

## BAB 5

### Kesimpulan

Berdasarkan hasil penelitian yang telah dipaparkan di atas, penelitian ini dilakukan untuk mengetahui apa saja yang menyebabkan terjadinya interferensi didalam karangan bahasa Inggris siswa kelas 1 Madrasah Tsanawiyah Ummul Quro Al Islami serta interferensi seperti apa saja yang terbentuk dalam karangan tersebut.

Penelitian ini menggunakan penelitian deskriptif kualitatif dengan jenis pendekatan analisis sintaksis. Metode yang digunakan yaitu dengan melakukan observasi langsung, pengumpulan data dan juga analisis data. Sumber data yang diambil yaitu dari karangan perkenalan diri berbahasa Inggris dari 30 siswa kelas 1 Madrasah Tsanawiyah.

Hasil analisis ditemukan bahwa dari 30 karangan bahasa Inggris siswa, ditemukan sebanyak 9 interferensi penyusunan frasa yang dibagi menjadi 7 interferensi frasa nomina dengan salah satu contohnya yaitu “*I from...(city)*” yang dalam bahasa Indonesia berarti “saya berasal dari...(kota)”, interferensi tersebut disebabkan oleh kurangnya penggunaan nomina “*come*” setelah “*I*” serta sebelum “*from*”, dan 2 interferensi frasa preposisi dengan contoh “*I was born in (date)*”, preposisi “*in*” kurang tepat digunakan untuk menunjukkan keterangan tanggal sehingga terjadi interferensi. Selanjutnya terdapat 10 interferensi klausa verbal dengan contoh “*my hobby is playing basketball and*

*reading horror book*”. Interferensi klausa verbal banyak ditemukan pada penelitian ini karena disebabkan oleh kurang tepatnya penggunaan *to be* serta penggunaan kategori jamak dan tunggal dalam bahasa Indonesia terhadap bahasa Inggris dan 2 interferensi penyusunan kalimat dengan contoh “*my birthday is (date), (month), (year)*”, kalimat tersebut terdapat interferensi karena kesalahan penyusunan kalimat yang disebabkan oleh bahasa Indonesia. Kalimat tersebut masih menggunakan susunan bahasa Indonesia dalam menulis keterangan tanggal. Interferensi yang terjadi dalam karangan perkenalan diri bahasa Inggris siswa yaitu karena mayoritas siswa menggunakan struktur kalimat bahasa Inggris yang kurang tepat dan masih adanya beberapa yang menggunakan struktur susunan bahasa Indonesia pada penulisan bahasa Inggris. Interferensi juga banyak terdapat karena adanya beberapa siswa yang kurang tepat dalam menambahkan kata sambung (*to be*) serta terdapat beberapa kosakata yang masih menggunakan bahasa Indonesia sehingga menimbulkan kesalahan berbahasa (interferensi). Faktor yang menyebabkan terjadinya interferensi pada siswa menurut hasil wawancara oleh guru bahasa Inggris di sekolah tersebut yaitu siswa belum cukup banyak menguasai kosa kata karena memang belum diajarkan, kemudian siswa pun masih terbiasa menggunakan susunan bahasa Indonesia saat menulis menggunakan bahasa Inggris karena siswa masih terbawa bahasa yang mereka gunakan saat di rumah dan juga siswa menggunakan kosa kata yang hanya mereka hafal saja.

Pada penelitian ini, saya menyadari bahwa masih banyak kekurangan baik dengan cara mengumpulkan data, menganalisis data dan dengan cara menyajikan data serta terbatasnya data yang diperoleh untuk diteliti. Saya hanya mengambil sedikit contoh interferensi yang terjadi dalam karangan bahasa Inggris siswa sehingga masih kurang banyaknya data yang dihasilkan.

Hal ini mungkin dapat dijadikan acuan bagi peneliti berikutnya yang memiliki ketertarikan yang sama yaitu mengenai interferensi dengan menambahkan data yang lebih banyak untuk penelitian berikutnya.

## Research Summary

Language is an element of culture and serves as a means of communication.

Language is also used as a person's identity as well as a means of interacting with someone when communicating with anyone and anywhere. Because language is creative, communication is not just limited to a fixed set of topics, we are constantly generating and understanding new messages in response to new situations and experiences. Knowledge possessed by a speaker of a language about the language is vocabulary and how to use it. Humans cannot communicate with each other if there is no language in this world.

English is a foreign language that is currently used as a second language in many countries, where understanding and correctness of its structure is very important and necessary. In learning English, mistakes are often made by someone who is influenced by Indonesian in the form of deviations from the rules or structure of the English language. There are several factors that can influence us which can cause errors in speaking English by Indonesian speakers, namely the rules of the two languages are different from each other. The influence of the first language (Indonesian) on the second language (English) or vice versa can happen to everyone, this is because speakers use the structure of the first language in using the second language or vice versa. The structure of the language used can be in the form of phonological, morphological, and syntactic systems.

