AN ANALYSIS OF GRAMMATICAL INTERFERENCE IN ARTICLES OF BERANI NEWSPAPER

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JAKARTA
2011
AN ANALYSIS OF GRAMMATICAL INTERFERENCE IN
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A Thesis
Submitted to Letters and Humanities Faculty in Partial Fulfillment of the
Requirements for the Degree of Strata One (S1)

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ABSTRACT


This is a research which discusses grammatical interference. It is one of bilingualism aspects that occurs on the level of structure and cultural sense whether oral or written, especially when somebody is learning his or her second language. In this case is an Indonesian who writes English in the articles of “BERANI” newspaper as the unit of analysis of this research. It is chosen because the reporter or editor sometimes uses his or her Indonesian patterns that often contain the mistakes of using English this newspaper.

The method of the research is a qualitative research using a descriptive-comparative analytic method. The aim of this research is to know the type of grammatical interference and try to explain the influence of Indonesian grammar that has interfered English sentence.

As result of the research, the writer concludes that not all sentences which have been written by reporter or editor of the newspaper fulfill the English standard. In other words, his or her sentences are interfered by his or her mother tongue, namely Bahasa and the errors are caused by the structural factors, such as errors in using agreement and errors in the syntactic patterns.
APPROVAL SHEET

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The thesis entitled has been defended before the Letter and Humanities Faculty’s Examination Committee on October 18, 2011. It has already been accepted as a partial fulfillment of the requirements for the degree of strata one.

Jakarta, October 18, 2011
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DECLARATION

I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, it contains no material previously published or written by another person nor material which to a substantial extent has been accepted for award of any other degree or diploma of the university or other institute of higher learning, except where due to acknowledgement has been made in the text.

Jakarta, September 2011

Putri Martanti
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The writer would like to express her deepest gratitude to her parents, especially her beloved mother, for her love, support, contribution and motivation in the writer’s life especially in finishing the thesis. The writer will always love and pray for them. May Allah love and bless them.

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Jakarta, September 2011

The Writer
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CHAPTER I
INTRODUCTION

A. Background of the Study

The study of language becomes very important in modern world nowadays. Language is very important in social life to express everything. Besides that, language becomes interesting for all of us, because it is the one thing that we can all share, use and express.

Many areas of the world populated by people who speak different languages. In fact, there are many languages in the world. Regions and different languages are also often classic problems in communication. Therefore, it needs a language that can bridge the communication between different language communities is called unifying language (Lingua Franca). In areas where many languages are spoken, one language may become a lingua franca to ease communication among the people.\(^1\)

The existence of Lingua Franca plays an important role at this time. One of the languages of the world is English plays an important role in the modern world because it is Lingua Franca. Now, English is chosen as the unifying language of the whole world instead of Latin in the heyday of Europe.\(^2\) English as an international language is widely used in all around the world as a native language or second language. The selection of English

\(^1\) Abdul Chaer dan Leonie Agustina, Sosiolinguistik: Perkenalan Awal (Jakarta: Rineka cipta, 1995), p. 109
becomes a Lingua franca must be based on the understanding among the people in the world.

Nowadays, the Indonesian people have to master English or at least understand it, if they do not want to be left behind in information. In the development of English and its spread, many Indonesian people are able to write and speak English but not all of their speech and written the English language is in the right way and based on English standard.

Indonesian people when using English is often influenced by Indonesian structure as their native language. Unfortunately, they were not aware of those influences. It occurred because they thought the main purpose of their communication is just for understanding. In other words, if communicators can catch what the speakers say or write that it is enough, even its English grammar is neglected.

In other case, some sentences may not contain any grammatical errors, but it sometimes sounds uncommon in English. The people can find this case happening in the newspapers, magazines, books, or dialogue programs on the television. For example, there is one sentence in English “I and my mother want to make chocolate cake.” The error of that sentence is reflecting the Indonesian structure. Whereas, the grammatical sentence is “my mother and I want to make chocolate cake.” Language as an integral part of culture, including Indonesian can not be separated by the problems mentioned above. Interplaying between languages must have happened, especially in the other
speech community have experienced which is called language contact with all linguistic phenomenon as a result.

Language contact occurs in the community. It will create interplaying between Indonesian and foreign language, one of them is English. The interplay between first language and second language means that the first language can affect second language or second language otherwise, affect first language. Weinreich explains “in the present study two or more languages will be said to be in contact if they are used alternately by the same persons. The language-using individuals are thus the locus of the contact.” The effect of first language in second language or vice versa can occur in different language systems because the speakers or writers use the systems or elements from the first language into second language or vice versa.

The using of certain language system in other language is called the transfer or removal of the language system. The language system can be used in phonology, morphology and syntax. The language transfer occurs both in writing and speaking. This happening exists in every human being that has a native language and knows another language. If two languages have the similarities system in both languages, it will not be chaos. Based on its nature, the transfer is divided into two parts. Transfer that helpful because of the similarity or alignment is called “positive transfer.” Conversely, if the transfer caused confusion in the language is called “negative transfer.” Negative transfers occur when a speaker or writer adapts a system that has not the same

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language with each other. Negative transfer which is known as language interference.

Language interference is a natural phenomenon that occurs in bilingual or multilingual countries. According to Abdul Chaer, interference is carried by inclusion of elements of other languages into the language being used. A bilingual who speaks or writes, he/she would combine the two language systems and eventually will occur the interference. As explained above, a bilingual person might happen error when he/she used the language. Weinreich said that the practice of alternately using two languages will be called bilingualism and the person involved bilingual. Those instances of deviation from the norms of either language which occur in the speech of bilinguals as a result of their familiarity with more than one language as a result of language contact will be referred to as a interference phenomenon. When there is interference, the situations like this will increase or decrease depending on the person’s learning languages other than his/her first.

Language interference is often found in bilingual or multilingual countries. Errors on various aspects such as phonology, syntax, morphology, lexical and others may occur in speaking or writing, such as those are will be found in movie dialogue, interviews, newspapers, magazines, books and so forth. Here, the writer will review the language interference that occurs in articles of BERANI. The interference contained in articles of BERANI makes

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6Uriel Weinreich (1953), *loc. cit.*
the writer interested to analyze further. So, in this thesis the writer will describe and analyze the interference that contained in articles of BERANI.

