

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The interference occurs when two languages in different system come into contact. The data are several sentences which contain grammatical interference. There are the types of grammatical interference based on the theory of Weinreich (1953) and Politzer and Romirez' in Dulay et.al (1982) about morphological error and syntactic error. This section looks further into the samples which are taken from English students' bulletins in which the sentences are utilized by the students of English department or ESA's members who use English as their foreign language. The researcher gives numbers and tables for collecting data to make it easier to analyze. The data was taken from the bulletins as follows:

1. The Types of Grammatical Interferences

a. Morphological Interferences

Table 4.1. Interferences in Singular-Plural Agreement

No	Corpuses	Type of Grammatical Interference	Correct Sentences	Edition
1	If you have some idea	Interference relates to function or meaning of grammatical forms	If you have some ideas	Third edition, February 2012
2	In this event, we were following some competition		In this event, we were following some competitions	Sixth edition, 2013
3	...and makes some effort		...and makes some efforts	First edition, 2010

	to create conducive situation		to create conducive situation	
4	One of student of our department has been elected as president of BEMI		One of students of our department has been elected as president of BEMI	Third edition, 2012
5	Apam cake is one of traditional cake		Apam cake is one of traditional cakes	Fourth edition, 2012

Table 4.2. Interferences in To-Infinitive

No	Corpus	Type of Grammatical Interference	Correct Sentences	Edition
6	The program will make us easy to talking with friends using English language.	Interference relates to function or meaning of grammatical forms.	The program will make us easy to talk with friends using English language.	Eighth edition, 2014

Table 4.3. Interferences in Possessive

No	Corpus	Type of Grammatical Interference	Correct Sentences	Edition
7	Send to the suggestion box in front of ESA room	Interference relates to function or meaning of grammatical forms.	Send to the suggestion box in front of ESA's room	Eighth edition, 2014

Table 4.4. Interferences in Simple Past Tense Incorrect

No	Corpus	Type of Grammatical Interference	Correct Sentences	Edition
8	He leaved her for another cat.	Interference relates to function or meaning of grammatical forms.	He left her for another cat.	fifth edition, 2013

b. Syntactical Interferences**Table 4.5. Interferences in Subject-Verbs Agreement**

No	Corpus	Type of Grammatical Interference	Correct Sentences	Edition
9	<u>One sentence</u> which make me realize.	Interference relates to function or meaning of grammatical forms	<u>One sentence</u> which makes me realize	Fifth edition, 2013
10	<u>Those dreams</u> is reality		<u>Those dreams</u> are reality	
11	<u>ESA</u> make a program "English zone"		<u>ESA</u> makes a program "English zone"	Eighth edition, 2014
12	Your lecture teach you in boring way		Your lecture teaches you in boring way	First edition, 2010
13	<u>My little tiny</u> ask to me		<u>My little tiny</u> asks to me	Second edition, 2011
14	<u>ESA</u> have a good program.		<u>ESA</u> has a good program.	Eighth edition, 2014
15	<u>ESA</u> have many		<u>ESA</u> has many	

	programs...		programs...	
16	make <u>it</u> come true		make <u>it</u> comes true	Eighth edition, 2014
17	<u>All students</u> of English language has strong confidence		<u>All students</u> of English language have strong confidence	Sixth edition, 2013
18	<u>Three questions</u> which is related to English department.		<u>Three questions</u> which are related to English department	Sixth edition, 2013
19	<u>14 goblets</u> which is got for singing contest, Banjarist song acoustic, theater, madihin, and stand up comedy		<u>14 goblets</u> which are got for singing contest, Banjarist song acoustic, theater, madihin, and stand up comedy	Ninth edition, 2016

Table 4.6. Interferences in Pronoun

No	Corpus	Type of Grammatical Interference	Correct Sentences	Edition
20	After collage, <u>Asleigh's</u> teaching story begun. He went to Guatemala, South of Mexico, for	Interference relates to transfer of morphemes	After collage, <u>Asleigh's</u> teaching story begun. She went to Guatemala, South of Mexico, for	First edition, 2010

	thirteen month.		thirteen month.	
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Table 4.7. Interferences in Prepositions

