

Interference in Bilingual elementary students' conversations
(A study of bilingual students at elementary schools, Tondon - Rantepao – Toraja
Utara)

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Abstract

Since the languages of the world come in contact, the society will experience something that called language contact and all of language phenomenon. Phenomenon that might be happening as the result of language contact is bilingualism. Bilingualism not only occurs in society but it also occurs in children language. When the bilingual children come in contact, there is bound to be a problem like interference which is a sociolinguistic phenomenon. This research focuses on language interference in bilingual elementary students by means of finding the types of interference and Factors Causing Occurrence of Interference. The findings proved that syntactic and semantic interference are types of interference that commonly occur in elementary students. Insufficient vocabulary receiver, The disappearance of words that are rarely used, The prestige of the source language and the language style, Entrainment habits in the mother tongue, and The user can not use the second language as good as first language are the factors causing the interference.

Keywords: *Bilingual children, interference, factors of interference.*

A. Introduction

Many children in around the world grow up exposed to more than one language. For these children, bilingualism is a fact of life not an option. These phenomena occur when there are changes in social, economics, and cultures. Fast language development mostly happens on fields of science and technology. Influencing process between languages cannot be ignored as the language development is directly influenced by certain fields as children's language development, economics, politics, cultures, sciences, and etc. Thus, language as part of integrative culture cannot be separated from factors that contribute to a change. Influencing between languages that appears in the using of words or phrases of other language internalized in native language is normal feature.

Weinrich (in Chaer and Agustina 1995:159) stated that language contact is an event of using two languages interchangeably done by a speaker. Later, transmission or language element transfer from one language to another language covers all levels. Consequently, borrowing and influencing to language elements from one language to another language cannot be ignored. Thereby if two or more languages were used to interact, language contact would appear and in language contact interference will appear both in oral and written form. Interference occurs as a consequence of using two languages in bilingual or multilingual children. Based on the above problem the Researcher tries to find out the types of interference and Factors Causing Occurrence of Interference that always occur in bilingual children. The purpose of this research is to describe the interference that occurs in bilingual elementary students and describe the causing factor of interference in children language. As a result of the research, is to give us reference and knowledge about the interference that always occurs in children language.

B. Review of Related Literature

1. Defining language interference.

Research on second language acquisition and language contact, the term interference refers to the influence of one language (or variety) on another in the speech of bilinguals who use both languages. Those instances of deviation from the norms of either language which occur in the speech of bilinguals as a result of their familiarity with more than one language, i.e. as a result of language contact, will be referred to as interference phenomena. (Weinreich 1953:1). Krashen (1981) stated that interference is a negative transfer that consists of errors. The errors are not traceable to the structure of L1 and commonly practiced by L2 learners. The L1 role in L2 proficiency is as a substitute utterance initiator. To get a clear picture of interference, the followings are foundation definition of interference according to sociolinguists.

Chaer in Listyaningrum (2011:101) clarified that interference term was firstly introduced by Weinrich to state a systemized change of certain language as a condition after the mentioned language interacted to elements of other language done by bilingual person. Interference refers to entering elements of certain language outside the understanding of other language e.g. put clause or a phrase of Indonesia while a person is speaking deliberately in English.

Hayi (1985:8) referred to Valdman (1966) that interference is a burden experienced by non-native speaker of certain language who studied second or foreign language. Thus, transferring or moving negative elements of native language into the target language that after all distracted the second or foreign language mastery.

Another opinion promoted by Alwasilah (1985:131), he stated interference, as previously introduced by Hartman and Stonk as slipped system caused by the usual using of other language utterances cover pronunciation, structure and word themselves when a person is trying to master languages outside his native.

Suhendra Yusuf in Listyaningrum (2011:102) stated that the major factor caused interference is the distinction of sources between languages in the structure and words formation. Take for an example, Indonesian learner of English cannot find any inflectional word in Indonesia while there are inflectional words in English (both English and Indonesian have derivational words/affixes). Thus, the learner will find difficulty in translating such inflectional affixes found in the sentences. 16 tenses of English will be very difficult to be translated if modifier of time was stated.

