SYNTHESIS INTERFERENCE OF INDONESIAN LANGUAGE IN THE RIGHT OF GERMAN

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ABSTRACT

Interference is a symptom of irregularities in language rules. It's can be happend to someone who is learning a foreign language such as students of STIBA Bumigora grade 2015 who learn German as the second foreign language. Language Interference consists of phonological, lexical, morphological, and syntactic interference. In this study, the authors limit his research only to syntactic interference. Syntactic interference consists of two things, they are inter-language interference and intra-language interference. The method of this study is descriptive analysis. The results of the study show us there are several factors that cause errors in syntactic interference on students german essays STIBA Bumigora Mataram. They are; (1) Errors caused by inter-language interference, it's because of the influence of Indonesian language into the German sentence structure. such as; misplaced words and omission of auxilary verb (to be). (2) Errors caused by intra-language interference, it's because lack of understanding German grammar rules to german essays. Such as; case errors (nominativ, akkusativ, dativ) and verb conjugation errors.

Keywords: syntactic interference, German language

ABSTRAK

Interferensi adalah suatu gejala penyimpangan kaidah bahasa. Interferensi bahasa bisa terjadi pada seseorang yang sedang mempelajari bahasa asing seperti yang terjadi pada para mahasiswa/i STIBA Bumigora angkatan 2015 yang mempelajari bahasa Jerman sebagai bahasa asing kedua dalam penelitian ini. Interferensi meliputi interferensi fonologi, leksikal, morfologis, dan interferensi sintaksis. Dalam penelitian ini, penulis membatasi penelitian pada interferensi sintaksis. Interferensi sintaksis mencakup dua hal, yaitu interferensi antarbahasa dan interferensi intrabahasa. Metode yang digunakan dalam penelitian ini adalah deskriptif analisis. Hasil penelitian ini menunjukkan bahwa terdapat beberapa faktor penyebab kesalahan yang mengakibatkan terjadinya interferensi sintaksis dalam karangan berbahasa Jerman Mahasiswa/i STIBA Bumigora Mataram. Diantaranya adalah; (1) Kesalahan yang disebabkan adanya interferensi antarbahasa, yaitu kesalahan yang terjadi karena adanya pengaruh bahasa Indonesia dalam struktur kalimat bahasa Jerman. Diantaranya adalah kesalahan penempatan kata, dan penghilangan kata kerja bantu. (2) Kesalahan yang disebabkan adanya interferensi intrabahasa, yaitu kesalahan yang terjadi karena kurangnya pemahaman responden terhadap kaidah bahasa Jerman dalam mengaplikasikannya dalam bentuk karangan berbahasa Jerman. Diantaranya adalah kesalahan kasus (nominativ, akkusativ, dativ) dan kesalahan konjugasi kata kerja.

Kata Kunci: interferensi sintaksis, bahasa Jerman

INTRODUCTION

German is the second foreign language studied at STIBA Bumigora Mataram. In learning a foreign language the students must know the rules contained in that language. For example, the use of verbs in German news sentences must occupy the second position either starting with the subject, description, or prepositional phrases, whereas in Indonesian this rule does not apply. If the rule is not applied in the German sentence, what appears is an unacceptable German sentence. Consider the following sentence: Ich krank 'I'm sick'.

Based on the description that has been mentioned the sentence structure should be written in German as follows: Ich bin krank. Such structural shape will cause foreign language users to experience interference in terms of sentence structure. Verbs in German also recognize a

conjugation system that is not available in Indonesian. Therefore the German verb is able to describe the form of the time in the sentence. For example: *Ich mache die Hausaufgabe:* 'I am doing homework', Ich machte die Haus-aufgabe 'I have done homework', Ich will die Hausaufgabe machen 'I will do homework'.

From the German sentences above we can see that the verbs in German can indicate the time of continuity of an event, namely the present (Präsens), already (Präteritum), and will take place (Futur). But, in Indonesian verbs there is no such thing. But we can see the continuity of an event from adverb in a sentence, such as; is, now, already, has been, tomorrow, yesterday, the day after tomorrow and will be. Some of these are factors that cause the author to do research on interference.

