

**INTERFERENCE OF JAVANESE BOJONEGORO
DIALECT IN INDONESIAN LANGUAGE LEARNING
HIGH CLASS STUDENTS
SDN 1 JIPO, KEPOHBARU, BOJONEGORO**

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Abstrak

Interferensi merupakan salah satu dampak kontak bahasa. Interferensi dimaknai sebagai campur tangan, gangguan, atau masuknya unsur-unsur bahasa ke dalam bahasa lain. Penelitian ini dimaksudkan untuk mengetahui bentuk interferensi serta solusi yang dimungkinkan untuk dilakukan dalam perbaikan pembelajaran bahasa Indonesia, khususnya pada siswa SDN 1 Jipo Kecamatan Kepohbaru Kabupaten Bojonegoro. Penelitian ini merupakan jenis penelitian kualitatif deskriptif. Data dalam penelitian ini yaitu transkrip percakapan siswa ketika pembelajaran Bahasa Indonesia berlangsung. Pengumpulan data dilakukan dengan teknik observasi, rekam, wawancara, dan simak. Selanjutnya dilakukan pereduksian dan penyajian data, serta penarikan kesimpulan. Langkah terakhir, peneliti melakukan triangulasi waktu, kepada pakar, dan diskusi. Berdasarkan hasil analisis data, ditemukan lima bentuk interferensi bahasa, yaitu interferensi kultural, semantik, sintaksis, morfologi dan fonologi. Interferensi kultural, terjadi akibat kurangnya pengetahuan siswa pada kultur bahasa yang dituju (B2). Interferensi semantik, terjadi pada penggunaan kata yang mempunyai variabel dalam suatu bahasa. Interferensi sintaksis, meliputi sistem gramatikal B1 yang bercampur dengan B2. Interferensi morfologi, terjadi pada pembentukan dan perubahan bentuk kata dalam penggunaan B1 akibat gesekan dengan B2. Interferensi fonologi, terjadi kekeliruan pengucapan atau pelafalan bunyi-bunyi dalam bahasa Indonesia karena dipengaruhi oleh bahasa daerah (Jawa). Interferensi bahasa sulit dihilangkan sehingga diperlukan suatu cara untuk meminimalkan dampaknya. Cara yang dapat digunakan yaitu adanya upaya guru, kesadaran siswa, dan peran lingkungan.

Abstract

Interference is one of the effects of language contact. Interference is interpreted as interference, interference, or the inclusion of language elements into other languages. This research is intended to find out the forms of interference and possible solutions to

improve Indonesian language learning, especially for students at SDN 1 Jipo, Kepohbaru, Bojonegoro. This research is a type of descriptive qualitative research. The data in this study are transcripts of student conversations when learning Indonesian takes place. Data collection was carried out using observation, recording, interviewing, and listening techniques. Then do predunction and presentation of data, as well as drawing conclusions. The last step, the researchers conducted time triangulation, to experts, and discussions. Based on the results of data analysis, five forms of language interference were found, namely cultural interference, semantics, syntax, morphology and phonology. Cultural interference occurs due to students' lack of knowledge of the target language culture (B2). Semantic interference occurs in the use of words that have variables in a language. Syntactic interference, including the grammatical system of B1 mixed with B2. Morphological interference, occurs in the formation and change of word forms in the use of B1 due to friction with B2. Phonological interference, there are errors in pronunciation or pronunciation of sounds in Indonesian because they are influenced by regional language (Javanese). Language interference is difficult to eliminate so we need a way to minimize its impact. The methods that can be used are the teacher's efforts, student awareness, and the role of the environment.

Keywords: *dialect, language interference, high class, learning*

INTRODUCTION

Linguistics is a branch of science that uses language as its object of study. In the realm of linguistics, learning is divided into 2, namely micro and macro linguistics. Macro linguistics directs the study of the relationship between language and factors outside language. These factors give rise to the phenomenon of community activities that have continuity with one branch of linguistics, namely sociolinguistics. Sociolinguistics studies the relationship between language behavior and social behavior. In sociolinguistics, the relationship between humans with one another has the impact of language contact.

