

## ACEHNESE MORPHOLOGICAL INTERFERENCE IN INDONESIAN LANGUAGE USAGE OF BUMI PERSADA UNIVERSITY STUDENTS

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### Abstract

Indonesian has a role as the national language as well as the official language of the country, so it needs to be fostered and developed as a standard language. However, this development effort is often hampered by interference or deviation caused by the influence of regional languages, which is still strong in Indonesian society. Even among students, who are supposed to write scientific papers according to official language rules, language interference still occurs. This condition can hinder effective communication and should no longer be found in students. This research uses a qualitative approach with a descriptive method to describe the phenomenon under study systematically, factually, and accurately. Data were collected through observation with the help of written texts in the form of free essays. The results showed that there were four forms of Acehnese morphological interference in the writing of Universitas Bumi Persada students who were undergoing teacher practice in Paya Tebang Village. The four words consist of three basic words-Rumoh, Pinto, and mangat-and one repeated word, namely grop-grop. In order to preserve Indonesian as the identity of the nation and the official language of the state, the use of these forms of interference must be avoided. If left unchecked, such interference can undermine the uniformity and accuracy of the Indonesian language in accordance with the applicable rules.

**Keywords:** *Interference, Morphology, Acehnese Language*

### INTRODUCTION

Indonesian has a role as the national language as well as the official language of the country. Therefore, fostering and developing efforts are needed so that Indonesian remains the standard language. Mastering Indonesian well and correctly is not an instant process, because for most Indonesians, this language is not their first language. Most Indonesians are bilinguals, which means they speak more than one language. In this case, Indonesian becomes the second language after the local language, which is used as the main communication tool in daily life. Local language itself functions as a companion to Indonesian. This opinion is in line with Nababan (1984), who states that local languages act as a complement to the use of Indonesian. As a result of the interaction between the first language and the second language in a person, there is a mutual influence between the two. This influence can be positive, which helps the second language learning process, but can also be an obstacle. Structural differences between local languages and Indonesian often lead to errors in the use of Indonesian, known as interference. This interference can occur in various linguistic aspects, including phonology (sound system), morphology (form system), syntax (sentence system), and semantics (meaning system) as explained by Soewito (1983).

Based on this description, the author argues that in order for students to be able to write poetry well, it is necessary to apply the Think Plus strategy and the use of media in the form of pictures of events from newspapers. This approach is expected to create effective learning, with teachers applying learning methods that provide space for students to actively participate, hone their creativity, and innovate. The strategy not only aims to increase students' activeness in class, but also builds their confidence in the learning process, so that each student feels able to optimize their potential. Thus, the use of appropriate strategies and media is expected to reduce existing obstacles and encourage students to be more courageous in expressing their ideas and feelings through poetry. This approach also plays an important role in changing the dynamics of learning to be more interactive and fun, thus

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increasing students' interest and achievement in writing poetry. Provinsi Nanggroe Aceh Darussalam memiliki kekayaan bahasa daerah yang beragam. Berdasarkan catatan terbaru, terdapat sepuluh bahasa daerah yang digunakan di wilayah ini, yaitu bahasa Aceh, Jamee, Kluet, Haloban, Julu, Alas, Simeulue, Sigulai, Tamiang, dan Gayo (Alamsyah, 2008). Aceh is the most widely spoken language in almost all parts of Nanggroe Aceh Darussalam. Jamee is spoken by people in the districts of South Aceh, Aceh Singkil, Simeulue, Southwest Aceh and a small part of West Aceh. Alas is common in Southeast Aceh district, while Tamiang is spoken by residents of Aceh Tamiang district. The Gayo language is widely spoken by people in Central Aceh and Gayo Lues districts. In addition, Simeulue and Sigulai are the main languages for people in Simeulue District. The Julu and Haloban languages are spoken by people living in Aceh Singkil District (Wildan, 2002; Daud, 2004 in Taib, 2009:63).