In general, interference can occur in all components of language, namely phonology, morphology, syntax, semantics, lexical (vocabulary). However, to focus this research more, the writer will only discuss the study of Indonesian language syntax interference with German essays by the students of STIBA Bumigora Mataram class of 2015. The purpose of this study is to show and classify the forms of syntactic errors that often appear in language essays. Germany STIBA Bumigora mataram class of 2015 students and know the factors causing syntactic interference in German essays STIBA Bumigora Mataram class of 2015 students.

LITERATURE REVIEW
Interference

Poerwadarminto in Pramudya (2006: 27) which states that interference comes from English interference which means mixing, violation, obstacles. Weinreich (1968: 1) also said that interference is a form of deviation in the use of language from existing norms as a result of language contact because speakers know more than one language. Interference is in the form of the use of one language in another language when speaking or writing. In the interference process, the rules of language use experience deviations due to the influence of other languages. Taking even the smallest element from the first language into the second language can cause interference.

Chaer and Agustina (1995: 120) state that interference is caused by the ability of the speaker to use a particular language, so he is influenced by other languages. Interference itself is an additional difficulty in the process of mastering sounds, words or second language construction as a result of differences between the first language and second language, so that the habits of the first language (mother tongue) carry over into the second language. Bußmann (2002: 216) says that interference is an event and effect arising from each form of contact between different languages, namely at the individual level of the language user, in the form of the influence of the mother tongue system which hinders the mastery of foreign languages and at the system level language in general.

Furthermore, Setyawati (2010: 10) also explained that the cause of language errors was influenced by the language she had mastered earlier. This can mean that language errors are caused by interference in the mother tongue or first language (B1) against the second language (B2) that is being studied by the learner (learners). In other words, the source of language errors lies in the difference between the B1 linguistic system and the B2 linguistic system. In this case, learners apply the rules of the first language to the second language that is being learned.

From some of the above meanings, it can be concluded that interference is the influence of one language into another language when learning a new language. The effect was caused by the contact between different languages. This deviation of language rules is the influence of the composition of the mother tongue into the composition of the foreign language that is being studied. Suwito

(1983: 55) suggests that interference can occur in all components of language, namely phonology, morphology, syntax, semantics, lexical (vocabulary). However, to focus more on this research the writer will only discuss the study of syntactic interference to get the optimal results from the objectives of this study.

Error Analysis

Pateda (1989: 32) says that error analysis is a technique to identify, classify, and interpret systematically the mistakes made by students who are learning a second language or a foreign language by using theories and procedures based on linguistics. While Tarigan (1990: 68) says that language error analysis is a work process used by language teachers and researchers with the steps of data collection, identifying errors contained in the data, explaining these errors, classifying those errors based on their causes, and evaluating the seriousness of the error.

Based on the two opinions above it can be concluded that error analysis is a working procedure used by language researchers which includes the activities of identifying, explaining, and evaluating errors.

Errors and Mistakes

To avoid misunderstanding, in addition to explaining the notion of errors, mistakes will be discussed as well, because these two words are similar but differ in understanding. Parera (1987: 50) explains the meaning of mistakes and errors, namely, mistakes are deviations caused by performance factors such as memory limitations, spelling in pronunciation, sprains, fatigue, and emotional distress, while errors are systematic and consistent deviations. and characterizes the language system of students who study at a certain language level.

James (1998: 70) distinguishes the definition of "errors as being an instance of language that is unintentionally deviant and is not self-correlated by its Author, and mistake is either intentionally deviant or unintentionally deviant and self-corrigible. This definition means that, an error occurs when an error occurs outside of knowledge or because it does not have acknowledge of the author, while the mistake is a mistake because it deviates from the utterance and can be corrected by the author himself.