Language contact occurs in language-using communities who learn elements of a language system that are not their own language (Ala, 2019). Language contact includes all contact between two or more languages which results in changes in language elements by speakers in their social context. Weinreich (in Kuswandono, 2013: 89) adds that language contact can occur if two or more languages are used

alternately by a language user. The impact of language contact includes code switching, code mixing, interference and integration.

One of the effects of language contact is interference. According to KBBI, interference is interpreted as interference, disturbance, the inclusion of language elements into other languages. Interference also known as negative transfer. Most of the mistakes in the process of learning a foreign language due to the influence of the source language (student) (Ala, 2019). In line with this, Kuswando (2012: 94) argues that in terms of language teaching, interference is a language error in the form of an element of the language itself which is brought into another language or dialect being studied.

Interference appears in changes in the system of a language, both in the system of phonology, morphology, and syntax. Interference arises because of a lack of mastery of speech codes. This gives rise to large differences in language characteristics, especially for bilingual speakers and speakers who are just learning a second or third language. A bilingual speaker is someone who is able to use two languages side by side. From some of these opinions it can be concluded that interference is a use of the elements of one language to another, there is a deviation from the language norm each contained in the speech bilingual.

Interference occurs because there is the influence of the first language on usage second language. One of these things can be found in learning Indonesian which is influenced by the regional language as the first language. Local languages have been mastered by the community since they started learning to speak, and are used as a means of communication in everyday life. Meanwhile, Indonesian is learned when entering elementary school (SD), studying in the community, and socializing outside the family environment (Wahyuningsih, 2019). The influence that occurs when learning Indonesian is that it tends to transfer elements of the regional language when using Indonesian. So that an error occurs because it deviates from the proper rules of language rules.

The tendency to transfer regional language elements can be seen in the emergence of regional language dialects when using Indonesian. Dialect is one of the characteristics of a region that is unique and different from other regions. Dialect is also interpreted as a form of local speech that has special characteristics. One of the regional language dialects is the dialect found in the Bojonegoro Regency, East Java Province. Bojonegoro as a district directly adjacent to the Central Java region has great opportunities for language development. The rural climate which is still very thick has caused the regions in Bojonegoro district to use more local languages (Javanese) in daily communication.

This causes a lot of interference in learning a second language, namely Indonesian. When the local language (Javanese) is used more, it has a serious influence on communication in formal environments such as in schools. Speakers of the regional language (Javanese) are unable to abandon their dialect when communicating with Indonesian, especially if the speakers are children. In learning Indonesian at school, students are required to be able to master the unified language properly and correctly. However, due to the inability to manage the regional language (Javanese), learning Indonesian is difficult to master optimally.

Based on this explanation, it is necessary to conduct an assessment of the interference of regional languages, namely the regional language (Javanese) Bojonegoro dialect on Indonesian language learning in schools. The study was intended to find out the forms of interference and possible solutions to improve Indonesian language learning, especially for students at SDN 1 Jipo, Kepohbaru, Bojonegoro.

METHODS

This research is a type of descriptive qualitative research. This type of research leads to a detailed and in-depth description of the condition portrait of what actually happened in the study field (Sutopo, 2002: 111). The data in this study are conversation

transcripts of students in grades IV, V, and VI of SDN 1 Jipo, Kepohbaru, Bojonegoro when learning Indonesian. Meanwhile, the data sources for this study were 66 students with details of 22 students in class IV, 24 students in class V, and 20 students in class VI at SDN 1 Jipo, Kepohbaru, Bojonegoro.

The researcher chose this data source as the object of research on the grounds that the data found was capable of supporting sociolinguistic research in the study of language transfer. Data collection was carried out using observation, recording, interviewing, and listening techniques. After the data is collected, data analyzed qualitatively. In a qualitative data analysis, there are three streams of activities carried out simultaneously. The three paths are data reduction, data presentation, and drawing conclusions. Furthermore, the researchers conducted triangulation continuously in order to get good results. The triangulation chosen by researchers in this study includes triangulation of time, to experts, and discussions.