No	Corpus	Type of Grammatical Interference	Correct Sentences	Edition
21	POSIL was a competition that presented by DEMA TARBIYAH on 2014	Interference in particular word order	POSIL was a competition that presented by DEMA TARBIYAH on 2014	Eighth edition, 2014
22	Because lack of sound system and consumption		Because of lack of sound system and consumption	Seventh edition, 2014
23	Some tips that are really interesting for get around		Some tips that are really interesting for getting around	Third edition, 2012
24	Better fail after try anything than fail before try anything		better fail after trying something than fail before	Fourth edition, 2012
25	Thanks for give us opportunity..		Thanks for giving us opportunity..	Sixth edition, 2013

Table 4.8. Interferences in Parallel Structure

No	Corpus	Type of Grammatical Interference	Correct Sentences	Edition
26	As a bridge between student and	Interference in particular word order.	As a bridge between students and	First edition, August

	<u>lecturers, office staffs and other academic administrators</u>		<u>lecturers, office staffs and other academic administrators</u>	2010
27	But also as a place <u>for accommodating</u> English department student's ideas and help them in several aspects.		But also as a place <u>for accommodating</u> English department student's ideas and helping them in several aspects.	
28	Thanks to ESA for giving me opportunity to share <u>some comments</u> and idea .		Thanks to ESA for giving me opportunity to share <u>some comments</u> and ideas .	Sixth edition, 2013
29	...give your contribution not only <u>for the members</u> but also to other students		...give your contribution not only <u>for the members</u> but also for the other students	Eight edition, 2014
30	<u>14 goblets</u> which are got for singing contest, Banjarist song acoustic, theater, madihin, and stand up comedy		<u>14 goblets</u> which are got for singing contest, Banjarist song acoustic, theater, madihin, and standing up comedy	Ninth edition, 2016

Table 4.9. Interferences in Omission of *To Be*

No	Corpus	Type of Grammatical Interference	Correct Sentences	Edition
31	This agenda very amazing	Interference relates to function or meaning of grammatical forms	This agenda is very amazing	Seventh edition, 2014
32	Some tips that really interesting for getting around.		Some tips that are really interesting for getting around	Third edition, 2012

Table 4.10. Interferences in Redundancy

No	Corpus	Type of Grammatical Interference	Correct Sentences	Edition
33	You have to prepare yourself before and after you become a student of English department	Interference in particular word order.	You have to prepare yourself before and after becoming a student of English department	First edition, 2010

Table 4.11. Interferences in Word Order

No	Corpus	Type of Grammatical Interference	Correct Sentences	Edition
34	We here ask all of friends and students in English	Interference in particular word order	Here, We ask all of friends and students in English	Eighth edition, 2014

	Department to support us.		Department to support us.	
35	ESA now has a good program		Now, ESA has a good program	Sixth edition, 2013
36	We found the three best performance from our friends.		We found the best three performances from our friends.	Seventh edition, 20104

2. The Most Dominant Type of Grammatical Interference

There are two types of grammatical interference, morphological and syntactical. Each of interferences has their own categories and frequencies.

Table 4.12. Frequency of Each Type of Grammatical Interference

No	Types of Grammatical Interference	Frequency	Percentage
1	Morphological Interference		
	a. Singular-Plural Agreement	5	13,89%
	b. To-Infinitive	1	2,78%
	c. Possessive	1	2,78%
	d. Simple past tense incorrect	1	2,78%
2	Syntactical Interference		
	a. Subject-verbs Agreement	11	30,55%
	b. Pronoun	1	2,78%
	c. Prepositions	5	13,89%
	d. Parallel Structure	5	13,89%
	e. Omission of <i>To Be</i>	2	5,55%
	f. Redundancy	1	2,78%
	g. Word order	3	8,33%
	Total	36	100%

Based on the table above, it can be known that grammatical interference in the English students' bulletins, based on morphological interferences are 22,23% with the detail; singular-plural agreement 13,89%, to-infinitive 2,78%, possessive 2,78%, simple past tense incorrect 2,78% and syntactical interference are 77,77% with the detail; subject-verbs agreement 30,55%, pronoun 2,78%, prepositions 13,89%, parallel structure 13,89%, omission of *to be* 5,55%, redundancy 2,78% and word order 8,33%. So, the most frequent of grammatical interference in the English students' bulletins is syntactical level in the case of subject-verbs agreement (30.55%).