Parera (1987: 49) says that there are errors caused by performance factors, for example errors caused by factors of fatigue, fatigue, lack of attention and a less conducive atmosphere and there are also errors caused by factors of competence or ability of students, where students lack mastery of the rules or rules of a language. In line with that opinion Tarigan (1988: 143) states that errors caused by factors of fatigue, fatigue and lack of attention are called performance factors, where these performance errors are appearance errors. In addition, errors caused by lack of knowledge of the rules of language are referred to as competency factors.

From some of the definitions above it can be concluded that errors (errors) are parts / deviant attitudes committed by someone because of ignorance of something that cannot be repaired by themselves. While, mistakes (mistakes) are deviant attitudes made by someone because of the accidental or inaccurate factors, those are done temporary and can be fixed. This can be caused by several factors such as fatigue, forgetfulness and inattention.

Factors of Mistakes

Tarigan (1988: 273) said that the emergence of errors in writing or errors in language can be caused by several factors, first, in the form of performance errors, namely appearance errors, where these errors are caused by fatigue, fatigue, emotions, stress, interference from friends, not concentrating, and unsupportive classroom atmosphere. Performance errors are also called "mistakes". So this can mean, even though there is an error in a

writing or essay, learners can immediately correct the wrong forms themselves and without help from others.

Second is the competency factor. The competency error is caused by the lack of students' knowledge about the language rules that exist in learning the foreign language. This competency error is a systematic deviation caused by the developing learner's knowledge of the second language system which is often called "errors". This can mean, when there is an error in an article or essay, the learner cannot immediately correct the wrong forms of error itself, in this case students need help from others to correct their mistakes, both the teacher and his own friend.

Syntax Analysis

Volmert (1999) says that syntax comes from Greek, namely Syntaxis which means arrangement. Syntax is the science of the structure or structure of sentences that are part of grammatical or grammatical. While in the linguistic dictionary Kridalaksana (2001) says that syntax is a branch of linguistics that studies the knowledge and relationships between words and words or larger units. Gross (1988: 67) says that the discussion of syntax is closely related to the sentence itself.

Sentences are a series of words consisting of a minimum of subject and predicate. Based on some of the meanings that have been described above, it can be concluded that syntax is linguistics that discusses the relationship between grammatical words in sentences. In addition, the study of syntax has a relationship with the role of verbs (verbs) in German sentences, because verbs in German sentences are the center or core of German sentences.

Verba of German Language

Badudu (1986: 116) says that German verbs have the main characteristic of being an infinitive form ending in -en or -n, for example telefonieren 'calling' besuchen 'visiting', studieren 'study' sehen 'seeing', lesen 'reading', schreiben 'writing' and so on. In German verbs are a class of words that are conjugated based on persona, number, time, verb genus, and mode. Based on persona, verbs will be closely related to the subject, whether in the form of first, second, or third persona, while based on the number will be related to singular and plural. Verbs for the first single persona are conjugated by placing the suffix -e in the form of Stamm 'root word', second persona single with suffix -st, third persona singular with –t. For the third person plural plural suffix -en, and for the second persona plural plural suffix-t. To be more clear can be seen in the following table.

Table 1
Verba Connjunction of German Language

Numerus	Persona		Verba	Gloss
tunggal	I	*Ich*	*denke*	'saya berfikir'
	II	*Du*	*denkst*	'kamu berfikir'
	III	*Er*	*denkt*	'dia (lk) berfikir'
	III	*Sie*	*denkt*	'dia (pr) berfikir'
jamak	I	*Wir*	*denken*	'kami berfikir'
	II	*Ihr*	*denkt*	'kalian berfikir'
	III	*Sie*	*denken*	'mereka berfikir'
tunggal/ jamak hormat	II	*Sie*	*denken*	'Anda berfikir'

Verb conjugations based on time will relate to Präsens kini now, Präteritum, Perfekt, Plusquam-perfekt ekt in the past ', Futur I' in the future ', and Futur II' in the future but past '. Conjugation based on the verb genus is related to the formation of active verbs and passive verbs, while based on the mode will relate to indicative, conjunctive, and imperative (Helbig / Buscha, 2001: 29).

