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Case Study

## Exploring Indonesian Interference on Morpho- Syntactic Properties by Javanese Speakers: A Case Study of English Lecturers and Students' Interaction in Two Colleges in East Java, Indonesia

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### ABSTRACT

This paper presents an analysis of integrating morpho-syntactic theory in Indonesian interference which is influenced by lexical terms in L1 (Javanese) and L2 (Indonesian). The data were collected through questionnaires with a set of 12 open-ended questions, 14 durative texts containing interference in lecturer-student interaction, observation, interviews, and discussions with some experts in related research. This study involves 249 Indonesian undergraduate students who were majoring in English, and took speaking class, and joined presentations in content courses, together with their 10 English lecturers. The students and English lecturers conducted communicative classroom interactions in English teaching and learning process in IAIN and STKIP PGRI Tulungagung, East Java Indonesia. The data was analysed using a descriptive qualitative approach. The finding revealed that nine morpho-syntactic types and patterns of Indonesian interference are developed significantly with morpho-syntactic classification and properties including

number, case, tense, mood, diathesis, agreement, comparative degree, aspect, and word class; three main patterns consisting of phrases (NP, VP, Adj P, Adv P), clauses and sentences. Interference is defined as the tendency to misuse English, which is students' L3 (third language) in student-student and student-lecturer interaction due to the influence of Indonesian and Javanese structures. The study also showed that both L1 and L2 could not be the predicting factors

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in interference occurrence. This may be attributed to their competence in acquiring a foreign language such as English. The results highlight that contextual English learning efforts based on students' needs and English lecturers' competence should be created. As English teachers and lecturers, they can make an effort by fulfilling the requirements as professional advanced models.

*Keywords:* English lecturers, interference, Indonesian, Javanese, morpho-syntactic, undergraduate students

## INTRODUCTION

Public awareness on the importance of English as the main means of communication in this global era has been increasing. In Indonesia, using and learning two or three languages among students and English lecturers, with English as the third language (L3) or foreign language (60), and Javanese as the mother tongue or first language (L1) and Indonesian as a second language (L2) have received considerable attention. In general, the context of English language learning and teaching (ELLT), and the goal of teaching English is to develop students' communicative competence, that is, to gain substantial ability to communicate in a variety of communicative situations. However, there is indication that speakers' oral production is unsatisfactory because of cross linguistic influences (Oddlin, 2003). Some previous studies were conducted related to bilingual interference, especially in identification of using Indonesian (L1) in English as second language (Agustin, Warsono, & Mujiyanto, 2015; Maisaroh,

2010; Rohimah, 2013; Yudanika, 2017), for example, in recount text, describing interference types, and clarifying the most dominant sources of Indonesian interference. It must be noted that the more complicated the structure, the more difficult it is for students to write English sentences (Maisaroh, 2010). Using the first language structure in explaining problems related to culture and the difficult concepts of English structure can be helpful for English teachers and students but is not a good way of learning English (Agustin et al., 2015). Meanwhile, another study conducted by Yudanika (2017) found acquisition of balanced English pronunciation and factors had influence on five respondents from Javanese, Ambonese and Palembangnese tribes but this study did not observe the background of these tribes which could influence their pronunciation acquisition; it was only mentioned that the process of acquisition is dependent on the situation and environment. This means that these studies only compared the Indonesian structure in translating English whose results are not suitable in the classifying of students at intermediate level. The background of the research subjects was not taken into consideration, as they were Javanese speakers, with Indonesian and English as their foreign languages. In other words, a few studies were conducted related to students' and lecturers' competence, especially comparing students' and English lecturers' competence in one or two groups. Furthermore, little is known about how multilingual speakers (of Javanese and Indonesian) use English in spontaneous

settings like conducting interactions in class, especially for the students and English lecturers who study and teach in IAIN and STKIP PGRI Tulungagung. Even though English lecturers of both these educational institutions apply many learning strategies in teaching English as a foreign language, students do not use English more actively. In fact, the teaching and learning process among students and students and lecturers of IAIN and STKIP PGRI Tulungagung is not carried out effectively even though various English as a Foreign Language (EFL) strategies have been implemented, such as individual and group presentations, show biz performance, and turn taking activities. This indicates that the teaching of English language is faced with problems when students and English lecturers conduct classroom interactions using various communicative strategies. Unfortunately, most previous studies have only focused on students, and did not capture the intact grammatical context problems in classroom interactions, especially in English language teaching. As such, this study is conducted to fill the research gap.

English language teaching is one of the domains of language teaching research. Language teaching research has suffered over the last four to five decades from a misguided preoccupation with theories and methods. Most of the investigations have focused on three aspects, namely, actual classroom materials and technique used, curriculum reform, and inadequate students' and teachers' proficiency (Al-Isaa, Bulushi, & Zadjali, 2017; Darwish, 2016; Howe &

Abedien, 2013; Manyike & Lemmer, 2014; Seghayer, 2014; Thurgood, 2013). Some linguists have also conducted studies related to actual classroom materials and techniques (Darwish, 2016; Howe & Abedin, 2013; Thurgood, 2013) while some others have investigated curriculum reform (Manyike & Lemmer, 2014; Seghayer, 2014). Another study investigated inadequate English language proficiency (Al-Isaa et al., 2017) and found the university senior ELT academics' differing ideologies to bear negative implications on shaping ELT language proficiency. The differences and implications were recorded in ideological contest, and conflicts between the colonist / culturalist ideology versus rationalism / neoliberalism ideology due to struggle over space and production, legitimacy, monopoly of academic, cultural, linguistic, economic and politic capital. Thurgood (2013) found the educators' methodology to have little consequence on the teaching and learning that took place in the classrooms. He further contended that rather than being real, much of the theory seemed to be a hypothetical construct with little direct connection to the classroom. Another study was also conducted to investigate a review of key research efforts in language in education in South Africa over the last four decades which had been characterised by a turbulent social-political landscape and had enforced English as the medium of instruction in black education. The study found little variance in the challenges that affected learners and teachers in South African schools including overcrowding with inadequate language