Based on the explanation above, it can be known that there are two types of grammatical interference in the English students' bulletins, namely, morphological and syntactical interference. In each type of interference, there are four types of morphological errors, singular-plural agreement, to-infinitive, possessive, simple past tense incorrect and seven types of syntactical errors, subject-verbs agreement, pronoun, prepositions, parallel structure, omission of *to be*, redundancy and word order. Based on the most frequent type is subject and verb agreement. Thus, the most dominant type of grammatical interference is subject-verb agreement in syntactical level.

B. Discussion

In this discussion, the researcher rewrites the sentences which contain grammatical interference from the English students' bulletins. Then, the researcher categorizes the compiled data into several categories of grammatical interference.

The next step is analyzing the sentences grammatically and correcting them into good sentences. From the findings above, they could be analyzed as follows:

1. Morphological Interferences

English grammar has given some categories including number, person, tense, voice, and gender in rule (Yule, 2010, p.83). These categories can be discussed in isolation, but their role in describing language structure becomes clearer when the researcher considers them in terms of agreement, for example, in the sentence ESA **has** a good program. the verb has “agree” with the noun ESA.

a. Interferences in Singular – Plural Agreement

This agreement is partially based on the category of person whether the noun is singular or plural. To minimize errors in singular-plural agreement, a writer or a speaker must correctly identifies and determines whether the subject or the object is singular or plural.

In English, the vast majority of words become plural simply by adding a morpheme -s. The plural of words ending in s, sh, ch, z, and x, however, is formed by adding -es. Different from English, Bahasa does

not know “to be” that could change depending on the noun, either singular or plural, as in English grammatical. As a result, most plural forms are uttered in English singular form.

Data 1:

If you have **some idea**

Data 2:

In this event, we were following **some competition**

Data 3:

....and makes **some effort** to create conducive situation

Analysis:

In the sentences above, “idea”, “competition” and “effort” must take plural agreement for the word “some”. Therefore, the word “idea”, “competition” and “effort” become “ideas”, “competitions” and “efforts” in order to be concord with previous word “some”. Thus, the correct sentences are (1) “*If you have **some ideas***”, (2) “*In this event, we were following **some competitions***” and (3) “*....and makes **some efforts** to create conducive situation*”

Data 4:

One of student of our department has been elected as president of BEMI

Data 5:

Apam cake is **one of traditional cake**

Analysis:

According to Azar (1999, p. 128) *one of, each of and every of** are followed by specific plural count nouns, never singular nouns and noncount nouns. In the sentences above, *one of* are not followed by plural nouns but they are followed by singular nouns.

Hence, the correct sentences are (3) “***One of students of our department has been elected as president***”, (4) “***Apam cake is one of traditional cakes***”

b. Interferences in To Infinitive

An infinitive phrase will begin with an infinitive (to + simple form of verb)

Data 6:

The program will make us easy **to talking** with friends using English language.

Analysis:

In the sentence above, it shows that this sentence is using the wrong verb. Clearly, it has been explained above that an infinitive phrase with to and a simple verb (verb 1). The word “talking” becomes “talk”. Hence, the correct sentence is “***The program will make us easy to talk with friends using English language***”

c. Interferences in Possessive

Data 7:

Send to the suggestion box in front of **ESA room**

Analysis:

In the sentence above, it shows the interference of mother tongue into the target language. There was not the apostrophe in the possessor of the noun. It should give the apostrophe to relate the possessor to the noun. Since, in Bahasa there is no rule in showing the possessive of something. Thus, the correct sentence is “*Send to the suggestion box in front of ESA’s room*”

d. Interferences in Simple Past Tense Incorrect

Data 8:

He **leaved** her for another cat.