In those articles, there are deviation rules or grammatical errors. “Thus it will encourage to produce more high quality batik.” According to Andrew Carstairs-McCarthy, in morphological study is known as “forms of adjective.” The word ‘high’ only has one syllable. Supposedly, it gets –er suffix, because it is a comparative adjective and then it will be ‘higher’ and do not need to add ‘more’, because ‘more’ is used if the adjective which has more than two syllables, like the adjective ‘beautiful’ becomes ‘more beautiful’. So, the correct sentence according to English grammar is “Thus it will encourage people to produce higher quality batik.”

About the interference, Weinreich as quoted by Abdul Chaer in “Linguistik Umum”, the theory said that the deviations that occur above are the types of interference. Interference can occur at all systems of language from phonology, morphology, syntax and lexicon. Interference that occurs in morphology and syntax is called grammatical interference.9

Based on the explanation above, the writer can analyze how grammatical interference types of Indonesian language in English language usage found is articles of BERANI. Besides that, the writer also wants to find out what the factors of the occurrence Indonesian grammatical interference in the using of English in articles of BERANI.

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9 Abdul Chaer (2003), loc. cit.
B. Focus of the Study

This research is focused on the interference of native language or first language towards second language in grammatical that written in articles of BERANI. Here, the writer tries to analyze the sentences that sound awkward and uncommon in English standard.

C. Research Questions

According to background of the study and the focus of research, the writer plans to do an analysis of grammatical interference in English sentences of articles in BERANI newspaper. So, the questions that would be interested to be discussed as follow:

1. What are the types of grammatical interference written in English sentences of BERANI articles?
2. What factors does grammatical interference influence the results of English text in BERANI articles?

D. Significances of the Study

Through this research, the writer hopes this thesis can be useful to enrich the writer’s knowledge about linguistic, especially in the field of syntax and Morphology. The writer also hopes this thesis can be benefit for the readers as bilingual users who like speaking and writing in order to minimize and anticipate the errors in their speech and writing as a result of grammatical interference.
E. Research Methodology

1. Objectives of the Study

Based on the research questions, the objectives of this research are:

1. To know the types of Indonesian grammatical interference into English usage.
2. To know the factors that cause grammatical interference in English sentences of the articles.

2. Method of Research

The available data in this research are sentences in articles of BERANI newspaper, and to analyze each sentence in these articles. The method of the research is descriptive-comparative analysis by applying qualitative research in which the collected data are analyzed using the relevant theories.\(^\text{10}\)

3. Data Analysis Technique

The collected data will be analyzed through descriptive-analysis technique method. The writer rewrites the sentences which contain language interference collected from the articles of BERANI newspaper, Data were collected and classified into several categories grammatical interference. Then compared and analyzed based on standard English grammar as described in the basic theory. Finally, the writer fixes the errors that appear in the sentences in accordance with standard English grammar using grammatical theory interference by Uriel Weinreich and

Errors Analysis by Carl James that include morphological errors and syntactic errors. From this analysis, it can be proven whether the sentences in the BERANI articles are accordance with standard English grammar or have deviations from the rules and regulations.

4. **Instrument of Research**

Instrument of this research is the writer herself as a subject of research. As the main instrument, the writer will receive and analyze data needed in various ways, such as reading the articles, categorizing the sentences that contain interference, and then analyzing these data using the theory described previously. Not only that, the writer also uses some references to support this research.

5. **Analysis Unit**

The unit of analysis in this research is BERANI newspaper articles of 2010-2011 edition.

6. **Time and Venue**

Because the writer lives in Jakarta, the research started on seventh semester of academic year 2010-2011 at Faculty of Adab and Humanities, Department of English Letters, State Islamic Syarif Hidayatullah University Jakarta and several other libraries that support the theory and provide information and reference materials that writer needs. The activities include preparation, data collection and data analysis.
CHAPTER II

THEORETICAL FRAMEWORK

A. Grammar

1. Definition of Grammar

Nowadays, the study of language is meant mainly the study of its grammar to facilitate the learner to read and write. As one of speaking and writing components, grammar plays a significant role to make someone understands what people said or written. Without understanding grammar, it occurs misunderstanding on the interlocutors and the spoken or written language will be useless and difficult to comprehend.

Every human being who speaks a language knows its grammar. When linguists wish to describe a language, they attempt to describe the grammar of the language that exists in the middle of its speakers. There will be some differences among the speakers’ knowledge, but there must be shared knowledge too. The shared knowledge, the common parts of the grammar makes it possible to communicate through language.  

According to Pyles, a person can memorize all the morphemes, words and idioms in a dictionary with their pronunciations, meanings, parts of speech and all other information given for them and yet be unable to speak or write even one sentence of the language. Beyond knowing vocabulary, it is necessary also to know grammar.

\[\text{\textsuperscript{11} Victoria Fromkin and Robert Rodman (2003), op.cit. p. 14.}\]
Below, there are two definitions of grammar taken from the Oxford dictionary of English grammar:\(^\text{13}\)

1. The entire system of language, including its Syntax, morphology, semantics, and phonology.

2. Popularly, the structural rules of language, including those relating to Syntax and possibly Morphology but excluding vocabulary (the Semantic system) and Phonology.

Homer and Harman explained that the grammar is the study of words and their functions and split into two terms. In a broader sense, include: phonology, syntax, and semantics, in a narrow view only concern grammatical forms and use of vocabulary.\(^\text{14}\)

From the descriptions above, the writer can conclude that the grammar is the branch of linguistic which is concerned with the description, analysis, and formularization of formal language patterns in which the words of a language are arranged in order to convey larger meanings.

No language or variety of a language is superior to any other in a linguistic sense. Every grammar is equally complex, logical, and capable of producing one language. No grammar, therefore, no language, is either superior or inferior to any other.\(^\text{15}\)


\(^\text{15}\) Victoria Fromkin and Robert Rodman (2003), *op.cit.* p. 15.
Grammar as the system of language is general because it includes all units of linguistic, such as syntax, morphology, semantics and phonology, but as the structural rules of language, grammar only includes syntax and possibly morphology and excludes vocabulary as semantics system and phonology.