Verb Placement of German Language

Predicates in German are represented by verbs which are the core of a sentence and are the axis for other parts of a sentence in a news sentence (Heidolph, 1976: 500). In line with this Helbig & Buscha (2001: 536) said that the predicate is the part of the sentence that has a fixed position in the sentence and is the axis for other parts of the sentence in the main sentence (news sentence). In German rules, verbs can be recognized from their position in sentences, namely verbs placed in second place, verbs placed at the beginning of a sentence, and verbs placed at the end of a sentence.

1) Verba yang diletakkan di tempat kedua.

Verbs placed in second place are normal sentences used for news sentences or statement sentences. Example: Fridrich schreibt Gedichte. 'Fridrich writes poetry' The sentence is a news sentence marked with a period. The verb in the news sentence is the 'write' schreibt which is placed in second place after the subject of Friedrich.

2) Verba yang diletakkan di awal kalimat.
The verb placed at the beginning of a sentence can be a question sentence (a) or a command sentence (b), as in the example:

(a) *Scheibt Friedrich Gedichte oder Roman?* 'Apakah Friedrich menulis puisi atau roman?'
The schribt verb 'write' on the sentence is placed at the beginning of the sentence which functions as the Question sentence

(b) *Schreibe ein Gedicht!* 'Tulislah sebuah puisi!'
The „write' schribe verb contained in the sentence at the beginning of the sentence functions as a command form for the third single persona with an exclamation mark marked at the end of the sentence.

3) Verba yang diletakkan di akhir kalimat.

Verbs placed at the end of a sentence are in clauses preceded by conjunctions or conjunctions such as weil 'because', wenn 'when', dass 'that', and obwohl 'even though'. German has a rule that in verb clauses must be placed at the end of a sentence. Or the verb placed at the end of a sentence marks the structure of the clause which is usually preceded by a comma. Example: ..., weil Friedrich Gedichte schreibt. '... because Friedrich wrote poetry.'

The verb schreibt 'write' is placed at the end of the sentence because the sentence is in the form of a clause which is indicated by the presence of the conjunction weil 'because'

Prefixes of German Verbs

According to Engel in the Syahid (2011: 23) that the formation of prefixes in German can be divided into two, namely; Präfixe feste and Präfixe abtrennbare. Feste Präfixe is a prefix that is always attached to the verb base and the pronunciation does not experience sound pressure between the prefix and the verb base. As for those included in the Präfixe feste are; ab-, be-, ver-, zer-, ent-, er-. the beschreiben example 'illustrates', and verstehen 'understands'.

Abtrennbare Präfix is a prefix that can be separated from the verb base, subject to word pressure, and in the form of a perfection (Partizip II) separated by 'ge' (perfected time marker), for example aufessen 'eat to the end' becomes aufgegessen. As for the included Präfix abtrennbare are; ab-, an-, auf-, aus-, bei-, um-, vor-. For clarity, consider the following sentence example; Wir essen den Frühstück auf. 'We finished the breakfast.'

The sentence is a news sentence in German. In this sentence the essen verb basis is written separately from the infinitive verb aufessen. Essen verbs are

placed in the second position and auf prefix is placed at the end of the sentence.

DISCUSSION
1. Wrong Placement of Verbs

It has been explained in the theoretical basis chapter that the sentence structure between German and Indonesian is different. The structure of the German language requires the verb to always be in second place in the news sentence. The following are included in the incorrect placement of verbs due to the influence of Indonesian into German essays:

(1) *Normalerweise ich wache um 05.00 Uhr auf und stehe auf um 05.30 'Biasanya saya terjaga pada pukul 05.00 dan beranjak pada pukul 05.30'.

Sentence (1) is a German news sentence. The sentence consists of two clauses. The first clause is * Normalerweise ich wache um 05.00 Uhr auf. and the second clause is * ....und stehe auf um 05.30. Judging from the type of error, the sentence has two errors, firstly the placement of the 'awake' wache verb and the placement of the aufstehen verb 'moving'.