Nanggroe Aceh Darussalam is a province located in the western part of Indonesia and has a local language known as Aceh language. Aceh is one of several local languages spoken in the province. Based on the results of language mapping conducted since 2008 by the Language Center of Nanggroe Aceh Darussalam Province, there are around eight local languages in the region. Among these languages, Aceh has the largest number of speakers (Elvira *et al.*, 2019: 203). As a regional language, Aceh language has several functions, including as (1) a symbol of regional pride, (2) regional identity, and (3) a means of communication within the family and local community (Poedjosoedarmo, 1977: 55 in Mahmud, 2018: 3). Because of its important role, the use of Aceh language in North Aceh District is very high. This language is used in various daily activities, both in the family environment, customs, and community cultural activities. In fact, in government agencies such as schools, hospitals, and other public services, many people still use Acehnese to communicate. The high intensity of local language use in this area encourages the author to examine the phenomenon of language interference among students living in North Aceh District, especially in Paya Terbang Village.

## **METHOD**

This study used a classroom action research design commonly called PTK which was carried out in four stages, namely planning, action, observation, and reflection. These four stages were used systematically in the research process and applied in three cycles, namely the cycle I action process, and the cycle II action process. Both cycles consisted of planning, action, observation, and reflection. This research focuses on poetry writing skills by applying the Think Plus strategy, which is supported by the use of images of various events from newspapers, to class X students of SMKN 3 Lhokseumawe, Aceh.

This study has two types of variables, namely the variable of poetry writing skills and the variable of the use of the Think Plus strategy and images of various events in the newspaper. The poetry writing skill variable acts as the outcome variable in this study, which includes several assessment aspects, such as the suitability of the content with the theme, the selection of diction, the use of rhyme, typography, and the message conveyed in the poem. Meanwhile, the process variable in this study is the Think Plus strategy applied by the researcher in learning to encourage students to be more active in pouring their creative ideas in writing poetry based on imagination. In addition, the event picture media serves as a means for students to gain inspiration and develop creative ideas which are then poured into the form of poetry.

Interference can be defined as a deviation that occurs in the second language learning process of bilingual individuals. This phenomenon arises due to the dominance of the first language system that influences the use of the second language in communication, and is influenced by factors such as speaker attitudes, emotions, and language sensitivity. If the first and second language systems are similar, then language contact will not cause interference. However, if there are differences between the two, then this can cause chaos leading to deviations or errors known as interference.

The term interference was first introduced by Weinreich (1953) to describe changes in the system of a language due to contact with elements from another language used by bilingual speakers. Interference is one of the studies in sociolinguistics that arise due to the use of two or more languages in a multilingual community (Chaer, 2004). Indonesian people, as a speech community, use at least two languages, namely local language as the mother tongue and Indonesian as the national language. This condition can cause mixing between mother tongue and national language. Because the mother tongue is the first language mastered, its influence on the use of the second language is quite large, and vice versa. The habit of using both languages interchangeably in various communication situations can trigger interference.

Structural differences between the first language, Acehnese, and the second language, Indonesian, can lead to errors in the use of the second language known as interference or deviation. These differences include various aspects, ranging from letters, such as double consonants, to word formation processes that have significant

differences. According to Chaer (2004), from the perspective of language purity, interference at various levels - phonology, morphology, and syntax - is considered a disturbance because it can damage the language, so it needs to be avoided. This opinion is in line with Soewito's (1983) view, which states that structural differences between the first language and the second language can trigger interference in various aspects of language, including sound system (phonology), form system (morphology), sentence system (syntax), and meaning system (semantics).

Interference can occur in various aspects of language. According to Weinreich in Aslinda and Syafyahya (2010), there are four types of interference, namely (1) the transfer of elements from one language to another, (2) changes in the function and category of elements due to the transfer, (3) the application of inappropriate elements in the second language into the first language, and (4) the neglect of the second language structure because it has no equivalent in the first language. In addition, Weinreich also classifies interference into three main categories, namely (1) phonological interference, (2) lexical interference, and (3) grammatical interference. Based on the author's observation, the most common form of interference found in the oral communication of students and Acehnese people, especially in North Aceh District, occurs in the lexical aspect. This can easily be found in their conversations, both in formal and informal situations.

Language interference can occur at various levels of language, from the smallest elements to the more complex ones. One level of language that experiences a lot of interference is morphology. Etymologically, morphology comes from the word *morph* which means form and *logi* which means science, so it can literally be interpreted as the study of the form and process of word formation (Chaer, 2007).

