

# TERNATE MALAY LANGUAGE INTERFERENCE IN INDONESIAN LANGUAGE LEARNING PROCESS

Sasmayunita<sup>1</sup>, M. Nur Hakim<sup>2</sup>, Rio Sukarno<sup>3</sup>

<sup>1,3</sup>Universitas Khairun Ternate, <sup>2</sup>Universitas Cokroaminoto Palopo  
Ternate, Jl. Bandara Babullah, Kampus I Akehuda, Ternate, Indonesia  
Corresponding Author: [mrsasmayunita@yahoo.com](mailto:mrsasmayunita@yahoo.com)

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**Abstract:** Ternate Malay Language Interference in the Indonesian Language Learning Process. This research was conducted with the aim of explaining the interference of the Ternate Malay language in the Indonesian language learning process for the eighth-grade students of Banau National Junior High School, Ternate, and describing the factors that cause interference in the learning process of Ternate Malay for eighth-grade students of Banau National Junior High School, Ternate. This study used the descriptive qualitative method. The data used are primary data and secondary data. The data sources were 28 students who spoke Ternate Malay. Data collection techniques, namely: observation, interviews, documentation, and speaking. The data analysis technique uses descriptive qualitative which includes the process of data reduction, data presentation, summarizing, and verification. The results of the data analysis concluded that the form of interference in the Ternate Malay language in the Indonesian language learning process, namely: (1) interference in the form of words, sentences, phrases, and clauses and (2) the factors causing interference in the Indonesian language learning process was caused by: habit, influence opponents of speech, students are more comfortable using Ternate Malay, have not realized or used to use Indonesian in the learning process.

**Keywords:** language interference, Ternate Malay, Indonesian language

Interference in Indonesian and local languages in Indonesia is closely related to each other. The local language's linguistic feature has existed in Indonesian and Indonesian language is heavily influenced by local languages. Especially in foreign languages, Indonesian language is the receiver and not the sender

(Chaer & Agustina, 2010). Another opinion was stated by Jannah (2016) that language interference is a distortion that occurs in the bilingualism process, especially in the second language learning stage. From a linguistic point of view, interference is an interaction or change in linguistic structure (Lekova, 2010).

The main factor that can cause interference is the difference between the source language and the target language. The difference is not only in the structure of the language but also in the variety of the vocabulary. The symptoms themselves result in speaker recognition or identification of certain source language elements, then use them in the target language (Suandi, 2014). Another opinion is expressed by Effendey (2017) that interference occurs because the speaker who conveys the message or information is not fluent in using the language. As a result, the speaker unconsciously uses the first language, so the message conveyed is easily implemented by the recipient of the message, or the opponent.

Zhang, Morris, Cheng, & Yap (2013) suggest that first language interference to a second language is not only caused by linguistic factors but also due to cultural factors. Another opinion expressed by Sanmuganathan (2014) in a study revealed that the impact of the first language on learning English as a second language carried out on Jaffana students. It was when students were faced with complex word forms and grammar. Thus the interference of language is possible. In addition, Chowdhury (2020) also revealed that the errors in transferring the grammar process from B1 could cause grammatical errors in the second language.

Language learning for primary, secondary, and higher education requires selecting the right learning strategy, developing media that is relevant to the learning material, and meet the student needs, thus learning objectives can be maximally achieved, especially in the era of the industrial revolution 4.0 (Mulyani 2015: 42; Ati, Cleopatra, & Widiyanto, 2020; and Susilo, 2020). There are times when the learning objectives are not achieved as expected because the teacher is less skilled in choosing learning strategies for students. If this is ignored, of course, it will have a negative impact on students and the learning itself, even though the failure to achieve learning objectives is not the only one caused by the teachers.

The interference that occurs in schools is due to factors in conveying and interpreting something caused by educators' desire to convey material so that students can understand it well, while students better understand everything they

want to know through the process of language interference. It is in line with Arifin (2011) who states that the positive effect from interference in learning process is it makes the learning becomes easier to be understood by the students. One of the factors that causes errors in language is because it is influenced by the first language or mother tongue. This factor can occur due to direct contact with speakers, in this case educators and students in the Indonesian language learning process (Sabbah, 2015). Teachers and students are people who speak more than one language, namely Indonesian and Ternate Malay (mother tongue), thus in the process of using language in learning, there is often interference in interacting and communicating. The interference process in learning can be found at Banau National Middle School. In accordance with the results of the researchers' observations, it appears that teachers and students often use interference in communicating. The interference often occurs by combining the formal Indonesian language and Ternate Malay language. The teaching and learning process can be understood by one another by using this way.

