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REVISING SYNTACTIC INTERFERENCE ON CONVERSATION SCRIPTS BY CONTRASTIVE ANALYSIS TEACHING METHOD

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Abstract: This study is a research to the third semester of DIV Midwifery students of Kartini Polytechnique Denpasar on Bahasa Inggris I class. The purpose of this research are (1) to identify the syntactic interference of Indonesian Language into English found in conversation scripts written by the third semester of DIV Midwifery students and (2) to investigate the quality of English conversation scripts after the application of contrastive analysis method. The data of this study were taken from English conversation scripts written by the third semester of DIV Midwifery students of Kartini Polytechnique. The interview and observation method also used in collecting the data of this research to find out the students understanding in English syntactic structure. The data were grouped, tabulated and analyzed through sociolinguistic theory of interference that supported by Surface Strategy Taxonomy as well, and the Contrastive Analysis Hypothesis. Based on the analysis, the syntactic interferences found are in level of phrase, clause and sentence; and the error caused by omission, addition, and mis-formation. The interview and observation method showed the increase of the student understanding in English syntactic structure after the application of contrastive analysis method that effect the better quality of English conversation scripts.
Keywords: *syntactic interference, conversation script, contrastive analysis method*

INTRODUCTION

Language is used as a mean to convey the process of communication. It conveys ideas, feeling, and also emotion. English is most hunted foreign language to be learned by Indonesian citizens since it becomes global language for communication. As a result, many people can communicate in English with people all around the word. The Indonesian citizen, as the example, in today's multilingual situation can communicate in English and other foreign language beside their vernacular language and Indonesian Language.

Many people can communicate in English but are not able to communicate in correct English language structure. The learning and acquisition process of English as a foreign language results a tendency for most bilingual or multilingual learners to use habit from their native languages or mother tongues for producing the linguistic aspects of the foreign language. Learners tend to use one of the linguistic elements of the native language to act in English. This tendency is known as language interference.

It is well said by Bardovi-Harlig (2018: 1) in his writing, more or less, that language interference is considered as one of error sources (negative transfer), although where the relevant feature of both languages is the same it results in correct language production (positive transfer). It can result in a negative transfer which occurs when speakers and writers transfer

linguistic feature that are not the same in both language, such as grammatical form, lexical element, syntax and morphological element.

Along with the development of science and technology in this modern communication behavior, the phenomenon of language interference, especially Indonesian Language into English, is increasingly occurred. Research in the field of sociolinguistics especially on language interference in foreign language learning process is interesting to do. The research done by Suastini (2019) discuss language interference of English into Indonesia Language found in Indonesian magazine. It showed the transfers occurs on English lexical features. Other research is done by Galasso (2002) which discuss Spanish interference in English second language acquisition. It showed where and how such L1 Spanish Parameter Settings might interfere with the learning of L2. In addition, the use of contrastive analysis in teaching English as a foreign language was discussed by Okičić (2014). The author showed the grammar teaching supported by the presentation of relevant contrastive rules has proved to be an efficient learning technique in terms of reducing errors and improving both grammar and translation competence of non-native learners.

This research concern on the interference of Indonesian Language into English as well. It studies the language interference found in writing. Language interference can clearly identifiable on a writing piece, one of them is in a conversation script. A script is a message or set of previously stored messages, or previously written phrases or sentences that provide a direction in a specific conversation. The scripts can include topics to start a conversation, content of a topic, answers to questions and ideas that can connect the conversations. Writing a conversation script is easy but also hard to do. It is easy that the writer has to follow the rule in writing the script. However, it will become hard if the writer needs to deal with the language used, especially if it uses foreign language. Moreover, it can contain linguistic errors if the writer is new learner of that foreign language or a pre-intermediate student that surely cause language interference if he transforms his language feature in to the target language.