Analysis:

In the sentence above, it used inappropriate past tense form. Verbs are subdivided into two groups, regular and irregular verbs. Regular verbs are added by *-d* or *-ed* to the end of the verb, both of simple past and past participle, while irregular verbs do not follow a formula. Here, the verb “leaved” is an irregular verb and the form is “*leave, left, left*”. Thus, the correct sentence is “*He left her for another cat*”

2. Syntactical Interferences

a. Interferences in Subject- Verbs Agreement

This agreement is based on the category of person, which covers the distinctions of the first person, the second person, and the third person. In Standard English grammar, a verb agrees with its subject in person. If the subject is the first person singular (I), the verb is the first

person (am, was, do, have), if the subject is the second person singular (you), the verb is the second person (are, were, do, have) and if the subject is the third person (he, she, it), the verb must be in the third person too (is, was, does, has). Interference on this section is categorized as interference relates to transfer of morphemes because there is no such agreement in the source language.

Data 9:

One sentence which **make** me realize.

Analysis:

In the sentence above, “one sentence” is a singular subject. However, the verb “make” is a plural verb. Therefore, the plural verb should be replaced by a singular verb “has”. Thus, the correct sentence is “*One sentence which makes me realize*”

Data 10:

Those dreams **is** reality

Analysis:

The subject of this sentence is plural subject, it should be followed by the appropriate verb or auxiliary, and the auxiliary for plural subject is “are”. However, this sentence uses “is”, it should be replaced by “are”. Thus, the correct sentence is “*Those dreams are reality*”

Data 11:

ESA **make** a program “English zone”

Data 12:

Your lecture **teach** you in boring way

Data 13:

My little tiny **ask** to me

Analysis:

In the sentences above, ESA, your lecture, and my little tiny are a singular third person and it should be followed by third singular verb which is added by suffix-s. the word “make” becomes “makes”, “teach” becomes “teaches” and “ask” becomes “asks”. Thus, the correct sentences are (10) ESA **makes** a program “English zone” (11) *Your lecture* **teaches** you in boring way, (12) *My little tiny* **asks** to me

Data 14:

ESA **have** a good program.

Data 15:

ESA **have** many programs...

Analysis:

In the sentences above, the writer translates a verb “punya” into English “have” without following the subject–verb agreement. The third person singular “ESA” should be followed by third singular verb “has”, not “have”, instead “have” is used after the second person subject. Therefore, the appropriate phrase is “ESA has” where in the verb has following the subject. This error happens because Bahasa Indonesia has no rule dealing with this agreement. Thus, the correct

sentences are (13) ESA **has** a good program, (14) ESA **has** many programs...

Data 16:

Make it **come** true

Analysis:

In the sentence above, there is subject with the third person singular “it”. It should be followed by the verb which added by suffix-*s*. Thus, the correct sentence is “make it **comes** true”

Data 17:

All students of English language **has** strong confidence

Analysis:

In the sentence above, “has” is for third person singular or singular subject. Here, the subject of this sentence is plural subject, therefore, “has” should be replaced by “have” that indicate plural verb. Thus, the correct sentence is “All students of English language **have** strong confidence”

Data 18:

Three questions which **is** related to English department.

Data 19:

14 goblets which **is** got for singing contest, Banjarist song acoustic, theater, madihin, and stand up comedy

Analysis:

The “questions” in this sentence is three, it means more than one question which indicates plural form so do the “14 goblets”.

Therefore, the appropriate verb or auxiliary is “are” not “is”. Thus, the correct sentences are (17) *Three questions which are related to English department*, (18) *14 goblets which are got for singing contest, Banjarist song acoustic, theater, madihin, and stand up comedy*

b. Interferences in Pronoun

A pronoun is a replacement for a noun to avoid repeating the same noun. A pronoun functions as a noun, though there are some differences. It can be classified into three cases: nominative, objective, and possessive. Specifically, a pronoun that is the subject of verb is in nominative case; a pronoun that acts as the object of verb is in objective case; a pronoun that posses something is in the possessive case.

