

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, findings and discussion of the research are revealed based on the result of analysis. This chapter consists of (1) Findings and (2) Discussion.

A. Findings

In this research, the researcher conducted a research about Morphological and Syntactical Interference Found in English Debate Speech of LiDS Educia Members. Before finding the data, the researcher did an observation to eight LiDS Educia members and asks them to gather and to debate. The researcher then divided them into four teams which are Opening Government, Opening Opposition, Closing Government and Closing Opposition. Each team has two members and has their own role. In Opening Government team, there are Prime Minister and Deputy of Prime Minister. Meanwhile, in Opening Opposition, there are Leader of Opposition and Deputy Leader of Opposition. In Closing Government, there are Member of Government and Government Whip. Meanwhile, in Closing Opposition, there are Member of Opposition and Opposition Whip.

The data were taken from the recording that was then transcribed into sentences from utterances of LiDS Educia members when they debated under the motion which was picked by one of the members

randomly “*This House Would Make Higher Education Free*” when they hold English debate practice that might contain morphological, syntactical and both morphological-syntactical interference. The following is the data of morphological and syntactical interference found in English debate speech uttered by LiDS Educia members debating about the motion above in UIN Antasari Banjarmasin, December 5th 2018. The data is presented in several tables and divided into each debater or each role of debate.

Table IV.I The Identification of Morphological Interference (MI) and Syntactical Interference (SI) in Debate Speech Uttered by Prime Minister

No	Debate Speech/Sentence Error	Forms of Error	MI	SI	Correct Sentences
1	Education is mean process of receiving or giving systematic instruction	Subject-Verb Agreement	✓	✓	Education means process of receiving or giving systematic instruction
2	we don't have to paid for something	To-infinitive + V1	✓	✓	we don't have to pay for something

3	I will give a limitation to this motion is in UIN Antasari Banjarmasin	Relative Pronoun		✓	I will give a limitation to this motion that is in UIN Antasari Banjarmasin
4	mostly of the department has given	Quantifier/Determiner and Singular-Plural Agreement		✓	most of the departments have given
5	the student that want to work	Subject-Verb Agreement		✓	the student that wants to work/ the students that want to work
6	mostly of our student	Quantifier/Determiner and Singular-Plural Agreement		✓	most of our students
7	he can paid	Auxiliary + V1	✓	✓	he can pay
8	for theirself	Misspelling	✓		for themselves
9	Mostly of the	Quantifier/Det	✓		Most of the

	schedule is so tight	erminer and Singular-Plural Agreement			schedules are so tight
10	we should come at the morning at 8 p.m.	Preposition and Time Format	✓	✓	we should come in the morning at 8 a.m.
11	on 2 p.m.	Preposition	✓	✓	at 2 p.m.
12	It's really have a huge gap	Subject-Verb Agreement (Third person -s)	✓	✓	It really has a huge gap

Table IV.II The Identification of Morphological Interference (MI) and Syntactical Interference (SI) in Debate Speech Uttered by Leader of Opposition

No	Debate Speech/Sentence Error	Forms of Error	MI	SI	Correct Sentences
1	Thanks for the opportunity that given to me	Passive Form	✓	✓	Thanks for the opportunity that is given to me

2	You didn't explain what kind of motivation that make the student cannot come to the class.	Subject-Verb Agreement	✓	✓	you didn't explain what kind of motivation that made the student cannot come to the class
3	I will tell my argument from the psychology point of view	Form of Adjective	✓		I will tell my argument from the psychological point of view
4	why the government should make higher student free?	Formulation of Question		✓	why should the government make higher education free?
5	if the higher education free	Subject-Verb Agreement	✓	✓	if the higher education is free
6	the student will be able to understood	To-infinitive + V1	✓	✓	the student will be able to understand

