

# Grammatical Interference in the Aceh Language in the Use of Indonesian Writing Variety of 7<sup>th</sup> Grade Students of Junior High School 1 Indrapuri Aceh Besar District and Their Utilization as Teaching Materials in Learning to Write Narrative Texts

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## Abstract

*This study aims to describe: (1) forms of basic word interference and derivatives of Acehnese language in Indonesian narrative essays, (2) forms of Acehnese sentence pattern interference in narrative essays, (3) their use as teaching language in learning to write narrative texts. The method used in this research is descriptive qualitative method. The subjects of this study were students of class VII-A and students of class VII-Byang totaling 65 people. The results showed there were grammatical interference and their use as teaching materials in learning to write narrative texts. As for the morphological interference form in the base word there are 15 data and in the word derivative (affixation) there are 37 data consisting of: prefix (prefix) *meu-* 6 data, *peu-* 2, *te-*6, *si-*5, and *financial -* 1 data. Inserts (infix) consist of *-eun-* 2 data, *-eum-* 3 data and *-eul-* 1 data. The suffix consists of *-an* 2 data, and *-kon* 2 data. The prefix and suffix consist of data 2 and data 2 data. While for the form of repetition (reduplication) there are 3 data. Form of interference at the level of syntax (sentence patterns) there are 9 data consisting of *S-P* 3 data, *S-P-O* 1 data, *S-P-Pel* 1 data, *S-P-O-Pel* 1 data, *S-P-O-K* 1 data, and *S-P-K* 2 data. For its use as teaching material in learning to write narrative text, the writer makes a hand out.*

## Keywords

grammatical interference;  
Acehnese language;  
narrative essay;  
teaching material



## I. Introduction

When communicating with the surrounding community or different ethnic groups, speakers of the mother tongue are indeed more likely to use Indonesian, but the Indonesian they use is still influenced by the structure of their mother tongue so that there is a transfer of the elements of the form of local languages into the Indonesian they use. This is what is called interference in the Indonesian language. Interference in Interference is considered as a speech symptom, occurs only in bilingual and the event is considered as a deviation, if if the bilingual can be able to separate the two languages mastered in the sense of being bilingual, two speakers are separate in one person, meaning there will be no distortion / interference. Aslinda and Leni (2010: 65) state, this is unlikely to occur because however and no matter how small the interplay between bilingual masters must occur. Suwito (1983: 54) argues that interference as a deviation because the elements absorbed by a language already have an equivalent in absorbent language. So, the manifestation of the cause of the interference is the ability of speakers to use certain languages. The existence of language deviation can result in language contact which is an initial symptom of interference. Suwito (1983: 26-27) states the existence of deviations does not mean damage to the language.

According to Weinreich (1985: 1) interference is a deviation from one of the language norms that occurs in the speech of bilingualisms' as a result of their introduction of more than one language, namely as a result of language contact. In addition, Alwasilah (1985: 132) says interference means interplay between languages. The influence is in the simplest form of taking one element and is used in conjunction with other languages. With the research the researcher will do it is expected to be able to minimize the phenomenon of interference in the world of education. Finding out what is the cause and what is the right solution to overcome the phenomenon of interference in the world of education. Based on the results of observations (preliminary assessment) it turns out that students and teachers of SMP N 1 Indrapuri Aceh Besar District still use two languages namely Acehese and Indonesian in the teaching and learning process in schools and in the school environment. Acehese language is still used as an introduction in the teaching and learning process at the school. This problem should not occur again at the level of junior high school education. Because in the process of teaching and learning in junior high school students and teachers are considered capable of developing a mindset and character, teachers and students are able to use Indonesian language that is good and right both in terms of language skills.

What's more, the current curriculum has focused on text and language. This should be the foremost defense for language learning in the school environment. However, there are still students who incorporate elements of the Acehese language into the writing given by the teacher. As a small example the case obtained by researchers in student writing is as follows:

#### Data 1

... I just realized that my black wallet could have been shaken while I was running earlier.

Explanation: in the sentence above, students can use the word dropped or scattered without the "u" letter between te and scatter. This can happen because the Acehese language has the prefixes, which actually in Indonesian are the prefixes.