A pronoun should not too far away from its antecedent; otherwise, it will cause misunderstanding. Antecedent is the noun that goes before or precedes the pronoun and that the pronoun points back to.

A problem arises in the fact that English has three expressions for the third singular pronoun which refer specifically to male, to female or to unknown object, that is he, she, it.

Data 20:

After collage, Asleigh’s teaching story begun. **He** went to Guatemala, South of Mexico, for thirteen month.

Analysis:

The misuse of pronouns made several interpretations of meaning possible especially when subject or possessive pronouns were used inappropriately. In this sentence, pronoun “He” is inappropriate with “Asleigh” it should be “She” because Asleigh is a woman. Thus, the correct sentence is “*After collage, Asleigh’s teaching story begun. She went to Guatemala, South of Mexico, for thirteen month*”.

c. Interferences in Prepositions

Preposition are shot words that usually stand in front of nouns or pronouns (sometimes in front of gerund verbs) and connective word that shows relationship between the nouns following it and one of the basic sentence elements: subject, object or complement. It usually indicates relationships, such as position, place, direction, time, manner, agent, possession, and condition between its object and other parts of the sentence.

Data 21:

POSIL was a competition that presented by DEMA TARBIYAH **on 2014**

Analysis:

In the sentence above, based on English grammar, the word before year is “in”. according to Marcella Frank in modern English part I, preposition of time with other parts of the day, with month, year,

season is “in”. Thus, the correct sentence is “*POSIL was a competition that presented by DEMA TARBIYAH in 2014*”

Data 22:

Because lack of sound system and consumption

Analysis:

According to Azar (1999, p.389) *because* that is followed an independent clause is called an adverb clause but if it is followed a noun object it should add a preposition “*of*”, a preposition is followed by a noun object, not by a subject and verb. The omission of preposition occurs in this sentence. Thus the correct sentence is ***Because of** lack of sound system and consumption*

Data 23:

Some tips that are really interesting **for get** around

Data 24:

Better fail **after try** anything

Data 25:

Thanks **for give** us opportunity..

Analysis:

As the explanation above, the preposition is followed by a noun or pronoun as its object. However, in these sentences are followed by verb. According Swan (2005, p.456) in English, prepositions are not normally used before infinitives. After verb/noun/adjective + preposition, the *-ing* form is usually used of a following verb. It

should be “get – getting”, “try – trying” and “give – giving”. Thus, the correct sentences are (22) *Some tips that are really interesting **for getting** around,* (23) and (24) *Thanks **for giving** us opportunity..*

d. Interferences in Parallel Structure

Each language has its own rules of grammatical structure which differ between one language and another language. According to Azar (1989, p.348), One use of a conjunction is to connect words or phrases that have the same grammatical function in a sentence. This use of conjunction is called parallel structure. By this conjunction we can only combine certain words that have similar function as noun, adjective, and adverb, etc. the parts that are combined should be similar.

Data 26:

As a bridge between lecturers and **student**, office staffs and other academic administrators

Analysis:

In the sentence above, faulty parallelism occurs. We should have been shared the same grammatical form. It shows a lack of parallelism. It should be plural is joined by plural and singular is joined by singular. Thus, the appropriate sentence is “*As a bridge between lecturers and **students**, office staffs and other academic administrators”*

Data 27:

But also as a place for accommodating English department student's ideas and **help** them in several aspects

Analysis:

Many sentences present a series of ideas about one person or object. All part of a series must have the same grammatical structure. When all part of a series must have the same grammatical structure, the sentence has good parallel structure. A series may have two, three, four or more parts, but all parts must be parallel.

