



Bugis Language Interference with the Use of Indonesian Language in Communicating Students at SMP Negeri 1 Pammana

AUTHORS INFO

Sri Wahyuni
FKIP Universitas Puangrimanggalatung
yuni_core@yahoo.com
+628114604188

Ahmad Ghazali Samad
FKIP Universitas Puangrimanggalatung
+6285255441252

ARTICLE INFO

o-ISSN: 2548-222X
p-ISSN: 2548-7418
Vol. 4, No. 2, December 2019
<http://dx.doi.org/10.31327/jilel.v4i2.1129>

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Abstract

This research based on the processes that language learning must be carried out following the rules. The school which is a place of formal education in educating students to use Indonesian language is good and right, in the form of written and oral terms. However, in reality, the problem of Indonesian conversion is still often found in schools, at various levels starting from the higher level, which is the cause of language acquisition and mastery of more than one language (bilingual). This can be done error which is usually called interference. Interference in language is usually called "language disease" because it can damage language so it must be avoided. This interference is a result of mixing a second language rules that are mastered by someone. The purpose of this research is to describe the form of Bugis language interference with the use of Indonesian used by junior high school students in Pammana sub-district in conversation and explain the translation of Bugis language interference on the ability to support junior high school students in Pammana sub-district. The method used in this research is descriptive qualitative method. The techniques of collecting data in this research are, conducting direct dialogue with students, inviting students to communicate well in the learning process. SMP Negeri 1 Pammana to interrupt Bugis language compilation to communicate or speak in Indonesian, this is done during formal conversations, this helps deviate from the rules of the Indonesian language.

Keywords: interference, Bugis language, student communication

A. Introduction

Language as a communication tool has certain rules, both the rules of using language and the rules of its structure. It belongs to whom to speak, it topics, where to speak, and what situations are discussed. As a creative language user, everything related to the rules of language use and its structure must be mastered and applied in daily life.

In the scope of formal education, the use of Indonesian language that is good and right must take precedence due to getting used to using Indonesian language that is good and right is a manifestation of an attitude of love and preserving national culture. However, we need to

remember that in Indonesia consists of several regions and tribes, each of which has their local language.

This resulted in bilingual people, namely Indonesian and regional languages, often mixing of the two language norms which is usually termed interference. Seeing this reality, the writer feels interested in researching bilingual people in one of the schools in Wajo district, namely SMP Negeri 1 Pammana, Wajo Regency.

We need to know that the Bugis language is the first language (mother) for the Wajo community, resulting in students, especially students of SMP Negeri 1 Pammana, often using incorrect Indonesian. The use of Bugis and Indonesian languages alternately results in interference.

Mistakes in Indonesian are not only found in every student's household, but are carried up to school. The school as a formal educational institution to educate students in using the Indonesian language is good and right, both written and oral. However, in reality, Indonesian language errors are still often found in schools, both at the elementary to the secondary level, even in college. Therefore, the author feels interested in researching the use of Indonesian by SMP Negeri 1 Pammana students. In this research, the writer will observe, research, and look for data and information about "Buginese Language Interference with the Use of Indonesian Language in Communicating Students at SMP Negeri 1 Pammana, Wajo Regency"

B. Literature Review

1. From Haasiawati's research results related to the interference of Bugis languages especially in the field of morphology towards the use of Indonesian in the learning of regional languages of VIII grade students of SMP Negeri 25 Cenrana Maros Regency. From this study it is said that there are interventions in the field of morphology in the form of (1) the use of n-proclitic, (2) the use of the ji-enclitic, (3) the use of the -mi enclitic, (4) the use of the -ki enclosure, (5) the use of the -kaq enclosure , (6) use of the -pi enclosure and (7) use of the -i enclosure.
2. Saenab in the study of Bugis language syntactic interference with the use of Indonesian in teaching and learning interactions of class VIII students of SMPN 2 Featured Maros found that the forms of Bugis language syntactic interference were in the form of (1) inclusion of Bugis language elements in phrases (2) pattern structure of clauses (sentences) positive statements and negative statement sentences. While the factors causing Bugis language interference are (1) bilingualism, (2) lack of Indonesian vocabulary (3) lack of knowledge of Indonesian language structure and (4) the existence of polite language use.

C. Methodology

1. Location and Time of Research

This research was conducted in a public national junior high school 1 Pammana in the Wajo regency 2018/2019.

