

## DOMINANT TYPE OF SUNDANESE GRAMMATICAL INTERFERENCE IN ENGLISH SENTENCES AT NURUL Wafa ISLAMIC BOARDING SCHOOL

Risa Asriani<sup>1,\*</sup>, Erlan Aditya<sup>2</sup>, & Nurholis<sup>3</sup>

<sup>1,2,&3</sup>*English Literature, Faculty of Adab and Humanities, UIN Sunan Gunung Djati*  
Pos-el: [risyaasriani@gmail.com](mailto:risyaasriani@gmail.com)

### ABSTRACT

This study discusses Sundanese grammatical interference from bilingual students at Nurul Wafa Islamic Boarding School. This school applies English as a second language used in daily activities. However, in the use of English language by students, many English sentences are influenced by their mother tongue, Sundanese. This is what then causes language interference, and mostly occurs in the grammatical aspect which includes structural and morphological elements. The purpose of this study is to determine the dominant type of grammatical interference in students' english sentences at Nurul Wafa Islamic Boarding School. This research used descriptive qualitative method, and as for the data analysis, the researcher uses Weinreich's theory regarding the types of grammatical interference. The writer also made observations for data collection methods. As the result, the findings of this study indicated that there are two types of grammatical interference which are equally dominant in the 15 data analysis from the sentences that mixed with Sundaese particle (*rarangkén* and *kecap pangateb*) and from sentences that contain errors and interference in the use of Subject-Verb agreement, passive voice and tenses; misplaced structures or word orders pattern, In the two types of sentences, each found 11 types of sentences analyzed. In conclusion, the types of "Transfer of morpheme" and "Application of grammatical elements" are both dominant in this study.

**Keywords:** *Grammatical, Interference, Language, Sundanese*

### ABSTRAK

*Penelitian ini membahas tentang interferensi gramatikal bahasa Sunda dari siswa bilingual di Pondok Pesantren Nurul Wafa. Sekolah ini menerapkan bahasa Inggris sebagai bahasa kedua yang digunakan dalam kegiatan sehari-hari. Namun, dalam penggunaan bahasa Inggrisnya, banyak kalimat bahasa Inggris yang dipengaruhi oleh bahasa ibu mereka, yaitu bahasa Sunda. Hal inilah yang kemudian menimbulkan interferensi bahasa, dan yang paling banyak terjadi adalah pada aspek gramatikal yang meliputi unsur struktural dan morfologis. Tujuan dari penelitian ini adalah untuk mengetahui tipe interferensi gramatikal yang dominan dalam kalimat bahasa Inggris dari percakapan para siswa di Pesantren Nurul*

*Wafa. Penelitian ini menggunakan metode deskriptif kualitatif, dan untuk analisis datanya peneliti menggunakan teori Weinreich tentang jenis-jenis interferensi gramatikal. Penulis juga melakukan observasi untuk metode pengumpulan data. Hasilnya, temuan dari penelitian ini menunjukkan bahwa ada dua jenis interferensi gramatikal yang sama-sama dominan dalam 15 data yang dianalisis dari kalimat yang dicampur dengan partikel Sunda (rarangkén dan kecap pangateb), juga dari kalimat yang mengandung kesalahan dan interferensi dalam penggunaan subject-verb agreement, passive voice dan tenses; struktur atau pola urutan kata yang salah penempatannya, Pada kedua jenis kalimat tersebut, masing-masing ditemukan 11 tipe dari kalimat-kalimat yang dianalisis. Kesimpulannya, jenis "Transfer of morpheme" dan "Application of grammatical element" keduanya dominan dalam penelitian ini.*

**Keywords :** Bahasa, Basa Sunda, Gramatika, Interferensi,

## A. INTRODUCTION

In some cases in the field of sociolinguistics, there are cases of language contact introduced by Weinreich, an American linguist. This case occurs when a speaker uses two or more languages interchangeably. From the existence of these phenomena, there is a negative effect on the language where one language absorbs elements from a language to give a negative influence on the target language. This is what Weinreich later called language interference to refer to changes in the language system when using a foreign language. Language interference was previously only an interlingual influence.

In some cases in the field of sociolinguistics, there is a case of “language contact” introduced by Weinreich, an American linguist. This case occurs when a speaker uses two or more languages alternately. From this phenomena, there is a negative influence on language, where a speaker absorbs language elements from a language to have a negative influence on the target language. This is what Weinreich later called language interference to refer to changes in language systems when using a foreign language. However, previously language interference was only an interlanguage influence.

The bilingual environment often causes language interference, and the main factor that affects is the difference in the element structure of each language so that when language contact occurs, one language absorbs elements from another language. In practice, in mastering two or more languages, deviations and language errors often occur. These errors are caused by the influence of their mother tongue or first language. In this study, Sundanese sentences interfere with English sentences. Therefore, language interference is a negative transfer of elements of a language.

