

Indonesian Language Interference in Mandarin Writing Discourse of Chinese Literature Student

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Abstract : This study dealt with Indonesian interference in Mandarin Writing discourse of Chinese Literature's student. It aimed at describing syntactical interference which found in Mandarin writing discourse of Chinese Literature's student in Universitas Sumatera Utara and describing interferences which were the most dominant syntactical interference. There were 101 including phrases and sentences collected as primary data. All these data were analyzed by using interference theory and sociolinguistic perspective. This research also used qualitative descriptive method and applied Miles and Huberman theory for the analysis. The research findings showed that the Interference on sentences is prominent. The highest frequency is sentence (83%) and followed by phrase (16,83%).

1 INTRODUCTION

The development of Mandarin language has experienced a significant increment in Indonesia. This is evidenced by the number of educational institutions both formal and informal which organize Mandarin teaching. One of universities that sees the importance of organizing Mandarin language in this global trade period is the Universitas Sumatera Utara. The Universitas Sumatera Utara established the Department of Chinese Literature in 2007.

Mandarin language learners in Department of Chinese Literature of Universitas Sumatera Utara are from various cities and regions in Indonesia and their first language must be Indonesia language. The first language will affect the second language (foreign language) because the first language is the language that is first known and learned by the speakers, while the second language is learned after mastering the first language. This is language contact which probably occur language interference. The language interference is a phenomenon of one's failure in acquiring the second language.

Mandarin is used by bi/multilingual people commonly influenced by the first language. According to Harmer (1990:215), the first language acquisition commonly influences the students' ability in acquiring the second language. The way it

influences in the process of acquiring the second language may be indirect, in which learners cannot differ the patterns and rules of those language (Troike 2006:35).

Although Weinrich (1970), Mackey (1970), Haugen (1978) and Apple & Muysken in (Fauzianti, 2016:97) said that language interference occurs commonly in speech (oral), but it can possibly occur in writing. The language interference can be a positive transfer and negative transfer. But in this research dealt with the negative transfer of language interference.

Weinrich (1953:14-47) in Chaer (2004:67) divided the form of interference into three parts. phonological interference, lexical interference, and grammatical interference (morphology and syntax).

Grammatical interference consists of two elements. This elements are morphology interference and syntactical interference. In the syntax field consists of sentence and phrase. The following are examples of interference which found in Department of Chinese Literature's students from Indonesian to Mandarin :

1) Syntactical interference on phrase

老师 Budi X
Lǎoshī Budi
(teacher) Budi

Budi 老师 ✓
 Budi lǎoshī
 Budi (teacher)

This phrase above meant to “Mr. Budi”. The correct structure of the phrase above is “Budi lǎoshī”. But due to the influence of the first language (Indonesian) structure, many students had made mistakes.

2) Syntactical interference on sentence

老师 对不起，今天 我 不 能 来 上
 课， 因为 我 生病。 X

Lǎoshī duìbùqǐ, jīntiān wǒ bù néng lái shàng
kè, yīnwèi wǒ shēngbìng.

(Sir, I am sorry, today I can not attend class, because I am sick.)

老师 对不起，因为 我 今天 生病， 所
 以 今天 不 能 来上课。✓

lǎoshī duìbùqǐ, yīnwèi wǒ jīntiān
shēngbìng, suǒyǐ jīntiān bù néng lái shàngkè.

(Sir, I am sorry, because I am today sick, therefore today can not attend class.)

This sentence above meant to “Sir, I’m sorry, because today I am sick, therefore I can not attend your class”. This sentence expressed “cause and effect” by using “因为 yīnwèi.....所以 suǒyǐ.....”. The patterns of sentence should first mention the reason or cause statement then followed by the consequences statement. The pattern of sentence should be “因为”+ reason/ jīn tiān wǒ shēng bìng “今天我生病+ “所以”+ bù néng lái shàng kè “不能来上课”. But because it was influenced by the first language (Indonesian) habits, the use of the words yīnwèi ... suǒyǐ “因为 ... 所以” were reversed. Many sentences come to the consequences first and then followed by the reasons.

3) Syntactical interference on sentence

我们 打算 吃饭 在 印尼 饭馆。 X

Wǒmen dǎsuàn chīfàn zài yìnní fànguǎn

(We plan to eat in Indonesia restaurant.)