To add, Jendra (1995:187) stated that interference is deliberated infiltration of native to second or foreign language. Bilingualism that usually applied phonetic system of native language to another language will affect the target language. Thus, interference is a big change that is very dominant in the language development. English and Arabic which are famous with their vocabularies (after words are completed with affixes), interference cannot be separated from their

development. Interference from one language to target language is something that cannot be denied. Hence, interference cannot also be put away from the speaker attitude and aptitude.

2. Types of interference

Interference is a common symptom in sociolinguistics that occurs as a result of language contact, which uses two or more languages in a multilingual speech community. This is an issue that attracted the attention of linguists. They provide observations from different viewpoints different. From the observations of the experts raised a variety of interference. In general, Ardiana (1990:14) divided interference into four types, namely:

- a) Interference can be reflected through the cultural language used by bilingual. In the bilingual speech appeared foreign elements as a result of business speakers to state phenomenon or a new experience.
- b) Semantic interference is interference that occurs in the use of words that have a variable in a language.
- c) Interference lexical, must be distinguished from a loan word. Said loan or integration has been fused with a second language, while the interference cannot be accepted as part of a second language. Lexical entry of the first language or a foreign language into a second language that is disturbing. Interference phonological include intonation, rhythm and articulation pausing.
- d) Interference grammatical include interference morphological, and syntactic phraseologies.

Jendra (1991:106-114) divided interferences as follows:

- a) Interference origin of the elements in terms of uptake
Language contact can occur between the language is still in one language are not relatives or the relatives. Interference with infiltration across languages family called family (*internal interference*) e.g. Indonesian interference with

the Java language. While interference across languages is not a family not a family called infiltration (*external interference*) e.g. English language interference with Indonesian.

b) Interference in terms of the direction of elemental uptake

Interference component consists of three elements, namely the source language, absorbing the language, and the language of the recipient. Each language will be very likely to be the source language and the language of the recipient. Mutual interference as the interference that we call productive. In addition, there is also a language that only serves as a source language to another language or unilateral interference. Interference is called interference receptive.

c) Interference in terms of actors

Interference in terms of individuals and the culprit is regarded as a symptom of irregularities in language as an element of life that has existed uptake in the language of the recipient. Interference productive or receptive language on the individual offender treatment called interference or *interference performance*. Interference treatment at the beginning of learning a foreign language is called interference or interference developmental learning.

Interference in terms of fields.

Effect of interference on language receiver can penetrate into the intensive and can also only on the surface that does not cause the affected system receiver language. When the interference caused changes in the receiver role in the system language called systemic interference. Interference may occur in the various aspects of language, among others, the sound system (phonology), word formation grammar (morphology), sentence grammar (syntax), vocabulary (lexicon), and can also infiltrate the system field of meaning (semantics).

Dennes et al. (1994:17) who refers to the opinion of Weinrich identify the interference of four, each of which is described as follows.

- a) Loan element of a language into another language and speech in the loan there are certain aspects that are transferred. The relationship between languages elements borrowed called the source language, while the language of the recipient referred to a borrower language.
- b) Replacement elements of a language with its equivalent in the other language utterances. In replacement of the existing aspects of a language is copied into another language called substitution.
- c) The application of grammatical relations in language A to language B morpheme also in terms of language B. utterances, or denial of language B grammatical relationships that do not exist in the language model A.
- d) Changes in function morpheme by morpheme identity between a particular language B to language A particular morpheme, which cause changes in the function of language B by a single morpheme grammar models A

According to Chaer (2004) interference consists of two kinds, namely (1) receptive interference, in the form of the use of language B with elements infused language A, and (2) interference productive, namely the use of the language of the form A but with elements of language B.