The observations showed that there were still teachers using Indonesian, interspersed with local languages. The above fact is justified by the principal of Junior High School 1 in Indrapuri district, Jumadi who said that teachers in teaching in class must repeat in Acehese regional languages to clarify student understanding because many students do not understand or do not understand if not repeated using language area.

Based on these reasons, the authors will conduct research by raising the title "Grammatical Interference in the Language of Aceh in the Use of Indonesian Language Variety of 7<sup>th</sup> Grade Students of Junior High School 1 Indrapuri Aceh Besar District and Their Utilization as Teaching Materials in Learning to Write Narrative Texts".

## II. Review of Literature

### 2.1 Language Contact

According to Weinreich (in Umar, 2011: 54) two or more languages are said to be in contact if the languages are used interchangeably by the same person. Contact occurs with people who use those languages, that is, the bilingual.

According to Mackey in Umar (2011: 54) if bilingualism is the use of two or more languages by someone, then language contact is the influence of one language on another language, both directly and indirectly, causing changes to the affected language. That

influence penetrates the language of a language and influences the development of that language.

These influences may have come from bilingualism in the past, but they may not. Bilingualism is not the only cause of language contact. Language contact can also occur through the instruction of external cultural elements. Language contact does not only take place within individuals, but also in social situations. Because of this, language contact is often considered part of broader contacts, the culture box. Those involved in language contact are not individuals, those who learn a second language, but also other people.

Other linguistic elements which previously only influenced bilingual individuals later spread more widely so that the influence was strengthened together. At this level it can be said that language contact has taken place. Language contact is an event that has occurred a long time ago and continues to this day and in the future.

Factors causing a person to become a bilingual or bilingualism basically occur because of the contact of language and social structure of the community in the environment itself. Chaer and Agustina (2010: 225) argue that in Indonesia there are a number of factors that have led to bilingualism or bilingualism. These factors are:

1) There are mutual languages

The state of languages in Indonesia now consists of several levels, the first being marked by the existence of a national language which is at the same time the national language, the second is a regional language, and the third is a foreign language.

2) Social Contact between Speech Communities from Various Regions

Social contact is a relationship that occurs in society, especially those relating to interactions in daily communication. Social interaction also affects the phenomenon of bilingualism that exists in Indonesian society.

## 2.2 Interference

Maturity and interference have a very close relationship. This can be seen in the fact of the use of language in everyday life. The Indonesian language community's linguistic situation is at least marked by the use of two languages, namely regional languages as the mother tongue and Indonesian as the national language. This use situation can lead to a mix of national and mother tongue languages. Mother tongue which is mastered first, has a strong influence on the use of the second language, and conversely the second language also has a great influence on the use of the first language. The habit of using both languages more interchangeably can cause interference.

Interference events use the presence of other language elements in a language, which is considered an error because it deviates from the rules or rules of the language used. The ability of bilingual and multilingual speakers to use certain languages so that they are influenced by other languages is the cause of interference.

Umar, Azhar (2011) states that interference can occur in all components of language. This means that interference can occur in phonological, morphological, syntactic, and vocabulary components. Chaer, and Leoni Agustina (2010) mention interference as a change in the system of a language in connection with the contact of the language with other language elements carried out by bilingual speakers.

According to Weinreich (in Aslinda and Leni, 2007: 66-67) interference can occur in all speech languages and can be distinguished in several types. Weinreich identifies four types of interference as follows:

- 1) Transferring elements from one language to another;
- 2) Changes in the function and category of elements due to the transfer process;
- 3) Application of elements which do not apply to the second language into the first language; and
- 4) Dedication of the structure of the second language because there is no equivalent in the first language.

### **2.3 Indonesian Morphology**

Kridalaksana (1984: 129) who argued that morphology, namely (1) the field of linguistics that studies morphemes and their combinations; (2) part of the structure of language that includes words and parts of words, namely morphemes. Morphology is the study of the ins and outs of words as well as changes in the shape of the word, both gramatic functions and semantic functions, the units examined in morphology are morphemes, according to Ramlan, (2005: 17) the largest units studied in morphology are words.