我们 打算 在 印尼饭馆 吃饭。✓

Wǒmen dǎsuàn zài yìnní fànguǎn chīfàn.

(we plan in Indonesia restaurant eat)

This sentence above means "we plan to eat in Indonesian restaurants". The adverb zài "在" has the meaning "di (in)". In Mandarin, the adverb zài "在" was placed after the subject, because many students who put adverbs zài "在" after the predicate still followed the structure of Indonesia language.

Because of several factors such as habits, level of students and length of study of Mandarin, students of the Department of Chinese Literature still brought

and interfered with the elements of Indonesian into Mandarin. If this continues to occur, habits of the mother tongue will confuse the mastery of good and true Mandarin.

Based on phenomena above, the researcher did this study to figure out the form of syntactical interference and the most dominant of the syntactical interference was.

2 METHODOLOGY

This type of research was field research. The data were collected in the environment of the Department of Chinese Literature, Faculty of Cultural Sciences, University of North Sumatra. Qualitative descriptive method was used as the research method. Descriptive research is a study of certain phenomena or populations obtained by researcher and the results of the analysis were presented through informal and formal methods.

Data collection was divided into primary data and secondary data. Primary data consisted of phrases and sentences that contain interfaces in the discourse. Primary data was collected through the assignment of writing discourse that had been determined by the researcher. The number of words in one writing discourse was 300 words. There were five themes that had been given and students could choose one of them. Discourse's themes were, (1) "爱好", (2) "家人", (3) "朋友", (4) "旅游", (5) "学校生活". Secondary data was obtained through journals, books, prior research and the internet.

2.1 Data Analysis

The data of grammatical interference that had been collected then come to the stage of data analysis. According to Miles and Huberman (1992:15) there are three stages of data analysis, there are :

1.Reduction

The data that had been through the collection process by using note-taking techniques were classified based on the grammatical interference of the syntactic field in the form of phrases and sentences.

2. Presentation of Data

The information obtained through the informant were presented sequentially starting from the data from the essay and the type of syntactic interference.

3. Conclusion / Verification Conclusion

The results of data that had been reduced and presented were evidence for drawing conclusions to get the truth verified.

Data analysis calculation method suggested by Halliday and Hasan (1976: 201) was used to calculate language interference. The number of language interference is divide by the total number of language interference then multiplied by one hundred.

$$\frac{\text{The number of language interference}}{\text{The total of language interference}} \times 100\%$$

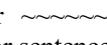
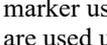
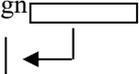
2.2 Data Persentation and Technique

The results of the analysis were presented through informal and formal methods. According to Sudaryanto in (Mahsun, 2005: 116) informal methods are formulations using ordinary words, including the use of technical terminology. Formal methods are formulations using signs or symbols.

In this grammatical interference study, researcher used two colors as markers. Green was used to mark phrases and red was used to mark sentences.

In this study, researcher also used the procedure for marking the examination of Mandarin writing discourse. He Lirong (2003: 22-24) divided the markers for examining essays/discourse in Mandarin.

1. 删减符号 shān jiǎn fúhào is a marker used to delete words or sentences that are not needed. This marker uses a sign 
2. 增添符号 zēngtiān fúhào is a marker used to add words or the sentence needed. This marker is used at the top of words or sentences that need addition by writing words or sentences that need to be added. This marker uses a sign 
3. 填到符号 tián dào fúhào is a marker used to move the position of a word or sentence from front to back or vice versa. This marker uses a sign 
4. 复原符号 fùyuán fúhào is a marker that is used to maintain the previous one that is wrong and has used the 删减符号 shān jiǎn fúhào sign to be deleted. But by using the sign 复原符号 fùyuán fúhào under the word or sentence it is considered correct. This marker uses a sign 
5. 错字符号 cuòzì fúhào is a marker used to mark grammatically incorrect sentences. This marker uses an X sign.
6. 别字符号 biézi fúhào is a marker used to mark wrong words or pronunciation. This marker uses two signs, namely a sign placed under the wrong word, and can also use a sign by circling the wrong word or pronunciation. 