7	unresponsible to himself	Misspelling	✓		irresponsible to himself
8	the student didn't not think about the education fee anymore	Redundancy		✓	the student didn't think about the education fee anymore
9	there are the case	Singular-Plural Agreement	✓	✓	there is a case/there are cases
10	a boy who remind by his parent	Passive Form	✓	✓	a boy who is reminded by his parent
11	for what you setting my life?	Formulation of Question		✓	What are you setting my life for?
12	a scholarship which resize	Subject-Verb Agreement	✓	✓	a scholarship which resizes

Table IV.III The Identification of Morphological Interference (MI) and Syntactical Interference (SI) in Debate Speech Uttered by Deputy of Prime Minister

No	Debate Speech/Sentence Error	Forms of Error	MI	SI	Correct Sentences
1	it is some kind of free is not under the control	Relative Pronoun		✓	it is some kind of free which is not under the control
2	the first speaker of the opposition team have said	Subject-Verb Agreement	✓	✓	the first speaker of the opposition team has said/said
3	we're university student	Singular-Plural Agreement	✓	✓	we're university students
4	how to take care of ourself	Misspelling	✓		how to take care of ourselves
5	we will not going to the higher education	Auxiliary be	✓		we will not be going to the higher education

6	our economics issues	Form of Adjective	✓		our economic issues
7	I wanna tell you that why should we have to make the higher education free	Word Order		✓	I wanna tell you that why we should have to make the higher education free
8	it make us have to pass the university life first	Subject-Verb Agreement	✓	✓	it makes us have to pass the university life first
9	The student have to have the right for choosing the subjects on their own	Subject-Verb Agreement	✓	✓	The student has/The students have to have the right for choosing the subjects on their own
10	there are some students that being forced	Passive Form	✓	✓	there are some students that are being forced

11	it causing the mental problem to the students	Subject-Verb Agreement	✓	✓	It is causing/it causes the mental problem to the students
12	they're not really wanted to go that college because of that bad subject	Subject-Verb Agreement	✓	✓	They didn't really want to go that college because of that bad subject
13	from the economics point of view	Form of Adjective	✓		from the economical point of view
14	in our social	Form of Noun	✓		in our society
15	the person got to pays the first degree	To-infinitive + V1	✓	✓	the person got to pay the first degree
16	school and university exactly having	Auxiliary be	✓	✓	school and university exactly are having

17	a big different	Form of Noun	✓		a big difference
18	we paying more	Subject-Verb Agreement	✓	✓	we pay/ we are paying more
19	What do the university took it for?	Formulation of Question		✓	What does the university take it for?/ What did the university take it for?
20	we have to make the university to setting our own subject	To-infinitive + V1	✓	✓	we have to make the university to set our own subject

Table IV.IV The Identification of Morphological Interference (MI) and Syntactical Interference (SI) in Debate Speech Uttered by Deputy Leader of Opposition

No	Debate Speech/Sentence Error	Forms of Error	MI	SI	Correct Sentences
1	it is pays on a	Subject-Verb	✓	✓	It pays on a

	systematically process	Agreement			systematic process
2	to choose what kind of major that make them interested in	Subject-Verb Agreement	✓	✓	to choose what kind of major that makes them interested in
3	two subject	Singular-Plural Agreement	✓	✓	two subjects
4	a knowledges	Singular-Plural Agreement	✓	✓	a knowledge
5	a stages	Singular-Plural Agreement	✓	✓	a stage
6	you will get a grammar first and then you will get the subject of grammar second	Word Order		✓	you will get first grammar and then you will get the subject of second grammar
7	it is the stages	Subject-Verb Agreement and Singular-Plural	✓	✓	it is the stage/those are the stages

