Influence of Buginese Language Interference to Students Cability in Correctly Indonesian Language at SDN 15 Bonto-Bonto in Pangkep District

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Abstract. *Indonesian is the official language of Indonesia Republic, actually only a small proportion of the Indonesian population used it as a mother tongue. The most part, Indonesian is a second language. Juanda (2017: 22) state that "the Indonesian language recognized as a national language and as a unifying tool by all existing ethnic groups, so divisions will be avoided because the ethnic groups be one." In South Sulawesi Especially in Pangkep Regency, most of the population used the Buginese language as their first language(B1),. Indonesian use as first language it interference by second language (B2) and it affected found several errors in used Indonesian language. The research objective determined the Buginese language interference to the students' capability to speak Indonesian properly and correctly at SDN 15 Bonto-bonto, Ma'rang District, Pangkep Regency. The research objective determined the Buginese language interference to the students' capability to speak Indonesian properly and correctly at SDN 15 Bonto-bonto, Ma'rang District, Pangkep Regency. The results of the analysis of research data calculated used simple linear regression showed that rcount <of the significance value (0.033 <0.05), so there is a significant influence between Buginese language interference on the student's capability to use correctly Indonesian language at SD Negeri 15Bonto-bonto District Ranger of Pangkep Regency and the significance value is 0.334.*

Keywords: Quantitative research, interference of the first language, the second language

INTRODUCTION

Indonesian is the official language of the Republic of Indonesia, which is used as a means of communication, both oral and written. As a unifying language that unites various ethnic groups in Indonesia from Sabang to Merauke, unifying ethnic groups with different cultural and linguistic backgrounds. As Juanda (2017: 22) states that "with the Indonesian language which is recognized as the National language and as a unifying tool by all existing ethnic groups, division will be avoided because the ethnic groups feel one."

Apart from Indonesian, the local language is also known as the language of instruction used by most of the population in several areas, especially in South Sulawesi. The regional language in question includes the Bugis language which is used as the first language. The Bugis language is the language used by the Bugis ethnic group in South Sulawesi, which is scattered in each district. This is what happened in Pangkep Regency. Based on the results of observations, the average population uses the Bugis language as their everyday language. Of course this has an effect when they speak Indonesian, both dialect, and the use of vocabulary and sentence structures. Interference occurs in the first language (B1) to the second language (B2), if the first language (B1) is dominant in use. In other words, first language interference (B1) can occur in the second language (B2) if the first language is used by language users as the language in daily communication. This interference resulted in the emergence of several errors in the use of Indonesian.

Bugis language as the first language to communicate in the daily lives of SDN 15 Bonto-bonto students, Ma'rang District, Pangkep Regency is the MOST mastered language and the most familiar with student life. For this reason, the Buginese language is difficult to separate from the life of SDN 15 Bonto-Bonto students. This greatly affects the students' use of Indonesian. Often they are not aware of using Indonesian with the Bugis word structure or sentence structure, both inside and outside the learning process. The verbal structure of the Buginese language is used spontaneously in the structure of the Indonesian language. As a result, it gives birth to bilingualism in the learning process or in conversations with friends and teachers at school. For example, a student conversing with other students using Indonesian but the structure of the Bugis language. example: "how many bobo are nubeli?". Which language should be used i.e. how many books did you buy? This is one form of influence that is often encountered. Because in general they use the Buginese language in their neighborhood and especially for SDN 15 Bonto-bonto, Ma'rang District, Pangkep Regency which is the object of this research. Therefore, this research was conducted entitled "Bugis language interference to the ability of students to speak Indonesian properly and correctly at SDN 15 Bonto-bonto, Ma'rang District, Pangkep Regency." The research objective was to determine the extent of the influence of Bugis language interference on the students' ability to speak Indonesian properly and correctly at SDN 15 Bonto-bonto, Ma'rang District, Pangkep Regency.