2. Research Stages

This research will be carried out with the following stages namely, firstly conducting research planning which includes the management of a research permit, preparation of materials and materials, making research instruments. Then the implementation, by conducting a reading test and direct dialogue with students after the implementation of the activity carried out observations to then hold reflections and search for solutions, the following flow in research to then hold reflections and search for solutions, following the flow in research.

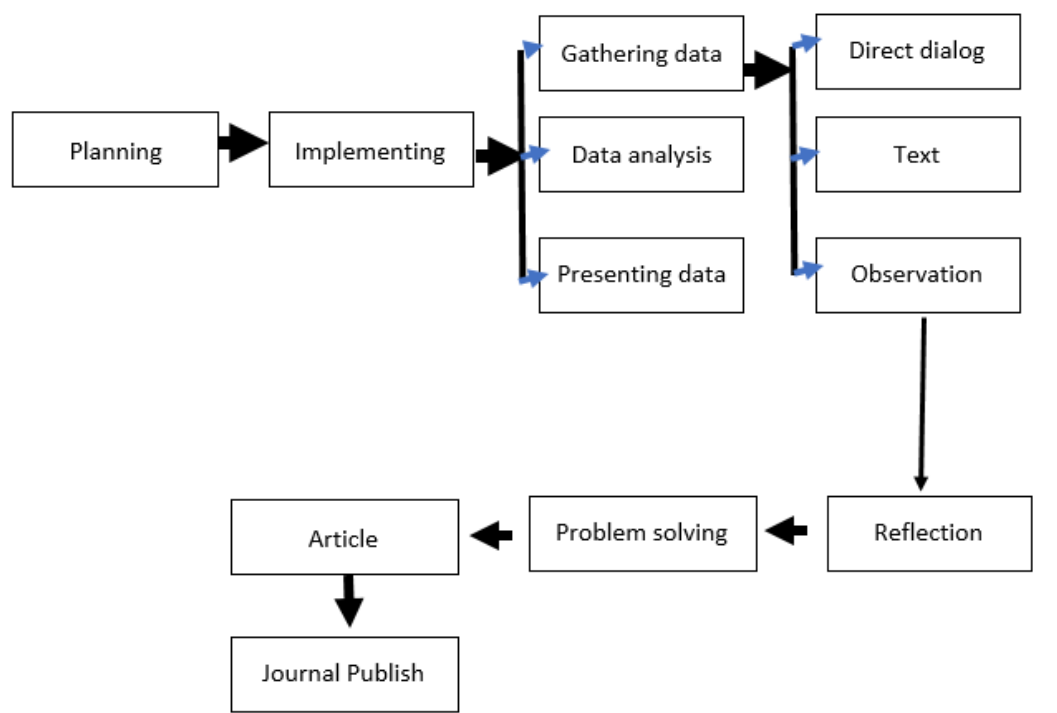


Chart 1. Research flow

3. Observed Variables

Observe students in communicating both in the learning process or free conversation outside the classroom to find out the forms of Indonesian language mistakes made by students.

4. Model Used

The model used in this research is descriptive qualitative. Qualitative research is research that seeks to explain deeply about all what happens in a particular activity. Moloeng (2012) states that qualitative research is research that intends to understand phenomena about what is experienced by research subjects such as behavior, perception, motivation, action holistically, utilizing descriptions in the form of words in the language of a particular natural context by utilizing natural method Descriptive method was chosen because the research carried out aims to describe the data naturally namely mistakes made by students in communication which will be sought by conducting direct dialogue and reading tests to students whose contents are misleading to get a picture of the extent of language mistakes tangible interference that is often done by students. The causes of the interference will then be analyzed and continued to find solutions to the problems faced.

5. Data Collection Techniques

To obtain data in research, carried out:

- a. Have direct dialogue with students.
- b. Observe students in communicating both in the learning process or free conversation outside the classroom.
- c. Give readings to students to get data about interference conducted by students.

6. Data Analysis

a. Data Reduction

In this data reduction activity, the selected data is then separated from unnecessary data.

b. Data Presentation

The next step in data analysis is data presentation. The data presented is about errors in the Indonesian language due to the mastery of the Bugis language by SMP Negeri 1 Pammana students in the learning process at school.

c. Conclusion Withdrawal

The drawing of conclusions regarding Bugis language interference with the use of Indonesian is done after the reduction and presentation of data. This activity ends with a re-checking of the entire data collection process to the conclusion to get an accurate analysis and conclusion.

D. Findings and Discussion

Results

1. Buginese language phonological interference with the use of Indonesian Language

In the process of communicating using Indonesian students of Junior High School 1 Pammana are still affected by the Buginese phonology system, this causes phonemes or sound system changes in certain words in Indonesian. This happens as a result of the influence of the first language (Bugis Language) on the second language (Indonesian).