The Malay language of Ternate is the language used by the people of North Maluku in communicating. Then Ternate Malay language began to develop from various regions as a transactional language in Ternate. Due to this habit of using the Malayu Ternate language in communicating, most of the students prefer to use their native language to learn Indonesian both in communicating orally and in writing. Judging from the habits of students in using the Malay Ternate language compared to using Indonesian is one of the problems that researchers consider the students have not been able to use Indonesian correctly and adequately. This is one of the educators' duties to encourage students, guiding and fostering to liven the students' awareness to have good and correct Indonesian language competence.

One of the problems that occur in learning Indonesian in Class VIII students of SMP Nasional Banau Ternate is that their students use Indonesian, which does not meet the standard. In fact, when used in the classroom, the Indonesian language is not appropriately implemented, resulting in interference from the Ternate Malay language.

The conditions that occur in students of Banau National Junior High School in Ternate, they use Indonesian, but influenced by the Malay Ternate language, such as the use of the word, "*ngana, tong, ngonni kalo*". This is a form of interference from the Ternate Malay language in the Indonesian language learning process that often occurs in the Indonesian language learning process. Therefore, the research of language intervention in Indonesian's learning process in Ternate Malay needs to be done and hopefully could be applied to correct the Indonesian language for both teachers and students. Indonesian language teachers must become role models for students in communicating using Indonesian in the ongoing learning process to promote good and correct Indonesian to students.

Based on the description mentioned, it can be argued that this research is quite essential. Therefore, the following describes some of the research results related to the topic that the researchers conducted. There are similarities and differences from the relevant research studies. This equation can be seen from the study of language interference. To highlight the difference from previous studies with this current study is the object and the difference in the language under study.

Several research results can be used as a reference in this research, especially those related to language interference, including the research results of Sabbah (2015) entitled *Negative transfer: Arabic language interference to learning English*. The study results reveal that there are several negative impacts of the influence of Arabic on English learning. Arabic learners make several mistakes in learning English, including syntactic, lexical, phonological, and orthographic errors. These errors are marked by errors in forming tenses, pronouns, relative clauses, adverbs, properties, objects, pronunciation, and punctuation.

Further research was conducted by Wahyuningsih & Kaharuddin (2019) entitled *Interferensi bahasa Daerah dan bahasa Indonesia terhadap Penggunaan bahasa Arab*. The results of the study revealed that there was an influence of local languages when students learned Arabic because of the tendency of students to transfer local languages. Errors occurred because they deviated from the rules of Arabic. For example, most of the people of Bima add the phoneme 'e'

to the local language of Bima in the use of the Arabic word *ukhtie* (sister).

Derakhshan & Karimi's (2015) research entitled *The interference of first language and second language acquisition*. The results revealed that the mastery of a second language could be influenced by the first language, with several factors, such as the differences in the structure of both languages, the students' knowledge background, the student's proficiency in the second language, and the consonant structure of the first and second languages.

Hidayat & Setiawan's (2015) research entitled *Interferensi bahasa Jawa ke dalam bahasa Indonesia pada keterampilan berbicara siswa negeri 1 Pleret*. The result reveals five interferences in Javanese into Indonesian, which include: interference in terms of phonology, morphology, lexical, syntactic, and linguistic. Interference from linguistic factors in language contact, negative transfer of language, and adjacent language systems. The interference from non-linguistic factors are habits, the domination of Javanese language, and language attitudes.

This is also not much different from the research conducted by Wahyuni & Samad (2019) that the tendency for Indonesian language errors to occur in SMP Negeri 1 Pammana students is due to the influence of the Buginese language. The Bugis dialect is obvious when students are communicating in a formal environment. Besides, interference is also visible from a morphological point of view.

Based on the description above, there are several differences from previous studies. Several previous studies have not examined the disturbance from Ternate Malay to Indonesian. Therefore, this study aims to describe the disorders and the factors that cause the disorder from Malay to Indonesian.

## METHOD

This study used descriptive qualitative method. Sugiyono (2015) argues that qualitative research is research based on post-positivist philosophy, which is used to examine natural objects' condition where the researcher is the key instrument. Research on the interference of the Malay language of Ternate to the learning

process of Indonesian for eighth-grade students was carried out at SMP Nasional Banau, Ternate.