		Agreement			
8	you already emphasize	Subject-Verb Agreement	✓	✓	You have already emphasized
9	they are already have responsible	Subject-Verb Agreement	✓	✓	They've already had responsible
10	they will took	Auxiliary + V1	✓	✓	they will take
11	they are really have to pass	Subject-Verb Agreement	✓	✓	they really have to pass
12	you are go	Subject-Verb Agreement	✓	✓	you are going/you go
13	English Education Department major	Redundancy		✓	English Education Department
14	a very transparence person	Form of Adjective	✓		a very transparent person
15	you may know where is the	Word Order		✓	you may know where the money

	money				is
16	where do the money that you pay for the institution goes to	Word Order		✓	where the money that you pay for the institution goes to
17	she had already tell exactly in 2016	Subject-Verb Agreement	✓	✓	she had already told exactly in 2016
18	when the students already to take	Subject-Verb Agreement	✓	✓	when the students have already taken
19	she was want reported to the ombudsman	Subject-Verb Agreement	✓	✓	she wanted to report to the ombudsman
20	it's mean that	Subject-Verb Agreement	✓	✓	it means that
21	they are already complain	Subject-Verb Agreement	✓	✓	they have already complained
22	the person that	Subject-Verb	✓	✓	the person that

	handle the problem	Agreement			handles the problem
23	you are the one that need the information	Subject-Verb Agreement	✓	✓	you are the one that needs the information
24	they could have more opportunity	Singular-Plural Agreement	✓	✓	they could have more opportunities
25	people that is in the same place with you	Subject-Verb Agreement	✓	✓	people that are in the same place with you
26	but not the require subject	Form of Adjective	✓		but not the required subject

Table IV.V The Identification of Morphological Interference (MI) and Syntactical Interference (SI) in Debate Speech Uttered by Member of Government

No	Debate Speech/Sentence Error	Forms of Error	MI	SI	Correct Sentences
1	it would makes	Auxiliary + V1	✓	✓	it would make
2	a causes	Singular-Plural Agreement	✓	✓	a cause
3	Bidik Misi has make	Subject—Verb Agreement	✓	✓	Bidik Misi has made
4	Tarbiyah Training and Faculty in UIN Antasari Banjarmasin	Incomplete words		✓	Tarbiyah and Teacher Training Faculty in UIN Antasari Banjarmasin
5	the study motivation for the Bidik Misi awardee in UNTAN has	Auxiliary be	✓		the study motivation for the Bidik Misi awardee in UNTAN has

	increasing				been increasing
6	six month	Singular-Plural Agreement	✓	✓	six months
7	these students has different background	Subject-Verb Agreement	✓	✓	these students have different background
8	Some wealthy people, and there are some poor people	Word Order		✓	There are some wealthy and poor people
9	low financially people	Form of Adjective	✓		low financial people
10	Free to learning	To-infinitive + V1	✓	✓	Free to learn
11	the students that has low financially background	Subject-Verb Agreement	✓	✓	the students that have low financial background
12	why this motion arise?	Formulation of Questions		✓	Why does this motion arise?

13	It's because of the gap or inequality in Indonesia is grown faster	Relative Pronoun		✓	It's because of the gap or inequality in Indonesia (that/which) is grown faster
14	Because the government don't give enough opportunity	Subject-Verb Agreement	✓	✓	Because the government doesn't give enough opportunity
15	Our people keep trapped in the poverty	Passive Form	✓	✓	Our people keep being trapped in the poverty
16	some course	Singular-Plural Agreement	✓	✓	some courses
17	mental high health	Word Order		✓	high mental health
18	students that is completely low financial	Subject-Verb Agreement	✓	✓	students that are/student that is completely low

					financial
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Table IV.VI The Identification of Morphological Interference (MI) and Syntactical Interference (SI) in Debate Speech Uttered by Member of Opposition

No	Debate Speech/Sentence Error	Forms of Error	MI	SI	Correct Sentences
1	it's will be a program	Subject-Verb Agreement	✓	✓	it will be a program
2	students will annoying	Auxiliary be	✓		students will be annoying
3	if the students make their own choosing free	Word Order		✓	if the students make their own free choice
4	higher education have to organize by major office	Subject-Verb Agreement and Passive Form	✓	✓	higher education has to be organized by major office

Table IV.VII The Identification of Morphological Interference (MI) and Syntactical Interference (SI) in Debate Speech Uttered by Government Whip