learning materials and an under-qualified teaching corps, particularly with regard to appropriate theories of SLA (Manyike & Lemmer, 2014). Meanwhile, Seghayer (2014) examined the common constraints affecting English teaching in Saudi Arabia related to students' beliefs, aspects of curriculum, pedagogy and administrative processes; the result showed that the EFL profession in Saudi Arabia was in great need of a well-developed national EFL curriculum, which had adopted relevant teaching methods and effective means of evaluation. Meanwhile, Howe and Abedin (2013) found that classroom dialogue could be used by teachers to monitor when the lessons were in progress, parallel with commitment to assessment using qualitative methods. Another study conducted by Farwih (2016) found Communication Language Teaching Approach (CLTA) to be critically evaluated as the theoretical principle in the practice of teaching English as a foreign language in Arab, and as an umbrella for all teaching methods whose goals were to improve students' ability to communicate using three approaches such as Task Based Approach, Humanistic Approach and Total Physical Response (TPR), with a few modifications and regulations. All these previous studies have indicated that language teaching research needs to conduct further investigations to improve ELT in areas of pedagogy, use of authentic materials, teaching techniques, and ELT programme planning and implementation, especially in improving lecturers' or ELT

practitioners' quality in schools. The same problems were also encountered in English language teaching research in Indonesia, related to pedagogical problems, especially in IAIN and STKIP PGRI Tulungagung, which is a result of inactivity in using English and influences of cross linguistics knowledge. Most of the students in these two educational institutions, IAIN and STKIP PGRI Tulungagung are afraid of making mistakes and prefer to speak Javanese and Indonesian as they lack self confidence. The influence of cross linguistics knowledge is one of the main reasons for this.

Ideally, the English teaching and learning process in these classroom interactions among student-student and student-lecturers can be carried out efficiently, although there may be some hindrances to face. Even though English lecturers are facilitators, educators and a source of study, most of them are non native speakers. As non native speakers, they have their own mother tongue or L1, and L2, and when they communicate using L3 or English expressions, both L1 and L2 structures will influence them and cause language interference. In order to get an intact description about the types and patterns of morpho-syntactic interference which most students and English lecturers face and the factors that cause these interferences in ELLT, it is important to consider this problem. This phenomenon arises and can be observed in the context of English language learning and teaching (ELLT) process, but it can also happen in any situation because a

person does not have any cross linguistics when they translate information to L2 or L3 (Ellis, 2008; Matthews, 2011). Morpho-syntactic interference is one of the uses of L1 grammatical elements (Baker as cited in Mocinic, 2011). It becomes one of the non-native speakers' problems to communicate in English, especially for students and English lecturers. A detailed overview of the previous studies related to the topic is presented in the following section.

During the interference process, there are many errors which comprise two classifications, that is, morphological and syntactical. Some linguists have conducted studies about morphological aspects on learners (Renner, 2014; Short, et al., 2015; Witney, 2015) while some others have observed the syntactical rules related to the parameter of verbs movement, word order of adjectives and nouns in Arabic-French bilinguals (Hermas, 2010; Kur, 2009). Renner (2014) studied the identification of various syntactical orders or agreement. Lateral (morpho) syntactic transfer and non-native transfer at the level of morphology and syntax from French among L1 English learners of Spanish in an instructed language-learning environment was also explored, where learners' experiences and strategies of learning foreign language and learning environment in which the interlingual relationships were explored (Witney, 2015). Meanwhile Short et al. (2015) examined the use of longitudinal syntactic of L2 learners and the consideration of language performance and cognitive ability. Another study was also conducted to

examine the grammatical class and gender process system as part of speakers' syntax error (Chatterjee, 2015). Most of these studies focused on the interference of grammatical aspects (word categories and syntactical features) of learning other languages which were produced by learners. Again, most of the previous studies only focused on students' difficulties in using grammatical structures but did not capture the integrity of grammatical context, where not only students as the object in the teaching and learning process, but also English lecturers face similar issues. As non native speakers (NNS), they commit errors when conducting interactions with students. As a role model, not only English lecturers should become competent, but also English students, as candidates of future teachers, should have better communicative competence in using English more fluently. It is therefore, important to conduct a study to capture students' and lecturers' integrity of grammatical context especially in natural classroom setting, as well as the types and patterns of grammatical aspects and the factors which contribute to their problems when conducting spontaneous interactions.

The above-mentioned phenomenon is an important consideration<sup>33</sup> for any educational institution, such as State Islamic Institute of Tulungagung and PGRI Teacher Training College of Tulungagung to describe interference problems in lecturer-student interactions including types, patterns and factors that cause interference. Accordingly, it is significant to conduct a study to capture morpho-syntactic interference

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from the students' point of view and also of lecturers' perception. The focus of the study is finding answers to three specific questions: first, what types of Indonesian interference on morpho-syntactic property occur among Javanese speakers, second, what are the patterns of Indonesian interference on morpho-syntactic among Javanese speakers, and finally, why this interference occurs.

### Lecturer-Student Interaction in ELLT and Indonesian Interference on Morpho-syntactic Property

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Interaction is the collaborative exchange of thoughts, feelings or ideas, between two or more people. The interaction between lecturers and students plays a significant role in all classroom activities because through interaction with teachers or lecturers, students can increase their language store and use all the language they assess (Liu & Zhao, 2010). They also get opportunities to understand and use the language that was once incomprehensible. In addition, they are able to receive input and have more opportunities for output. Interaction is an important concept for English language teachers as well. Therefore, since the 1970s, many researchers have realised that successful language learning depends heavily on the type of interaction that takes place in the classroom (Ellis, 2008). In some studies, researchers have explored the interaction process like negotiation of meaning, provision of feedback and production modified output that would promote L2 development (Gass & Mackey, 2007; Mackey, 2007a, 2007b; McDonough,

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2004). The development and success of a class depends to a greater extent, on the interaction between the teacher and students. It is also argued that interaction facilitates acquisition because of the conversational and linguistic modifications that occur in such discourse that provide learners with the input they need (Tsui & Long as cited in Wang, 2011). In fact not all suggestions and findings of previous studies and theories can be implemented in the same context in both these educational institutions. Possibly, there are many other reasons which can be based only on theoretical background. It seems that most of the previous studies still focused on the formal or theoretical background, but the factors behind the students' and English lecturers' problems have yet to be probed. A further study of exploring their perceptions would help students and lecturers to understand the concept in the difference among L1 and L2 learners' acquisition process and the practical skills which can be developed in learning L3 in natural classroom setting.