2. Kinds of Grammar

There are two kinds of grammar in linguistic study:

a. Descriptive Grammar

It contains actual speech forms recorded from native speakers of a particular language and represented by means written symbols. It does not tell the learners how they should speak; it describes the learners’ basic linguistics knowledge. It explains how it is possible for you to speak and understand, and it tells what learners know about the sounds, words, phrases, and sentences of learners’ language. ¹⁶

b. Prescriptive Grammar

It encounters grammar in connection with the study of their own or of a second language in school and usually called as the role the various parts of speech. From ancient times until the present, “purist” has believed that language change is corruption and that there are certain “correct” forms that all educated people should use in speaking and writing. They wished to prescribe rather than describe the

rule of grammar, which gave rise to the writing of prescriptive grammars.\textsuperscript{17}

B. Syntax

Lexically, syntax originates from the Greek words "\textit{syn}" meaning "co-" or "\textit{together}," and "\textit{taxis}," meaning "sequence, order, and arrangement." Terminologically, syntax can be defined as the study of the rule, or "patterned relations" that govern the way the words in a sentence come together.\textsuperscript{18} Simply, it is most easily defined as the rules for combining morphemes into larger units.\textsuperscript{19} It concerns with how different words that are categorized as nouns, adjectives, verbs, etc. are combined into phrases, clauses, which, in turn are combined into sentences.\textsuperscript{20}

Syntax attempts to systematize descriptive grammar and is unconcerned with prescriptive grammar. To accommodate various schools of linguistics discussing syntax, the study is differentiated into two categories, traditional and modern perspectives.

Traditional perspective is mainly influenced by the prescriptive grammar adopting Latin and Greek model. It emphasizes on such matters as correctness, the purity of a language, literary excellence, and the priority of the written language over the spoken. (Kenneth Chastain) Therefore, the description of parts of speech, concord, tense, and gender became the core of traditional grammar analysis.

\textsuperscript{17} Ibid. p. 15.
\textsuperscript{20} Muhammad Farkhan, \textit{An Introduction to Linguistics} (Jakarta: UIN Jakarta Press, 2006), p. 71.
Modern perspective tries to explain a language as it is used, not according to some view of how it should be used. This is called the descriptive approach, which is dominantly characterized by structural analysis, tagmemics, immediate constituent analysis, and transformational grammar (deep and surface structure).

C. Sentence

1. Definition of Sentence

A sentence is a unit of language that says something in a fixed structure of grammar and punctuation, and characterized in most languages by the presence of a finite word. Traditionally, each sentence is regarded as having a subject, an object and a verb, even if one of these is implied. The objects that modify the noun phrase collectively form the predicate of a sentence.

According to Harman and Homer, sentence is a group of related words containing a subject and a predicate and expressing a complete and independent unit of thought.\(^\text{21}\) Robert defined that a sentence is a language unit which is not, by any grammatical device or signal shown to be part of some larger language unit.\(^\text{22}\)

Basic constituents are usually a clause, phrase or word and have the final intonation that characterizes declarative sentence intonation of them, which in the written language is represented by a dot, the interrogative intonation in written language are indicated with a question

mark and the exclamatory intonation in written language marked with an exclamatory point.

2. Classification of Sentences

There are two ways to classify sentences. One way is to label a sentence according to its function or purpose. The other classification of sentences is based on the structure of a sentence.

a. Classification by purpose or function

   A sentence may be classified according to its function. A sentence may make a statement, ask a question, give a command, or express strong feeling. According to their functions or purposes, sentences can be divided into four sub-types.

1) Declarative Sentence

   A declarative sentence makes a statement or assertions.

   Example: She has done her homework very well.

2) Interrogative sentence

   An interrogative sentence asks a question. It ends with a question mark.

   Example: Can you sing?

3) Imperative sentence

   An imperative sentence gives orders, make requests and usually have no overt subject.

   Example: Do not smoke here.

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4) Exclamatory sentence

An exclamatory sentence is used to express surprise, alarm, indignation or a strong opinion. They are differentiated from other sentences by taking an exclamation mark.

Example: What a fool I was!

b. Classification by structure

A sentence may be classified according to its structure. According to the view point of the number and types of finite clauses (the structure), the sentences are four types: simple, compound, complex, and compound-complex sentence.\(^{24}\)

1) Simple Sentence

A simple sentence consists of a single independent clause with no dependent clauses. Specifically, a simple sentence contains one subject and one verb. The subject (sometimes called the object) comes after the subject to describe what the subject is doing or has done.

Example: The baby cried.

2) Compound Sentence

A compound sentence consists of multiple independent clauses with no dependent clauses. These clauses are joined together using conjunctions \(\text{(and, but, for, or, nor, yet, and so)}\), punctuation, both.

Sometimes, a compound sentence is called balanced sentence.

Example: he finally bought the book, or so I thought.

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\(^{24}\) Muhammad Farkhan (2006), \textit{op.cit.} P. 87.
3) Complex Sentence

A complex sentence with an independent clause and at least one dependent clause (subordinating clause) is referred to as a complex sentence. The dependent clause is often introduced by a subordinate conjunction, such as *which*, *while* or *because*.

Examples: When I saw what you have done, I was so happy.

4) Compound-Complex Sentence

It consists of multiple independent clauses, at least one of which has at least one dependent clause.

Example: The dog lives in the backyard, but the cat, who thought she was superior, lived inside the house.

It is clear that the words of a language must be combined according to definite rules. Each language has such rules of combination which are observed strictly by those who speak the language as a mother and which may differ markedly from the rules characteristic of other languages. When morphemes are combined into phrases and sentences, these combinations always follow definite rules of arrangement.²⁵

At last, it can be understood that a language system governs it native speakers how to produce grammatical, acceptable, and meaningful sentences to convey their ideas, thoughts, feelings, or attitude to others. It is the system that makes it possible for other people from a different culture to other languages.

D. Bilingualism and Multilingualism

1. Definition of Bilingualism and Multilingualism

In the open society, where the members accept the arrival of other society members, there will occur what is called language contact. In the present study, two or more languages will be said to be in contact if they are used alternately by the same persons. The language-using individuals are thus the locus of the contact.\textsuperscript{26}

The people that practice and use a language will be called monolingual or monoglot. The practice of alternately using two languages will be called bilingualism, and the persons involved, bilingual.\textsuperscript{27} The people practice three or more languages will be called monolingual, plurilingual or polyglot.\textsuperscript{28}

The term of bilingualism in Bahasa is called “kedwibahasaan.” In Sociolinguistics, bilingualism is defined as the using of two languages by a speaker in his or her social life with the other alternately. In order to use two languages, someone must master both languages. First, his or her mother tongue or first language (B1) and the second is another language as the second language (B2).