No	Debate Speech/Sentence Error	Forms of Error	MI	SI	Correct Sentences
1	this house would higher education for free	Auxiliary + V1		✓	this house would make higher education for free
2	the student can be easily for studying	Word Order		✓	the student can study easily
3	for theirself	Misspelling	✓		for themselves
4	we'll can get	Redundancy		✓	we can get
5	because of higher education for free	Word Order		✓	because of free higher education
6	we have to pass to got the major	To-infinitive + V1	✓	✓	we have to pass to get the major
7	the lesson up to	Word Order	✓	✓	the lesson that

	us will be take	and Passive Form			will be taken is up to us
8	we have a various people	Singular-Plural Agreement	✓	✓	we have various people
9	not all of us rich man	Subject-Verb Agreement	✓	✓	not all of us is rich man
10	there is for men that so difficult for them to study	Word Or der		✓	for men, there is something that is so difficult for them to study
11	I would like to rebuttal	To-infinitive + V1	✓	✓	I would like to rebut
12	the freshman student don't know about major	Subject-Verb Agreement	✓	✓	the freshman students don't know about major/the freshman student doesn't know about the major

13	It will not organizing at all	Auxiliary be	✓		It will not be organizing at all
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Table IV.VIII The Identification of Morphological Interference (MI) and Syntactical Interference (SI) in Debate Speech Uttered by Opposition Whip

No	Debate Speech/Sentence Error	Forms of Error	MI	SI	Correct Sentences
1	free choose our major	To-infinitive + V1	✓	✓	Free to choose our major
2	Free to choose by who?	Formulation of Question	✓		Free to choose by whom?
3	there is a student that really good in English	Subject-Verb Agreement	✓	✓	there is a student that is really good in English
4	so they surprise	Passive Form	✓	✓	so they are surprised
5	free pick mean	Subject-Verb Agreement	✓	✓	free pick means

6	there is a lot of people	Subject-Verb Agreement	✓	✓	there are a lot of people
7	We don't have a lot of facility	Singular-Plural Agreement	✓	✓	We don't have a lot of facilities
8	a great man would said	Auxiliary + V1	✓	✓	a great man would say
9	give me ten young generation	Singular-Plural Agreement	✓	✓	give me ten young generations
10	they want well-prepare	Form of Noun	✓		they want well-preparation
11	a ten people that learning	Subject-Verb Agreement	✓	✓	ten people that learn/ten people that are learning
12	they have a lot of thing to learn	Singular-Plural Agreement	✓	✓	they have a lot of things to learn

From the data above, the Forms of Error can be listed and classified as follows:

Table IV.IX Forms of Error based on Morphological Interference (MI) and Syntactical Interference (SI)

No.	Forms of Error based on MI and SI	
	MI	SI
1	Subject Verb-Agreement	Subjctet-Verb Agreement
2	To-infinitive + V1	To-infinitive + V1
3		Relative Pronoun
4	Quantifier/Determiner	
5	Singular-Plural Agreement	Singular-Plural Agreement
6	Auxiliary + V1	Auxiliary + V1
7	Misspelling	
8		Preposition and Time Format
9	Passive Form	Passive Form
10	Form of Adjective	
11		Formulation of Question

12		Redundancy
13	Auxiliary be	
14		Word Order
15	Form of Noun	
16		Incomplete Words

From the Table IV.IX, it can be seen that there are certain forms of error based on Morphological Interference, Syntactical Interference and also both of them. Forms of error based on Morphological Interference are Quantifier/Determiner, Misspelling, Form of Adjective, Auxiliary be, and Form of Noun. In Syntactical Interference, there are Relative Pronoun, Formulation of Question, Redundancy, Word Order, and Incomplete Words. Meanwhile, in both of them, there are Subject-Verb Agreement, To-infinitive + V1, Singular-Plural Agreement, Preposition and Time Format, Auxiliary + V1, and Passive Form.

