

INTERFERENCE OF SUNDANESE LANGUAGE TO INDONESIAN LANGUAGE (PHONOLOGICAL STUDY) IN COMMUNICATION TO EDUCATORS AND STUDENTS AT SDN PAMULIAN 02 AND ITS IMPLICATIONS

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Abstract

This study aims to describe the form of interference of Sundanese phonology to Indonesian Language in SDN Pamulian 02 and its implications for Indonesian language learning in high school. The data analysis of this study describes the forms of interference that occur in the communication of educators and students at SDN Pamulian 02, namely phonemic interference and phonetic interference. Data collection techniques with look and record techniques. Data analysis using the distribution method. The results of the study showed that the data that had been found contained phonemic interference as many as 4 data (18.2%) and phonetic interference as many as 18 data (81.8%). This research can be implicated in Indonesian language learning in high school class X. In learning outcomes (CP), students are able to process and present ideas, thoughts, views, directions or messages for the purpose of submitting proposals, formulating problems and solutions in the form of monologues, dialogues, and speeches in a logical, concise, critical, and creative manner. Students are able to create expressions in accordance with the norms of politeness in communication. Students contribute more actively in the discussion by preparing discussion materials, carrying out tasks and functions in the discussion. Students are able to express sympathy, empathy, care, feelings, and appreciation creatively in the form of multimodal fiction and nonfiction texts.

Keywords: Phonemic interference, phonetic interference, implications.

1 INTRODUCTION

Language is very important for society as the main means of communication. Through language, members of the community can interact smoothly and understand each other. Therefore, language has become an irreplaceable means of communication in daily social life. Language can be interpreted as a means of communication between members of society in the form of sound symbols produced by human speech devices (Keraf, 2004:1). Warsiman also stated that language is a social institution that produces a variety of languages that distinguish one society from another, both in terms of the social speaker and the function of language (Albaburrahim, 2019:13). In community communication, the use of spoken language is very important because humans as social beings must interact to meet their needs. Spoken language is more flexible than written language, which is used in everyday communication. Meanwhile, written language is used for indirect communication through written media and tends to be more rigid because it involves writing without speaking directly. Therefore, spoken and written languages both have an important role in communication.

In Indonesia, people rarely use only one language because they often interact with individuals from different ethnic groups and cultural backgrounds. This diversity causes people to experience bilingualism, which is the ability to use two languages interchangeably. Weinreich defines bilingualism as the mastery of two languages in turn, while Einar Haugen defines it as the ability to produce complete and meaningful speech in another language (Abdullah, 2012:167). Kedwibahasa involves the ability to switch between two languages and use both effectively in communication. Language interference occurs when one language affects another language in a situation of bilingualism. In Indonesia, language interference often occurs due to the diversity of languages and dialects. This interference can enrich language vocabulary, give rise to mixed languages, or adopt new terms from foreign languages in the development of science and technology.

Indonesian Language is the main language in education in Indonesia. In the educational environment, Indonesian Language is used as a means of communication between educators and students. Educators need to be aware of the potential for language interference and provide appropriate guidance to minimize interference and improve understanding and correct use of Indonesian Language. With the diversity of languages in Indonesia, many individuals are bilingual. This bilingualism can cause language interference that affects the way of communicating. Interference is the process by which elements of one language are adopted or transferred to another language used. Although it can result in errors, interference is an important step in learning a second language.

The use of regional languages, such as Sundanese in the Larangan sub-district area, especially in Pamulian village, can cause difficulties in understanding Indonesian Language learning. Around 70% of teachers at SDN Pamulian 02 use Sundanese, causing students to have difficulty understanding learning. This shows that Indonesian is often a second language for the people there. The interference of Sundanese language with Indonesian is an important object of study because of its relevance and impact in the learning process. Further study of Sundanese speech and its interference with Indonesian at SDN Pamulian 02 will help understand and address this problem. This study focuses on the study of the phonology of Sundanese interference with Indonesian expressed by educators and students at SDN Pamulian 02, to provide a more specific and in-depth description of this phenomenon.