Classroom interaction is an activity of communicative competence. It is stated that through classroom interaction, the plan produces outcome (input, practice, opportunities and receptivity), especially in the teaching and learning process. It is well known that in large settings including Indonesia, especially in universities, teaching English is associated with producing communicative competence and academic language competence (Cummins, 2013). Communicative competence deals with accent, oral fluency, pauses, pragmatic

and linguistic competence. Academic language competence consists of syntax, vocabulary and morphological rules. Both forms of competence have an impact on how communication among students and teachers is built effectively. One of the influences of using academic language competence is the increase of interference. In this context, interference means language transfer or cross linguistic influence which occurs in any situation when someone does not have a native-level command of language, when translating to L2 or L3 (Oddlin, 2008).

Interference focuses on structure and constructions; it is related to the notions of morphology and syntax which emerge as two components of grammar. In this case, morphology can be understood as the study of structure and formation of words, while syntax is the study of rules to combine words into phrases and phrases into sentences (Aronoff & Fudeman, 2011; Lieber, 2009). Meanwhile Chomsky's (1965) Universal Grammar (UG) states that all languages share common basic features. Principally, and according to traditional grammarians, a sentence is "a group of words containing a subject plus a predicate and expressing a complete thought" (LaPambora, 1976). In other words, it focuses on using descriptive grammar analysis in describing the language, its structure, and the syntactic rules that govern sentence and phrase construction (Greenbaum & Quirk, 1990). Some linguists maintain that morphological errors indicate the learner's miscomprehension of the meaning and function of morphemes and

morphological rules (Ur, 2009). These types of errors may include such errors as omission of plural nouns, lack of subject-verb agreement, adjective-noun agreement, verb tense or form, articles or other errors. On the other hand, syntactic errors are those which disobey the phrase structure rules and, in this way, violate the formation of grammatically correct sentences (Fowler, 2009). These errors can be exemplified as word order, non-grammatical sentence constructions resulting from incorrect use of verbs, prepositions, articles, (and/or) relative clauses in sentences or related to the morpho-syntactic property.

The morpho-syntactic property is central to understanding the organisation of a language paradigm and as a property which serves to distinguish phrases of the same category according to the different ways in which they participate in syntactical relations such as agreement and government (Stump, 2003). In other words, a morpho-syntactic property takes the form of a pairing of a morpho-syntactic feature with one of its permissible values such as verb form, mood, number, person, tense, passive voice, and gender, case or preteritum and subject verb agreement. All these features are used to classify the interference which occurs in students and lecturers' utterances in ELLT.

Based on the explanation above, it can be argued that a research related to Indonesian interference on morpho-syntactic use in classroom interaction is relevant. Speaking is a productive skill or communicative competence which is useful for conducting communication.



Communicative competence includes oral fluency, pauses, and academic language competence which consists of syntax, vocabulary and morphological rules, which are two types of competence which have to be mastered by language users. It is deemed that probing the integrity of grammatical context in classroom interactions would reveal students' and lecturers' problems in their academic competence and communicative competence. In this context, lecturers as role models and the English programme majoring students as candidates of teachers, have to be good at oral fluency and grammatical competence. Hence, this study was carried out in order to improve the teaching and learning atmosphere and competence.

## METHODS

This study is aimed at capturing Indonesian morpho-syntactic interference in interactions between English lecturers and their students in ELLT. It is a descriptive qualitative probe of a case study, SLA, contrastive analysis, and Krashen's Monitor Model. The case study analysed two educational institutions and comparative study was conducted in order to know the use of L1 structure or second language (L2) in English as a case language study in classroom based research (Dyson & Genishi, 2009; Gass, 2011). The 59 respondents, ranging from the first to seventh semester students were selected using purposive sampling of 249 students, five English lecturers of State Islamic Institute of Tulungagung and five English lecturers of PGRI Teacher Training College

of Tulungagung, East Java, Indonesia (Ary, Jacobs, Sorensen, & Razviah, 2010; Gabryś-Barker & Wojtaszek, 2014). Random sampling was also taken based on class grouping, which was classified according to their entrance test in the two institutions. A class was considered for students who had excellent competence, B was intermediate, while C, D, and E classes were for fair students.

Both these educational institutions have English programme majoring students, with the highest student number in the southern area, Tulungagung, East Java, Indonesia. Besides, IAIN Tulungagung is one of the state institutions in the Kediri region and STKIP PGRI is a private institute for most part time students. Both are a better choice for the Tulungagung society, instead of sending their children to other public or private institutions. The research instruments were observation, 14 durative texts, questionnaires, interview and discussions with experts in related research. Observation was taken as pre survey and conducted three times for each class by taking field notes about the teaching and learning process among students and English lecturers. Documentation was done of spoken texts of the courses, taken and recorded the classroom interactions among students and English lecturers by using handy-cam and subsequently transcribing them into durative texts in order to get through the process of themes of the utterance texts based on segmentation and proposition in themes. It was done to capture the lingual level as morphemes, phrases, and

clauses (Sudaryanto, 2017). Each class had five meetings. There were 14 classes - seven classes of English programme of IAIN, and seven classes of English programme of STKIP PGRI Tulungagung. The first phase of data analysis was choosing the 14 durative texts which contained the most interference. By analysing these data, the types and pattern of Indonesian interference on morpho-syntactic properties was known. The second phase of data analysis<sup>33</sup> was a questionnaire which consisted of a set of 12 open-ended questions to capture the students' and lecturers' confirmation sheet, along with utterances containing interference. Interview was conducted to know the reasons, and why the interference occurred. To validate the data, discussions with validators and experts were required based on native speakers' perceptions about the integrity of grammatical contexts.

To analyse the data, interactive analysis model of Huberman and Huberman (as cited in Sutopo, 2006) was applied in four steps which were not in chronological order but simultaneous. Following this, each datum was compared in interactions during data collection, data analysis and other activities such as noting down, reporting temporal, and reviewing research questions. Spradley's (2006) and Santosa's (2017) ethnography studies consisted of four analyses - the first was domain, which was broken down into three sub-domains, namely students' and English lecturers' utterances such as word, phrase, and clause, contrastive analysis, monitor model input, limited time, focused form, output and SLA (Johansson, 2008;

Krashen, 1981); the second was taxonomy which was obviously developed<sup>44</sup> into nine types of forms and patterns. To find out the answer to the research questions, this research used the morphology inflections (Stump, 2003) and Chomsky's (1995) theoretical framework.

The domains above were used to analyse all the data related to reducing Indonesian interference, the factors, and the efforts of improving students' and English lecturers' competence as models. The last theme is cultural analysis which is related to students and English lecturers' interference influenced by Javanese and Indonesian structures.