From the interview, the researcher found that the most of the debaters or the subjects said that they were still influenced by Indonesian language when they try to speak in English because they need to think from Indonesian first especially from the structure and vocabularies then go to English. However, few of them also said that their spoken English were not influenced by Indonesian language. In fact, they got inspiration to be

able to speak English from any other English words or sentences that they usually or frequently hear everyday. So, it also influenced them to speak in English.

B. Discussion

Based on the data in findings above, there are several forms of Morphological and Syntactical Interference found in English debate Speech of LiDS Educia Members. The followings are the details of forms the Morphological Interference, Syntactical Interference, and Both Morphological-Syntactical Interference.

1. Morphological Interference

The researcher found that Morphological Interference found in English Debate Speech of LiDS Educia members occur in several forms which are **Quantifier/Determiner Interference, Misspelling Interference, Form of Adjective Interference, Auxiliary be Interference, and Form of Noun Interference.**

a. Quantifier/Determiner Interference

Here, the quantifier/determiner “mostly” is unfortunately used in inappropriate way by the debaters. Instead of using “most”, they tend to use “mostly” such as ***mostly of the department has given, mostly of our student, mostly of the schedule*** which the actual meaning is “*kebanyakan*”. However in

English, if someone wants to state “*kebanyakan dari*”, they should use “most of ..” rather than “mostly of ..”. This is related to affixation in which the suffix –ly is not necessary use if it is put together with noun, because suffix –ly is usually related to adverb of manner.

b. Misspelling Interference

Misspelling is included in morphemes, especially Free Morphemes error. There are some English misspelling utterances produced by LiDS Educia members while they are debating. The spelling is not accurate. Sometimes, they add one or more letters, change one alphabet with other one or omit the letter which actually should exist. Those misspelling utterances are: ‘for **theirself**’ (that should be themselves), ‘**unresponsible** to himself’ (that should be irresponsible) and ‘how to take care of **ourself**’ (that should be ourselves).

c. Form of Adjective Interference

If a noun needs an adjective, the form of adjective can add suffix –al/ –ic / -ent / -ed at the end of the adjective word. In Indonesia, there are such no rules for adding suffix at the end of its adjective. However, the researcher found that the debaters tend to use double noun in their English debate speech such as “I will tell my argument from the **psychology** (should be psychological)

point of view”, “our **economic** (should be economic/economical) issues”, “from the **economics** (should be economic/economical) **point of view**”, a **very transparence** (should be transparent) **person**, but not the **require** (should be required) **subject**, **low financial** (should be financial) **people**.

d. Auxiliary be Interference

Auxiliary **be** is related to morpheme. Auxiliary **be** consists of be, is, am, are, were, been etc. and associates with Verb-*ing* in Continuous Tense. In this research, the researcher found that some debaters seemed forget to add auxiliary **be** in English Form of Continuous and tend to omit auxiliary **be** which actually should be used especially after auxiliary **will** or **have** in Future Continuous Tense and Present Perfect Continuous Tense such as “we **will not going** to the higher education” (should be “will not **be** going), “the study motivation for the Bidik Misi awardee in UNTAN **has increasing**” (should be “has **been** increasing), “**students will annoying**” (should be “students will **be** annoying”), “**school and university exactly having**” (should be “school and university **are** exactly having”) , and “**It will not organizing** at all” (should be “It will not **be** organizing at all”).

e. **Form of Noun Interference**

Form of noun here is misused of adjective into noun. The debaters probably forget or have no idea about the use of noun form since they tend to follow Indonesian meaning. For example from this research, “in **our social**” (should be “in our **society** since the word “social” cannot stand alone without noun) , a big **different** (should be “a big difference” since double adjective cannot be used all at once”), and “they want **well-prepare**” (should be “well-preparation” since noun is usually put after verb).