English conversation scripts written by midwifery students taken as data in this research show the syntactic interference of Indonesian language into English. There are some transfers of linguistic features found on the scripts. It might be because of the lack of understanding in English language syntax. Therefore, a suitable teaching and learning method is needed. The one that appropriate with this case is the contrastive analysis method.

Based on the phenomenon and background of this study, the research problems that arise are (1) what are the syntactic interference of Indonesian Language into English found in conversation scripts written by the third semester of DIV Midwifery students? and (2) How is the quality of English conversation scripts after the application of contrastive analysis method?

RESEARCH METHODOLOGY

This research is descriptive qualitative research. It describes the language phenomenon as the object of study. The data were taken from English conversation scripts written by the third semester of Midwifery students of Kartini Polytechnique. There are fifteen English conversation scripts. The students write a conversation script in pair about handling a patient in checking common health problem. The conversation is between health assistant and

patient. This data is hereinafter referred to script 1. The data were collected by scanning and note taking technique. The focus of this study is the Indonesian syntactical interference found in those scripts. The collected data were analyzed based on the theory of sociolinguistic that focuses on language interference.

Moreover, having the result of the analysis, the contrastive analysis method is applied in teaching learning process. To find the success of this method, the students were asked to write a conversation scripts in pair about handling a new patient in checking pregnancy. The conversation is between midwife and a patient. This data is hereinafter referred to script 2. The data were collected by scanning and note taking technique. The focus of this study is the Indonesian syntactical interference found in those scripts. The collected data were analyzed based on the theory of sociolinguistic that focuses on language interference. The result of the analysis then compares with the previous interference data.

RESULT AND DISCUSSION

Interference might occur in many levels of language components. Chaer and Agustina (2010:122) said there are three main elements in language interference. It happens in three branches of linguistic: interference in the field of phonology, morphology (lexical interference), and syntax. This research focused on syntactic interference. The syntactic interference is related to grammatical errors that occur in the student's translation. Interference occurs when the syntactic structure of a language is absorbed by the other language (Suwito, 1983:56). Since syntactic interference is related to grammatical errors, this research also used theory of Surface Strategy Taxonomy to support the analysis in finding error and to correct it into the right expression in English.

The Surface Strategy Taxonomy analyzed the change of the surface structures of the sentence. It analyzed the errors in which learners may omit, add, misform, or even misorder components of the sentence. Rusminto (2011: 26) classified the errors into four: the omission error that characterized by the absence of an item that must appear in a well-formed utterance in spoken or in written form; the addition error, the opposite of omission, is characterized by the presence of an item which must not appear in a well-formed utterance in spoken or sentence in written form; the misformation error that characterized by the use of the wrong form of morpheme or structure; and the misordering error that characterized by incorrect placement of morpheme or group of morphemes in an utterance in spoken or sentence in written form.

James (1998), on his book, propose this theory clearly. (a) Omission occurs when a learner is leaving off necessary items that must emerge in a well-performed utterance, that learner is doing omission error. As an example, the morpheme or words can be distinguished into two classes: content word (e.g. noun, verb, adjective, and adverb) and grammatical word such as noun and verb inflection (-s, -ed, -ing), the article (a, an, the), verb auxiliaries (is, am,are, will, can, must etc), preposition (in, on, at, etc). language learners generally omit grammatical morpheme much more frequently than content word;

(b) Addition errors, which are the contrary of omission, are characterized by the presence of items that should otherwise not appear in a well-performed utterance. Generally, it occurs in second language acquisition of the leaner. Regularizations, double markings, and simple

addition are kind of addition error which have been examined in the speech of both first language and second language leaner;

(c) Misformation, are the error that characterized by the use of the wrong from of a structure or morpheme. There are three type of misformation: the regularization error (neglecting exception and dissemination rules to domain where the learner does not use the rules transformation of verb and countable or uncountable noun), arch-form (selection of one member of a class of form to represent other on the class) and alternating form (the use of archi-form often five way to apparently fairly free);

(d) Misording errors are characterized by the incorrect placement of a morpheme in an utterance. They come about systematically for both first and second language learning in construction that already been acquired;

and (e) Blending which is sometimes called the contamination or cross-association or hybridization error. It is also called as combining or mixing (a substance) with another so that the component parts undistinguishable from one to the other. The characteristic of blending is when two alternative grammatical forms combine each other to produce ungrammatical blend.