Jendra (1991:108) distinguishes interference into five aspects of language, among other

- a) interference in the field of sound system (phonology)
- b) interference on word formation grammar (morphology)
- c) interference in sentence grammar (syntax)
- d) interference on vocabulary (lexicon)
- e) interference in the system areas of meaning (semantics)

According Jendra (1991:113) in the field of semantic interference can still be distinguished into three parts, namely

- a) Interference semantic expansion (*expansive semantic interference*).
Term is used in the event of borrowing the concept of culture and also the name of the source language elements.
- b) Interference additional semantics (*semantic additive interference*).
Interference occurs when there is a new form side by side with the old form, but a new form shifted from its original meaning.
- c) Interference semantic replacement (*replasive semantic interference*).
Interference occurs when there is a new concept in lieu meaning old concept.

3. Interference to children language of first (mother tongue)or second language

a) Interference in the field of phonology

Example: if the Java language speakers pronounce words that originated form of the name of the place sounds / b /, / d /, / g /, and / j /, for example :, Deli, Gombong, and Jambi. Often people say with Java / mBandung /, / nDeli /, / nJambi /, and / nGgombong / (Chaer and Agustina, 2004).

b) Interference in the field of morphology

This interference is the process of word formation that absorb other languages. Sometimes the affix come from regional or a foreign language.. For example, if there are many times we hear the word “ kepukul, ketabrak, kebesaran, kekecilan, (indonesian). The forms are said to be a form of interference because the forms are in fact no true form, yaitu terpukul, tertabrak, terlalu besar, terlalu kecil.

c) Interference in the form of sentences

This form of interference manifests in adopting the syntactic pattern (grouping of words into sense relations to create utterances as a phrase,

clause, sentence) of our first language in forming utterances in the target language.

Interference in this field are rare. This does need to be avoided because of the pattern structure is the main feature of the language independence thing. For example, “Hal itu saya telah katakan kepadamu kemarin”. The shape is a form of interference because there is actually equivalent form which is considered more grammatical such as “Hal itu telah saya katakan kepadamu kemarin”.

d) **Semantics Interference**

Based on the language of the recipient (absorbent) semantic interference can be divided into:

Interference occurs because the recipient to absorb the concept of cultural language with the names of other languages, which is referred to as the expansion (expansive). For example the word democracy, politics, revolution derived from the Greek-Latin.

That need attention, interference should be distinguished by code over and mixed code. Rather coded by Chaer and Agustina (1995:158) is the event replacement language or variety of language by a speaker because of certain reasons, and done on purpose. Meanwhile, combine the code is the use of two or more languages with each one incorporating elements of language into another language consistently. Interference is a topic in sociolinguistics that occurs as a result of the use of two or more languages alternately by a bilingual, i.e. speakers who know more than one language. The cause of interference is the ability to use language speakers in particular so influenced by other languages (Chaer, 1995:158). Interference usually occurs in the use of a second language, and which interfere is the first language or mother tongue

4. Factors Causing Occurrence of Interference

In addition to language contact, according to Weinrich (1968) there are several factors that cause interference, they are:

a) Bilingualism participants said

Participants said bilingualism is the base of interference and various other influences of the source language, both vernacular and foreign language. That is because the contact language in the bilingual speakers themselves, which in turn can cause interference.

b) Thin-fidelity speaker's receiver

Thinness of loyalty to the language bilingual recipients less likely to lead to a positive attitude. That led to the neglect of the rules of the language used and the receiver making elements controlled source language speakers are not controlled. As a result of interference form will appear in the language that is being used by the receiver speakers, both orally and in writing.

c) Insufficient vocabulary receiver

Vocabulary of a language is generally confined to the disclosure of various aspects of life contained in the relevant community, as well as other aspects of life are known. Therefore, if people were hanging out with a new facet of life from the outside, will meet and get to know a new concept that is deemed necessary. Because they do not have a vocabulary to express new concepts and vocabulary of the language they use to express source, deliberately speakers will absorb or borrow source language vocabulary to express new concepts.