Mulyana (2007: 7) states that the scope of the study of morphology is the word and morpheme, namely the morpheme being the smallest unit of study and the word being the largest unit of study. Soeparno (2003: 72) states that morpheme is the smallest grammatical form which cannot be broken down into smaller grammatical forms. According to traditional grammar, a word is a language unit that has one meaning or series of letters flanked by two spaces and has one meaning. While according to structural grammar, the word is a unit called morpheme.

Morphology is a part of linguistics that discusses or studies the ins and outs of word forms and the effect of changing forms on word groups and meanings, or in other words it can be said that morphology studies the ins and outs of word forms and the functions of changes in word forms, both grammatical functions as well as syntactic functions. The types of forms of words are:

- 1) Basic Words  
Example: house, door, car, key, meal, etc.
- 2) Influence Words  
Example: playing, biking, walking, etc.
- 3) Compound Words  
Example: handkerchief, sun, etc.
- 4) Repeat Word  
Example: flocking, running, etc.

### **2.3 Narrative Texts**

Keraf (2010: 136) limits the notion of narrative as a form of discourse whose main target is the act of being woven together and assembled into an event that occurs in a single unit of time. Keraf (2010: 145) states that the narrative structure can be seen from the components that make it up: actions, characterizations, settings, and points of view. But it can also be analyzed based on plot (narration).

Each text has a different structure. The following is the structure of the narrative text:

- 1) Describe the character and character, setting and plot of the story.
- 2) Complications: Contains recognition of conflicts or problems that occur in the story.
- 3) Resolution: Contains how the ending or ending of the story. The ending of the story itself can be divided into two, namely a happy ending and an unhappy ending (sad).

- 4) Coda: Coda is advice or moral values contained in the narrative text that is expected to be learned by the reader

### III. Research Methods

The method used in this research is descriptive method, a method that seeks to describe a phenomenon or phenomenon that occurs in a real situation.

This is in accordance with Ali (1987: 120), "Descriptive method is used to solve problems and answer the problems reached in the present situation carried out by taking the steps of collecting, classifying and analyzing or collecting data, making conclusions and reports with the aim of making a depiction descriptive situation".

The location of this study was conducted in 7<sup>th</sup> Junior High School Indrapuri Aceh Besar District, located on Tgk. Chik Ditiro Pasar Indrapuri Aceh Besar. This research took place in December 2019.

### IV. Discussion

#### 4.1 Interference in Acehese Language into Indonesian on Basic and Derivative Words

##### a. Interference with Basic Words

This first problem statement explains morphological interference in the form of basic words. Basic words are words that form the basis of the formation of larger words. The word interfered by the Acehese language in Indonesian narrative essays is seen in terms of basic word forms, as follows:

- (1) *Kamoe* passes together, running out of money. *Kamoe* prepared well, hoping everything went well and there were results.

The sentence is an Indonesian sentence that is interfered with by the Acehese language. In that sentence there are words in the Acehese language. The infinitive word *kamoe* in Indonesian means 'we'. While the infinitive word *seuneuna* has the meaning 'all' in Indonesian.

- (2) *Lon* goes out to eat with family. *Lon* and *Adoe* eat satay, it feels really good. *Asabnya* makes us feel very hungry.

The sentence above is an Indonesian sentence that is interfered with in the Aceh language. There are some basic words that still use Acehese language in writing the sentence. The infinitive word *lon* which means 'I am', *adoe* means 'sister', *mangat* means 'delicious', and the word *asab* has the meaning 'smoke'.

- (3) I fell because the floor was very *licen*.

The sentence above is a sentence that is interfered with by the Acehese language. The infinitive word is *licen* meaning 'slippery'.

- (4) Last holiday, I went to my brother's house in Takengon. The air there is very *sijuek*.

The sentence which is intertwined by Acehese is a *sijuek* word which means 'cool'.

- (5) During the Idul Fitri holiday last year, my family and I went to Medan. We also went to Parapat, where *Lon* enjoyed the trip. Coming home from there, we got a *bloe boh* mango.

The sentence above interferes with the Acehese language. The infinitive word *bloe* has the meaning 'buy' and the base word *boh* has the meaning 'fruit'.

- (6) That afternoon the air was very hot. I feel *grah*, I'm looking for *ie u* in my garden. Luckily there is still a father who was still there.