In many countries, regional variation is not simply a matter of two dialects of a single language, but a matter of two or more quite distinct and different languages. For example, Indonesia as archipelagoes countries with different tribes has hundreds of regional languages (vernacular) as

\textsuperscript{26} Uriel Weinreich (1953), \textit{op.cit}. p. 1.
\textsuperscript{27} \textit{Ibid}.
\textsuperscript{28} Abdul Chaer (2003), \textit{op.cit}. p. 65.
their first languages used in every day communication. Therefore, Indonesian people are not monolingual but bilingual who are capable of using their first language and the national language Bahasa Indonesia as their second language. Some of them are multilingual who are proficient to use three or even more languages: their first language, national language and other regional language or international language. The ability to use two three or more languages refers to multilinguals.  

2. Types of Bilingualism

Chaedar distinguishes three types of bilingualism, namely:

a. Compound Bilingualism

Compound bilingualism is formed when a person learn two languages in the same condition, for example because their parents use two languages alternately and continuously. Speakers of this type include the majority of their linguistic elements of the same concept. Speakers of this type are often found in minority language communities or between fluent speakers of second language.

b. Coordinate Bilingualism

Coordinate bilingualism is formed when the speakers master two languages, because the using rarely change. Bilingual of this type, usually have a different culture communities that do not often to interact. Speakers are known to use different intonations and

pronunciations features and sometimes assert the feeling of having different personalities attached to each of their language.

c. Sub-coordinate Bilingualism

A bilingual in this type is not able to distinguish the term as a separate thing. When he or she writes and speaks tend to translate word by word a language that he or she meant. Sub-coordinate bilingualism is formed when the learning condition is different. Some bilinguals try to imitate the language each other.

The linguistic elements of one speaker’s languages are only available through elements of the speaker’s other language. This type is typical of beginning second language learners.

E. Error Analysis

Learning foreign language is surely different from learning one’s mother tongue. People who learn foreign language will make mistakes in using foreign language. Speakers will surely make mistakes in the process of language acquisition.

Such mistakes must be carefully distinguished from errors of a second language learner, idiosyncrasies in the inter language of the learner that are direct manifestations of system within which a learner is operating at the time. An error is a noticeable deviation from the adult grammar of a native speakers, reflecting the inter language competence of the learner.\(^{31}\)

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The fact that learners do make errors and that these errors can be observed, analyzed and classified to reveal something of the system operating within the learner, led to surge of study of learners' errors, called error analysis.\textsuperscript{32}

According to James Hendrickson, errors are classified by vocabulary (lexical errors), grammar (syntactic errors) and morphological errors: \textsuperscript{33}

1. Lexical errors

   It occurs usually as a result of choosing inappropriate nouns or verbs. The following examples illustrate such faulty lexical choices:

   Example:
   
   a. He found one bird-home and her eggs. (bird nest)
   b. Before sleep, he turns-off the curtain on the window. (Closes)

2. Morphological errors

   These errors occur in four specific grammatical areas:

   1) When verb + ing was substituted for verb-ed:

   Example: The girl is surprising. (Instead of "The girl is surprised")

   2) When a picture story portrayed only one person or object referred to the plural form of the noun without indicating singularity in context.

   Example:
   
   a. They go out and bring something to make the holes. (Hole)
   b. The farmer took the animal to the barn. (Animals)

\textsuperscript{32} Ibid.

\textsuperscript{33} James Hendrickson, Error Analysis and Error Correction in Language Teaching (Singapore: SEAMEO Regional Language Centre, 1979), p. 34.
3) Lack of subject-verb agreement

Example:

The little brother looked at his sisters who play badminton. (Looks)

4) Inappropriate past tense forms.

Example:

a. They dug around the small tree. (dug)

b. It's impossible it has grown very rapidly. (grown)

3. Syntactic errors

It occurs most frequently when prepositions and pronouns were misused or omitted. Misused prepositions often made meaning ambiguous.

Example:

They worked and at last they found their sheep without frozen. (were not)

Omitted prepositions also confused meaning

Example: They are going a bridge. Instead of "They are walking on a bridge."

The misuse of pronouns made several interpretations of meaning possible especially when subject or possessive pronouns were used inappropriately.

Example:

a. When the woman watches this, he is scared and cried. (She)

b. The wife of the family man wants some ornaments from his husband. (Her)
F. Interference

1. Definition of Interference

Language interference is a natural phenomenon in bilingual and multilingual countries that occurs in a country which basically has bilingual and multilingual speakers. According to Weinreich:

"Those instances of deviation from the norms of either language which occur in the speech of bilinguals as a result of their familiarity with more than one language, i.e as a result of language contact, will be referred to as interference phenomena."

Weinreich sees that language influence as an effect of language contact in its application by bilingual causes grammatical rule deviation. This deviation identified then in the term of interference. Interference happens in the linguistic levels, such as phonology, morphology, syntax till lexical level.

Actually, if viewed in the importance of interference of Bahasa, the influence that comes from the first language or region languages, there are indeed profitable, but also will make chaos. The interference that will make chaos cause the forms and become a rival toward the forms that well established in Bahasa.

The interference of regional languages due to interference of this chaos is a side effect as a consequence of Bahasa's openness. Today, Indonesian people are facing all of those influences.

34 Uriel Weinreich (1953), loc. cit.
Thus, the definition of interference involves the using of elements which belong to language when speaking in another language and using two language systems simultaneously toward the language elements and consequently a deviation from the norms of each language that occurs in bilingual speech.

Based on the opinions from the expert of interference, it can be concluded that:\(^{35}\)

a. Language contact cause interference in bilingual speech.

b. Interference is a symptom of language system intrusions into other language.

c. Language elements that infiltrate into structure of another language can cause negative impacts.

d. Interference is symptomatic of individuals speech and its movement is considered narrow which occurs as a symptom of parole (speech).

2. **Types of Language Interference**

Interference just can occurs in all language speech and it can be divided into several types. Weinreich identifies three types of interference:\(^{36}\)

a. The transfer of elements from one language to another.

b. Application of elements that do not applicable to the second language into the first language.


\(^{36}\) Uriel Weinreich (1953), *op. cit.* p. 39.
c. Structure disobedience of second language because there is no equivalent in the first language.