Based on the results of research in the field, the influence of the Bugis language phoneme on the use of Indonesian is as follows:

- a. Phoneme changes, this change occurs in the position of the Indonesian root word that is at the beginning of the root word, in the middle of the root word, occurs at the end of the root word.
- b. Reduction of phonemes in the middle of a basic word. Phoneme reduction is also often done by SMP 1 Pammana students, for example words / blood / data obtained by students say more phonemes / dara /, words / land / spoken / tana /
- c. Adding phonemes, SMP 1 Pammana students very often add phonemes that should not be contained in words, the most cases are adding phonemes / n / to phonemes / ng /, examples of words "makan" are spoken with / makang /, prepositions "depan" are pronounced / depang /, the word "tahun" is pronounced / tahung / and others.
- d. The data above shows that there is a tendency for students of SMP Negeri 1 Pammana to interfere in Bugis language use of Indonesian in the field of phonology in the form of subtracting, adding or changing phonemes.

2. Morphological Effects of Bugis Languages on Indonesian Language Usage

To see and find out how far the influence of Bugis language in the morphology level on the use of Indonesian, can be known by the use of clitic by students in communication.

What is meant by clitic is the bound morpheme attached to the word as its constituents. This clitic consists of two kinds, namely clitic attached to the beginning of a word called proclitic and clitic attached to the final position of a word called enclitic.

The clitic used by students at SMP Negeri 1 Pammana in Indonesian as an influence of the Bugis language is as follows:

a. Confirmation of clitic in Bugis Language

1) Use of proclitic ta'-

From the research results obtained after observing the dialogue between the teacher and students in the learning process in the classroom, in using Indonesian students, SMP 1 Pammana students were very affected by the use of the ta'- proclitic in Bugis language. The use of ta- proclitic when speaking Indonesian, which should be in the Indonesian proclitic that is used is .. In the use of good and correct Indonesian language rules, things like this are not justified because they have deviated from the rules of the Indonesian language itself.

2) The use of enclitic -mi

The use of enclitic -mi in Indonesian is often found, both following the verbs and adjectives. Even the use of Enclitic -mi is not only done by students, even adults, students, and even teachers tend to use Enclitic -mi in Indonesian. In fact, enclitic -mi is enclitic in the Bugis language but tends to be used when speaking Indonesian.

From the research results obtained after observing the dialogue between the teacher and students in the learning process in the classroom, in using Indonesian students, Pammana 1 Junior High School students were very affected by the use of Enclitic-mi in the Bugis language.

3) the use of Enclitic -pi

The use of enclosure by students in Indonesian is often heard on various occasions. From the research results obtained after observing the dialogue between the teacher and students in the learning process in the classroom, in using Indonesian students, the Pammana 1 Junior High School students were very affected by the use of enclosure in the Bugis language. Enclitics - as above are Bugis language enclosures that are often students when communicating including when using Indonesian. In fact, in the Indonesian language, there is no enclosure -pi.

4) the use of Enclitic -ji

Enclitic -ji is also often used by Pammana Middle School 1 students in Indonesian. From the research results obtained after observing the dialogue between the teacher and students in the learning process in the classroom, in using Indonesian students, the Pammana 1 Junior High School students were very affected by the use of Enclitic -ji in the Bugis language. Pammana

Junior High School 1 students often mix the use of enclitic -ji in Indonesian, the enklitik -ji here acts as an affirmation of the words they follow and can refer to people.

b. The Buginese Speech of Language used in Indonesian

1) Use of enclitic -ki

In Bugis enklitik society is often used by including or attaching to adjectives and verbs. The use of this enclitic by the speakers of the Bugis language reflects the politeness and respect of the interlocutor.

Enclitic use -ki can be a substitute for plural first person and second second person substitute, for example: pergiki. Enklitik - in this word, it can mean us (we go) and it can mean you (you go). From the research results obtained after observing the dialogue between the teacher and students in the learning process in the classroom, in using Indonesian students, SMP 1 Pammana students are very affected by the use of English language in the Bugis language.

The results showed that students at SMP Negeri 1 Pammana tended to use the enclosure -ki when speaking in Indonesian, it was done because the use of the enclosure -ki was considered more polite especially when speaking with people who were respected, but the use of the enclosure -ki was not in accordance with the rules of the correct use of Indonesian.