There are several infinitive word that are interfered with the sentence above. The infinitive word *grah* which means 'thirst', *ie u* has the meaning 'coconut water'.

- (7) At that time I was scolded by my mother because I did not *dengo* to my mother calling me because I turned on the swift music.

The sentence above interferes with the Acehnese language. The infinitive word *dengo* has the meaning 'hear'.

- (8) A month ago I returned early from school because I felt my *pruet* was very sick. The sentence above interrupted the Acehnese language. The basic interfered word is *pruet* meaning 'stomach'.

### b. Interference with derived words (affixation)

- (1) I have an Anggora cat, she has a beautiful white *mubulee*.

Prefix form that is interfered with Acehnese in the word *mubulee* which means 'hairy'.

- (2) When I went to Sabang with my family. I saw a lot of foreigners' *meulangu* at Ipoh beach.

The prefix form interfered with by the Acehnese language in the word *meulangu* which means 'swim'.

- (3) The Imam when I prayed the evening prayer yesterday, told me to *puekreueh* the sound of the mosque speaker.

Prefix form that is interfered with Acehnese in the word *puekreueh* which has the meaning 'harden'.

- (4) I helped my mother cook in the kitchen, and accidentally my hands were *teusie*.

The prefix form that is interfered with Acehnese in the word *teusie* which means 'sliced'.

- (5) Tina, my friend, was angry with me when the book *teucok* and carried me home.

The prefix form interfered with by Acehnese in the word *teucok* which means 'taken'.

- (6) This morning my father cut a teak *sibak* in our garden.

The prefix form that is interfered with in the Acehnese word *sibak* which means 'one.'

- (7) Rani gave me a birthday cake *sikrak* for me.

The prefix form that is interfered with Acehnese in the word *sikrak* which means 'piece'.

- (8) To buy my mother's birthday gift, I saved *Siribee* every day for almost two months.

The prefix form interfered with by the Acehnese language in the word *siribee* which means 'one thousand'.

- (9) I am the elder son of three brothers.

The prefix form that is referenced by Acehnese in the word *keudwa* which means 'second'.

- (10) At the time of the wedding, many traditional Acehnese *peunajoh* were provided.

The interpolated form which is interfered with by the Acehnese language is in the word *peunajoh* which means 'food'.

- (11) At the time I was taking a shower. Water suddenly died. It turns out that the water *seunambat* pipe is cut off.

The insertion form interfered with by the Acehnese language is in the word *seunambat* which means 'connection'.

(12) Many times I *manyakkon* to become a doctor.

The suffix form interfered with by the Acehnese language in the word *manyakkon* which means 'since childhood'.

(13) *Nyoekeuh* my biggest wish, hopefully it can be realized. Aamiin

The suffix form interfered with by Acehnese in the word *nyoekeuh* means 'this'.

### c. Repetition Form Interference

(1) We still often *kumpoi-kumpoi*, even though we have different schools.

The form of reduplication which is interfered with by the Acehnese language in the word *kumpoi-kumpoi* which means 'get together'.

(2) Last week my village carried out community service to clean the home environment. Women and *nyak-nyak* prepared food for the working men.

The form of reduplication which is interfered with by Acehnese in the word *nyak-nyak* which means 'mothers'

## 4.2 Utilization as Teaching Material in Learning to Write Narrative Texts

In this section, the author discusses its use as teaching material in learning to write narrative texts. This narrative text is material from 7<sup>th</sup> Grade junior high school. Teaching material that the writer will do in this case is a hand out. Hand out that will be made by the author as follows:

### HANDOUT ENGLISH 7<sup>th</sup> Grade PARAGRAPH NARRATION

#### I. CORE COMPETENCE

- Understanding knowledge (factual, conceptual, and procedural) based on curiosity about science, technology, art, culture related to phenomena and events seen in the eye.
- Trying, processing, and presenting in the realm of concrete (using, unraveling, composing, modifying, and making) and abstract domains (writing, reading, calculating, drawing and composing) in accordance with what is learned in school and other sources in the same perspective /theory.