FINDING AND DISCUSSION

Interference is a linguistic phenomenon that naturally occurs when someone learns a second language, in this study namely Indonesian. According to Lott (in Derakhshan, 2015), interference refers to language mistakes made by the learner when he uses the second language (B2) he is studying, and these mistakes are related to his first language (B1). According to Weinrich (in Derakhshan, 2015) the causes of interference are (1) the bilingualism of speakers, (2) the lack of loyalty of the recipient language users, (3) insufficient vocabulary of the recipient language in the face of progress and renewal, (4) the disappearance of rare words used, and (5) the need for synonyms. By Hartman and Stork (in Derakhshan, 2015) this factor is added because of the habit of the first language.

In learning Indonesian in high grades (IV, V, and VI) at SDN 1 Jipo, Kepohbaru, Bojonegoro, interference was evident in speaking skills. The forms of interference that appear are then grouped into several types, namely as follows.

1. Cultural Interference

This interference occurs through the language used by bilingual users. In learning Indonesian in the high grades of SDN 1 Jipo, Kepohbaru, Bojonegoro, this interference usually occurs due to a lack of student knowledge, so that the culture that appears in the use of Indonesian is still the culture of the regional language (Javanese). This occurs when students say the sentence about themselves, "Saya sangat senang sekali karena diajak naik kereta " even though in Indonesian, especially culturally, this term is not known. The well-known expressions are " saya sangat senang karena diajak naik kereta " or " saya senang sekali karena diajak naik kereta ". Indonesian does not recognize excessive use of words because it includes structural errors and waste of words. Whereas in the regional language (Javanese), the use of two words with the same meaning is a form of seriousness,

2. Semantic Interference

Semantics is the field of study in linguistics that studies the meanings contained in language units (Amilia, 2017: 4). Therefore, semantic interference is understood as language errors in the form of differences in understanding the meaning of the regional language (Javanese) which is brought into Indonesian. In learning Indonesian in the high grades of SDN 1 Jipo, Kepohbaru, Bojonegoro, this interference occurs in the use of words that have variables in a language. This occurs when students spontaneously say the words 'apik' and 'matoh' to refer to the word 'bagus'. The two words have different meanings, if the word 'apik' means good literally, then it is different from the word 'matoh' which means 'sangat bagus' or 'bagus sekali'.

3. Syntactic Interference

Syntax according to Ramlan (2001: 18) is a branch of linguistics discuss the ins and outs of discourse, sentences, clauses and phrases. Syntactic interference can be interpreted as language errors in the form of formation

irregularities discourse, sentences, clauses and phrases in Indonesian because it is influenced by regional languages (Javanese). This interference includes the Indonesian grammatical system for high school students at SDN 1 Jipo, Kepohbaru, Bojonegoro, which is mixed with the regional language (Javanese) grammatical system. This intervention appears in the sentences conveyed by students to the teacher "Bu guru, saya maju ke depan ya ". From the structure, the sentence is inappropriate if used in Indonesian, it should be "Bu guru, saya ingin maju" or "Bu guru, saya ingin ke depan". The structure of the sentence is influenced by the local language (Javanese), "Bu guru, aku maju nok ngarep yo".

Syntactical interference can also be seen in the sentences "Terus saya makan jambu habis 2" and "Di pasar malam, saya membeli gula-gula 2, yang satu untuk adik dan satu untuk saya". The sentence is not quite right because the arrangement of the phrases in the sentence is influenced by the habit of using the local language (Javanese). In the local language (Javanese), the sentence is true, namely "Teros aku mangan jambu entek 2" and "Nang pasar wengi aku tuku arbanat loro, sing siji gawe adik sing siji gawe aku". The sentence becomes correct at the Indonesian language level if it reads "Kemudian saya makan dua biji jambu" and "Di pasar malam saya membeli dua buah gula-gula untuk saya dan adik".