2) Use of the enclitic -ko and -ka

The use of enclitic -ko is often used as a substitute for second person. In the Bugis language, the co-enclosure can be used when speaking to younger people or to peers, while the enklitik is used instead of a single first person. Enklik -ko and -ka are Bugis language enclaves which are often used by the Bugis community, including SMP Negeri 1 Pammana students in using Indonesian. For example, in the words lariko, eating, pulangka, sick, busy and so forth.

The use of the -ko and -ka encloses is not permitted in the Indonesian language norms, because this enklitik is the enclitic in the Bugis language. However, due to the condition of the community or bilingual students, the influence of the first language (Bugis Language) on the second language (Indonesian) in communication.

c. Clitic States Ownership

1) Enclitic Use -ta

The use of the -ta enclitic is one of the encloses in the bugis language which claims to belong. However, it is often heard that the -ta enclosure is used in Indonesian. From the research results obtained after observing the dialogue between the teacher and students in the learning process in the classroom, in using Indonesian students, SMP 1 Pammana students are very affected by the use of enclave -ta in the bugis language. The use of enclave -ta in SMP 1 Pammana students is still very large, this enclosure is used as a sign of the possessive relations of the second person who is respected. If in the Indonesian language, enklitik -ta is the same as your word.

The use of enclosure -ta in speaking, whether it is attached to the Bugis language or Indonesian, reflects the attitude of courtesy and respect for speakers, especially the Bugis community. Therefore, there is a tendency for SMP Negeri 1 Pammana students to use enclaves - ta when talking to people who are older than them.

2) Enclitic Use -na

Enclitic - also a clit in the Bugis language whose function is the same as the enclitic - that is, as a substitute for the third person who declares possessive or belonging relations. If in Indonesian the function is the same as the enclosure. Most students of SMP Negeri 1 Pammana still tend to use enklitik - when communicating even though they are in Indonesian. In fact, enklitik -na is klitik in the Bugis language and is not in accordance with the rules of the Indonesian language if this klitik is used when speaking Indonesian.

3. Effect of Bugis Language Syntax on Indonesian Language

The influence of Bugis language syntax is in the form of the inclusion of the sentence structure of the Bugis language in the Indonesian sentence structure. The Bugis language interference with the use of the Indonesian language used by students at SMP Negeri 1 Pammana when communicating in the syntactic field can be seen from the pattern of the students' clauses and sentences which is strongly influenced by the sentence structure in the Bugis language. This certainly deviates from Indonesian language rules. Structural deviation occurs because within the speaker there is contact between the language being spoken (Indonesian) with the use of sentence structure patterns of other languages (Bugis language).

The occurrence of Bugis language interference with the use of Indonesian that occurs in communication between students is not accidental, but occurs because the mastery of their first language system (Bugis language) is higher than their ability to speak in Indonesian.

Discussion

Many regional languages in Indonesia, including the Bugis language, are very possible to create a bilingual community. Whether this condition is realized or not, Indonesian language users often experience the use of language that is wrong and not in accordance with the rules in Indonesian. This also happens even in informal education environments such as during the learning process at school that should require students to use Indonesian in accordance with applicable rules. However, students in the Pammana sub-district, especially those whose first language is the Bugis language and in their daily lives using the Bugis language, make a significant influence on the use of their Indonesian language in communication.

The influence of the Bugis language which is the mother tongue (first language) in the use of Indonesian (second language) is difficult to avoid. The Bugis dialect is very visible in the use of Indonesian by the people in speaking. These students also bring morphological influence from the language of the Bugis language to the use of Indonesian, such as the use of enclitic in the language of Bugis which tends to be applied also when they use the Indonesian language, this is an error or language error made in the process of communicating in a formal scope especially because not in accordance with the rules or rules of language use that are good and right.

E. Conclusion

1. Conclusions

- a. There is a tendency for SMP Negeri 1 Pammana students to interfere in Bugis language when communicating or speaking in Indonesian, this is done even during formal situations, this certainly deviates from the rules of the Indonesian language.
- b. The influence of the Bugis language on the use of Indonesian junior high school students in Pammana 1 Wajo District is quite large, it includes influences in terms of phonological, morphological and syntactic.

2. Suggestions

Seeing the number of errors found in the use of Indonesian in speaking, teachers should always pay more attention to the use of Indonesian students, Bugis language interference with Indonesian language occurs because of the habit of using local languages so that when speaking Indonesian the speakers do not realize that what they are said it deviated from the rules of the Indonesian language, so the teacher of Indonesian subjects must play an important role to teach students in terms of Indonesian language in accordance with applicable rules.

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