This research found that the syntactic interferences on script 1 occur in two level of language components. Those are the syntactic interference in the level of clause and in the level sentence. Based on the error, there are the omission, and misinformation error found on the scripts. The data presented below are in the form of conversation in order to know the context of talk. P refers to patient and HA refers to health assistant. The analysis of this study will be as follow.

1 P: I want to check my health

HA: Oh yeah. Before what is your name?

The syntactic interference found on the script above is on the level of sentence. The interference is on “Before what is your name?”. Based on the context, this sentence is not asking about the previous name of the second speaker but the first speaker (HA) need to know the name of the second speaker (P) before M check the patient up. Natives English in their communication are not use that expression in asking name or someone identity. This interference occurs might be because of the habit in Indonesian Language used by the speaker. If it is transferred into Indonesian can be “Sebelumnya siapakah namamu?”. Based on the Surface Strategy Taxonomy, it belongs to addition error. The addition here is word “before”. The correct expression in English that fit with the context is just “What is your name?” or can be replace by “May I know your name?”

2 HA: Is there anything unclear that need to be asked?

P: No, Mam. Thank you. I will excuse myself.

The syntactic interference found on the script is on the level of sentence. The interference is on “I will excuse myself”. There is no a kind expression in English like that interference. Based on Surface Strategy Taxonomy, it belongs to addition error. On the theory, this kind of addition error can be examined in the speech of both first language and second language of the learner. This interference occurs might be because of the influence of the

learner's habit in Indonesian Language. In Indonesian can be said as "saya permisi/ saya pamit". This interference can be corrected by saying "Good bye".

3 HA: What's your name and how old you?

P: My name is Meida. I am 21 years old.

The syntactic interference found on the script is on the level of kalimat. The interference is on "how old you?". It occurs in forming a nominal sentence. In Indonesian it is "berapa umurmu?" The to be is needed in forming that sentence. The sentence should be "how old are you?". Based on the Surface Strategy Taxonomy, it belongs to omission error. The omission here is word to be "are" since the subject "you".

4 HA: Where you're come from?

P: I'm from Australia

The syntactic interference found on the script is on the level of sentence. The interference is on "Where you're come from?". The interference occurred effected by because the structure of Indonesian sentence. The direct translation of that sentence into Indonesian is "Dari mana kamu berasal?" Based on the Surface Strategy Taxonomy, it belongs to omission error, addition error and misformation error. The omission error can be found by the missing of auxiliary verb "do" on that sentence. The addition error can be seen on the adding of shortened to be in the sentence "-'re" on clause "you're". To be on that sentence is not required because there is verb "come". The auxiliary verb that needed is "do" not "are". The misformation error can be found on misformating the interrogative sentence. The sentence is interrogative one, so the auxiliary verb should be placed before subject "you" not after it. Therefore, based on the analysis, the correct sentence should be "Where do you come from?".

5 HA: What's your marital status?

P: I married and I have one son.

The syntactic interference found on the script is on the level of clause. The interference is on clause "I married". The interference occurs by the effect of Indonesian sentence structure. The sentence in Indonesia is "saya menikah". To be formed in English, auxiliary verb (to be) is needed. Based on the Surface Strategy Taxonomy, it belongs to omission error. The error can be found on the omission of auxiliary verb (to be) on that clause. The correct clause should be "I am married".

6 HA: Can I help you?

P: I want to checking my healthy

The syntactic interference found on the script is on the level of clause. The interference is on "…to checking…" on the sentence "I want to checking my healthy". Based on the Surface

Strategy Taxonomy, it belongs to addition error. It is characterized by the presence of an item which must not appear in a well-formed utterance in spoken or sentence in written form. On the grammar rule, the verb that is correct to be placed on the sentence is "check". "To" is followed by base verb. Therefore, the correct sentence should be "I want to check my health".