1. Acquisition of Language

Acquisition of first language is closely related to one's activities in mastering their mother tongue and is obtained through informal education. Acquisition of a second language takes place after a person has mastered or learned the first language and also through informal education and formal education. According to Elis (Tarigan, GH and Tarigan, Djago 2011) informal education and formal education can have the same understanding, namely that informal language teaching is not the same as formal language learning. Informal language learning is unplanned, accidental, accidental, and unconscious; while formal language learning is based on careful planning, deliberate and conscious. In line with Elis's opinion, Dardjowidjojo (Fatmawati, 2015: 66) states that "language acquisition is a language acquisition process carried out by children naturally when they learn their mother tongue". Meanwhile, Chaer (Fatmawati, 2015) provides an understanding that languageor *acquisitionacquisition* is a process that takes place in a child's brain when he acquires his first language or mother tongue. Garden (Kapoh, RJ, 2010: 93) states that "The natural environment is very influential on the success of children in the second language learning process". Furthermore, Dulay et al (Kapoh, RJ, 2010) concluded that the natural environment has a strong ability in the language acquisition process. In line with these two opinions, according to Blair (Kapoh, RJ, 2010) environmental factors are very decisive in the acquisition of a second language.

2. Interference

Interference is one of the factors causing errors in language. The interference itself is a result of bilingualism. Bilingualism occurs because of language acquisition. The acquisition of language is possible through informal education or teaching (at home) and formal education (in schools). According to Chaer and Agustina (Ardilla, et al., 2018) Interference means the existence of deviations or mutual influence between languages. Based on these opinions, it can be concluded that interference is a language deviation including units of sound, grammar, and vocabulary due to carrying on the spoken habits of the mother tongue or dialect. into the second dialect language Language

3. Ability

Language is a system of arbitrary sound symbols, which are used by social groups as a means of human communication, cooperation, and self-identification. With language one can explore the world. With language too, someone can express what is in his heart. Language is able to realize one's ideals (Mukhlason, 2013: 124). In sociolinguistics, language is a social product or a cultural product. Thus, language cannot be separated from human culture. Language is a medium or place for social aspirations, community and social behavior because in communication there are always two parties involved, namely as the giver of material and recipient of information. Based on the communication system in language skills, there are four abilities that must be nurtured and developed, namely as follows: (1) listening, (2) speaking, (3) reading, and (4) writing. The first two language skills are obtained as oral communication, namely listening and speaking and other language skills as written communication, namely reading and writing. The sequence of obtaining a person's language skills starts from listening to then starting to speak, reading then writing. This is obtained when they are still children, but when a person has started to become an adult, then the subsequent language acquisition of the four abilities has an integral function in the sense of supporting each other.

4. Good and Correct

Indonesian Language Indonesian can be said to be rich in vocabulary. The wealth of vocabulary is obtained, among others, from regional languages and foreign languages. According to Waridah, et al (2014), not all local language vocabulary or foreign languages can be classified as standard Indonesian vocabulary. Assaid *fulus, rather than, pradeo*. However, it may gradually become standard vocabulary because a word is declared standard if the word is used by most people in situations where the use of language is official and becomes a reference for norms in its use.

The use of language that follows standardized rules or what is considered standard is considered correct language. The spelling and term formation rules have been standardized and the rules for word formation can also be considered standard, but the implementation of these standards in everyday life has not been carried out properly.

According to Alwi, Hasan et al (2010: 21) "the use of appropriate and harmonious varieties according to the group of speakers and the type of language use is what is called good language". The following is an example of Indonesian which is standard and correct but not good and ineffective with a situation where the sentence is used, namely "How much do you want to sell this spinach?" and conversely speaking good but incorrect language, namely "How much, ma'am, the bayem?". Speaking properly and correctly can be interpreted as using a variety of languages that are compatible with the goal of following the correct language rules.

RESEARCH METHOD

1. Types of Research

The research approach used in this research is a quantitative approach with the type of research *ex post facto.* According to Widarto (2013: 3) "*Ex Post facto* is after the fact, namely research conducted after an incident has occurred".study *Ex post facto* was an experimental study that tested the hypothesis but did not provide specific treatments for research *ex post* factoexplore the factors that cause or things that influence it.
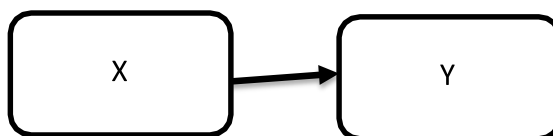
2. Variables And Research Design

There are two variables in this study are:

a. variables *Independent* (independent variables): Interference Bugis language

b. variable *Dependent* (the dependent variable): The use of Indonesian is good and right.