d) The disappearance of words that are rarely used

Vocabulary in a language that is seldom used will tend to disappear. If this happens, it means that the relevant vocabulary will become

increasingly depleted. If the language is faced with a new concept from the outside, on the one hand will reuse the vocabulary that has disappeared and on the other hand will cause interference, i.e. absorption or new borrowing vocabulary from the source language. Interference caused by the disappearance of the vocabulary that is rarely used as interference that would result due to insufficient vocabulary receiver, i.e. absorption element or elements of the loan will be integrated more quickly because the elements needed in the language of the recipient.

e) The need for synonyms

Synonyms in language usage has an important function, namely as a variation in the choice of words to avoid using the same word over and over again which can lead to burnout. With the existence of synonyms, language users may have variations in vocabulary that is used to avoid using the word repeatedly.

f) The prestige of the source language and the language style

The prestige of the source language is to encourage the emergence of interference, because the language user wants to show that he can master the language that is considered the prestige.

g) Entrainment habits in the mother tongue

Entrainment in the mother tongue at the habits of the recipient language is being used, generally occurs due to lack of control and lack of mastery of the language of the recipient language. This can occur in bilingual who are learning a second language, a language both national and foreign languages.

C. RESEARCH METHODOLOGY

1. *The Subjects.* The subjects of the research were the bilingual children in elementary schools.
2. *Location,* There are several locations in this research.all of the location takes place at Elementary school at Tondon Regency.

3. *Data Collection*, The data for this research were collected through recorded and video from the students' conversation. The data is further transcribed explicitly into papers.
4. *Data Analysis*, The analysis of the data employed the qualitative approach for its data presentation. It is done through three steps, those are:
 - a. Transcription process, transcription process is the process of transcribing what is said by the subjects in children conversation.
 - b. Extracting and coding process, extracting is the process of choosing and selecting the needed data from the raw data and the coding process is the process of giving sign to the specific expression that indicates the interference in children language.
 - c. Data display process, is the process of classifying the data based on the types of interference, the example of interference, and in what extracts it is taken. Then it is put into the rubric table.

D. Result and Discussion

Extract 1

A student (s1) was playing in a swing and his friend (s2) came to disturb.

- S1 : Da...
 Don't...
- S2 : Apa? (Mengancam)
 What! (Threaten)
- S1 : O Odi...Meoli ko kita...
 Shout out odi!
- S2 : **Siapa suruh ko di rumahku?**
 Who let you to be in my house?

In this conversation the s2 said that siapa suruh ko di rumah ku, S2 said that sentence because he regard the swing belongs to him. The sentence siapa suruh ko di rumahku is a type of interference and categorized as a syntactic interference. This Indonesian sentences follows the structure of Toraja language, because in Toraja

language the contents of the sentences is “indanna sua ko dio banua ku” the words such as indanna,sua,ko, dio and banu ku are pararel with siapa,menyuruh,kamu,di rumah ku in Indonesian. In standard Indonesian the word should be ”siapa yang menyuruh mu di rumahku”.This interference occur because of *Entrainment habits in the mother tongue*. S2 in using his second language (L2,indonesian) is influenced by the structure of his mother tongue so, in using his l2 he applied the structure of his mother tongue.

Extract 3

A student was crying in a gliding and her friends (S1) and (S2) come to see. In the gliding S2 saw her friends were fighting and she try to advice her fighting friend.

- S1 : menangis, menangis temanmu Tipi...
Crying, your friend is crying, Tipi...
- S2 : Jangan baku pukul!
Do not hit each other!
- S2 : We anak- anak... Jangan kita Jangan nakal-nakal.
: Hey, kids don’t, don’t be naughty.

The second student tells his friend not to be naughty by using sentece: *hei anak –anak, jangan kita, jangan nakal – nakal*. The interference of this sentences occur in jangan kita ,this is the syntactic interference, this interference occur because the influence of the S1, mother tongue, in S1or mother tongue the pattern of the sentence is da kita this sentence refer to the advice. In Indonesian this sentence should be jangan berkelahi but then S2 can’t not find the suitable vocabulary and disappear of words that are rarely used.