On the other hand, Suwito as quoted by Aslinda that interference can occurs in all components of language, such as phonology, grammar, lexical and semantics. Besides that, Weinreich also divides the interference forms into three parts, such phonology interference, lexical interference and grammatical interference.

G. Grammatical Interference

1. Definition of Grammatical Interference

This interference occurs when bilinguals identify morpheme or grammatical of first language and then use it in the second language. Grammatical interference occurs when the elements of first language included in using of second language step by step in grammatical of second language, word order, pronoun, conjunctions, subject -verb agreement, tense, singular-plural agreement, etc.

2. Types of Grammatical Interference

Weinreich distinguishes three types of grammatical interference, namely.\(^\text{37}\)

a. The transfer of morphemes from the source language to the recipient language.

This interference occurs in Morphology. This interference occurs because the transfer of morphemes from the first language or mother

\(^{37}\) Uriel Weinreich (1953), *op.cit* p. 30
tongue in second language usage. For example, the word "statue" becomes "statuette". Suffix \textit{-ette} is derived from French. In this case showed that the word statue is derived from English as B1. It can get expansion by adding affix \textit{-ette} from second language, French.

b. Interference relates to grammatical relations in particular word order

The application of first language (B1) into second language (B2).

This interference relates to Syntax, namely word order. Interference of this type is interference that much occurs in a bilingual. For example, there is a sentence it will encourage to produce higher quality batik. The usage of that sentence is still influenced by B1 structure, Bahasa. In that sentence, there is “girl beautiful” means gadis cantik. It occurs misplaced word and it must fixed by changing the position becomes beautiful girl.

c. Interference relates to functions or meanings of grammatical forms

This interference relates to functions or grammatical meaning of language that occurs when a speaker identifies the morpheme or grammatical of first language and then use it in second language. For example, there is a sentence “most of the student in class A got good score in Mathematic.” The usage of that sentence is still influenced by B1, Bahasa, because in Bahasa there is not plural form by adding suffix –\textit{s}. Meanwhile, in English there is plural form so, the word after
‘most’ should be followed the word which added by suffix –s. Thus, the grammatical sentence is “most of the students in the class A got good score in Mathematic.”
CHAPTER III
RESEARCH FINDINGS

A. Data Description

The interference occurs when two languages in different system come into contact. The data are several sentences that might be contain grammatical interference. There are two types of grammatical interference, morphological error and syntactic error.

This section looks further into the samples taken from BERANI newspaper, the sentences are utilized by some reporters who uses English as their second language. The writer gives the number for the collected data to make easier to analyze. The data was taken from the news are as follows:

Data Description of Indonesian Grammatical Interferences

1. Morphological error

a. Agreement

Table 1. Subject-Verb Agreement

<table>
<thead>
<tr>
<th>No.</th>
<th>Corpses</th>
<th>Types of Grammatical Interference</th>
<th>Correct Sentences</th>
<th>Edition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Unfortunately, it rarely take place anymore.</td>
<td>Interference relates to function or meaning of grammatical forms.</td>
<td>Unfortunately, it rarely takes place anymore.</td>
<td>Thursday, February 17 2011</td>
</tr>
</tbody>
</table>
Currently, he hold the Guinness World Record title for the largest chocolate sculpture.

Currently, he holds the Guinness World Record title for the largest chocolate sculpture.

**Table 2. Singular-Plural Agreement**

<table>
<thead>
<tr>
<th>No.</th>
<th>Corpses</th>
<th>Types of Grammatical Interference</th>
<th>Correct Sentences</th>
<th>Edition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>These turtle were about to be sold to shops in Bali</td>
<td>Interference relates to function or meaning of grammatical forms.</td>
<td>These turtles were about to be sold to shop in Bali</td>
<td>Wednesday, January 12 2011</td>
</tr>
<tr>
<td>2.</td>
<td>Most of the student admitted that it was the first time for them to hold a “canting”.</td>
<td></td>
<td>Most of the students admitted that it was the first time for them to hold “canting”.</td>
<td>Friday, October 29 2010</td>
</tr>
<tr>
<td>3.</td>
<td>Many of the collection were transferred to other locations during Japanese army occupation in 1931.</td>
<td></td>
<td>Many of the collections were transferred to other locations during Japanese army occupation in 1931.</td>
<td>Friday, January 28 2011</td>
</tr>
</tbody>
</table>
Table 3. To-Infinitive

<table>
<thead>
<tr>
<th>No.</th>
<th>Corpuses</th>
<th>Types of Grammatical Interference</th>
<th>Correct Sentences</th>
<th>Edition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>It needs thousands of years to decomposing.</td>
<td>Interference relates to function or meaning of grammatical forms.</td>
<td>It needs thousands of years to decompose.</td>
<td>Tuesday, November 2 2010</td>
</tr>
<tr>
<td>2.</td>
<td>Lice are so well adapted to clothing.</td>
<td>Interference in particular word order</td>
<td>Lice are so well adapted to clothe.</td>
<td>Tuesday, January 11 2011</td>
</tr>
<tr>
<td>3.</td>
<td>These turtle were about to be sold to shops in Bali</td>
<td></td>
<td>These turtles were about to be sold to shop in Bali</td>
<td>Wednesday, January 12 2011</td>
</tr>
</tbody>
</table>

Table 4. Passive Voice

<table>
<thead>
<tr>
<th>No.</th>
<th>Corpuses</th>
<th>Types of Grammatical Interference</th>
<th>Correct Sentences</th>
<th>Edition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The ritual was hold to warn people for the karma.</td>
<td>Interference in particular word order</td>
<td>The ritual was held to warn people for the karma.</td>
<td>Thursday, December 23 2010</td>
</tr>
<tr>
<td>2.</td>
<td>The Pagoda was build to promote the harmony among the religions in Tanah Karo.</td>
<td></td>
<td>The Pagoda was built to promote the harmony among the religions in Tanah Karo.</td>
<td>Monday, November 1 2011</td>
</tr>
</tbody>
</table>

Table 5. Forms of Adjective

<table>
<thead>
<tr>
<th>No.</th>
<th>Corpuses</th>
<th>Types of Grammatical Interference</th>
<th>Correct Sentences</th>
<th>Edition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Thus, it will encourage people to produce more high quality batik.</td>
<td>Interference relates to function or</td>
<td>Thus, it will encourage people to produce higher quality batik.</td>
<td>Friday, October 22 2010</td>
</tr>
</tbody>
</table>
2. Syntax Errors