2. **Syntactical Interference**

The researcher found that Syntactical Interference found in English Debate Speech of LiDS Educia members occur in several forms which are **Relative Pronoun Interference, Formulation of Question Interference, Redundancy Interference, Word Order Interference, and Incomplete Words Interference.**

a. **Relative Pronoun Interference**

Relative pronoun covers “that”, “which”, “who”, etc. which aims to connect two or more clauses. Relative pronoun is included in syntactical interference since it is related to the syntactic fragments of clauses. In this research, the examples are

“I will give a limitation to this motion is in UIN Antasari” (should be “I will give a limitation to this motion **that/which** is in UIN Antasari”), “it is some kind of free is not under the control” (should be “it is some kind of **free that/which** is not under the control”) , “It’s because of the gap or inequality in Indonesia is grown faster” (should be “It’s because of the gap or inequality in Indonesia **that/which** is grown faster”)

b. Formulation of Question Interference

Syntactical interference can occur in formulation of question according to Weinrich cited in Wati (2015). There are five errors in formulation of question in this research: “**why the government should make higher student free?**” (should be why **should** the government make higher student free?”); “**for what you setting my life?**” (should be “what **are** you setting my life for?”); “**What do the university took it for?**” (should be “**What did the university take it for?**”); “**why this motion arise?**” (should be “why **does** this motion arise?”); and “**Free to choose by who?**” (should be “free to choose by **whom?**”).

c. Redundancy Interference

When grammatical or syntactic element is unnecessary for the sentence to be correct, it is called redundancy. Redundancies can occur unintentionally. Sometimes, Indonesian people tend to

add unnecessary words in their speech, such as ‘the student **didn’t not** think about the education fee anymore’. The word ‘didn’t’ has negative meaning and already consists of ‘not’ in it, so it doesn’t necessary to add ‘not’ again after ‘didn’t’ because it sounds strange in English.

Another mistake related to redundancy is ‘**we’ll can** get..’. Will and Can are both auxiliaries. In English, it is not proper to use double auxiliaries all at once. It is better to choose one of the auxiliaries to use in the speech either will or can.

d. **Word Order Interference**

Word order is definitely one of the most occurred errors in debate. In this research, the researcher found that the debaters are still influenced by Indonesian word order so they might forget that English word order is somehow different from it.

There are some types of word order error. The first is related to ordinal number such as “you will get a **grammar first (should be “first grammar”)** and then you will get the subject of **grammar second (should be “second grammar”)**. The second type is related to statement order such as “I wanna tell you that **why should we have to (should be why we should have to)** make the higher education free”; “you may know **where is the money (should be “where the money is”)** , **where do the**

money (should be “where the money”) that you pay for the institution goes to. And the last type is related to noun, verb or adjective such as **“Some wealthy people**, and there are some poor people” should be “There are some poor and wealthy people”, **“mental high health”** should be “high mental health”, **“if the students make their own choosing free”** should be “their own free choice”, **“the student can be easily for studying”** should be “the student can study easily”, **“because of higher education for free”** should be “because of free higher education”, **“the lesson up to us will be take”** should be “the lesson that will be taken is up to us”, and **“there is for men that so difficult for them to study”** should be **“for men, there is something that is so difficult for them to study”**.

e. Incomplete Words Interference

Incomplete words deals with the syntactic fragment of phrases. In this research, there is one error related to incomplete words in “Tarbiyah Training and Faculty in UIN Antasari Banjarmasin”. It should be “Tarbiyah and Teachers Training Faculty in UIN Antasari Banjarmasin”. It happens because the debaters probably forget to add the incomplete words or phrases needed to their speech so the phrases sound incomplete.

3. Both Morphological and Syntactical Interference

In this research, the researcher found that the interference does not only occur in each of morphology and syntax, but also both. It happens because these two interferences considerably cannot be separated such as **Subject-Verb Agreement Interference, To-infinitive + V1 Interference, Singular-Plural Agreement Interference, Preposition and Time Format Interference, Auxiliary + V1 Interference, and Passive Form Interference.**

a. Subject-Verb Agreement

Subject-Verb Agreement means subject and verb should agree and deal based on appropriate grammar. Subject-Verb agreement is actually included in Syntactical Interference. However, the form of subject and verb is also included in Morphological Interference in term of the morpheme or affixation. Here are the errors found in English debate speech produced by LiDS Educia members related to Subject-Verb Agreement based on several tenses.