From the first mistake, it can be seen that the sentence is interfering with the structure of the Indonesian language, because if interpreted word for word it is in accordance with the structure of the Indonesian language 'Usually I am awake at 05.00'. If viewed from the structure of the Indonesian language, the verb 'awake' is located in third place after the subject 'I', but this does not apply in German language rules. However, the verb wache 'awake' in German must be placed second in the news sentence, even though the sentence begins with a description.

In that sentence, the wache verb should be placed after the keterangan usually 'normalerweise statement. So the right order for the first clause is Normalerweise wache ich um 05.00 Uhr auf. Then, the second mistake, namely regarding the placement of the aufstehen

verb 'go' in the clause * ....und stehe auf um 05.30. In the German sentence the verb aufstehen is a verb that can be separated from its prefix as only the aufwachen verb in the first clause is placed in the second position for the word wache and placed at the end of the sentence for the prefix auf-. So, the proper sentence order for the second clause is ....und stehe um 05.30 auf.

(2) *Jeden Tag ich gehe um 5 Uhr. 'Setiap hari saya pergi pada pukul 5'.

Sentence (2) is a German news sentence. Gehe verb placement 'go' in the sentence above is not acceptable, because it does not fit the structure of the German sentence. The sentence structure above is structured in Indonesian. In German the verb gehen 'go' should be placed second, after the word Jeden Tag 'every day'. The error contained in the sentence is due to an element of Indonesian influence in making German sentences. This error is called syntactic interference between languages. The occurrence of syntactic interference can be caused by factors that do not understand the structure of German sentences. The sentence above should be written like this: Jeden Tag gehe ich um 5 Uhr.

(3) *Normalerweise ich komme um 8 Uhr an. 'biasanya saya tiba pada pukul 8'.

Sentence (3) is a German news sentence using the infinite verb ankommen 'arrive / come'. The ankommen verb is a verb that can be separated from its prefix or also called abtrennbare Präfixe so that the prefix is placed at the end of a German news sentence. In addition, an error also found in the sentence above is the placement of the verb komme 'come' placed third. In German the verb komme must be placed in the second position after the normal 'normal' description. The incorrect placement of verbs in the sentence above occurs because of the syntactic interference factor in the

Indonesian language in German essays. Because when interpreted literally the sentence is in accordance with the structure of the Indonesian language. The sentence (3) should be written as follows: Normalerweise komme ich um 8 Uhr an.

(4) *In Campus ich lese mein Subject.* 'Saya membaca pelajaranku di Kampus'.

Sentence (4) is a German news sentence. Placement of the verb lese 'read' in the sentence above is not acceptable because it does not fit the structure of the German sentence which requires the verb to take second place in the news sentence. If taken literally, the German sentence has an Indonesian structure. The incorrect placement of verbs in the sentence above is due to the syntactic interference factor in the Indonesian essay in German. The sentence (4) should be written as follows: Im Campus lese ich mein Subject.

(5) *Er immer geht allein.* 'Dia selalu pergi sendiri'.

Placement of the verb geht 'go' in sentence (5) above is not acceptable, because it does not fit the structure of the German sentence. The sentence structure above is structured in Indonesian. If translated literally or word for word, the verb 'go' is placed in the third place after the description 'always'. The error contained in the sentence is due to an element of Indonesian influence in making German sentences. The sentence above should be written like this: Er geht immer allein.

2. Missing Auxiliaries

German recognizes the existence of auxiliary verbs or sein as well as English which is to be. In the study found the removal of auxiliary verbs, as seen in the following data;

(6) *Mein Name Windy.* 'Namaku Windy'.

Syntactically the German sentence above cannot be accepted, because the sentence is not equipped with an auxiliary verb (sein). When translated literally it is in accordance with the structure of the Indonesian language. The absence of auxiliary verbs in the sentence above is due to interference in the structure of the mother tongue, namely the structure of the Indonesian language which does not recognize the existence of sein (to be). The sentence above should be written as follows: Mein Name ist Windy.