Table 1. Redundancy

<table>
<thead>
<tr>
<th>No.</th>
<th>Corpuses</th>
<th>Types of Grammatical Interference</th>
<th>Correct Sentences</th>
<th>Edition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>She has to take care of the children, do the house chores and also finish her office job too.</td>
<td>Interference in particular word order</td>
<td>She has to take care of the children, do the house chores and also finish her office job.</td>
<td>Monday, January 31 2011</td>
</tr>
</tbody>
</table>

Table 2. Preposition

<table>
<thead>
<tr>
<th>No.</th>
<th>Corpuses</th>
<th>Types of Grammatical Interference</th>
<th>Correct Sentences</th>
<th>Edition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The slum areas have also decreased from 400 hectares on 2005.</td>
<td>Interference in particular word order</td>
<td>The slum areas have also decreased from 400 hectares in 2005.</td>
<td>Thursday, January 20 2011</td>
</tr>
<tr>
<td>2.</td>
<td>The survey of the former Qing Dynasty (1644-1911) palace started on 2004.</td>
<td>Interference in particular word order</td>
<td>The survey of the former Qing Dynasty (1644-1911) palace started in 2004.</td>
<td>Friday, January 28 2011</td>
</tr>
</tbody>
</table>
Table 3. Parallel Structure

<table>
<thead>
<tr>
<th>No.</th>
<th>Corpuses</th>
<th>Types of Grammatical Interference</th>
<th>Correct Sentences</th>
<th>Edition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The ceremony and celebration are held in order to encourage and help the young people.</td>
<td>Interference in particular word order</td>
<td>The ceremony and celebration are held in order to encourage and to help the young people.</td>
<td>Wednesday, January 12 2011</td>
</tr>
<tr>
<td>2.</td>
<td>Local government and environmental organizations are continually making effort and adding more trees to reduce global warming and minimize carbon emission in the city.</td>
<td></td>
<td>Local government and environmental organizations are continually making effort and adding more trees to reduce global warming and to minimize carbon emission in the city.</td>
<td>Friday, February 18 2011</td>
</tr>
</tbody>
</table>

Table 4. Misplaced Word

<table>
<thead>
<tr>
<th>No.</th>
<th>Corpuses</th>
<th>Types of Grammatical Interference</th>
<th>Correct Sentences</th>
<th>Edition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>She then took a photograph of it.</td>
<td>Interference in particular word order</td>
<td>Then, she took a photograph of it.</td>
<td>Monday, January 10 2011</td>
</tr>
<tr>
<td>2.</td>
<td>They now think of science as a great job.</td>
<td></td>
<td>Now, they think of science as a great job.</td>
<td>Wednesday, January 12 2011</td>
</tr>
</tbody>
</table>

B. Data Analysis

The collected data will be analyzed through descriptive-comparative analysis method. The writer rewrites the sentences containing grammatical
interference collected from BERANI newspaper. Then, the writer categorizes the compiled data into several categories of grammatical interference.

The next step is analyzing the sentences based on the English Standard and correcting them into good sentences. From the data description above, they could be analyzed as follows:

**Type 1: Morphological Errors**

1. **Agreement**

   English grammar has given some categories including number, person, tense, voice, and gender in rule. These categories can be discussed in isolation, but their role in describing language structure becomes clearer when the writer considers them in terms of agreement, for example, in the sentence *Alice loves her dog*, the verb *loves* “agree” with the noun *Alice*.

   a. **Subject-Verb Agreement**

   The subject and verb must agree in number: both must be singular or both must be plural. Problems occur in the present tense because one must add an -s or –es at the end of the verb when the subject of the entity performing the action is a singular third person: he, she it or words for which these pronouns could substitute.

   Data 1:

   “Unfortunately, it rarely take place anymore.”
Analysis:

In the sentence above, there is subject with singular third person “it”. Although after the subject, there is an adverb of time “rarely”, but it should be followed by the verb which added by suffix –s. Thus, the correct sentence is “unfortunately, it rarely takes place anymore.”

Data 2:

“Currently, he hold the Guinness World Record title for the largest chocolate sculpture.”

Analysis:

In the sentence above, the third person singular “he” should be followed by the verb which added by suffix –s. So that, the appropriate phrase is “he holds”. Therefore, the appropriate verb following the subject is holds. This error happens because Bahasa has no rule about this agreement. Thus, the correct sentence is “currently, he holds the Guinness World Record title for the largest chocolate sculpture.”

Data 3:

“The earth have two suns before 2012, scientists predicted.”

Analysis:

In the sentences above, the English “have” without following the subject-verb agreement. The earth is a singular third person and it should be followed by third singular verb “has” not “have” while
“have” is used to the second person. Therefore, the correct sentence is “the earth has two suns before 2012, scientists predicted.”

b. 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 or less than one called the singular, whereas more than one is plural. Bahasa does not distinguish singular and plural form and to denote plurality, a reduplicated form of the noun is used.

Bahasa does not know “to be” that could change depending on the noun, either singular or plural, as in English grammatical. Because the editor is an Indonesian who does not recognize English plural objects and changes “to be” that follow it, then write a sentence in the English language, editors ignore the provisions of plurals and “to be” that exists in English language. Noun can be divided into singular or plural of most nouns is formed by adding suffix –s or –es in the singular noun, if not add syllables.

Data 1:

“**These turtle were about to be sold to shop in Bali.**”

Analysis:

In English, there must be in harmony between the pronoun and its reference. The pronoun must be concord with its reference. In the sentence above, “these” means plural form from “this” and refers to

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“turtle” which is single. Grammatically, the reference “turtle” must follow its pronoun and take the plural agreement as same as with its pronoun. So, the appropriate noun or reference for “turtle” is “turtles”. Hence, the right sentence is “These turtles were about to be sold to shop in Bali.”

Data 2:

“Most of the student admitted that it was the first time for them to hold a ‘canting’.”

Data 3:

“Many of collection were transferred to other locations during Japanese army occupation in 1931.”

Analysis:

Such as the previous sample, between pronoun and its reference must be in harmony. In the sentence above, “student” and “collection” must take plural agreement for word “most” which words come after must be in plural form like “many.” Therefore, the word “student” becomes “students” in order to be concord with previous word “most” and the word “collection” becomes “collections.” Thus, the correct sentences are “most of the students admitted that it was the first time for them to hold a ‘canting’ and many of collections were transferred to other locations during Japanese army occupation in 1931.”
c. To Infinitive

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

Data 1:

“It needs thousands of years to decomposing.”