3. Research Design

Design Thedesign used in this study is a descriptive design. Descriptive research is used to obtain information about the status of the phenomenon variable or situation conditions. In this study, prospective researchers tried to find out the influence between the independent variable (x) and the dependent variable (y).

Description :

X: Effect of Bugis Language Interference (Independent Variable)

Y: Students' Ability to Use Good and Correct Indonesian Language (Bound Variables)

4. Variable Operational Definition

In order to get a straightforward picture of the variables observed in this study, it is necessary to provide an operational definition of the variable focus of observation. The operational definition in this research is: Interference itself is the result of bilingualism. Bilingualism occurs because of language acquisition. Using good and correct language can mean the use of a variety of languages that are compatible with the goal of following the correct language rules. Speaking is the ability to pronounce sounds or words to express tesses and convey ideas, thoughts and feelings.

5. Population and Sample

The population used is the people in the research area, the people in question are students from the school who are the objects of research in this study are high grade students of SDN 15 Bonto-bonto, Ma'ang District, Pangkep Regency.

The sample is "part of the number and characteristics of the population" (Sugiono, 2017: 118). If the population is large, and the researcher cannot possibly study everything in the population, then the researcher can use a sample taken from that population. In this study, the type of sample used was *probability sampling,* precisely *simple random sampling technique*. *Simple random samplingrandom sampling* is atechnique without regard to strata.

The sampling technique used in this study was *proportionate stratified random sampling*. Siregar (2017) explains that *proportionate stratified random samplingsamplingproportionate stratified* is atechnique with populations that have strata or levels and each level has its own characteristics where in *random sampling the* number of samples taken is proportional, according to the proportion of size. The sample size was 41 students.

6. Data Collection Techniques

Techniques used to obtain data in this study are as follows: The test is a data collection technique used in this study. The test used is in the form of multiple choice questions of Bugis language interference in the form of *google* form. The test questions are sent, the test is given to measure the Bugis language interference to the student's ability to use Indonesian properly and correctly.

Documentation, namely the collection of data obtained from various sources related to the things studied in the form of books, literature, recording devices and other school archive devices related to this research.

7. Data Analysis Techniques

Data analysis technique used in this study is in accordance with Siregar (2017) formula which can be used to test the validity of the instrument using theanalysis technique *product moment*.

Descriptive statistics are used to analyze data by describing or describing the data that has been collected as is without intending to make general conclusions or generalizations of Sugiyono (2017). Included in the descriptive statistics include the presentation of data through tables, graphs, diagrams ligkaran, pictogram, calculation mode, median, mean, calculating decile, percentile, for distributing data over a calculated average standard devasi, percentage calculations

a. Statistical Analysis inferential

Hypothesis test on this research uses normality test and data linearity test which can be done using *SPSS for Windows*. The normality test is used to determine whether the population data is normally distributed or not, the criteria for data normality include: If the significance value is ≥ 0.05, it is declared normally distributed. If the significance value ≤ 0.05, then it is not normally distributed.

Simple linear regression analysis in this study is used to determine whether there is an effect of Bugis language interference on students' ability to use good and correct Indonesian. The simple linear regression equation model used in this study is as follows:
Y = α + βX + e

Description:
Y   = Bugis Language Interference Variable
α   = Constant
βX = Regression Coefficient of Ability to use Indonesian
e   = user variable

RESEARCH RESULTS AND DISCUSSION
1. Research Results

The results of this study will describe the purpose of the research carried out, namely to determine the significant effect of Buginese language interference on the students' ability to use Indonesian language properly and correctly at SDN 15 Bonto-bonto, Ma'ang District, Pangkep Regency.