1) Subject-Verb Agreement related to Present Tense

In Present Tense, the problems usually occur because one must add a morpheme *-s* or *-es* at the end of the verb when the subject is a singular third person (he, she, or it). The

debaters seem forget to add this morpheme in their debate speech because in Indonesian structure, there is no rule for adding “morpheme” for singular third person like in English structure so it influences them and forget this rule. For example in this research: **Education is mean (Education means)** process of receiving or giving systematic instruction, **the student that want (the student that wants)** to work, **It’s really have (it really has)** a huge gap, a scholarship which **resize (resizes), it make (it makes)** us have to pass the university life first, **The student have (the students has)** to have the right for choosing the subjects on their own, **it is pays (it pays)** on a systematically process, to choose what kind of major **that make (that makes)** them interested in, **it’s mean (it means)** that, **the person that handle (the person that handles)** the problem, you are **the one that need (the one that needs)** the information, **the government don’t (the government doesn’t)** give enough opportunity, **higher education have (higher education has)** to organize by major office. **the freshman student don’t (the freshman student doesn’t)** know about major.

Beside those verbal errors, there are also nominal errors related to the use of “auxiliary be” and singular-plural agreement (both must be singular or both must be plural)

such as if **the higher education free (if the higher is free)**, **it is the stages (It is the stage/They are the stages)**, **they are really have to (they really have to)** pass, **people that is (people that are)** in the same place with you, **these students has (these students have)** different background, **the students that has (the students that have)** low financially background, Because **students that is (students that are)** completely low financial, **not all of us rich man (not all of us is rich man)**, there is **a student that (a student that is)** really good in English, free pick **mean (means)**, there **is (are)** a lot of people, and **a ten people that learning (a ten people that learn)**.

2) Subject-Verb Agreement related to Past Tense

In Past Tense, the problem occurs in the changes of verb into Past Tense (Regular or Irregular). This error happens because *Bahasa* has no rule for changing verb based on the tense like in English, so sometimes the debaters still use the base verb or misplace the past verb in stating their statement in Past Tense. For example: you didn't explain what kind of motivation **that make (that made)**, the student cannot come to the class, **they're don't wanted (they didn't want)** to go

to that college because of that bad subject, **she was want reported (she wanted to report)** to the ombudsman,

3) Subject-Verb Agreement related to Present Continuous Tense

In Present Continuous Tense, the pattern consists of Subject + To be (is, am are) + V-*ing*. However, in this research, the debaters unfortunately omit **to be** in stating Present Continuous Tense because they seem forget to add it and somehow get influenced by Indonesian meaning and structure. For example: **it causing (it is causing)** the mental problem to the students, **we paying (we are paying)** more, **you are go (you are going)**.

4) Subject-Verb Agreement related to Future Tense

In Future Tense, the general formula in verbal is Subject + Will + Verb, meanwhile for the nominal form is Subject + Will be + Noun/Adjective or Adverb. In this research, there is one error regarding to subject-verb agreement in Future Tense which is “**It’s will** be a program”. The debaters here used double auxiliaries (is and will). The auxiliary “is” is not needed in Future Tense, only use will or will be if it is in nominal form.