According to Chaer and Agustina, interference is the absorption of the language element from one language to another which causes deviations from the rules of the language (Chaer & Agustina, 2010). Likewise, Weinreich defines interference as a process of deviation from

language norms in using another language. (Weinreich, *Languages in Contact*, 1953). According to him, there are three types of language interference: phonological interference, lexical interference, and grammatical interference. Meanwhile, according to Yusuf, grammatical interference covers morphological and syntactical interference (Yusuf, 1994).

From this case of language interference, the researcher found that this linguistic case also occurred at Nurul Wafa Islamic boarding school. Most of the students use Sundanese as their first language, because the location of the school is located in the Sundanese area. Therefore, when students use English, the sentences are often influenced by Sundanese. One of them is mixing Sundanese particles with English sentences, or the use of Sundanese structures in English sentences. For example, the researcher found a sentence uttered by a student such as: “This is *téh* my blouse which *nga-small-an* or my body which *nga-big-an*, don’t understand *da I’am mah*”. This sentence shows the absorption of particles from Sundanese. There is a Sundanese particle “*téh*” which is called *kecap panganteb* in Sundanese. In addition, there is also an affix “*nga--an*” which in Sundanese is called *rarangkén*. At the end of the sentence it also shows the absorption of Sundanese structure because in English sentences the word “don’t understand *da I’am mah*” is grammatically incorrect. Therefore, the writer specifies the discussion of language interference into only one discussion, that is grammatical interference.

Grammatical interference itself occurs when speakers identify grammatical elements from the source language and then it applied to the target language. From the previous data example, there are grammatical elements in the form of absorption of morphemes and sentence structures from one language to another.

Based on the explanation above, the researchers decided to discuss grammatical interference with the aim of finding the dominant type of grammatical interference that occurred in Nurul Wafa Islamic boarding school.

The discussion is based on the rarity of previous studies discussing the types of grammatical interference and the description of the dominant type of grammatical interference analysis. This makes the reader know how Sundanese grammatical interference affects English sentences. This can be found when analyzing the error of the sentence so that it can be seen the influences of the Sundanese language and what grammatical type the error belongs to.

Regarding to the research background, the researcher attempted to find a previous study that also discussed language interference. Among them is a Wati's journal (2015) “*Grammatical Interference of Javanese Language in Indonesian Language by Kinder Garten's Children*”. In her research, Wati discusses Javanese grammatical interference in Indonesian and attempted to find out the factors behind them (Wati, 2015). Also the journal of Hikmah et al. “*Grammatical Interference in English Communication Used by Nurul Jadid Students*”. The discussion is more about research on Madurese grammatical interference and also the factors causing the case of interference (Hikmah, 2021).

From these previous studies, although they discuss the same about grammatical interference, researcher have confirmed that there are many differences that make this study different from other studies.

## **B. LITERATURE REVIEW**

This section describes the important theories used, as well as theories related to the topic of this research.

### **1. Language Interference**

Language interference is the cause of language contact that causes the process of absorption, borrowing, transferring, moving and influencing from one language to another. This is similar to Bhatia's statement which defines interference as the process of transferring language elements where the speaker absorbs elements from the source language to the target language (Bhatia, 2013). Fauzziah provides a complete definition in which she states that interference is a deviation from the norm of language that occurs in bilingual society as a result of language contact and the speaker's familiarity with a foreign language other than their first language (Fauziah, 2015).

As previously stated, there are three types of language interference according to Weinreich (1953): phonological interference, lexical interference and grammatical interference (Weinreich, 1953). In this study, the researcher is concerned with only one discussion, specifically discussing grammatical interference. Meanwhile, according to Yusuf, this grammatical interference includes morphological interference and also syntactical interference (Yusuf, 1994). Therefore, the discussion and data provided in this study will cover these two interferences.

### **2. Grammatical Interference**

In simple definition, grammatical interference occurs when a speaker absorbs grammatical elements from a language into the language used (Suwito, 1983). This grammatical interference includes cases of language errors such as absorption of morphemes, word order, tense forms, pronouns, singular-plural and subject agreements etc. (Martanti, 2011). As for the scope, morphological interference also occurs when there is a transfer of morphemes or particles from a language. Aslinda and Syafyahya also explained that morphological interference is included in the process of affixation and reduplication (Aslinda & Syafyahya, 2010). Cases of syntactical interference also occur because of the absorption of sentence structures from one language to another (Suwito, 1983). This syntactical interference includes the construction of phrase patterns, clauses and sentence patterns. The two types of interference usually occur because of translation errors that occur because the speaker translates the sentences word-for-word.

In addition, based on the interference process, grammatical interference is divided into three types:

#### a. The transfer of morpheme

This type refers to morphemes that are transferred from one language to another. The morpheme can be either bound morpheme or free morpheme of a language. Usually the bound morpheme of a language is attached to the word of the recipient language. As for free morphemes, these are usually in the form of a certain language particles and not in the form of a lexical morpheme, but these particles are usually not included in any part of speech.

- Example of bound morpheme:

"I think, your sister *pang*-beautiful-*na* in your family"

In this sentence there is a confix "*pang-na*" from Sundanese attached to the English word "beautiful".

- Examples of free morphemes:

"Your sister *téh* who wears black veil?"