2. Descriptive Statistics

In this study the data to be presented includes data on the results of students' reading interest questionnaires obtained through multiple choice test questions and the grades of

Indonesian learning report cards for grade IV-VI students of SD Negeri 15Bonto-bonto, Ma'ang District, Pangkep Regency, which is obtained from the documentation. . Descriptive statistics of student's reading interest data were processed using SPSS 25.0 by clicking *Analyze> Descriptive Statistics> Frequencies*. In the Frequencies dialog box, enter a variable, click Statistics, put a check mark (√) on the desired descriptor, click *Continue*, OK. From the descriptive statistical table, it is known that the mean (mean) is 81.71, the mean (median) is 80.00, the frequently occurring value (mode) is 85, the standard deviation is 7,467, the lowest value is 70, and the highest value is 95. The score data Test of multiple choice questions Bugis language interference is made in the following table Table 4.3. The results of the percentage of the Bugis language Interference test

Table 1. Interference test Data Bugis Language

Score	Interpretation	Frequency	Percentage (%)
0% - 20%	Very low	0	0
21% - 40%	Low	0	0
41% - 60%	Medium	0	0
61% - 80%	High	23	56.09
81% - 100%	Very high	18	43.91
Total		**41**	**100**

From the table, it is known that 23 respondents (56.09%) are considered high criteria and 18 respondents (43.91%) are categorized as very high. It can be concluded value Bugis language skills of elementary school students 15Bonto State-Bonto District of Ma "rang Pangkep included in the high category
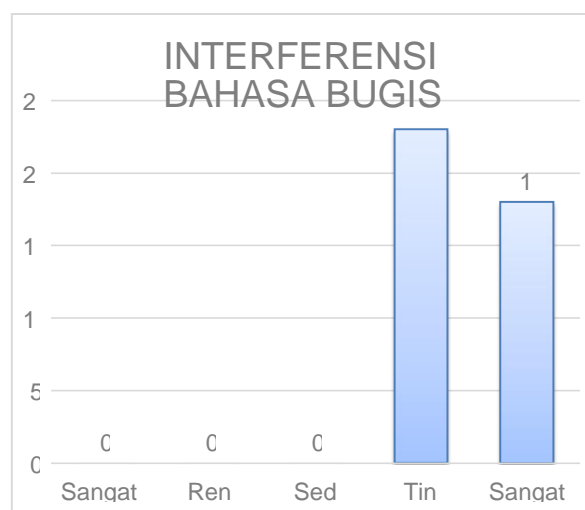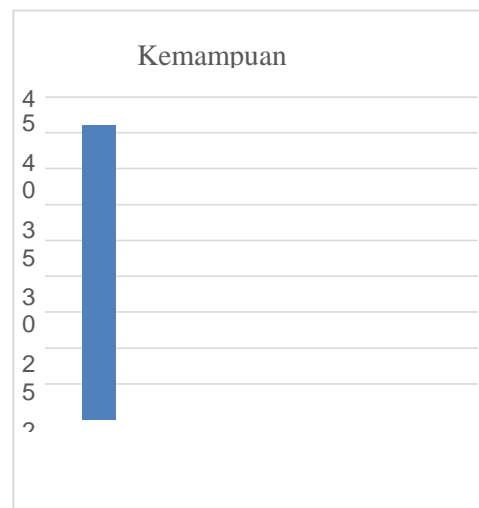

Figure 3. Interference Test Data Bugis Language

Table 2. Descriptive Statistics Ability to Use Indonesian

Statistics

		ABILITY TO USE INDONESIAN
N	Valid	41
	Missing	0
Mean		80.20
Median		79.00
Mode		78
Std. Deviation		6.121
Minimum		70
Maximum		95

From the descriptive statistical table, it is known that the mean (mean) is 80.20, the mean value (median) is 79.00, the frequently occurring value (mode) is 78, the standard deviation is 6.121, the lowest value is 70, and the highest score is 95.