Kridalaksana (1993) explains that morphology is a branch of linguistics that studies morphemes and their combinations. In addition, morphology also includes language structures consisting of words and parts of words called morphemes. According to Alwi (2003), in Indonesian, words can be formed from other words through various processes. For example, the word "memperbesar" can be broken down into "mem-perbesar", then further into "per-besar". If the word "besar" is broken down further, the "be" and "sar" parts do not have their own meaning. Elements like "mem", "per" and "besar" are called morphemes. Morphemes that can stand alone, such as "besar", are called free morphemes, while those that can only be attached to other words, such as "mem" and "per", are called bound morphemes.

Morphology is a part of linguistics that discusses word forms and changes in word forms that affect the meaning and category of words. There are several types of word forms in Indonesian, namely: (1) basic words, such as door, house, car, eat; (2) affixed words, such as play, bike, run; (3) compound words, such as handkerchief; and (4) repetitive words, such as flock, play around, take a walk.

The morphological process in Indonesian includes three main aspects, namely word formation, affixation, and reduplication. Azwardi (2015) outlines eight types of morphological processes in Indonesian as follows:

1. Affixation, which is the process of adding affixes to the basic form.
2. Reduplication, which is the repetition of the basic form in whole, in part, or with a change in sound.
3. Compositum, which is the combination of two basic forms to form a new word with different meanings.
4. Conversion (transposition), which is a change in word class without a change in segmental form.
5. Internal modification, which is a change in word form by adding certain elements in morphemes that have a fixed framework.
6. Supplementation, which is the formation of words with a total change in the basic form so that it is almost unrecognizable.
7. Abbreviation (shortening), which is the formation of words by abbreviating certain parts of the lexeme.
8. Metathesis, which is a change in the order of phonemes in a word to produce a new word.

From the various definitions that have been explained, it can be concluded that morphology is a branch of linguistics that focuses on word forms and their formation processes. The morphological process is often referred to as the morphemic process or word formation process. In general, words in Indonesian are formed through three kinds of word formation processes, namely affixation, reduplication, and compositum. These three kinds of formation processes will be examined and discussed in this study as well as basic words or words that have not undergone the formation process.

Repetition or Reduplication According to (Azwardi, 2015) reduplication is a morphological or morphemic process that repeats the basic form either in whole, in part, or with sound changes. Words formed by this process are called rewords. Concretely, there are five types of rewords, namely: (1) Pure rewords are rewords that are produced by repeating their elements in full. Examples: writings, hope, early morning, etc. (2) Affixed rewords are all rewords in which one or all of the elements are affixed. Examples: running, jumping, chirping, etc. (3) Sound-changing rewords (the sound change can be either the first element or the second element). The second type is

commonly found in Indonesia. Examples: lauk-pauk, sayur-mayur, muda-mudi, etc. (4) Pseudo-repeats are words that are only found in repetitive forms whose components have no meaning or have other meanings that are not related to the repetitive word. Examples: agar-agar, turtle, sheep, etc. (5) Note: linguistically speaking, such forms are not repetitions because there is no repeated element. They are actually one morpheme or a simple form (which cannot be broken into smaller parts). If broken into smaller parts, each part has no meaning either lexically or grammatically. So each part is not a morpheme. (6) A bipurna reword is a reword in which the repetition occurs only in the initial syllable and is accompanied by the replacement of the first syllable's vowel with e pepet. Examples: leaves, trees, grass, etc.

According to (Yanti, 2011) the factors that cause interference can be caused by three things: the habit of the first language user in Indonesian, the need for synonyms, the desire to expand the expression, and the absence of equivalents in Indonesian. Based on some opinions above, the researcher concludes that the occurrence of interference can be divided into 2 parts, namely internal factors and external factors. Internal factors are linguistic factors and external factors are non-language factors. According to the researcher's investigation, Aceh language, especially North Aceh District, is a lingua franca in the community. The intensity of the use of Aceh language is very high in the area. This can be seen in every aspect of community life that cannot be separated from the local language, even in official environments such as schools and government agencies. The situation of using Acehnese in contact with Indonesian can cause negative deviations called interference.