Students of Ummul Quro Al Islami Junior High School are bilingual because students are able to use two languages to communicate. Each of these students will cause symptoms which are often called language contact which can occur when two or more languages are used by the same speaker interchangeably. The existence of language contact that occurs causes mutual influence between English and Indonesian and vice versa. This condition can cause interference, namely deviations from the norms or rules of one language due to mastery of another language. In addition, interference can occur in the spoken language and written language of students. In spoken and written language, there is a lot of interference because students use their own language without anyone influencing it. Interference that occurs in students' written language can be observed in students' English essays in the form of syntactic interference. In students' written language, some interference was found because through written language students were able to express what was in their mind without anyone controlling it so that the language used by students looked more natural and as it was. Based on the results of research that has been carried out on students' English essays at Ummul Quro Al Islami Junior High School, it is very convincing that there is interference that occurs in the essays. This happens because students are less precise in using to be and some still use Indonesian structures in writing English, causing interference.

Examples of interference that occur in students' English essays can be seen as follows.

My favorite **colour is** blue, black and red.

*'Warna kesukaanku adalah biru, hitam dan merah'.*

In the word **colour is** syntactic interference that occurs in students' English essays. **Colour is** interfered because it is not appropriate in using the clause. The more appropriate clause in this sentence is **colours are** because the sentence mentions more than one color. In Indonesian there are no categories regarding the plural and singular, while in English there are these categories. This interference occurs because students are accustomed to using Indonesian and do not understand how to use clauses properly, so that understanding of language rules in English is lower than understanding of language rules in Indonesian.

Based on the background of the phenomena described above, to identify the problem of the existence of syntactic interference from Indonesian to English essays by students at Ummul Quro Al Islami Junior High School, this study asks research questions; How to use Indonesian syntactic interference in English essays for grade 1 students of Ummul Quro Al Islami Junior High School. And what are the factors that influence the use of Indonesian syntactic interference in English essays for grade 1 students of Ummul Quro Al Islami Junior High School. In addition, the purpose of this research is to identify the forms of Indonesian syntactic interference to the English compositions of grade 1 students of Ummul Quro Al Islami Junior High School and to find out what factors influence the use of Indonesian syntactic interference to English essays. 1st grade at Ummul Quro Al Islami Junior High School

Based on the literature review, there are several references to previous research related to this research. Previous research is very important as my reference to help develop research on syntactic interference of Indonesian to English essays for grade 1 students at Ummul Quro Al Islami Junior High School. The following are some of the results of previous studies that serve as a reference. The first research was conducted by Diyah Atiek Mustikawati with the title *Indonesian Language Interference in the Use of English Discourse in Students' Writings of RSMPBI 1 Jetis Ponorogo*, discussing how Indonesian interference affects the use of English and what factors are behind the occurrence of Indonesian language interference. in using English. This study aims to describe the factors behind the occurrence of Indonesian language interference into the use of English and describe the efforts to overcome these interference events. The results of data analysis show that interference does not occur at every linguistic level, but in written discourse only syntactic interference is found, namely the use of non-grammatical forms of phrases and sentences in terms of the structure of the English language. This study also shows the factors that influence the occurrence of interference which are divided into two factors, namely internal factors (linguistic factors) which are the cause of understanding of a second language, understanding of structure or grammar, arrangement of verbs and vocabulary as well as errors in word selection and external factors. (non-linguistic factors) include students, language attitudes, psychological motivation, school environment and infrastructure. This research has similarities with the research that I will be doing, namely regarding the use of Indonesian language interference

in English writing that occurs in students. The second research was conducted by Bahrani with the title *Interference of Indonesian Syntax in English Writing for Students of the English Education Study Program STAIN Samarinda*. This study discusses the occurrence of Indonesian syntactic interference in the English essays of fourth semester students of the STAIN Samarinda English study program. The results of data analysis were collected through a writing test. The results of data analysis indicate that there is interference that occurs in students' essays in writing English essays caused by the wrong use of to be and the use of verbia in a sentence. This is also caused by the students' lack of understanding about the structure of clauses consisting of verb clauses, noun clauses, adjective clauses, adverb clauses, and prepositional clauses. 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. This research has similarities with the research that I will be doing, namely regarding the occurrence of syntactic interference from Indonesian to English and what factors are the causes of the interference. The third research was conducted by Irma Diani, Wisma Yunita and Syafryadin with the title *Indonesian Language Interference Against English Speaking Ability of Bengkulu University Students*. This study discusses the interference of Indonesian into English that occurs in Bengkulu University students who are taking English courses and what factors are the causes of Indonesian language interference when speaking English. This study uses a qualitative descriptive method with the data source being recorded students' speeches when speaking in English which aims to see the sound errors that are