(7) *Meine Adresse in Gebang Baru.* 'Alamatku di Gebang Baru'.

The sentence above is a German news sentence. Syntactically the sentence is not appropriate, because it is not equipped with auxiliary verbs. The absence of auxiliary verbs in the sentence above is due to the interference factor of the Indonesian language in the sentence structure of the target language. The sentence above should be; Meine Adresse ist in Gebang Baru.

3. Case Mistakes

The case error in the application of the German sentence is one of the causes of intrabahasa interference. This is due to the inability of respondents to apply German. Cases in German include nominative, akusativ, dativ, and genitiv cases. The following will be discussed regarding the case errors that emerged in this study.

Kasus Nominativ
(8) *Seinem Vater ist sehr böse.* 'Ayahnya sangat marah'

The error contained in the sentence above is in the formation of a subject whose position in the sentence should be nominative sein Vater 'father' instead of dativ seinem Vater. This error is the cause of intrabetic syntax interference, which is caused by the inability of respondents to

conjugate subjects in German language. The sentence above should have been written: Sein Vater ist sehr böse.

Kasus Akkusativ

(9) *Ich warte dein Freund.
    'saya menunggu temanmu'
The above sentence is not appropriate according to German language rules. This is due to an error in the use of cases in the sentence. Mistakes that occur in these sentences are the cause of intrabahasa interference. The verb warten 'waiting' according to German rules has a fixed preposition auf which must be included in the sentence and must be followed by an academic case. In the sentence above the use of an accusative case following the verb warten 'waiting' should be Frein deinen not dein, because dein refers to the nominative case. The sentence above should have been written; Ich warte auf deinen Freund.

Kasus Dativ

(10) *Die Schule liegt neben mein Haus. 'Sekolah itu terletak di samping rumahku'.
The sentence above is a German news sentence. According to German rules, the sentence is not right. The mistake that occurred in that sentence was the incorrect use of the word mein Haus 'my house', because the preposition neben 'on the side' must be followed by the dativ case. In the above sentence the use of the dativ case that follows the prepebisi neben should meinem Haus, because mein refers to the nominative case. The sentence above should have been written: Die Schule liegt neben meinem Haus.

4. Verb Conjunction Errors

In German verbs are a class of words that are conjugated based on persona, number, time, verb genus, and mode. Verbs in German also recognize a conjugation system that is not available in Indonesian. Therefore the German verb is able to describe the form of the time in the sentence. The following are included in the

conjugation errors of German verbs in the research data

(11) *Ich arbeit als Ansager bei NCL Radio. 'Saya bekerja sebagai Penyiar di NCL Radio'

The error contained in the sentence above is the conjugate error in the 'working' verb. According to the rules of the German verb must be conjugated with the persona (subject) sentence. The subject in the sentence above is ich 'me' which is the first persona single. Verbs for the first single persona are conjugated by putting the suffix -e at the root of the word arbeit so that the verb becomes arbeite. The sentence above should have been written: Ich arbeite als Ansager bei NCL Radio.

CONCLUSION

The ability of respondents to understand and apply German can be known through mistakes in making essays in German. The analysis that the author has done is one way to find out the forms of errors that often arise and the factors that cause errors made by respondents. By knowing the form of errors and the causes of errors, it is expected to be anticipated to be minimized. From the results of the discussion it can be concluded that there are several factors that cause errors that result in syntactic interference in German essays.

Students of STIBA Bumigora Mataram. Factors causing syntax interference include; (1) Errors caused by inter-language interference, namely errors that occur due to the influence of Indonesian in the sentence structure of the German language. Among them are word placement errors, and removal of auxiliary verbs. (2) Errors caused by intruderasa interference, namely mistakes that occur due to the lack of respondents' understanding of the rules of the German language in applying them in the form of German-language essays. Among them are

case errors (nominativ, akususativ, dativ) and verb conjugate errors.

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