The participants in this study were Indonesian language teachers and eighth-grade students of SMP Nasional Banau, Ternate. The number of participants involved in this study was Indonesian language teachers in class VIII and 28 students in class VIII. In particular, the selection of participants in this study was based on several considerations, (1) the first language used was Malay, (2) using Malay in the family environment, and (3) being involved in the use of Malay during the Indonesian language learning process.

All participants in this study were teachers and students of class VIII of SMO Nasional Banau Ternate who mostly used Malay in communicating, both within the family and community. They use Indonesian only when participating in learning activities. Therefore, the Indonesian language used is heavily influenced by the Malay language due to the lack of Indonesian use in daily communication activities.

Data collection techniques were carried out through observation and interviews. Observations were made to observe the Indonesian language learning activities of class VIII students of Banau National Junior High School, Ternate City. During the learning activities, the researcher observed students' activities in communicating, both to fellow students and to teachers. In addition, we also conducted in-depth interviews to obtain information related to students' backgrounds, such as their first language, the language used in the family environment, and questions related to the focus of the research. Before conducting observations and interviews, we first contacted the subject teacher in the class to set a time and date for collecting research data.

The data analysis procedure was carried out in several stages. First, doing data reduction by summarizing the things that are the subject of research in accordance with the results of observations and interviews. The data reduction process is also carried out by providing codes on certain aspects of the results of observations and interviews. Second, the process of presenting the data through grouping in the form of tables according to the results of observations and

interviews regarding the interference of the Malay language in the Indonesian language learning process. Researchers analyzed the results of interviews with 29 participants to find concepts that match the results of this study. Third, draw conclusions and verification. The conclusion in the data analysis process is the results of this study, especially those related to Malay language interference in Indonesian language learning.

## FINDING AND DISCUSSION

### Finding

This research was conducted at SMP Nasional Banau, Ternate, for the VIII grade. This study applied three stages or three data collection techniques: observation, interviews, and documentation of the recordings. The observation in this study was explicitly observing Ternate Malay language interference in the Indonesian language learning process. At the same time, the interviews were conducted on Indonesian language teachers and eighth-grade students of SMP Nasional Banau, Ternate. The results of data analysis on the occurrence of Ternate Malay language interference can be seen in the findings of this study related to conversations in the Indonesian language learning process.

Data 1: (AA)

*Adu ibu so lupa lagi*

The explanation of “*adu ibu so lupa lagi*” is a form of language interference because there are two languages in the sentence, Indonesian and Ternate Malay. The sentence should be “*Maaf, ibu saya sudah tidak mengingat*” (Indonesian).

Data 2: (AZ)

*Tunggu saya lia buku lu*

The explanation of “*Tunggu saya lia buku lu*” is a form of language interference because there are two languages in the sentence, Indonesian and Ternate Malay language. The sentence should be “*Tunggu, boleh saya melihat buku kamu*” (Indonesian).

Data 3: (AS)

*Talama ibu lap ni*

The explanation of “*Talama ibu lap ni*” is a form of language interference because there are two languages in the sentences, Indonesian and

Ternate Malay language. The sentence should be “*Tidak lama ibu tampar*” (Indonesian).

Data 4: (AI)

*Kita me tau*

The explanation of “*kita me tau*” is a form of language interference because there are two languages in the sentences, Indonesian and Ternate Malay language. The sentence should be “*Saya juga tau*” (Indonesian).

Data 5: (AYF)

*Ada bajual apa sana?*

The explanation of “*ada bajual apa sana*” is a form of language interference because there are two languages in the sentences, Indonesian and Ternate Malay language. The sentence should be “*Jual apa di sana?*” (Indonesian).

Data 6: (AP)

*Tara apa-apa*

The explanation of “*tara apa-apa*” is a form of language interference because there are two languages in the sentences, Indonesian and Ternate Malay language. The sentence should be “*tidak apa-apa*”. (Indonesian).

Data 7: (DM)

*Kita tra banonton*

The explanation of “*kita tara banonton*” is a form of language interference because there are two languages in the sentences, Indonesian and Ternate Malay language. The sentence should be “*Saya tidak melihat Televisi*” (Indonesian).

Data 8: (FR)

*Me badiam dulu*

The explanation of “*Me badiam dulu*” is a form of language interference because there are two languages in the sentences, Indonesian and Ternate Malay language. The sentence should be “*Kalian tidak bisa diam*” (Indonesian).

Data 9: (HT)

*Kita pe buku su tarobe*

The explanation of “*kita pe buku su tarobe*” is a form of language interference because there are two languages in the sentences, Indonesian and Ternate Malay language. The sentence should be “*buku milik saya sudah robek*” (Indonesian).