4. Interference Morphology,

According to Mulyana (2007: 5) morphology is the branch of linguistics that studies the grammatical arrangement or parts of words. Morphological interference occurs in the formation and change of word forms in the use of Indonesian due to the influence of regional languages (Javanese). Interference with this form appears in the pronunciation of regional names that start with the letter 'b'. When high school students at SDN 1 Jipo, Kepohbaru, Bojonegoro say the words 'Bandung', 'Bogor' and 'Blitar', the prefix 'm-' will be added to become 'Mbandung', 'Mbogor' and 'Mblitar'. In addition, the suffix '-em' or '-nem' appears

for the ending '-mu' which is attached to the root word with a consonant ending letter. The suffix shows ownership, for example the word 'tasmu' becomes 'tasem'.

5. Phonological Interference

Phonology can be understood as language studies that focus on language sounds produced by human speech organs (Yuliati, 2018). Phonological interference is error on the pronunciation or pronunciation of language sounds when speaking in Indonesian because it is influenced by regional language (Javanese). The form that appears in the conversation of high class students at SDN 1 Jipo, Kepohbaru, Bojonegoro, namely the phoneme /e/ replaces the phoneme /i/ when pronouncing the word 'putih', so the pronunciation becomes 'puteh'. Next, the change in the phoneme /uh/ becomes /oh/ as in the word 'sepuluh' which is pronounced as 'sepuloh'.

In addition to the changes in these forms, the word 'cah' appears to refer to the word 'anak'. The word 'cah' is another form of the word 'bocah' which has the omission of the two phonemes /b/ and /o/. Furthermore, the word that appears when communicating using Indonesian is 'uung' which refers to the word 'not yet'. In the standard regional language (Javanese), the word 'ugong' is another form of the word 'durung' which has experienced the removal of the phoneme /d/ and the replacement of the phoneme /r/ to become /g/. The loss of a phoneme at the beginning of a word is called apheresis (Muslich, 2010: 106).

Based on the explanation above, it can be seen that there are quite a lot of forms of interference that arise in learning Indonesian for high grade students at SDN 1 Jipo, Kepohbaru, Bojonegoro. Language interference is a problem that is difficult to eliminate. The elements in the first language will directly or indirectly be carried over and enter into the use of the second language (Mustikawati, 2013: 17). Therefore, there needs to be a way to minimize the impact of language interference. The way that can be pursued is as follows.

1. Master's Efforts

Teachers are expected to immediately remind students who do language interference. Then the teacher shows and gives explanations to students so they don't repeat their mistakes. Teachers also have to pay more attention to students' language skills by developing new, better methods. In addition, teachers are also expected to provide more time to discuss student difficulties both inside and outside of class hours.

2. Student Awareness

Students need to be aware of the language mistakes they have made. Thus, students will be more motivated to study better and not continue to make language mistakes. In addition, students are expected to try and practice mastering Indonesian properly and correctly more often.

3. Environmental Role

Efforts to improve students' abilities in learning Indonesian do not only require the role of the teacher and the students themselves. The environment also has a contribution to the success of student learning. To encourage the success of students learning a second language, the family environment should provide examples of the correct use of Indonesian. In addition, it also makes habituation of using a second language (Indonesian) side by side with the first language (Javanese) so that students have sufficient proficiency in mastering the two languages. The school environment has as big a role as the family environment in the success of students learning language. Schools can make programs such as on certain days it is mandatory to use good and correct Indonesian,

CONCLUSION

In learning Indonesian High grade students at SDN 1 Jipo, Kepohbaru, Bojonegoro found five forms of language interference. The language interference includes cultural interference, semantics, syntax, morphology and phonology. First, cultural interference occurs due to students' lack of knowledge of the target language

culture (B2). Second, semantic interference, occurs in the use of words that have variables in a language. Third, syntactic interference, including the grammatical system of the Indonesian language which is mixed with the grammatical system of the regional language (Javanese). Fourth, morphological interference, occurs in the formation and change of word forms in the use of Indonesian due to friction with the regional language (Javanese). Fifth, phonological interference, there are errors in pronunciation or pronunciation of sounds in Indonesian because they are influenced by regional language (Javanese). Language interference is difficult to eliminate so we need a way to minimize its impact. The methods that can be used are the teacher's efforts, student awareness, and the role of the environment.

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