In this study, researchers will examine the morphological interference of Acehnese language in North Aceh district. According to the researcher's observation, there are still students who experience Acehnese language interference when speaking Indonesian either orally or in writing. Although in this initial observation, researchers found little data related to this. This is because the informants of this study are students who certainly have good language skills compared to the level of primary and secondary education units. However, this clearly hinders the smooth communication that should not happen again at the student level with the concept of thinking, communicating, and working scientifically. Therefore, the study of morphological interference and its influencing factors in students of Universitas Bumi Persada is very important to be researched to improve students' scientific language skills, especially written language. In addition, this is also one of the steps to maintain Indonesian as the national language and the official language of the country which is the identity of the Indonesian people.

This research uses a qualitative approach with a descriptive model that aims to present data systematically, factually, and accurately about the phenomenon under study. The qualitative approach is used to understand the experiences of research subjects through descriptions in the form of words and language in a natural context with appropriate methods (Moleong, 2011). According to Bogdan and Taylor in Basrowi and Suwandi (2008), qualitative research is a research procedure that produces descriptive data in the form of writing or speech from individuals and observable behavior. This research was conducted in Paya Tebang Village, North Aceh Regency, which was chosen due to the high intensity of Aceh language use. The informants in this study were four students of Bumi Persada University from various majors who live in the village. The main instrument in data collection was a written test in the form of a narrative essay, with observation, interview, and documentation methods as data collection techniques. The observation technique was carried out by recording the use of Indonesian when the students communicated with the researcher, while interviews were conducted with the students and the surrounding community, including the students' guardians, to explore information about the use of Acehnese and Indonesian in daily life.

## **RESULTS AND DISCUSSION**

This study found four forms of morphological interference in the writing of Teuku Umar University students living in Alue Bata. These interferences include three root words-Rumoh, Pinto, and Mangat-and one reword, grop-grop. One example of interference is the use of the word Rumoh, which in Indonesian should be house. This word appears in students' writing even though the context is formal and uses standard Indonesian. This phenomenon does not only occur in student work, but is also often found in print and electronic media in Aceh. To maintain the formality and accuracy of Indonesian as the official language of the country, the use of the word Rumoh in formal writing should be avoided.

In addition, interference is also seen in the word Pinto, which in Indonesian should be Pintu. This word comes from the Acehnese pronunciation of Pinto which is pronounced Pinto. The use of this form in Indonesian writing shows that the influence of the first language is still strong, so without realizing it, the pronunciation habits in Aceh are carried over into formal writing. Interference is also found in the word mangat, which in Indonesian

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should be delicious. This word comes from the Acehese language whose written form is mangat, but in pronunciation it becomes mangat. The strong influence of the first language causes students to bring this pronunciation habit into their Indonesian writing. In addition, interference is also seen in the reword grop-grop, which in Indonesian should be jump. The difference between these two words is quite significant, but due to the high intensity of Acehese language use in daily life, students are unconsciously carried away to use these nonstandard forms in their writing, even in scientific or formal contexts. This error is caused by the dominant use of Aceh language, especially in the North Aceh region. As a result, when writing in Indonesian, students unintentionally make language errors. Therefore, it is important for Indonesian language users, especially students who are the next generation of the nation, to be more careful in language so that Indonesian is maintained as the official language of the state and national identity according to the applicable linguistic rules. This attitude is also a concrete form of practicing the Youth Pledge and a form of love for the homeland. Researchers are encouraged to conduct similar research in other areas with a broader scope, including syntactic and semantic aspects. Hopefully, this research can contribute to increasing awareness of the use of good and correct Indonesian, especially among university students.

## CONCLUSION

Based on the research results that have been presented, it was found that there is morphological interference from Aceh language in North Aceh Regency to Indonesian language, which includes base words and rephrases. This form of interference has the potential to damage the quality of Indonesian as the official language of the country which should be maintained in accordance with applicable rules. As a unifying language between tribes in Indonesia and the nation's identity in the international arena, Indonesian needs to be used in a standardized and precise manner.

This interference occurs due to the high intensity of using Acehese in daily life, so that students unknowingly make mistakes in writing Indonesian, even in formal contexts. Therefore, more serious follow-up is needed so that people, especially students in North Aceh District, can write using standard Indonesian in accordance with applicable rules. In addition, researchers also feel the need to conduct further research on Indonesian language interference in syntactic aspects, in order to prevent language interference among students, especially in North Aceh District.

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