7. 好词句符号 hǎo cíjù fúhào is a marker used to express the use of phrases or sentences that are very good and true. This marker uses two signs,  or  which is used under the phrase or sentence
8. 问题符号 wèntí fúhào is a marker used to mark confusing and awkward words or sentences. This marker uses two signs,  or  which are used under the wording of the word or sentence.
9. 前移符号 qián yí fúhào is a marker used to direct a sentence to move the position to the front. This marker uses a sign 
10. 后移符号 hòu yí fúhào is a marker used to direct a sentence to move position to the back. This marker uses a sign 
11. 另起行符号 lìng qǐ háng fúhào is a marker used to direct a sentence to move in a new line. This marker uses a sign 

3 DISCUSSION OF THE RESULT

The result of this research showed that there were language interference on sentence and phrase. This research found 101 data consisted of Indonesian interference in the use of Mandarin writing discourse on phrase and sentence.

3.1 Syntactical Interference on Phrase

- 1) 韩国 语言 hánguó yǔyán
(Korean) (language)

韩国 语言 
韩语 
Hán yǔ
(Korean)

Mandarin interference was found on the phrase "韩国语言 hánguó yǔyán". In Indonesia language, this phrase means "Korean". The students were influenced by the Indonesian language pattern by translating the words "language and country" directly into Mandarin.

The right pattern in Mandarin is "country name (without 国) + 语". Therefore the right phrase should be "韩语".

2) 男 韩国 X

Nán hán guó
(Guy) (Korea)

男 韩国 孩

韩国 男孩 ✓

hán guó nán hái
(Korean guy)

Mandarin interference was found on the phrase "男韩国 nán hán guó". In Indonesian language this phrase means "Korean guy". The students were influenced by the noun phrase pattern in Indonesia language "explained and explain (diterangkan menerangkan)" but the other hand, the pattern of noun phrases in Mandarin is "explain and explained (menerangkan diterangkan)". While the word "孩 hái" was placed after the word "男 nán" to emphasize the purpose was "guy" (young man). Therefore the correct phrase to replace the noun phrase above is "韩国男孩 hán guó nán hái".

3) 和其他 X

Hé qī ta
(and) (another)

和其他

等等 or 什么的 ✓
děng děng shénme de
(and so on/etc)

Chinese interference was found on the phrase "和其他 Hé qī ta". In Indonesian language this phrase is referred to "and others / etc.". The students were influenced by the Indonesian language phrase pattern where the word "and another" translated word by word into Chinese.

The use of the word "和其他 Hé qī ta" in Mandarin does not sound natural (自然语言 ziran yǔyán) In Mandarin to express "and so on or etc." The right phrase is "等等 děng děng or 什么的 shénme de".

4) 低学校
dī xuéxiào

(basic) (school)

低 学校

〇

小 学校

xiǎo xuéxiào

(Elementary School)

Mandarin interference was found on the phrase "低学校 dī xuéxiào". In Indonesian language this phrase is referred to "elementary school (SD)". The students were influenced by the Indonesian phrase pattern where the word "basic" was translated as "低 dī" which means a "basic / low". In Chinese the right phrase for referring to elementary school level (SD) is "小学校 xiǎo xuéxiào".

5) 读书 三级

Dú shū sān jì
(study 3 grade)

读 书 三 年 级

读 三 年 级 ✓

Dú sān nián jì
(grade 3)

Chinese interference was found on the phrase "读书三级 dú shū sān jì". In Indonesian language this phrase referred to "grade 3". The students were influenced by the Indonesian language pattern where the word "school" was translated "读书 dú shū" and "grade 3" was translated "三级 sānjì".

The phrase pattern above did not match the pattern in Mandarin. The right word used is "年级 nián jì" while the word "书 shū" does not need to be placed after "读 dú". Therefore, the correct phrase to replace the phrase above is "读三年级 dú sān jì".

3.2 Syntactical Interference on Sentence

1) 但是我的姐姐不参加旅游跟我们。 X
dān shì wǒ de jiějie bù cānjiā lǚyóu gēn wǒmen.
(but) (my sister) (did not) (take a vacation with us)

但是我的姐姐不参加旅游跟我们。

一起

但是我的姐姐不跟我们参加旅游。

但是我的姐姐不跟我们一起参加旅游。 ✓

dān shì wǒ de jiějie bù gēn wǒmen yìqǐ cānjiā lǚyóu.