Data 2:

“Lice are so well adapted to clothing.”

Data 3:

“These turtles were about to be sold to shops in Bali.”

Analysis:

In the sentences above, it shows that those sentences are using the wrong verb. Clearly, it has been explained above that an infinitive phrase will begin with to and a simple verb (Verb 1). The word the word “decomposing” becomes “decompose”, “clothing becomes “clothe” and “shops” becomes “shop”. Hence, the correct sentences are (1) “it needs thousands of years to decompose.” (2) “Lice are so well adapted to clothe.” (3) “These turtles were about to be sold to shop in Bali.”

d. Passive Voice

The passive voice is preferred when the “doer” of an action (or the agent) is unimportant or unknown. Because of its impersonal tone, the
passive voice is commonly found in textbooks, in scientific, technical or business reports, and in newspaper stories. 39

Data 1:

“The ritual was hold to warn people for the karma.”

Data 2:

“The Pagoda was build to promote the harmony among the religions in Tanah Karo.”

Analysis:

The verb which is used in passive voice is past participle (Verb 3).

Based on the sentences above, there is to be “was”. So, it means that the form of passive voice is past tense. The patterns of past tense passive voice is was + Verb 3 (past participle). Those sentences are incorrect and ungrammatical. Two sentences above, the verb “hols” is changed with “hels” and the verb “build” is changed with “built”.

Thus, the correct sentences are (1) “The ritual was held to warn people for the Karma.” (2) “The pagoda was built to promote the harmony among the religions in Tanah Karo.”

e. Forms of Adjective

Many English adjectives exhibit three forms, for example the word “long”. The grammatical words that long, longer, and longest express are the positive, comparative, and superlative of “long”, contrasting on the dimension of comparison. All these exhibit, such as “happy”,

“green”, “pure”, “tidy” are a regular pattern of suffixation with –er and –est, except for better and best, which are suppletive.40

Data 1:

“They will encourage to produce more high quality Batik.”

Analysis:

According to Andrew Carstairs-McCarthy, in morphological study is known as “forms of adjective”. The word “high” only has one syllable. It must be added with suffix –er, because it is a comparative adjective and it will be “higher” and do not need by adding “more”. The word “more” is used if adjective has more than two syllables, for example the adjective “beautiful” becomes “more beautiful”. So, the correct sentence is “Thus, it will encourage to produce higher quality batik.”

Data 2:

“This has made Russian as the most wide spoken Slavic language in Eurasia.”

Analysis:

As the previous sample, the sentence above has adjective “wide” with one syllable. It must be added with suffix –est, because it is a superlative adjective. The adjective “wide” becomes “widest” not “most wide”. Thus, the right sentence is “This has made Russian as the widest spoken Slavic language in Eurasia.

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2. Syntax Errors
   
a. Redundancy

When grammatical item or syntactic element is superfluous or unnecessary for the sentence to be correct, such an item is redundant. Sentences with redundant items could be either structurally wrong or seem strange in English grammar. Indonesian people tend to beat around the bush when specifying their intentions. They also like to add unnecessary words in the sentences. In the study of language, redundancy is the construction of a phrase that presents some ideas using more information than is necessary for one to be able understand the idea.⁴¹

Oftentimes, redundancies occur in speech unintentionally, however, redundant phrases can also deliberately construct for emphasis, in order to avoid the possibility of others’ misinterpretation of a very important idea. In rhetoric, the term “redundancy” tends to have a negative connotation and may be perceived as improper because of its use of duplicative or unnecessary wording and some people expand the definition to include self-contradictory wording, similar to double negation; however, it remains a linguistically valid way of placing emphasis on some expressed idea. Through the use of repetition of certain concepts, redundancy increases the odds of

predictability of a message’s meaning and understanding to others. A good sentence is the sentence that effectively as possible without any additional element of the sentence that already has the same meaning in the sentence.

Data 1:

“She has to take care of the children, do the house chores and also finish her office job too.”

Analysis:

Like the case above, the Indonesian often add the word, phrase or sentence elements appear to make full sentences, but often the added element that makes the sentence becomes redundant. The editor wants to express the view of the similarity of the characters in the story using the phrase commonly used in Indonesia, namely “menyelesaikan pekerjaan kantornya juga.”

The editor does not understand that in English, if someone refers back to something that has already been mentioned or to emphasize what his or her suggestion, she or he used “also finish her job” without additional word “too.” Word “too” has similar meaning to “also.” So, the word “too” can be dropped from the sentence. Therefore, the correct sentence is “she has to take care of the children, do the house chores and also finish her office job.”
b. Preposition

“Preposition is a word which links a following noun phrase to the rest of a clause, telling what the relationship of that noun phrase is to the clause.”

Preposition has been called the biggest little word in English. It is always followed by nouns or pronouns and is connective word that shows relationship between the noun 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 1:

“The slum areas have also decreased from 400 hectares on 2005.”

Data 2:

“The survey of the former Qing Dynasty (1644-1911) palace started on 2004.”

Analysis:

Based on English grammar, the word before year is “in” not “on”. According to Marcella Frank in Modern English part I, preposition of time with other parts of the day, with months, with

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year and with seasons is “in”. Grammatically, the appropriate preposition before year in the sentence above is “in” and the correct sentences are (1) “The slum areas have also decreased from 400 hectares in 2005” and (2) “The survey of the former Qing Dynasty (1644-1911) palace started in 2004.”

c. Parallel Structure

Each language has its own rules of grammatical structure which differ between one language and another one. 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.44 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.

In language, agreement or concord is a form of cross-reference between different parts of a sentence or phrase. Agreement happens when a word changes from depending on the other words it relates to. Parallel structure is the structure of constructions in which the items that are connected by the coordinative conjunction have the same grammatical forms and function in a sentence. All parts of a series must have some grammatical structure. When all the parts of a series in a sentence

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have the same grammatical structure, the sentence has good parallel structure. A series may have two, three, four or more prts, but all parts must be parallel.