Data 10: (IA)

*Iyo pagi-pagi ini kong so karlota*

The explanation of “*Iyo pagi-pagi ini kong so karlota*” is a form of language interference

because there are two languages in the sentences, Indonesian and Ternate Malay language. The sentence should be “*Ia, pagi-pagi sudah banyak bicara*” (Indonesian).

Data 11: (IS)

*Ngoni haga ibu mengajar sana*

The explanation of “*Ngoni haga ibu mengajar sana*” is a form of language interference because there are two languages in the sentences, Indonesian and Ternate Malay language. The sentence should be “*Kalian memperhatikan ibu mengajar bisa?*” (Indonesian).

Data 12: (II)

*Ngana baca kita tulis*

The explanation of “*Ngana baca kita tulis*” is a form of language interference because there are two languages in the sentences, Indonesian and Ternate Malay language. The sentence should be “*Kamu baca, saya menulis*” (Indonesian).

Data 13: (LS)

*Ngana kase salah kita?*

The explanation of “*Nganakase salah kita?*” is a form of language interference because there are two languages in the sentences, Indonesian and Ternate Malay language. The sentence should be “*Kamu menyalahkan saya?*” (Indonesian).

Malay language interference in Indonesian language learning is influenced by several factors. The results of interviews with 11 participants revealed that they are used to using Malay in their family and their community, and their first language is Malay. The second factor that caused Malay language interference in the learning process, according to 8 participants, revealed that they were influenced by the interlocutor, such as the influence of the teacher or classmates. As a result, sometimes they were spontaneous in speaking Malay. Furthermore, 13 participants felt more comfortable using Ternate Malay than Indonesian. This is based on the fact that most of the participants have not realized the importance of using Indonesian in formal activities.

## Discussion

The results of observations regarding Ternate Malay language interference in the Indonesian language learning process at SMP Nasional Banau Ternate show that the students

who participated in this research are transfer students and permanent students. The data in this study was taken during the learning process of Indonesian subject in class VIII. Therefore, the observational data taken is the Ternate Malay language interference.

Based on observations, it was found that there were several intervention processes carried out by students. This is due to the students' habit which always using the Ternate Malay language in their daily lives. Communication occurs in the school environment and the classroom when the learning process begins. The students in their interactions mostly use Ternate Malay rather than using standard Indonesian. This can be seen from the observations of the researchers who observe the students' speech during the class. Thus, it can be concluded that the habit of using the Malay Ternate language is also based on the cultural background of the students who have been shaped by their environment which support them to always use the Melaya language. Thus, in formal occasion, it is very difficult for the students to avoid using Melaya. This result is in accordance with the opinion expressed by Zhang, Morris, Cheng, & Yap (2013) that the interference of the first language to the second language is also caused by cultural factors.

Furthermore, the results of interviews conducted by researchers with students and teachers of SMP Nasional Banau Ternate shows that Ternate Malay language interference to the Indonesian language learning process is often found. This can be seen when students interact ineffectively in the school environment and the classroom. The interview results also revealed that interference occurred during the communication process carried out by students and teachers, and between students in the classroom.

Two factors cause language interference. First, the bilingual factor. This factor occurs

because in the learning process of Indonesian, the teacher sometimes uses Ternate Malay. As a result, students experience the local language in communicating. This result is in accordance with the opinion of Chowdhury (2020) that the error process in transferring grammar from B1 can cause errors in the second language grammar. In addition, one of the factors affecting language interference is the difference in language structure from one language to another language (Pujiono & Nelvita, 2017).

Second, the habit factor. The habit factor occurs because students are still accustomed using Malay as their mother tongue in their everyday language. Students are more fluent in speaking Malay because they use it from birth until they grow up. Hence, the form of language that the students understand is Ternate Malay. This result is in line with the research results by Hidayat & Setiawan (2015) that interference also occurs due to non-linguistic factors or habits carried out by students..

## CONCLUSION

The interference of Malayu Ternate in learning Indonesian occurs when the students communicate with their teacher and their classmates during the teaching and learning process, specifically in Indonesian subject. Two factors cause Ternate Malay language interference in the Indonesian language learning process. First, the bilingual factor. This happens because in the process of learning Indonesian, the teacher sometimes uses Ternate Malay. As a result, the students are in contact with their native language. Second, the habit factor. Students use the Malay Ternate language in communicating both at school and in the environment where they live.

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