Extract 4

One of the two students was talking to the teacher about crashing that had been around by his friend.

- S1 : Ade’kah ibu’ denna metobang te massapeda?
Mam, he said he has felt down when cycling
- T : Oh...di manako jatu ma’sapeda?

oh...where did you crash?

S1 : *Jo kalo' to bu'*
At the gutter mam.

From the above dialogue Interference of semantic occur in sentences *jo kalo' to Bu'* (*bahasa Toraja*) “at the gutter mam”. the word *bu'* (indonesian ibu) is unknown in Toraja language, this word is adapted from indonesian and until now this word has been used in daily conversation and has become as Toraja language. These phenomenons happen because of insufficient vocabulary receiver. Because in Toraja language do not have a vocabulary to express new concepts and vocabulary of the language they use to express source, deliberately they absorb or borrow source language vocabulary to express new concepts.

Extract 8

A student ask to the teacher in the class

S : *Oh, bu' Coco'mokan ini?*
: is this correct mam?

T : Ia.
Yes

This conversation is other types of semantic interference. The interference of this sentence is in sentence that states *bu' Coco'mokan ini* “is this correct mam?” there are two words that can be categorized as a semantic interference, the first is Bu' and the second one is *coco'*. The word Bu' has been describe in extract 3. The word *coco'* is a word that adapted from indonesian *cocok* “correct” and it becomes as a new vocabulary in Toraja language. Actually the origin of *Coco'* in Toraja language is *Sipatu or Tongan*. In this case the Students didn't use *Sipatu or tongan* because the conversation took place in classroom or on the other hand in formal situation. The student prefer to use *Coco'* because he wants to show that he can master the language that is considered the prestige. The prestige of the source language can be also related to the desire for stylish speakers in the language.

Extract 9

In play group teacher and the students do physical exercises while counting

T&S : satu, dua, tiga, empat, lima, enam, tujuh, delapan (3X)
One, two, three, four, five, six, seven, eight (Three times)

S1 : Eh, jangan dulu. *Sini ko* kau e (mengajak teman yang baru datang berbaris di belakangnya)

:Eh, stop. Come here (asking for his friend to join in the line)

This is the other type of sentences or syntactic interference. The syntactic interference is the word *sini ko* is nonstandard sentences in Indonesian. This sentence is influenced by the student's mother tongue, Toraja language. The pattern of this sentences is as same as the pattern in Toraja language *male ko*. The word *male* in Indonesian means *datang or pergi* or *kesini*, (in this context this word means *kesini*, because S1 ask his friend to join in the line) and the word *ko* is *kamu*. This interference occur because S1 can't use her second language as good as his L1.

Data display

No	Types of interference	Example	Extract
1	Syntactic	Siapa suruh ko di rumahku?	1
		<u><i>Jangan kita</i></u>	3
		<u><i>Sini ko kau e</i></u>	9
2	Semantic	<i>Jo kalo' to bu'</i>	4
		<i>Oh, bu' Coco'mokan ini</i>	8

Chaer and Agustina clasified interference into 4 types. They are phonology, morphology, syntax, semantic. Based on finding there are only two types of interferences occur in children conversation. they are syntactic and semantic interference. syntactic interference occur in extract 1,3, and 9, while semantic interference occur in extract 4 and 8. It means that the dominat of interference that occur in conversation especially in bilingual

children is syntactic interference. This is contrary of Chaer that stated Interference in this field are rare.

E. Conclusion

From the research above, it can be conclude that in bilingual children occurs interference as a result of language contact. Based on data finding, the types of interference that occur in children language are:

1. Syntactic or sentences interference.
2. Semantic interference.

Factors that cause the interference are as follow:

1. Insufficient vocabulary receiver.
2. The disappearance of words that are rarely used.
3. The prestige of the source language and the language style.
4. Entrainment habits in the mother tongue.
5. The user can not use the second language as good as first language.

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