7 HA: Can I help you?

P: I want to checking my healthy

The syntactic interference found on the script is on the level of phrase. The interference is on "…my healthy" on the sentence "I want to checking my healthy". Based on the Surface Strategy Taxonomy, it belongs to addition error. It is characterized by the presence of an item which must not appear in a well-formed utterance in spoken or sentence in written form. On the English grammar, the possessive pronoun "my" is followed by noun. On the phrase above, the word "healthy" is belong to adjective. The adjective "healthy" have to be changed into noun that become "health". Therefore, the correct sentence should be "I want to check my health".

Based on the data, it can be found that there are some Indonesian interferences on the students' English conversation script. The syntactic interference found are dominated by addition error and omission error. Most of the error are on the grammatical word such as noun and verb inflection which it is different from the Indonesian grammatical word.

Furthermore, after the result of data analysis are obtained, the contrastive analysis teaching method is applied on the English subject on the class. Contrastive analysis means the comparison of two languages by paying attention to differences and similarities between languages being compared. This teaching method is helpful for both the teacher and the students. By applying this method, the differences and similarities between source language (L1) and target language (L2) can be noticed clearly. Therefore, it is easier to learn and adjust to the target language.

Related to the data of syntactic interference found on students' conversation scripts the students then were taught English grammar use and usage that compared with the Indonesian language grammar. This is important to be taught the syntactic structures of two languages as different as Bahasa Indonesia and English. The students were also explained common language expressions used in English conversation. In the end of the session the students were asked to write another conversation script about handling a new patient in checking pregnancy.

Based on the result of data analysis, can be found that the English language quality of the conversation in script 2 are better than the script 1. This can be seen from the correct language expression used on the script and also from the small number of errors found on the script. Even though the quality of English used in script 2 is better, there can be also found Indonesian syntactic interference on the script. The syntactic interference found is the addition, omission, and misformation error on the scripts.

The data presented below are in the form of conversation in order to know the context of talk. P refers to patient and M refers to Midwife. The analysis of this study will be as follow.

1 M: will checking your blood pressure.

P: Yes, please.

The syntactic interference found on the script above is the addition error on the Midwife expression "I will checking your blood pressure". The error here is on the predicate of the sentence "checking". From the context of the conversation we know that the action is going to do by the midwife right after the patient agree. This mean we need to use future tense sentence on that expression. The predicate is base verb "check". The correct expression in English that fit with the context is "I will check your blood pressure"

2 P: How my pregnant, mam?

M: Its good. The amniotic fluid is normal and the fetus also good.

The syntactic interference found on the script above is the omission error and addition error both on the Midwife expression and the patient expression. The omission error can be found on the expression "How my pregnant, mam?". This sentence is interrogative sentence. Based on the context, it asks the pregnancy condition. The sentence needs auxiliary verb. The auxiliary that fix with the expression is "is". Therefore, the correct expression is "How is my…". The second error on the conversation above is on the midwife expression "Its good." The word "its" is not fit with the expression. The expression should be in form of sentence. "Its" is possessive pronoun. We need subject and predicate to fix the expression. Therefore, "its" need to be changed into "it is" or "it's". The correct expression will be "It is good." or "It's good." And then, the third error is on midwife's expression "The amniotic fluid is normal and the fetus also good." The error is on "…the fetus also good". The word "fetus" belongs to Noun and the word "good" is Adjective. This sentence needs auxiliary as the predicate. The auxiliary that fit with the sentence is "is". Therefore, this sentence should be "…the fetus is also good."

Moreover, the addition error can be found on patient expression "How my pregnant, mam?" From the context of the conversation, the patient asks about her pregnancy, therefore the phrase "my pregnant" is not fit with the sentence. In Indonesia Language pregnant means *hamil*. *Hamil* or pregnant is a adjective. It will be suitable if the word is changed into a noun that follow the possessive pronoun "my". The noun that fit with the phrase is "pregnancy" and the phrase is "my pregnancy".

