remains inconclusive. He further maintains that linguistic change "is not restricted to particular languages or generations, but a universal fact." (p.5) contrasting the conservative linguists of past who regarded language "as growing organism with a stage of growth, brief moment of evolutionary perfection, and subsequent decay," with those of contemporary linguist who have a "neutral or even positive attitude towards change".

Research suggests that that any part of language structure can be transferred from one language to the other also referred by Matras (2009)as "the need of modification." There is at least one domain of language use and language structure where a significant constraint on linguistic transfer from one language to another can be observed, namely the domain of grammatical meanings and structures (Heine and Kuteva 2005)

Methodology

Methodology of this study is using *Simak* (scrutinizing) method from Sudaryanto (2015) then enrol by *catat* (record) technique from Mahsun (2005) to collect the data and it is supported by using interview technique. Descriptive analysis and error analysis theories are used to analyse the data. Crystal (2011) defines Error Analysis (EA) as a "technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics". Thus, the model for Error Analysis includes three stages: (1) Data collection — the selection of a corpus of language, written or oral one, the identification of errors; errors classification and quantification; (2) Description — a grammatical analysis of each error and the sources, and (3) Explanation (the ultimate object of error analysis) — explanation of different types of errors.

Result and Discussion

The data was collected by using *Simak* (scrutinizing) with written data tools technique. The students made a task in written form. The task asked the students to to giveopinions about posters. The students should make the tasks by using dictionary and open some resources such as books and internet. Then, the errors of the students' writing ware classified and analysed the errors. The interview was used to investigate the common factors that cause the morphological interference of EFL speech production.

Based on the student's written, the data got five sentences got errors.

- (1) *It's make*, millennial generation is easy to get any information very fast.

Data (1) found an error on subject verb agreement. The subject construction doesn't appropriate with the use of verb1. The subject **It's** should be change into appropriate third-person pronoun become **It** then following by additional infinitive **makes**. The subject of third-person pronoun should added s/es on verb1.

- (2) In my own opinion, technology have meaning for *a tools* that able to help or solve human jobs on daily basis occasion.

Data (2) found an error in the noun of **a tools**. The use of article in the word doesn't appropriate. The use of article a/an, only for singular noun. Never use a or an with a word that is plural (e.g. tools, books) or uncountable (e.g. water, advice).

- (3) But doing campaign in social media still showing some lack of it, misinformation and hoax are spreading **really really** fast.

Data (3) found an error on the use of reduplication. The word **really really** un-grammatical in English. Based on this case, the data was interference by their mother tongue. It was because of they usually use reduplication in *Bahasa Indonesia* to emphasize the emotion.

- (4) There are several famous online **shop** in Indonesia like *Tokopedia*, *Bukalapak* and *Kaskus*.

Data (4) found an error on the construction of noun **shop**. The use of singular noun should follow the form of verb. Based on the sentence showed that the verb **are** (plural), means that the following noun should be followed by plural noun.

According those data, errors occur in the same types. The errors come from affixes words construction. The students English word formation got influenced by another language. all in all, the foreign language learners get difficulties in understanding about bound morpheme to indicate singular and plural noun. it is because in *Bahasa Indonesia* the speakers do not use bound morpheme to identify singular and plural noun.

Conclusion

Interference happened in bilingual speaker. This situation made the learner try to incorporate the language although the language form is different. The language switch makes the learner become bias in comprehend the language formation between one language to another language. Furthermore, when the students try to use another language, they should switch the linguistics form of the language such in plural, singular and repeated words. Thus the sentences that they made become meaningful and eliminate ambiguous meaning of sentences.

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