2 METHOD

This research uses a qualitative approach, according to Moleong (in Oktavia, 2020:80) the qualitative approach in this case is a research procedure that produces descriptive data in the form of written or spoken words from people and behaviors that can be taken. This type of research is descriptive research, which is carried out based on facts or linguistic phenomena that occur in the language speaking community. This study aims to record information about the language. The descriptive method does not consider the right or wrong language used by the speaker, Setiawati (2022:37).

The form of data in question is in the form of speech fragments that contain phonological interference. These speech fragments serve as the main data in this study. The form of data collected from March 18, 2024 to May 30, 2024. This research was carried out in the even semester of the 2023/2024 school year. This research was conducted at an elementary school, Larangan District, Brebes Regency, namely at SDN Pamulian 02. SDN Pamulian 02 is an elementary school located on Jalan Pamulihan Kamal, Pamulihan, Larangan District, Brebes Regency. consists of fragments of communication between educators and students, which specifically contain the interference of Indonesian phonology with the Sundanese language. The data in this study that has been collected is analyzed using the distribution method. According to Sudaryanto (in Nawangsasi, 2015:62) one of the methods used to analyze data in the form of meaning is the distribution method. The distribution method, also known as the distributional method, is a way of analyzing data to answer problems that will be researched with a determinant tool derived from the language and integrated with the data. The determinants in the agih method refer to the elements of the language of the object of research, such as words, syntactic functions, clauses, word precepts, titinada, and other elements. Thus the focus of this research discusses words, because words are the basic unit of communication that is most often used in daily conversations,

The data collection techniques used in this study use the interactive listening technique, the interactive free listening technique, the recording technique, and the recording technique. (Mahsun, 2017:93) states that the tapping technique is referred to as the basic technique in the simak method because in essence the tapping is realized by tapping. In a sense, researchers in an effort to obtain data are carried out by tapping the language of a person or several people who are informants. In the next practice, this tapping technique is followed by advanced techniques in the form of simak engagement techniques, free listening to engagement, recording, and recording techniques.

3 RESULTS AND DISCUSSION

Phonological interference in the use of Indonesian by educators and students at SDN Pamulian 02 is caused by the habit of speaking in their native language or dialect. This phenomenon is considered unnecessary because the elements brought by the language of origin already have an equivalent in the language used. Interference can manifest in various aspects such as pronunciation, grammatical structure, vocabulary, and meaning. This section will discuss specific things related to this in this study, namely: (1) phonemic interference, (2) phonic interference.

Table 1 Classification of Phonological Interference Data

NO.	Types of Phonological Interference	Amount of Data	Presented
1.	Phonemic interference	4	18,2 %
2.	Phonetic interference	18	81,8%
	Total	22	100%

Based on the research data classification table above, it can be seen that in the communication of educators and students on March 18 – May 30, 2024, there are 22 data that have been identified as having Sundanese interference with the Indonesian Language. The type of phonemic interference was identified as many as 4 data (18.2%) and phonical interference as many as 18 data (81.8%). The thing that causes phonetic interference is more dominant, because the difference in sounds between the two languages is easier to recognize and often occurs in everyday conversations compared to phonemic interference which tends to involve a change in meaning and is less common in the use of language in schools. From this classification, it can be concluded that phonic interference is a type of interference that often occurs in the communication of educators and students at SDN Pamulian 02 rather than the type of phonemic interference.

3.1 Types of Interference

3.1.1 Interferensi Fonemis

Context: The turur event occurs when students ask for student worksheets (LKS)

Data (1)

Peserta didik : "Pak guru LKSna dindi? pan lamari dikumpulkeun."

Educator: "Still at the teacher's desk"

Student: "Cokot na sir?"

Educator: "Okay."

The data above shows interference, which is the use of two or more languages in a single conversation. In the first dialogue, there was the sentence "Mr. LKSna dindi? Pan Lamari is collected." The word "dindi" is a Sundanese language which means "where" in Indonesian and "pan lamari dikumpulkeun" is a Sundanese language which means "kan yesterday was collected" in Indonesian. The word shows the influence of interference from Sundanese into Indonesian. In the second dialogue "Still on the teacher's desk" This sentence is entirely in Indonesian and does not show interference. In the third dialogue "Cokot na pak guru?" The word "Cokot" from the Sundanese language which means "take" in Indonesian, should have used the word "take". The use of the word "cokot" indicates the phonemic interference of Sundanese into Indonesian. In the last dialogue there is the word "sok dak". The word "sok" from Sundanese means "please" and "dak" from Sundanese which means "nak" in Indonesian. The use of the word "Sok dak" in this sentence indicates interference from the Sundanese language.