In this sentence, the verb "help" is not parallel because when we use a verb after conjunctions and prepositions for example, "for" like the sentence above, it is generally in the *-ing* form such as the previous verb "*for accommodating*". Thus, the verb "help" must become "*helping*". Hence, the correct sentence is "*But also as a place for accommodating English department student's ideas and **helping** them in several aspects*".

Data 28:

Thanks to ESA for giving me opportunity to share some comments and **idea**.

Analysis:

In the sentence above, faulty parallelism occurs. We should have been shared the same grammatical form. The word "some" shows the plurality. Here is "*some comments and idea*", the parts that are combined should be similar. It should be plural is joined by plural and

singular is joined by singular. Thus, the appropriate sentence is
*“Thanks to ESA for giving me opportunity to share some comments
 and **ideas**”*

Data 29:

...give your contribution not only for the members but also **to other students**

Analysis:

This sentence is grammatically correct, but it becomes more beautiful if it uses the same proposition, thus, the preposition “to” is changed with “for” same as the previous preposition. The correct sentence is “...give your contribution not only for the members but also **for the other students**”

Data 30:

14 goblets which are got for singing contest, Banjarist song acoustic, theater, madihin, and **stand up** comedy

Analysis:

In the sentence above is not parallel because the word before the conjunction is a noun so that the word after it should be a noun too. The word “*stand up*” here is a verb. the conjunction is used for combining certain words that have similar function as noun, adjective, and adverb, etc. the parts that are combined should be similar. Thus, the correct sentence is 14 goblets which are got for singing contest, Banjarist song acoustic, theater, madihin, and **standing up** comedy

e. Interferences in Omission of *To Be*

According to Azar (1999, p.A6) a sentence with *be* as the main verb has three basic patterns, the first is *be + noun*, then *be + an adjective* and the last, *be + a prepositional phrase*.

Data 31:

This agenda * very amazing

Data 32:

Some tips that * really interesting

Analysis:

In the sentences above, it shows the omission of *to be*. A sentence is going to be good if it uses the proper grammar. Thus, the correct sentences are (29) *This agenda **is** very amazing* and (30) *Some tips that **are** really interesting*.

f. Interferences in Redundancy

A phrase, which carelessly repeats what has already been said, is redundant. Sentence with redundant items could be either structurally wrong or seemed awkward in English grammar. A good sentence is a sentence that is formed effectively as possible without any additional of elements of the sentence that has the same meaning in the sentence.

Data 33:

You have to prepare yourself before and after **you** become a student of English department

Analysis:

In the sentence above, it occurs redundant of subject “*you*”. It creates ineffective sentence due to waste of elements. The Indonesian often add the word, phrase, or sentence elements appear to make full sentences, but it often makes the sentence becomes redundant. Thus, the correct sentence is ***You*** *have to prepare yourself before and after becoming a student of English department*

g. Interferences in Word Order

Every language has its own unique grammar. Just like English, Bahasa Indonesia also has its own grammar. Before uttering a sentence in a foreign language, one usually arranges the sentence in his or her mind in his or her native language and later changes into the unintended language. Sometimes, the outcomes have the same word by word position with the original language.

According to Alwasilah about type of bilingual competence namely subcoordinate bilingualism where a bilingual in this type cannot distinguish the term as separate thing. When he or she speaks or writes tend to translate word by word a language that he or she meant.

Data 34:

We **here** ask all of friends and students in English Department to support us

Analysis:

The adverb of place (here) in the sentence above is inappropriate place. It comes between subject and verb. Adverb of place should be written before subject and after it should be given comma. Thus, the right sentence is “**Here**, we ask all of friends and students in English department to support us”.

Data 35:

ESA **now** has a good program

Analysis:

The adverb of time in the sentence above is inappropriate place. It comes between subject and verb. Adverb of time should be written before subject and after it should be given comma. Thus, the right sentence is “*Now, ESA has a good program*”

Data 36:

We found **the three best performance** from our friends.

Analysis:

In this sentence appeared the use of Indonesian structure into an English sentence. It happens since English structure is different from Indonesian structure. Thus, the correct sentence is “*We found **the best three performances** from our friends.*”