5) Subject-Verb Agreement related to Present Perfect Tense

Present Perfect Tense has common pattern Subject + Have/Has + Past Participle. In Present Perfect Tense, Auxiliary Has is used for singular third person (she, he, it), meanwhile Auxiliary Have is used for subject I, You, They We. In Bahasa, there is no rule for this agreement. This made the debaters somehow forgot or misused the pattern of Present Perfect Tense such as the first speaker of the opposition team **have said (has said), you already emphasize (you have already emphasized), they are already have (they already have) responsible, she has already tell (she has already told) exactly in 2016, when the students already to take (have already taken), they are already complain (they have already complained), Bidik Misi has make (Bidik Misi has made).**

b. To-infinitive + V1

To-infinitive includes in both morphological and syntactical interference because it involves morphological form in Verb and syntactical structure seen from to infinitive + V1. In this research, the debaters are often unable to remember this rule. Instead, they did not use base verb or V1 after infinitive to, but they used another verb form or even noun form such as we don't have **to**

paid (to pay) for something, the student will be able **to understood (to understand)**, we have to make the university **to setting (to set)** our own subject, **Free to learning (to learn)**, we have to pass **to got (to get)** the major, **I would like to rebuttal (to rebut)**. Moreover, there is also one case that they even omitted infinitive to- in which their statement should put it such as **free choose (to choose)** our major.

c. **Singular-Plural Agreement**

In English, there is a term that indicates whether the number of noun or pronoun is one or more than one. A form of words that indicate one thing called singular, whereas more than one is called plural. Indonesian language does not distinguish singular and plural form to state plurality. Instead, a reduplicated form is used in Indonesian structure. In English, plurality is done by adding suffix -s or -es at the end of noun. Moreover, pronoun and its reference should be in harmony, just like the relationship between subject, to be, and object must be in harmony as well. For example in this research: **mostly of the department (most of the departments), mostly of our student (most of our students), Mostly of the schedule (most of our schedules), there are the case (the cases), we're university student (students), two subject (two subjects), a knowledges (a knowledge), a stages (a stage), it is the stages (the stage), they could have more**

opportunity (more opportunities), a causes (a cause), six month (six months), some course (some courses), we have a various people (various people), We don't have a lot of facility (a lot of facilities), give me ten young generation (ten young generations), they have a lot of thing (a lot of things).

Regarding to Subject-Verb Agreement, Singular-Plural Agreement is also comprised in both morphological and syntactical interference. It seems that agreement is actually part of both interferences that cannot be separated.

d. Preposition and Time Format

Preposition of time in Indonesian meaning usually uses “*di*” or “*pada*”. However in English, the use of preposition especially time should fit with the context. For example taken from the data in findings, ‘we should come **at the morning at 8 p.m.** and ‘ **on 2 p.m.**’ The preposition of time that is suitable for “the morning” not “at” but “in”, and time format for morning should be “a.m.”, not “p.m.”. Moreover, the correct preposition for specific time such as a.m./p.m. is not “on”, but “at”.

Preposition and time format are considerably included in both morphological-syntactical interference since the form of preposition and time format cannot be separated morphologically and syntactically.

e. Auxiliary + V1

Similar to To-infinitive + V1, Auxiliary + V1 has same reason why it is included in both morphological and syntactical interference. It is because of the involvement of morphological form in Verb and syntactical structure seen from Auxiliary + V1. Here are the errors done by LiDS Educia members related to **Auxiliary + V1: he can paid (can pay), they will took (will take), it would makes (would make), this house would higher education for free, a great man would said (would say).**

f. Passive Form

Passive form is considerably involved in both morphological and syntactical interference since it contains grammatical changes and structures that deal with morphology and syntax such as the form of to be and Verb III or past participle. Indonesia structure in passive form does not put any *to be/auxiliary* and the form of verb is consistent which usually means in *di-* or *-ter* in Bahasa without depending on the time context or the relatable subject. The debaters in using passive form often ignore the rule in English especially they tend to omit *to be* or sometimes forget to change the verb into Past Participle or Verb III.

Here are some errors in passive form found in English debate speech of LiDS Educia members: so **they surprise (are**

surprised), the lesson up to us will be take (the lesson that will be taken is up to us), higher education have to organize by major office (higher education has to be organized by major office), Our people keep trapped (keep being trapped) in the poverty, there are some students that being forced (that are being forced), a boy who remind by his parent (a boy who is reminded by his parent), Thanks for the opportunity that given (that is given) to me.