The data has similarities with the word remove in Indonesian Language. The word cokot has a consonant phoneme /k/ which is located in the middle of the syllable, while the word depot has a consonant phoneme /p/ in the middle of the syllable, besides there are sound differences in the data, the other sound sequences are still the same. The difference between the sounds /k/ and /p/ in the same position can result in different meanings. The word cokot means to take or take while the word remove means to take off or let go.

In the data above, it is one form of the sixth interference factor, namely habits in the mother tongue, which refers to the influence of the way of speaking, grammar, expressions, and sentence structure of a person's mother tongue on the way of speaking in a second language. This habit is often difficult to get rid of because it has been formed early and is part of the mindset and way of communicating.

3.1.1 Interferensi Fonis

3.1.1.1 Phonological interference of letter reduction

The context of this speech :P occurs when a student who is talking to

his educator about something heavy that he was carrying. Student: "Mr. Teacher is heavy"

Data (5)

Educator: "Which mawa is luk?"

Student: "Mawa beas Pak Guru"

Educator: "Oh, make a jakat yah, taro in the office, yah"

The above data shows interference, namely the use of two or more languages in conversation, especially in the second dialogue "Mawa naon luk?". The word "Mawa" in Sundanese, means "to carry". In Indonesian, the correct word is "carry". The word "naon" in Sundanese, means "what". In Indonesian, the correct word is "what". The word "Mawa beas Pak Guru". The word "Mawa" in Sundanese, means "to carry". The word "beas" in Sundanese, means "rice". In Indonesian, the correct word is "rice". In this dialogue, phonemic interference occurs when words from Sundanese are used in Indonesian conversations. In particular, the words "mawa", "naon" and "beas" in Sundanese are used by educators and learners in contexts that should use Indonesian.

Errors in the formation of interference form words also occurred in data 05. The form of interference is the word beas which comes from the root word rice but experiences phonological interference by removing the phoneme /r/ in Indonesian so that the word beas is formed, but still has the same meaning, namely rice that has been peeled off its husk (which becomes rice after cooking).

In the data above, it is one form of the sixth interference factor, namely habits in the mother tongue, which refers to the influence of the way of speaking, grammar, expressions, and sentence structure of a person's mother tongue on the way of speaking in a second language. This habit is often difficult to get rid of because it has been formed early and has become part of the mindset and way of communicating

3.1.1.2 Phonological interference of letter changes

Context: A speech event occurs when a student asks permission from the educator to go to the

Data (7)

Student: "Mom, please allow me to do it"

Educator: "Yes, mom is in half an hour"

The above data shows that there is interference, namely the use of two or more languages in a conversation, in the first dialogue "Bu, ijin ka kali" the word "ijin" in Sundanese means "permission". In Indonesian Language, it should be "permission". The word "ka" (Sundanese, meaning "to". In Indonesian, the word "ke" should be used. In the second dialogue "Yes, mom is in half an hour". The word "bere" (Sundanese, meaning "beri". In Indonesian, the word "beri" should be used. The word "saban" means "half". In Indonesian, the word "half" should be used. In this dialogue, interference occurs when words from Sundanese are used in Indonesian conversations. In particular, the words "ijin", "ka" and "bere" and the use of "satengah" indicate the mixing of phonic elements from Sundanese into Indonesian.

Errors in the formation of interference form words also occurred in data 07. The form of interference is the word permission which comes from the root word permit but experiences phonological interference by changing the phoneme /z/ to the phoneme /j/ so that the word permission is formed, but it still has the same meaning, namely a statement to grant which means not to prohibit.

The data above is a form of the first interference factor, namely the bilingual speaker. In a bilingual school environment, the use of Indonesian Language and Sundanese is often mixed in everyday conversation. Educators and learners are used to using this mixture because of the influence of their environment.