Indonesian recognizes the existence of parallel structures, but equality of the elements in a sentence only applies to the function and category equivalence. Indonesian ignores equality on some provisions such as; to infinitive, verb-ing (gerund), tenses form because in the Indonesian grammatical, there are no such provisions. So that, the reporters do not understand the pattern of to infinitive, write a sentence in which there are provisions such as Indonesian patterns, consequently written sentence structure in English become not parallel.

Data 1:

“The ceremony and celebration are held in order to encourage and help the young people.”

Data 2:

“Local government and environmental organizations are continually making effort and adding more trees to reduce global warming and minimize carbon emission in the city.”

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 the parts of a series in a sentence 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.

Such as two sentences above, the verb “help” and “minimize” are unparallel because they do not use “to infinitive”. While the previous verb uses “to infinitive” like “to encourage” in data (1) and “to reduce” in data (2). So, the verb “help” and “minimize” must be in “to infinitive” and become “to help” and “to minimize”. Hence, the correct sentences are (1) “The ceremony and celebration are held in order to encourage and to help the young people” and (2) “Local government and environmental organizations are continually making effort and adding more trees to reduce global warming and to minimize carbon emission in the city.”

d. Misplaced Word

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 sentences in his or her mind in his or her native language and later changes into the unintended language. Sometimes, the outcome has the same word by word position with the original language.
As stated by Chaedar Alwasilah about one type of bilingual competence namely subcoordinate bilingualism where a bilingual in this type can not distinguish the term as separate thing. When he or she speaks tend to translate word by word a language that he or she meant.  

Data 1:

“She then took a photograph of it.”

Analysis:

Based on English grammar, conjunction like “then” comes before the subject. In the sentence above, conjunction “then” is inappropriate place, it comes between subject and verb. conjunction for that sentence above should be written before subject and after it must be given comma. Thus, the correct sentence is “Then, she took a photograph of it.”

Data 2:

“They now think of science as a great job.”

Analysis:

The adverb of time in the sentence above is inappropriate place. It comes between subject and verb. Adverb of time for that sentence above should be written before subject and after it should be given

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45 Chaedar Alwasilah (1985), *op.cit*, p. 128
comma. Thus, the right sentence is “Now, they think of science as a great job.”

C. Causes of Grammatical Interference

Beside language contact and bilingualism, there are two main factors causing grammatical interference, they are structural and non-structural factor. From the analysis above, the writer only analyzes from the side of structural factors.

Structural factors are those which stem from the organization of linguistic forms into definite system. The structural factors related to grammatical interference are the non-congruent systems; complicated functions and morphemes; and conflict with existing relation pattern. Through the analysis, the readers can find some structural factors, such as: agreements; subject-verb agreement, singular-plural agreement, to-infinitive, passive voice and degree of comparison. Meanwhile in Syntax errors, the readers can find preposition, redundancy, parallel structure and misplaced word.
CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

Learning foreign language is surely different from learning one’s mother tongue. People who learn foreign language will make mistakes in using foreign language. Speakers will surely make mistakes in the process of language acquisition.

Language interference is a natural phenomenon that occurs in bilingual or multilingual countries. Grammatical interference is one of language interferences. Grammatical interference is a natural phenomenon that occurs when the elements of first language included in using of second language step by step in grammatical of second language such as, word order, pronoun, subject-verb agreement, conjunction, singular-plural agreement, tense, etc.

In language practice, person found some problems that bilinguals faced in communication. The term of interference correlates to the term of language identification. A bilingual probably cannot distinguish the term as a separate thing. As a result, while a bilingual is speaking or writing, he or she will mix both of language systems and then interference will occur as stated in previous chapter.

Based on the data which has been described in this thesis, the writer has some conclusions that can be drawn which include the types of grammatical interference in the sentences of BERANI newspaper. There are
two types of grammatical interference. They are morphological errors and syntax errors. In this thesis, the writer divides to analyze the sentences into morphological error and syntactic error. Morphological errors are subject-verb agreement, singular-plural agreement, passive voice, to infinitive and forms of adjective. As for, syntactic errors are redundancy, preposition, misplaced word and parallel structure.

**B. Suggestions**

From the analysis and the conclusion above, the writer would like to propose the following suggestions for whoever concerns with the study of English.

First, Indonesia is part of international world and English as an international language. Indonesian people have to master their English the language of international communication.

Second, for those students who are interested in studying grammatical interference, they can study further about the subject by using any kinds of interferences which supports that matter.

Finally, the writer hopes that this thesis can be benefit for the readers as bilingual users who like speaking and writing English in order to minimize and to anticipate the mistakes in their speech and written as a result of grammatical interference.
BIBLIOGRAPHY


APPENDICES
PROFILE OF BERANI NEWSPAPER

The mainly Indonesian-language ‘Berani’ (brave) believes is starting young people when it comes to the love of reading. The 16-page newspaper’s motto, after all, is “a nation that develops is a nation that reads.” Its target readers are young people, especially for elementary and junior high students.

For being the first Indonesian paper for children, ‘Berani’ received an award from the Indonesian Museum of Records.

Published from Monday to Friday, it has sections on foreign news, special reports and sports, as well science and technology, literature and values. On the last page, ‘Berani’ features profiles of interesting people. It employs seven reporters, three artists and three designers. The paper does not publish news about crimes, terrorism, accidents, killings and bombings.

The Jakarta-based daily is sold at 2,000 rupiah per copy. Subscription rate per month is 39,000 rupiah for readers in Java and 45,000 rupiah for other places outside Java. The newspaper is distributed nationwide, but 80 percent of its circulation in Greater Jakarta.

Unlike other newspapers, ‘Berani’ is sold in popular bookstores such as Gramedia and Toko Gunung Agung, but not on the streets. About 80 percent of copies go to subscribers, including school and parents.

Together with ‘Kompas’ and other newspapers, ‘Berani’ is distributed in numerous cities and towns, including Bandung in West Java, Semarang and
Yogyakarta in Central Java, Surabaya and Malang in East Java, Medan in North Sumatra, Palu in Central Sulawesi and Palangkaraya in Central Kalimantan.

Besides articles on current issues, ‘Berani’ contains interesting quotes by famous people, a definition of terms, comics and educational games such as Sudoku, map reading, mazes and puzzles. Based on newspaper’s survey, readers’ favourite sections are the foreign and sport news.

‘Berani’ has just one page dedicated to English language articles, uses font size 11, and its size is a bit larger than the U.S. ‘Time’ magazine.