Table 3. The Value Af the Ability Level of Indonesian

Interval	Information
85-100	Very good
65-84	Good
45-64	Medium
25-44	Less

(Nurgiyantoro, 2010: 253)

Table 4. Results percentage of Indonesian Language Ability

Score	Interpretation	Frequency	Percentage (%)
85-100	Very good	41	100
65-84	Good	0	0
45-64	Moderate	0	0
25-44	Less	0	0
Total		**41**	**100**

From the table, it is known that 41 respondents (100%) got a score of 70-100 points. It can be concluded that the students' ability to use good and correct Indonesian at SD Negeri 15 Bonto-bonto, Ma'ang Subdistrict, Pangkep Regency is included in the Complete category.

3.3   Inferential Statistics
The results of inferential statistical analysis are intended to answer the hypotheses that have been formulated. Before conducting inferential statistical analysis, the prerequisite analysis test was conducted, namely the normality test and simple linear regression test between the two variables.

3.4   Normality
Data on students' vocabulary mastery scores and speaking skills (data can be seen in the appendix) normality test using the *One-Sample Kolmogrov-Smimov Test*, with the following steps. Click *Analyze* > Nonparametric Tests> I KS Samples. In the *One-Sample Kolmogrov-Smimov Test dialog box*, enter.
Based on the results of the normality test above, it is known that the significance value obtained is 0.063 for variable X and the significance value obtained is 0.200 for variable Y, which means that the value is greater than 0.05. So it can be concluded that the residual value is normally distributed.

3.5   Simple Linear Regression Test
In this study, simple linear regression analysis with the help of SPSS 25.0 Steps of simple linear regression analysis using SPSS 25.0, namely, input data then click *Analyze> Regression> Linear*. And data processing obtained the following results.
The value of the correlation / relationship **(R)** is 0.334. From the output, the coefficient of determination **R (Square) is** 0.112 which means that the influence of the independent variable on the dependent variable is 0.112%.
Based on these data, the results show that r_{count}<from the significance value (0.033 <0.05), so there is a significant influence between Bugis Language Interference on Students' Ability to Use Good and Correct Indonesian Language in SD Negeri 15 Bonto-bonto, Ma'ang District, Pangkep Regency and the value significance of 0.334.

3.6   Discussion

Bugis language as the first language to communicate in the daily life of students of SDN 15 Bonto-bonto, Ma'ang District, Pangkep Regency, is the language most mastered and most familiar with student life. For this reason, the Buginese language is difficult to separate from the lives of students at SDN 15 Bonto-Bonto. This greatly affects the students' use of Indonesian.

The results of this study describe the purpose of the research carried out, namely to determine the significant effect of Bugis language interference on the students' ability to use Indonesian language properly and correctly at SDN 15 Bonto-bonto, Ma'ang District, Pangkep Regency. The results of the normality test are known based on the significance value obtained at 0.063 for variable X and a significance value obtained for 0.200 for variable Y means that the value is greater than 0.05. So it can be concluded that the residual value is normally distributed.

The results of simple Linear regression testing to determine whether there is an effect of Buginese language interference on the students' ability to use good and correct Indonesian, the results show that r_{count}<of the significance value (0.033 <0.05), so there is a significant influence between Buginese language interference on the student's ability to use language. Good and True Indonesia in SD Negeri 15 Bonto-bonto, Ma'rang District, Pangkep Regency and the significance value is 0.334.

1.CONCLUSION

Based on the results of the analysis of research data that have been carried out by SDN 15 Bonto-bonto, Ma'rang District, Pangkep Regency and the discussion that has been stated, then can be concluded as follows.

The results of the analysis of research data calculated using simple linear regression showed that r_{count}<of the significance value (0.033 <0.05), so there is a significant influence between Bugis Language Interference on Students' Ability to Use Good and Correct Indonesian Language in SD Negeri 15Bonto-bonto District Ma'rang Pangkep Regency and a significance value of 0.334.

2.SUGGESTION

Based on the results of research that has been carried out, there are several suggestions that researchers can convey, as follows: Teachers are expected to be able to further develop educational, innovative, and creative learning to improve good Indonesian language skills. and it is true and students are expected to be able to study even harder to improve their good and correct Indonesian language skills, because regular habituation and practice is the most efficient way to improve language skills.

For future researchers who are interested in raising similar research topics to be more thorough in carrying out their research, and to better understand the theories that support their research.

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