3.2 Interference Factor

In concrete situations, interference occurs when a bilingual has difficulty pronouncing a second language (B2), so cognitive processes tend to use the more mastered features of the mother tongue (B1). The factors that affect interference in the communication of educators and students at SDN Pamulian 02, Larangan District, Brebes Regency are very diverse. Weinrich (in Firmansyah, 2021:50) mentions six main factors behind the occurrence of interference, namely: (a) Bilingualism of the speaker, (b) Declining loyalty of the speaker, (c) Vocabulary of the recipient's language is few, (d) Words that are rarely used will disappear, (e) Synonyms needed in the language, and (f) Habits in the mother tongue.

The two factors that most affect the occurrence of interference are the speaker's bilingualism and the habits in the mother tongue. The bilingual factor of speakers often arises because children who master more than one language tend to mix the language. Habits in the mother tongue also play an important role because linguistic patterns formed early on are difficult to change and are often carried over to the use of other languages. For example, intonation, rhythm of speech, and pronunciation in the mother tongue can affect the way children pronounce words in a second language.

3.3 Implications of Learning in High School

After identifying the interference of Sundanese language with Indonesian in communication at SDN Pamulihan 02, 22 phonological interference data were found. Of these, 18 data were phonetic interferences, indicating that phonetic interference occurred more often than phonemic interference. Mispronunciations such as /j/ to /z/, /a/ to /e/, and others, indicate the strong influence of Sundanese phonetic customs. Further analysis showed that bilingual speakers and mother tongue usage habits both played a role in this interference, with 11 data each. Bilingual speakers, who often use Sundanese and Indonesian, tend to mix the two languages. The habit of using Sundanese since childhood forms strong phonological patterns, causing interference when using Indonesian. Educators can use phonetic exercises and learning methods that target phonemic differences between the two languages to reduce interference and improve students' Indonesian competence.

3.4 Implications of Learning in High School

The results of this study can be implicated in Indonesian Language learning in SMA phase E class X even semester. Negotiation is a process of interaction between two or more parties who have different interests or goals, where they try to reach a mutually beneficial agreement through communication and bargaining. In learning outcomes (CP), students are able to process and present ideas, thoughts, views, directions or messages for the purpose of submitting proposals, formulating problems and solutions in the form of monologues, dialogues, and speeches in a logical, coherent, critical, and creative manner. Students are able to create expressions in accordance with the norms of politeness in communication. Students contribute more actively in the discussion by preparing discussion materials, carrying out tasks and functions in the discussion. Students are able to express sympathy, empathy, care, feelings, and appreciation creatively in the form of fiction and nonfiction texts. This learning achievement is included in the speaking element. In the initial competency, students are able to understand the information in the negotiation text. Before mastering these competencies, students should have understood the essence of negotiation texts. Starting from the definition, structure, linguistic rules, to comparing two different negotiation texts. Learning objectives are listed 10.24 Present ideas, thoughts, views, or messages in the form of dialogue in a coherent, creative, and using appropriate methods.

CONCLUSION

Based on the results of research at SDN Pamulihan 02 in the even semester of the 2024 school year, two types of Sundanese phonological interference with phonemic and phonetic Indonesian were found. From the data collected between March 18 and May 30, 2024, there were 4 cases of phonemic interference (18.2%) and 18 cases of phonetic interference (81.8%), indicating that phonetic interference was more dominant. The thing that causes phonetic interference is more dominant, namely because the sound difference between the two languages is easier to recognize and often occurs in everyday conversation compared to phonemic interference which tends to involve a change in meaning and is less common in the use of language in school. From this classification, it can be concluded that phonic interference is a type of interference that often occurs in the communication of educators and students at SDN Pamulihan 02 rather than the type of phonemic interference. The main factors of this interference are the speaker's bilingualism and habits in the use of the mother tongue, followed by factors such as the speaker's depleted loyalty, the recipient's language vocabulary is small, words are rarely used, and the need for synonyms in the language. These two dominant factors show a balanced contribution in influencing the interference of Sundanese language with the Indonesian language in the educational environment.

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