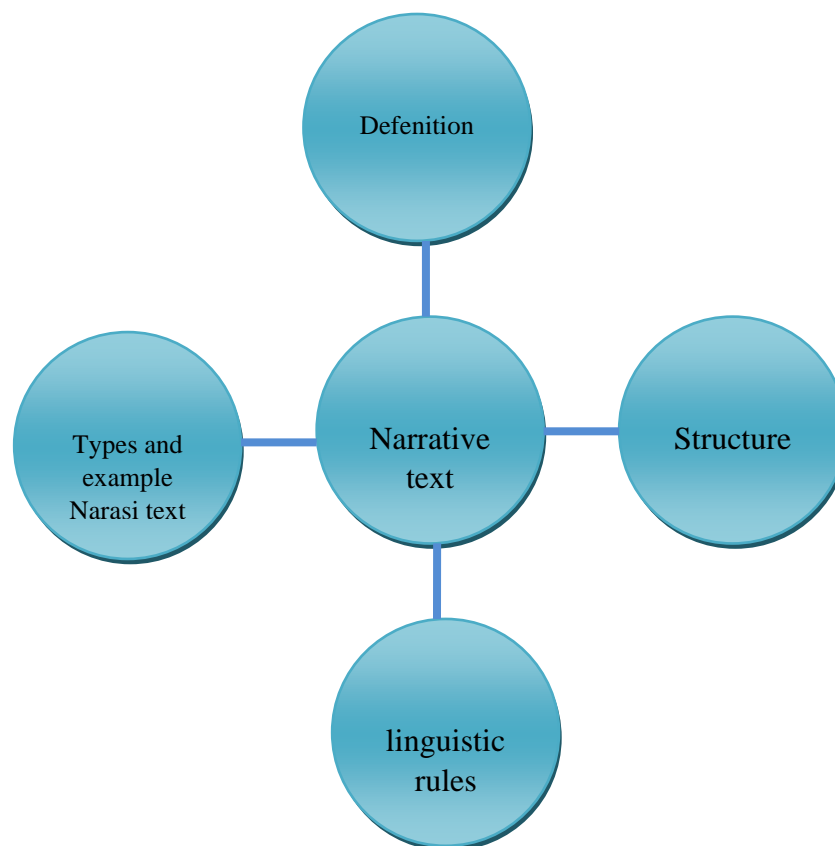
#### II. BASIC COMPETENCIES

- Identify narrative text elements (fantasy stories) that are read and heard.
- Retell the contents of narrative texts (fantasy stories) that are read and heard.

#### III. LEARNING OBJECTIVES

After reading fantasy stories, students can:

- Determine the parts (structure) of fantasy stories;
- Explain the orientation, complications, and resolution of fantasy stories;
- Determine the details of each part of the fantasy story;
- Explaining the linguistic characteristics of the description text (nouns, adjectives, adverbs of place, conjunctions, direct and indirect sentences, diction, punctuation and spelling).



**Figure 1.** *Concept Map*

## **V. Conclusion**

Based on the discussion, it can be seen that in the essays of Grade VII students of SMP N 1 Indrapuri, Aceh Besar District, Aceh language interference occurred in the narrative essays of students viewed in grammatical terms, namely morphological and syntactic levels, and their use as teaching material in learning to write narrative texts. In terms of the level of morphology there is interference with the basic word and interference with the derived word (affixation). The most common interference is in basic words. This happens because of the habits of students who still use their mother tongue in daily communication including the educational environment. There are several words whose pronunciation is similar to Indonesian. So that it can also be a trigger for interference with the basic word in the morphological level.

Interference at the syntactic level also occurred in narrative essays of VII grade students of SMP N 1 Indrapuri, Aceh Besar District. At this level of syntax the writer focuses on the sentence patterns the students are working on. After the author corrected and thoroughly, the writer found six kinds of sentence patterns, namely: S-P, S-P-O, S-P-Pel, S-P-O-Pel, S-P-O-K, and S-P-K.

The results of research that researchers can in the field, researchers can use as teaching material in learning to write narrative text by collecting various information from reading material on print media, or electronically. Then the researchers gather into one and directed so as to create a hand out about the paragraph narration. The hand out can later be used by the



teacher as a companion teaching material to provide material on narrative paragraphs to grade VII students of SMP N 1 Indrapuri, Aceh Besar Regency.

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