In other words, utterance or input which causes interference is influenced by the mental concepts of students and English lecturers. It has three parts: 1) limited time, 2) form or correctness, and, 3) correct mental representation, in this case, the monitor is used as controller (Krashen, 1987). In the next phase, the input, lexicon or any utterance, if compatible with the L3 structure was classified into types of morphosyntactic property and syntactical structure. The utterances as token should be relevant with L3 syntactical structures. They could be phrases, clauses or sentences, which move from the input into syntactical structures using diagram tree. These utterances and structures were reviewed with the contrastive analysis theory for the three languages - L1, L2 and L3 structures. Other factors such as habit, situation, learning and language environment among the language users or speakers were also

probed, whereby affirmative responses indicated interference. These selected utterances were then validated by native speakers and experts of related research in order to capture the integrity of grammatical context. In this context, the SLA theory was also considered, together with inter language development and sociocultural theory (every speaker and English lecturer has his / her own development of L3 acquisition and has been influenced by the socio or cultural context related to the degree of motivation to use or learn L3).

## RESULTS AND DISCUSSION

The data on Indonesian interference morpho-syntactic property were defined as a tendency to misuse English expressions because of the influence of Indonesian structures among students and lecturers. From the analysis, the first research objective was met, that is, the nine types of morphosyntactic properties which enhance teaching and learning English interaction: (i) number, (ii) tense; (iii) case; (iv) aspect; (v) mood; (vi) diathesis; (vii) SVA; (viii) degree of comparison, and (viii) word class. The second objective is the pattern of morphosyntactic property: (1) phrases, which are (i) noun phrase which consists of (a) number, (b) case, (ii) verb phrase which consists of (a) tense, (b) diathesis, (c) modus, (d) SVA, (e) aspect frequentive, (iii) adjective phrase which consists of (a) nominal sentence in present future tense, (b) degree of comparison, (c) word class, (iv) adverb of phrase which consists of (a) aspect-durative; (2) clauses or sentences

which consist of (a) past perfect tense, (b) mood subtype negative imperative, (c) dative object in appositive as non wh relative, (d) constructing nominal sentence in present future tense. The third objective is to answer the factors of Indonesian interference on morpho-syntactic property - students' and lecturers' perspectives.

### The Types of Morpho-Syntactic Property Interference in ELLT

Observations found interference of morpho-syntactic structures related to the use of morpho-syntactic properties (see Figure 1), namely, the number. It was revealed that most of the subjects made errors in using numbers - 22 % of the errors showed that morphology-syntactic interference on regular plural, irregular plural and irregular singular noun was the highest percentage, although in Indonesian structure, there is no lexical suffix-s /es/ for regular plural noun. There were two errors (1%) of using case property, which were confusion in the use of nominative and dative. Moreover, 21% of error frequency was of tense property, which showed that they face difficulties constructing sentences using simple past, present perfect, past perfect, and simple future tense. About 3% of the respondents made mood errors (indicative and imperative) and most of the subjects (20%) also made errors on diathesis, especially on how to construct stative passive, active and passive. It was also found that 15 % of the subjects made errors in using agreement (verb, pronoun and noun for first, second and third persons), and some subjects (3%)

also made errors in using comparative degree (positive degree, one syllable, two or more syllables, and preference). It was found that 10 subjects (7%) made errors using aspect (frequitive and durative) and

finally, 8% made errors in using word class. In particular, number property interference most frequently occurred in ELLT in these 19 institutions - 25 times in total, which can be seen in Figure 1.

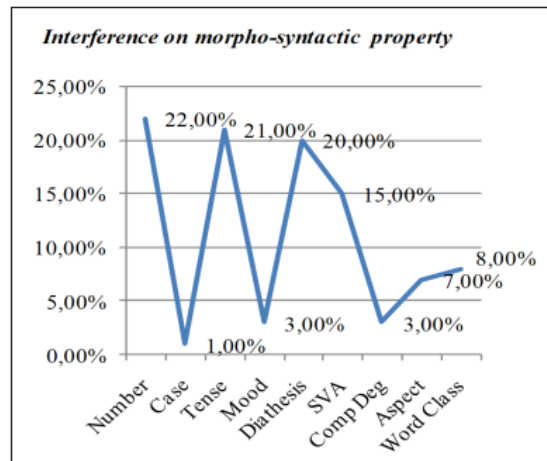


Figure 1. Percentage of errors frequency of MSI property

The number of words, phrases and clauses displayed in the table above represents the morpho-syntactic interference properties produced by the subjects. However, in order to know the details of Indonesian influence in their sentences, the sentence structures in Indonesian must also be studied. In the utterances produced by the subjects, it can be seen that most of the subjects made number property interference by eliminating /-s/ the regular plural noun (21 times), for example: “Okay, thank you for your attention. If I have *many mistake...*”, while the correct sentence should be “... If I have made *many mistakes*, I do apologise.” This is followed by errors in using case property. It has two sub types - nominative and dative; Subject 15 (the English lecturer)

made an error in nominative (once): “Ya... This is just pronunciation, the circle one is represent to those *they* are to focus to train yourself to pronounce accurately”, instead of “... the circle one represents your performance, and *it’s* focused to train yourself to pronounce accurately.” Subject 2 also made the error in using dative (once) like this: “This is ... *I am* representative come from Master Chef Indonesia.” The correct form is: “*It’s me*, a representative from Master Chef Indonesia.”

There were also tense errors (23 times) like this one: “Well, last week we *have materi* on TV show” instead of “... we had material on the TV show” (five times in using simple past tense); “Ya, because the men *no prepare* yet about his work”, instead of “... the men

*have not prepared* for their work yet.” The subjects also had influence of Indonesian structure in using mood (six times), as in the following declarative sentence (three times): “We have *independent* since in 1945 but I think Indonesia is not independent in term of education although we have *change* the curricula *almost very* but *improve* Indonesia education hasn’t be able with the mutual countries ...” The correct sentence should be: “We have been *independent* since 1945 but I think Indonesia has not *been independent* yet in terms of education although we have *changed* the curricula *very often* but the *improvement* of Indonesian education hasn’t been equal to the other countries” and interrogative sentence (once), “All of you in here who are don’t know about? *Who are don’t know* with the music? Please rise up your hand. Okay, so all of you are familiar with music right? The sentence should be written as: “Who *doesn’t know* about music?” They also made errors in exclamative sentence (once), for example, “*how please* and to have a opportunity to my dear.” The correct expression should be: “*How pleased* to have an opportunity ...” Another error was in imperative negative (once), for example, “must *avoid is don’t you to consume ...*”, instead of” *Don’t consume it!*”