spoken by students. The results of this study indicate several forms of interference, for example the vowel sound [a:] is pronounced as [a] as in the word sorry and explains two factors that cause language interference, namely linguistic factors caused by differences in phonological rules. between Indonesian and English as well as non-linguistic factors that affect students' English skills such as language attitudes. This research has similarities with the research that I will study, namely regarding the occurrence of interference from Indonesian into English and the factors that cause the interference. The last research was carried out by Rina Sari Susanty with the title of *Indonesian Grammatical Interference on English in Short Semester Student Writings of the English Education Study Program at SarjanaWiyata University*. This study aims to describe the forms of morphological interference of Indonesian to English, to describe the forms of syntactic interference of Indonesian to English and to describe the factors of grammatical interference of Indonesian to English in student essays. This research uses descriptive qualitative method. The research data were taken from 26 students' English essays by conducting writing tests and interviews. The results of this study are morphological interference found in affixation and composition processes, syntactic interference found in phrases (prepositions, genitives, word order and articles), clauses (verb to be, relative pronouns and gerund forms), sentences (perfective aspects, modalities). and conjunctions), as well as factors that cause interference, namely linguistic factors (understanding of structures, vocabulary mastery) and non-linguistic factors (lecturers and students). This research has similarities with the research that I will examine, namely the

occurrence of syntactic interference from Indonesian into English against English essays which includes phrases, clauses and sentences along with the factors that cause interference.

For my research approach, I use Weinreich's interference theory in analyzing Indonesian interference in students' English essays, and also to analyze what factors cause interference related to Weinreich's interference theory.

Weinreich revealed three branches of linguistics, namely interference in the field of phonology that occurs when the phonemes used in a language absorb from the phonemes of other languages, then interference in the field of morphology that occurs when in word formation a language absorbs affixes from that language. other languages, as well as interference in the field I am researching, namely the field of syntax (sentence) which includes the use of first language task words in a second language or vice versa in phrase construction patterns. Then, in this area of syntax, I researched sentences. The sentence itself has a meaning, namely a language unit that is directly used as a speech unit in verbal communication that is only done by humans. In other words, a sentence can be defined as an interaction tool that has a complete message, content, or wording that contains a complete thought.

On the other hand, Weinreich also revealed 7 factors that cause interference, the first is the bilingualism of speakers. This factor is the main cause of language interference because in the speaker, bilingualism is a place where language elements mix with one another. the second factor is the thin loyalty of the recipient language users which causes the uncontrolled taking of the elements

of the source language which is controlled by the speaker. Third, the lack of first language vocabulary, namely the limited second language vocabulary to express new concepts from the first language. Next is the factor of the loss of words that are rarely used, the need for synonyms, the prestige of the source language and style of language as well as the habit of bringing the mother tongue which generally occurs due to lack of mastery. of the second language that causes when speakers speak in the second language that appears is the vocabulary of the first language. which he has mastered. For the data collection method, I made observations in the form of collecting 30 students' English self-introduction essays and describing the factors that influence the occurrence of language interference in English essays.

Then I conducted a literature study to collect data related to language interference through several books, journals and articles to obtain sources of information and theories relevant to the research I was doing. The results of the research The results of the analysis found that from 30 students' English essays, 9 interference phrases were found which were divided into 7 noun phrase interferences with one example being "I from...(city)" which in Indonesian means "*saya berasal dari ... (kota)*", the interference was caused by the lack of use of the noun "come" after "I" and before "from" , and 2 interference with prepositional phrases with the example of "I was born in (date)", the preposition "in" is not appropriate for shows the date information so that interference occurs. Furthermore, there are 10 interference verbal clauses with the example "my hobby is playing basketball and reading horror book". Verbal clause interference was

found in this study because it was caused by the inappropriate use of to be as well as the use of plural and singular categories in Indonesian against English and 2 sentence structure interference with examples "my birthday is (date), (month), (year) ”, there is interference in the sentence due to errors in sentence composition caused by the Indonesian language. The sentence still uses the Indonesian structure in writing the date description. The interference that occurs in students' English self-introduction essays is because the majority of students use English sentence structures that are not appropriate and there are still some who use Indonesian language structures in writing English. There is also a lot of interference because there are some students who are not precise in adding conjunctions (to be) and there are some vocabulary that still uses Indonesian, causing language errors (interference). The factors that cause interference to students according to the results of interviews by English teachers at the school are that students have not mastered enough vocabulary because they have not been taught, then students are still accustomed to using Indonesian composition when writing in English because students are still carried away by the language they use. they use at home and also students use vocabulary that they only memorize.