(but my sister did not have a vacation with us)

Mandarin interference was found on the sentence "但是我的姐姐不参加旅游跟我们 dān shì wǒ de jiějie bù cānjiā lǚyóu gēn wǒmen". In Indonesian language this sentence means "But my sister did not had a vacation with us". The students were influenced by the Indonesian language pattern. Although this sentence is acceptable in Indonesian, but the pattern is not acceptable in Mandarin.

"tidak ikut liburan dengan kami (did not have a vacation with us)" was not in accordance with the Mandarin language pattern. In Indonesian language pattern, the word "不 bù (tidak)" was placed before the word "参加 cānjiā (ikut)". The other hand, the negation sentence pattern in Mandarin commonly used together with the word "跟 gēn" or the pattern is "不 bù + 跟 gēn + + (一起 yìqǐ)". Therefore, the right sentence should be 但是我的姐姐不跟我们一起参加旅游。 dān shì wǒ de jiějie bù gēn wǒmen yìqǐ cānjiā lǚyóu.

2) 我们学到了很多关于中国的知识在中文系。 X

wǒmen xuédao le hěn duō guānyǔ zhōngguó (de) zhīshi zài zhōngwénxì.

(We) (learn) (have) (a lot) (about) (China) (knowledge) (in Department of Chinese Literature)

我们学到了很多关于中国的知识在中文系。

我们在中文系学到了很多关于中国的知识。 ✓

wǒmen zài zhōngwénxì xuédao le hěn duō guānyǔ zhōngguó (de) zhīshi.

(We have learnt about China a lot at Department of Chinese Literature.)

Mandarin interference was found on the sentence "我们学到了很多关于中国的知识在中文系 wǒmen xuédao le hěn duō guānyǔ zhōng guò (de) zhīshi zài zhōng wénxì". In Indonesian language this

sentence means " We have learnt about China a lot at Departement of Chinese Literature ". The Indonesian sentence pattern above was different from the Chinese sentence pattern. The adverb in Indonesian sentence above was placed at the end of the sentence while in Chinese the adverb was placed after the subject.

The sentence pattern in Mandarin should be Attributive (定语 dìng yǔ) + subject (主语 zhǔyǔ) + Kt. Description (状语 zhuàngyǔ) + Predicate (谓语 wèiyǔ) + complement (补语 bǔyǔ) + attributive (定语 dìng yǔ) + object (宾语 bīnyǔ). Therefore, the correct one is 我们在中文系学到了很多关于中国的知识。 wǒmen zài zhōngwénxì xuédao le hěn duō guānyǔ zhōng guò (de) zhīshi.

3) 我十二点晚上完做的作业。 X

Wǒ shí èr diǎn wǎn shàng wán zuò de zuòyè.

(I) (12 o'clock) (in the night) (finish) (do) (auxiliary) (homework)

我十二点晚上完做的作业。 X

Wǒ shí èr diǎn wǎn shàng wán zuò de zuòyè

我晚上十二点做完作业。 ✓
Subject adverb of time Predicate Object

我晚上十二点做完作业。 ✓

Wǒ wǎn shàng shí èr diǎn zuò wán zuòyè.

(I finished doing my homework at 12 o'clock in the night.)

Chinese interference was found on the sentence "我十二点晚上完做的作业 Wǒ shí èr diǎn wǎn shàng wán zuò de zuòyè". In Indonesian language, this sentence means "I finished doing homework at 12 o'clock ". From the sentence structure above, it looked like that the students were influenced by the Indonesian language pattern "finished doing(selesai mengerjakan)" became "完做" wán zuò (完 wán (finished), 做 zuò (do) and "12 o'clock in the night (jam 12 malam)" became "十二点晚上 shí èr diǎn wǎn shàng".

In Mandarin the predicate must be followed by the word "完 wán (finished) or others result complement's words. Except 完 wán, there are other results complement such as 懂 dòng, 开 kāi, 见 jiàn, 到 dào and so on. The right sentence structure in Mandarin is "Subject + Predicate (verb) +

Complementary results (结果 补语 jiē guǒ bǔyǔ)".

Example:

- a. 我 听 懂 了 老 师 的 话。
Wǒ tīngdǒng le lǎoshī de huà.
 Subject Predicate (auxiliary) Object
 (I listened to the teacher)

Therefore, the correct sentence to replace the sentence's pattern above is “我晚上十二点做完作业 Wǒ wǎn shàng shí èr diǎn zuò wán zuòyè.