Additionally, the errors also occurred in the use of diathesis (22 times) including stative passive. The English lecturer made errors as in the following sentence: “Five-seven minutes that’s time for you to get *start*”, instead of “Five-seven minutes is enough time for you to *get started*.” Error

in subject in active sentence was: “The teacher can ... sex educate in order that the teenager *will be avoid* sex before married”, while the correct form is: “The teacher can impart sex education so that teenagers *will avoid sex* before marriage.” Errors in the use of passive sentence were also committed (nine times) such as: “So sex education *must be focus* on teenager since elementary school”, while the correct form is, “So, sex education *must be focused* on teenagers since elementary school.” The subjects were also found to be confused when constructing subject-verb agreement by using verb third singular person (six times) for example: “The teacher *make* of some of small groups” instead of “The teacher *makes* some of the groups small”. This finding is also in line with the lexical theories of inflection as these associations are listed in the lexicon - the affix-s, for example, has a lexical entry which specifies its association with morpho-syntactic properties 3sg subject agreement, present tense, and indicative mood (Stump, 2003). These theories portray the association between a lexeme root, its grammatical and semantic properties.

The subjects also faced difficulties in using comparison degree including positive degree (once) as the following example: “Yes, yes. *same with white?*” The correct sentence is: “Is it *the same price* as the white one?” There were five occurrences of comparative degree errors, for example: “Why I choose you because I know that you are *ready than other*” where the correct sentence is: “I chose you because I know that you are *more ready than others*.”

The next is aspect property, the subjects made errors on frequentive (six times) as this example: “I think Indonesia is not independent in term of education although we have change *almost very ...*”, while the correct sentence is: “I think Indonesia has not been independent yet in terms of education although we have changed the curricula *very often*.” The subjects also made errors on using durative (four times), such as “... in Indonesia is *not changing* culture but the culture still”, while the correct sentence should read as: “... Indonesian culture *does not change* but it is still being preserved.” The last one is word classes (12 times), where the subjects made errors in using noun as the following, “And the *merried* must need much money,” while the correct sentence is: “And *marriage* must have money”, or “Marriage needs a lot of money.” This points to show that most of the students were confused in constructing sentences by using English structure completely, especially when using number, tense, diathesis and SVA because of the influence of Indonesian structure. It

also can be said that the English lecturers also made errors in mood, tenses, diathesis stative passive, SVA, degree of comparison and word classes.

Most of the errors were inflectional morphology in using affixes - some are derivative like in compar<sup>59</sup> the degree, frequentive, and word classes. This is similar to the study conducted by Hijjo (2013) who found that morphologically, students did not use the plural marks in a proper way and did not know how to differentiate between plural mark and ‘s’ as the third singular mark. Thus, they so<sup>15</sup> times generalise the idea of adding ‘s’ I cases, as a plural mark and a third singular mark.

**The Pattern of Indonesian Interference on Morpho-syntactic Property**

The findings also show that the students and their English lecturers had problems with constructing phrases, clauses and sentence structures. In particular, phrase patterns interference most frequently occurred in ELLT with the 93 number of patterns which can be seen in the Figure 2 below:

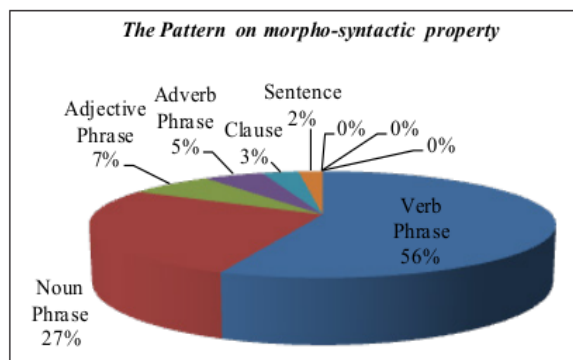


Figure 2. Percentage of pattern of interference on morpho-syntactic property

The percentage of the number of phrases, clauses and sentences displayed in the figure above represent the pattern on morpho-syntactic interference properties produced by the subjects. Syntactically, the data were analysed on sentence structure of the students' and English lecturers' interaction using syntactic structures. The resulting structure can be represented in terms of slanted line or labelled brackets (LaPambora, 1976; Radford, 2004). Based on the analysis using traditional grammar analysis, the main patterns were phrases, clauses or sentences.

The first is verb phrase (21 patterns), for example, "Have you worked too hard or drinking something cold", of which, the correct pattern is "Have you worked too hard or drunk something cold?" It seems clear that the grammatical properties of a phrase like *drunk something cold* are determined by the verb *drunk*, and not by the noun phrase *something cold*. Using the appropriate technical terminology, it can be said that the verb *drunk* is the head of the phrase *drunk something cold*, which is a verb phrase, and in the same way, it abbreviates category labels like verb to V, and the category label verb phrase can be abbreviated to VP. The first traditional grammar item identified individually by part of speech analysis is used to represent the category of the overall verb phrase as *drunk something cold*, it can be represented by the structure of the resulting verb phrase as follows:

*drunk / something cold*. Analytically, the slanted line indicates that the element on the left is the verb of the phrase as head and the element on the right is noun phrase. The words are identified individually by part of speech. In this case, *drunk* as verb and *something cold* as noun phrase, consists of *something* as noun and *cold* as adjective. If the traditional labelled bracketing technique is used to represent the category of the overall verb phrase *drunk something cold* and of its constituent words (the verb *drunk*, noun phrase, it consists of the noun *something* and the adjective *cold*), it can be represented by the structure of the resulting phrase as follows:

[<sub>VP</sub> [<sub>V</sub> *drunk*] [<sub>NP</sub> [<sub>N</sub> *something*] [<sub>Adj</sub> *cold*]]].

What the traditional labelled bracketing in (2) tells is that the overall phrase *drunk something cold (VP)* has three constituents, which are verb (V) *drunk*, noun (N) *something* and adjective (Adj) *cold*. The verb *drunk* is the head of the overall phrase (and so, is the key word which determines the grammatical and semantic properties of the phrase *drunk something cold*).