3 M: What is mother work?

P: I'm a housewife.

The syntactic interference found on the script is on the level of phrase. The interference is on phrase "mother work" on the sentence "what is mother work?". The interference occurs by the effect of Indonesian sentence. Based on the context of the conversation, the M asked about P's occupation. The Indonesian of that sentence could be "apakah pekerjaan ibu?". Based on the Surface Strategy Taxonomy, it belongs to misformation error. It has wrong form of nominal phrase. Since the conversation is between two speakers, its mean that the interrogative sentence is addressed to the second speaker, not the other "mother", thus the word "mother"

need to be replaced by "you". The word "work" needs to be replaced by "job/ occupation" as well. Therefore, the correct sentence should be "what is your job? Or what is your occupation?".

4. M: Okay, next I will check your vital sign that for knowing if there something wrong maybe with it.

P: Ok, mam.

The syntactic interference found on the script above is on "that for knowing" on the sentence "…I will check your vital sign that for knowing…" and on clause "…if there something wrong maybe with it." The interferences occur by the effect of Indonesian sentence.

Based on the context of the conversation, on the first error, the midwife wants to check the patient's vital sign to investigate something. Based on the Surface Strategy Taxonomy, it belongs to misformation error by the use of the wrong from of a structure or morpheme and the addition error by the presence of items that should otherwise not appear in the utterance. "for knowing" is not fit with the sentence that based on the context of the conversation it is the action or condition of having knowledge. Therefore, the correct is "to know". Moreover, the addition error can be found on the presence of "that" on the sentence. "That" is used as determiner, relative pronoun, compliment, as subject and as object. The sentence does not need "that". The verbs on the sentence is indicate an action and a purpose. The second verb can be in form of to-infinitive. Therefore, the correct sentence will be "…I will check your vital sign to know…"

Moreover, on the second interference "…if there something wrong maybe with it.", the interference belongs to addition error by the presence of items that should otherwise not appear in the utterance. This interference occurs by the effect of Indonesian sentence. This is called Indonesian Language deviation on aspects of illogical sentence by the presence of word "maybe" on a sentence. Therefore, that word does not need on the utterance of the midwife. The correct sentence is "…if there something wrong with it."

Accordingly, the correct sentence that should be said by the midwife is "Okay, next I will check your vital sign to know if there something wrong with it."

CONCLUSION AND SUGGESTION

The analysis showed the occurrence of Indonesian Language syntactic interference in English conversation scripts done by the third semester of DIV Midwifery students of Kartini Polytechnique before and after the contrastive analysis applied. Based on the analysis above, it can be concluded that (1) the syntactic interference of Indonesian Language into English found in conversation scripts written by the third semester of DIV Midwifery students are in the level of phrase, clause and sentence; and the error caused by omission, addition, and misformation. The omission occurs when the student is leaving off necessary items that must emerge in a well-performed utterance, the addition that are characterized by the presence of

items that should otherwise not appear in a well-performed utterance, and the misformation that characterized by the use of the wrong from of a structure or morpheme. (2) After the contrastive analysis method applied on the teaching process, it can be found that the English language quality of the conversation in script 2 are better than the script 1. This can be seen from the correct language expression used on the script and also from the small number of errors found on the script. Even though the quality of English used in script 2 is better, there can be also found Indonesian syntactic interference on the script. The syntactic interference found is the addition, omission, and misformation error on the scripts.

Therefore, it can be summarized that the Indonesian Languagae syntactic interference in English can be revised by applied the suitable teaching method, that is the contrastive analysis teaching method. This method is helpful for both the teacher and the students. By applying this method, the differences and similarities between source language (L1) and target language (L2) can be noticed clearly. Therefore, it is easier to learn and adjust to the target language.

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