- 4) 我 一 直 做 我 妈 妈 骄 傲。 X
wǒ yīzhí zuò wǒ māma jiāo ào.
 (I Always make) my mother proud)

我 一 直 做 我 妈 妈 骄 傲
 ○

我 一 直 让 我 妈 妈 骄 傲。 ✓
wǒ yīzhí ràng wǒ māma jiāo ào
 (I always make my mother proud of me.)

Mandarin interference was found on the sentence "我一直做我妈妈骄傲 Wǒ yīzhí zuò wǒ māma jiāo ào". In Indonesian language this sentence means "I always make my mom proud of me ". It looked like the students were influenced by the Indonesian language element where the word "membuat (make)" was translated directly into "做 zuò" which means doing or making. In Indonesian language, the word "membuat (make)" could mean "produce; make (influence someone). Therefore the use of word "做 zuò " in this sentence was wrong, because this word referred "produce; become ; make/doing something (no indication to influence someone) ". But the word "makes" which was referring to was "influential activity (引起动作的施动者 yǐnqǐ dòngzuò de shī dòng zhě) . Therefore the right word to replace the word "做 zuò" is "让 ràng "(我一直让我妈妈骄傲 wǒ yīzhí ràng wǒ māma jiāo ào).

- 5) 从 Marsela, Putri 岛 不 远 坐 船
 10 分 钟 就 到 了。 X
cóng Marsela, Putri dǎo bù yuán zuò
chuán 10 fēn zhong jiù dào le.
 (from Marsela, Putri island not far by boat
 10 minutes then arrive (auxiliary)).

从 Marsela, Putri 岛 不 远 。 坐 船 10
 分 钟 就 到 了。

从 Marsela 到 Putri 岛 不 远 。 坐 船
 10 分 钟 就 到 了。 ✓

Cóng Marsela dào Putri dǎo bù yuán . zuò chuán
10 fēn zhong jiù dào le.

(From Marsela island to Putri island is not far. It is only 10 minutes by boat.)

Mandarin interference was found on the sentence "从 Marsela, Putri 岛 不远远船 10 分钟就就了 cóng Marsela, Putri dǎo bù yuán zuò chuán 10 fēn zhong jiù dào le". In the Indonesian language this sentence means "From Marsela island to the Putri island is not far. It is only 10 minutes by boat". From the sentence structure above, it looked like that the students were influenced by the Indonesian language sentence pattern "from Marsela, the Putri island is not far ". In Indonesian language this expression is still acceptable where the word "to" is changed to a punctuation mark ", (comma)". But in Mandarin the word "从 cóng (from) must be followed by the word" 到 dào ", therefore the correct pattern to fix the sentence pattern above is" 从 cóng ... + 到 dào ... ". The right sentence is 从 Marsela 到 Putri 岛 不 远 。 坐 船 10 分 钟 就 到 了。 Cóng Marsela dào Putri dǎo bù yuán . zuò chuán 10 fēn zhong jiù dào le".

- 6) 我 很 爱 他 们 都。 X
Wǒ hěn ài tāmen dōu.
 (I) (very) (love) (them) (all (particle))

我 很 爱 他 们 都。

我 都 很 爱 他 们。 ✓
Wǒ dōu hěn ài tāmen.
 (I love them.)

Mandarin interference was found on the sentence "我 很 爱 他 们 都。 wǒ hěn ài tāmen dōu." In Indonesian language this sentence means“ I love all of them”. It looked like the students were influenced by the Indonesian language element where the word "semua" was translated directly became "都 dōu" which means “all”.

The particle “都 dōu” in the sentence above was not appropriate with the mandarin structure. It only can use before the object. Therefore the use of “都 dōu” in this sentence was wrong. The sentence should be “我 都 很 爱 他 们” (Wǒ dōu hěn ài tāmen).

4 CONCLUSIONS

The research result showed that the total number of Indonesian interferences in the use of Mandarin writing discourse were 101 data. The syntactical interference occurred on sentence and phrase. Of the two elements observed, syntactical interference on sentence was prominent. The highest frequency was sentence (83%) and phrase (16,83%). It shows that the majority of the third year students need to learn more intensively Mandarin so that they can master the Mandarin very well.

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