Then second is noun phrase (five patterns), for example: "After become *success*, you will married and you have child." The correct pattern is "After you become *a successful person*, you will get married and you will have children." It seems clear that the grammatical properties of a phrase like *a successful person* are determined by the noun *person*, and not by the article *a* and adjective *successful*. Using

the appropriate technical terminology, it can be said that noun *person* is the head of the phrase *a successful person*, which is a noun phrase, and in the same way, it abbreviates category labels like noun to N, and the category label noun phrase to NP. The second traditional grammar item identified individually by part of speech analysis is used to represent the category of the overall adjective phrase as *a successful person*, it can be represented by the structure of the resulting noun phrase as follows:

***a successful | person.*** Analytically, the vertical line indicates the elements on the left are additional information as modifier and on the other hand, the elements on the right is the head. The words are identified individually by part of speech. In this case, *person* as noun, article *a*, and adjective *successful*, as noun phrase consist of *person* as noun, article *a*, and *successful* as adjective. If the traditional labelled bracketing technique is used to represent the category of the overall noun phrase *a successful person* and its constituent words (the article *a*, the adjective *successful* and the noun *person*), can be represented by the structure of the resulting phrase as follows:

[NP [Art *a*] [Adj *successful*] [N *person*]]. What the traditional labelled bracketing in (4) tells is that the overall phrase *a successful person* (NP) and its three constituents are article (Art) *a*, adjective (Adj) *successful* and noun (N) *person*.

The third is adjective phrase (four patterns), for example, “*You’re always prepare*”, where the correct pattern is, “*You’re always well-prepared.*” It is clearly stated that the grammatical properties of adjective phrase like *well-prepared* are determined by the adjective *prepared*, and not by the adverb *well*. Using the appropriate technical terminology, it can be said that the adjective *prepared* is the head of the phrase *well-prepared* which is an adjective phrase, and in the same way, it abbreviates category labels like adjective to Adj, and adjective phrase to Adj P. The third traditional grammar item identified individually by part of speech analysis is used to represent the category of the overall adjective phrase as *well-prepared* can be represented in the structure of the resulting adjective phrase as follows:

***well / prepared.*** Analytically, the vertical line indicates the element on the left is additional information or modifier and the other element on the right is adjective *prepared* as head. If the traditional labelled bracketing technique is used to represent the category of the overall adjective phrase *well prepared* and of its constituent words (adjective *prepared*, and adverb *well*), it can be represented by the structure of the resulting phrase as follows:

[Adj P [Adverb *well*] [Adj *prepared*]]. What the traditional labelled bracketing in (6) tells is that the phrase *well prepared* is adjective phrase (Adj P), and that its two constituents are adverb (adv) *well* and adjective (Adj) *prepared*.



The fourth is adverb phrase (two patterns). An example of the adverb phrase is: “*Ya, teenager in my village usual get married in the young*”, where the correct pattern is, “*Ya, the teenagers in my village usually get married young.*” It is clearly stated that the grammatical properties of adverb phrase like *usually get married young* are determined by the adverb *usually*, and not by the verb phrase *get married young*. The fourth traditional grammar item identified individually by part of speech analysis is used to represent the category of the overall adverb phrase as *usually get married young*, it can be represented by the structure of the resulting adverb phrase as follows:

***usually | get married young.*** Analytically, the vertical line shows the element on the left is the adverb of the phrase and elements on the right are verb phrase. Using the appropriate technical terminology, it is said that *usually* is the head of the phrase *usually get married young* and *usually get married young* is adverb phrase, and in the same way, it abbreviates category labels like adverb to Adv, and adverb phrase to Adv P. The traditional labelled bracketing technique is used to represent the category of the overall adverb phrase *usually get married young* as follows:

[<sub>AdvP</sub> [Adverb *usually*] [VP *prepared*]]. The traditional labelled bracketing in (8) tells that the overall phrase *usually get married young* is adverb phrase (Adv P), and that its two constituents are adverb (adv) *usually* and adjective (Adj) *prepared*.

The second main type is sub pattern of clauses (three patterns) for example, “*I told you that gave assignment to each group*”, where the pattern should be, “*I had given the assignment when the bell rang.*” The traditional grammar item identified individually by part of speech analysis is used to represent the category of the overall compound sentence as main clause *I had given the assignment* and sub clause *when the bell rang*. It can be represented by the structure of the resulting compound sentence as follows

***I | had given/ the assignment when the bell| rang.*** Analytically, the vertical line indicates the elements on the left are main clause which consists of the subject of the sentence and on the other hand, elements on the right are the predicate of the sentence. Again, the slanted line indicates that the element on the left is the verb of the sentence and the element to the right is the object, *the assignment*, and the sub clause consists of the next element conjunction, subject of the sub clause and the predicate of the sentence. The words are identified individually by parts of speech. In this case, *I*, *assignment* and *bell* are nouns. The former is subject, the second is object, the third as subject, *the* as article, *had* as perfect auxiliary, *given* as verb, *when* as conjunction, and *rang* also as verb. This is similar to Alduais (2012) who pos<sup>36</sup> that simple sentence in English can be defined and analysed from the point of view of traditional grammar. An alternative (equivalent) way of representing the structure of compound sentence like

*I had given the assignment when the bell rang* is via a traditional labelled bracketing technique such as (10) below:

[S [<sub>N</sub> I] P [<sub>PerfectAux</sub> had] V given] [O [<sub>Art</sub> the] N assignment] [C [<sub>Conj</sub> when] [S [<sub>Art</sub> the] N bell] P [<sub>V</sub> rang]]. What the labelled bracket in (10), analytically tells is that S would stand for subject, P for predicate, O for Object and C for conjunction. N for nouns (*I, assignment, bell*), perfect aux for perfect auxiliary (*had*), V for verbs (*given, rang*), Art for articles (*the*), C for conjunction (*when*). Yet, those sentences have two nouns - one functions as the subject and the other as object.

The last is sentence (two patterns), that is, nominal sentence in present future tense, for example, “*Next meeting will you to time to practice*”, where the correct pattern is, “*Next meeting, it will be your time to practice.*” The traditional grammar item identified individually by part of speech analysis is used to represent the category of the overall nominal sentence, “*Next meeting, it will be your time to practice*”, can be represented by the structure of the resulting nominal sentence as in (11) below:

***next meeting, it| will be /your time to practice.*** Analytically, in the beginning it is adverb of time, and the vertical line indicates the elements on the left are the subject of the sentence and on the right are the predicate of the sentence. Again, the slanted line indicates that the element on the left is predicate as complement (the future

auxiliary and copula of the sentence) and the element on the right is the object (*your time*), and to infinitive. The words are identified individually by parts of speech. In this case, *it* and *time* are nouns - the former is subject pronoun, the second is object, *your* as object pronoun, *will* as future auxiliary, *be* as copula, *next time* as adverb, and *to practice* as to infinitive. An alternative (equivalent) way of representing the structure of nominal sentence like “*Next meeting, it will be your time to practice*” is via a traditional labelled bracketing technique such as in (12) below:

[S [<sub>Adv</sub> Next time][<sub>Subj Pro</sub> It] P [<sub>Future Aux</sub> will] Cop be] [O [<sub>Obj Pro</sub> your] N time] [To Inf to practice]. What the labelled bracket in (10), analytically tells is that S would stand for subject, P for predicate, O for Object and Adv for adverb. Subj Pro for subject pronoun, *it*, N for noun *time*, future aux for future auxiliary *will*, Cop for copula *be*, obj pro for object pronoun *your*; and To Inf for to infinitive *to practice*. These sentences have two pronouns - one functions as the subject and the other as object. This is in line with Lookwood (2003) who says that phrases, clauses and sentences can be analysed from their patterns.

One of the remarkable differences is that there are morpho-syntactic inflections and derivation processes in English whereas these do not exist in Indonesian, parallel to Supriyanto’s (2013) finding that syntactic interferences are dominated by phrase because phrase construction of English and Indonesian is different. Meanwhile, the

morphological interference is dominated by applying the base form of verbs in a sentence. This causes the students to speak English using the Indonesian structure. It is also caused by the different rules in Indonesian (L2) and English (L3), Indonesian language does not have morpho-syntactic process, for example, the use of to be, modal, auxiliary and differential verbs, *-ed* participle and irregular past. This means college ELLT learners may have the knowledge of language rules but their speaking generates errors. This is a result of the first language (L1), as well as L2 influence on the performance of the learners in L3. Herein the similarities and differences among grammar systems increase. It is called cross language and is argued that L3 learners should have the most difficulty with grammar systems if there is lack of L3 grammar (Gabrys, 2009).

To sum up, most of the subjects could not build sentences according to syntax because they were influenced by the Indonesian language sentence structure. It is also in line with Zainuddin (2016) who posits that most Indonesian students tend to follow the Indonesian language sentence structure. The present study has provided a syntactic account of Indonesian interference in VP, NP, Adj P, Adv P, clauses (including no *wh* relative clause, main clause and sub clause), sentences and showed how the patterns could be accounted for in the same construction based on framework used for other modifiers. Besides the said factor, most syntactic errors committed by the subjects can also be attributed to

lack of L3 knowledge or inappropriate unnatural word order as found by Solano et al. (2014) who posit that one of the most syntactical interferences in English is the misuse or inappropriate unnatural word order and is also in line with Tzaikou's research (2013) that the learners' beliefs are in fact influenced by their L2 proficiency: students at lower proficiency levels think that the L2 in general helps them less and that knowledge of vocabulary in the L2 also helps them less than do students of higher proficiency.

#### **The Factors Influencing Indonesian Interference on Morpho-syntactic Property**

Students' perspective is the first factor. Based on the questionnaire, there were 101 respondents (72%) who agreed that the factors causing Indonesian interference on morpho-syntactic property are lecturers' habits, students' motivation, and structure differences. The first reason is that when delivering teaching materials, teachers have the habit of using Indonesian structure both in English language skills (speaking, writing, reading, and listening) and in English content (sociolinguistics, psycholinguistics, pragmatics, and discourse analysis). This is done to facilitate the students to understand the material so that they will not make a mistake in understanding the material. English lecturers often apply three ways in presenting materials, that is, using English with Indonesian structure, by translating to Indonesian (explained in Indonesian), and by using code mixing to explain the

materials. This is similar to the study by Mareva (2016), who revealed that ESL teachers code-switched from English to the learners' L1 as a teaching and learning tool, mainly to foster understanding among learners and between the learners and their teachers, as well as for other communicative functions.

The second reason is that students' motivation in developing their English language competence is still low. Most students speak English actively only during English class. With the family at home or with friends, they almost always communicate in Indonesian language. This habit causes the students to be influenced by the structure of Indonesian when speaking English. Most of them develop their English skills through movies on TV and videos on YouTube and use the social media to communicate in English. However, this is insufficient to optimally help them develop their English skills. English lecturers can also use three areas for enhancing the effectiveness of L2 learning and acquisition such as 1) the development of motivational strategies that generate and maintain the students' motivation to speak English, 2) the formation of self-motivating strategies that lead to autonomous and creative language learners, 3) teacher motivation, in this case in terms of their character and teaching methodology as parallel to Gkioka's research (2010) who postulates the application of motivation strategies in L2 or FL (foreign language) classroom by using three most important evolutionary approaches to motivation in the L2 field

(social-psychological, cognitive-situated and process-oriented approach). This also supports Suriati and Tajularipin (2012) who found that students who differed from each other in many ways, had different ways of expressing themselves and possessed different strengths and weaknesses. All these factors can affect students' learning ability.

The third reason is that there are a lot of differences between English and Indonesian structures. This is in line with the model of Lado's Contrastive Analysis which concedes that (1) CA provides a set of comprehensive analysis to compare two or more language systems which aim to describe the sameness and differences, (2) in this context, CA is based on a theory of language that claims that language is a habit and that language learning involves the establishment of new set of habits, (3) this context is suitable with the teaching and learning process in Indonesia. Based on the facts that English language learners or students can easily learn English if s/he finds the same features, as different features can be very difficult to learn (Aarts & Wekker, 1990; Gass & Selinker, 1994; Lado, 1957). On the contrary, the finding also shows that 28% of respondents argue that teachers often apply three ways in presenting the material, that is using English with Indonesian structure, by translating to Indonesian language (explained in Indonesian), and by using code mixing to explain the materials, which do not influence their English competence. They believe that they have mastered word classes so they are not influenced when the English college teachers apply the materials

using Indonesian English structure. The morpho-syntactic interference tends to be caused by student's low motivation in developing English language competence. Most of the students speak English actively only during English class. This is in support of Morozova (2013) who posited that poor speaking skills of Russian students was because of their unwillingness to communicate, which was due to many factors. It can be concluded that willingness to communicate (WTC) needs to be an important component of SLA.

English lecturers' perspective is the second factor. Based on the interview and confirmation sheet, 9 of 10 (90%) English lecturers agreed that they have their own perspective as to why there is interference. First, they answered that they were unaware of the interference, as they tend to focus on meaning, as if they did not commit the errors consciously. It relates to the aspect of mental concept that they speak spontaneously. Second, the different levels of English acquisition among users also cause interference. When Indonesian users (students or lecturers) talk or speak by focusing on form (grammar or structure), they would stumble and cannot speak fluently but if they focus on meaning, they speak fluently. This is in support of Yoke and <sup>15</sup>g's (2012) research who found that the difference in learners' L1 and L2 acquisition process would imply that learning <sup>13</sup> strategies applied should be different. Acquisition requires meaningful interaction in the target language natural communication, in which speakers are concerned not with the form

of their utterances but with the message they are conveying and trying to understand (Krashen, 1987). Language transfer in terms of L1, L2 influence on interlanguage development, and sociocultural theory also concerns learners or language users who are able to <sup>172</sup> use of L3 to mediate mental activity. Errors are viewed as indicators of learners' interlanguage development and also mental process. Besides, it also depends on (1) the extent to which L2 or L3 learners are able to use the L3 for private speech, (2) use L1 gestures in L3 communication, and (3) acquisition of L3 competence. These three points can be separated from motivation as viewed in relation to activity theory dynamic, constructed and reconstructed as students respond to the context of learning (Lantolf, 2006). The other factors which can be considered are (a) minimum number of habitual practices, especially interactions with other lecturers, and (b) unsupported situations, whereby interaction with partners are rare, as each is busy with full time teaching. When English lecturers interact with students, a gap is created as the students always do not understand the lecturers' language since the course content is not delivered in casual conversation. Hence, most of the lexical terms are difficult to understand for students.

Fourth, there is a belief among Indonesian speakers that it is normal to have errors as non native speakers (NNS). Essentially, as long as the errors can be understood all the distortions in meanings are acceptable because they think and speak spontaneously.

To facilitate the learning process teachers often construct sentences using Indonesian structures when teaching English. It is intended to facilitate students in understanding the material. Moreover, this is done to avoid distortion of communication (misconception) during content delivery, especially on the concept of language. Indirectly, this will lead to Indonesian language interference on morph-syntactic property in learning English because students' knowledge of English competence is still low and the English lecturers fear the students are unable to understand the materials if they teach fully in English. On the other hand, students argue that English lecturers should construct sentences using English structures despite making grammatical errors. By using code mixing to explain the materials and translating sentences to Indonesian language, students are expected to be motivated to improve their English skills. Students admit that they rarely practise English outside the classroom and tend to communicate in Indonesian. These habits lead to a condition that they are likely to be influenced by Indonesian structures when speaking English. In practice, they still feel nervous when doing presentations in front of the class in English and forget linguistic structures such as tenses, grammar, and vocabulary. Lecturers' habit of constructing sentences using Indonesian structures can lead students to follow their style when speaking. In interactive classroom teaching, students focus more on meaning instead of structure. They argue that as long as the meaning is acceptable and understandable, it would

not be a problem. In fact, the lecturers' opinion who tend to focus on meaning is contrary with the submission of Otaala and Plattner, (2013) who found that most English lecturers believed insufficient English language competence would cause a variety of problems for students such as difficulty in expressing themselves in English, following lectures and understanding academic texts.

## CONCLUSION

Prior to this study a few other studies have been conducted to investigate the interference from speakers whose L1 and L2 are Javanese and Indonesian, particularly between English lecturers' and students' interaction in two colleges who are under-represented in L1 and L2 interference. Most previous studies examined L1 transfer, adopting Ellis' (2008) method for investigating L1 transfer. In the present study, nine types of errors and three patterns of morpho-syntactic properties from Stump (2003), namely, number, case, tense, mood, diathesis, agreement, comparative degree, aspect, word class and phrase (noun phrase, verb phrase, adjective phrase, adverb phrase, clauses (main clause and sub clause) and sentence (negative imperative, nominal sentence) were analysed. The finding of the present research on the types of Indonesian interference on morpho-syntactic property, such as number, tenses, diathesis and SVA interference can be considered to be the most dominant.

In fact, it is evident from the study that various morpho-syntactic interferences are because of students' and lecturers'

perspective including the lecturers' habits, students' motivation, different structure of L1 and L2, learning unsupported situation, minimum habit of conducting interaction among lecturers, and non-awareness of committing errors. However, in addition to several reasons available in literature, this study has elicited some new reasons such as the belief among Indonesian non native speakers (NNS) that it is acceptable to make errors and use code mixing to reduce distortion in communication. Due to frequent code mixing, it is considered to be communication strategy in content courses which use English, and then mix with Indonesian. This is similar to Bağtürk and Gulmez (2011), Letica and Mardešić (2007) as well as Päl (2000), who also believed that cross-linguistic similarity was a significant factor in TL transfer and that similarities and positive transfers are helpful in promoting multilingual learning. It also supports 57 Bağtürk and Gulmez (2011) who found the languages of the same family to be easily learned just because these languages had common words and syntactical structures. It is further mentioned that the degree of linguistic constraint and communicative pressure, as well as the amount of exposure to L3, are important factors that affect L3 learning.

This study has several limitations; first, findings are based on the per36 ceptions of students and English lecturers of State Islamic Institute of Tulungagung and PGRI Teacher Training College of Tulungagung who voluntarily agreed to respond to the interview and observation in the video

recording. Therefore, participants may not be true representatives of all English students and lecturers in Indonesia or Asian countries. Second, this study analysed only fourteen durative texts or video recordings from July 2012 to 2014. Consequently, at other time periods the degree of acceptableness of students and lecturers towards interaction would not be the same. Further studies need to focus on collecting and analysing larger and more longitudinal data. It is suggested that future research focuses on comparing results from voluntary and non-voluntary English speakers and lecturers from other colleges in Indonesia, whose L1 is non Javanese such as Madurese, Bataknese, Sasaknese or other languages from Asian countries. Future studies should continue to examine the relationship among factors such as application of motivational strategies, competence model in quality standard, teaching strategies by giving suitable materials based on the speakers of Javanese, Indonesians' psychological conditions and assigning individual pilot project in analysing textual and contextual syntactical pattern of phrases and clauses using functional and structural grammar theories.

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