In this sentence there is a particle in Sundanese, that is the word "*téh*" which is mixed in the structure of the English sentence. Due to the transfer, term for the languages involved in the process are "source language and recipient language".

#### b. Application of grammatical elements

This type of grammatical interference is more on the structure of word order from language A and then applied to language B. This type can also occur because of differences in grammatical rules in each language, so that one language absorbs structural rules from another language.

An example is: "she has **house big**" where the placement of the structure of the noun and adjective is not correct.

Another the example is: "I'll go to **house Resti**", there is a structural error in the word order, that is "house Resti" which should be "Resti's house". This type is usually a misplaced structure (word order error) or an error in applying the grammatical elements of a language.

#### c. Changes in function or meaning in grammatical pattern.

This type refers to the identification of specific morphemes from language B with specific language A, in other words, the interference is more about changing the function of morphemes in the grammar model of language A. (Weinreich, 1953). Usually this type is in the form of addition and subtraction of the function of the morpheme. For example, in the use of singular-plural agreement rules or also subject-verb agreement in tenses with the pronouns he, she, it.

Example sentences are:

Many student	→	many students
She have a car	→	she <b>has</b> a car
She like this dress	→	she <b>likes</b> this dress

Another example is the interference in the functions of the affixes "ing" and "ed" in the words "boring" and "bored". Usually people use it wrong by saying "I'm boring" instead of "I'm bored".

In contrast to the first type, type 2 and type 3 more often use the term "model language and replica language" in the languages involved.

In conclusion, according to Weinreich, The first type involves the transfer of morphemes from source language to target language. Meanwhile, from the second and third types, there is no morpheme transfer process between model language and replica language (Weinreich, 1953).

From the explanation of these types of grammatical interference, the writer then uses this theory to identify the errors and then identify the type in the sentence. As a result, the dominant type of grammatical interference can be identified at Nurul Wafa Boarding School.

### 3. Error Analysis

In this study, the reserch perform Anekes Methodology steps in analyzing language errors according to Tarigan. The steps are: (1) Collecting data (2) identifying and classifying errors (3) sorting errors (4) describing errors (5) predicting the level of language studied which has the potential to cause errors (6) correcting errors. The purpose of using these measures is to obtain results in the development of language learning (Tarigan & Tarigan, 1990).

## C. RESEARCH METHOD

In this study, the writer used a qualitative descriptive method because the researcher wants to describe the situation that will be observed in the place directly and the interview process is more in-depth, transparent and more specific. Another reason for using this approach is because the researcher wants to describe in depth in finding and understanding the things behind the phenomenon of grammatical interference which is sometimes become the topic that is difficult to understand satisfactorily. Therefore, in this method, according to Sugiyono, the main research instrument is the researcher herself (Sugiyono, 2013).

As for data collection, researcher uses observation as main method, observation which involved field notes and recording methods. While the data taken are spoken sentences from native Sundanese students conversations or statements.

In this article, the researcher uses three main steps in analyzing the data, namely: data reduction, data display and conclusion/verification. These three steps are based on the theory

of data analysis according to Sugiyono (2013). As for the data analysis, the researcher uses the Anekes Methodology according to Tarigan which has 6 steps (as mentioned earlier in the "Error Analysis" sub-chapter).

## D. FINDING AND DISCUSSION

The findings section contains an explanation of the data findings from observations at Nurul Wafa. While the discussion section contains an analysis type of grammatical interference in English Sentences uttered by Nurul Wafa students, as well as to find out the dominant type of grammatical interference from data findings.

### 1. findings

The data findings are a description of the data from the results of researcher that directly observing the environment and the activities of Nurul Wafa's students, and then wrote down the data in the field notes that had been prepared.

Regarding to the observation at the Nurul Wafa Boarding school, researcher found that there are three kinds of English sentences that are influenced by Sundanese, including:

**Tabel 1**  
**Observation data**

No	Type of sentences	Data	Example of sentences
1	English sentences mixed with Sundanese <i>rarangkén</i>	15 data	a. " <i>Pang-give-keun</i> this money to Sitin, from me <i>kituh</i> ." b. "I'm sorry miss, <b>I late</b> because of <i>ka-rain-an</i> in Singaparna, so I'm stay first there." c. "My room member <i>s-are</i> -leeping in the class from Maghrib." d. "I also have this book in my house, <i>di-pang-buy-keun</i> by my aunt." e. "I think your skin <i>nga-white-an</i> now <i>mah</i> ."
2	English sentences mixed with <i>kecap panganteb</i> sauce in Sundanese	16 data	a. If after pray Shubuh <i>téh</i> don't sleep <i>deui!</i> " b. "Hey, borrow your skirt <i>téa</i> ." c. "Why you forget this, <i>kapan</i> I've tell you that." d. "If you want have money <i>mah</i> don't often shopping." e. "Your brother never come here, <i>lin?</i> "

3	The Sentences which English structure is influenced by Sundanese structure	20 data	<ul style="list-style-type: none"> <li>a. “My mother <b>visit I’am</b> yesterday, <b>her give I’am</b> so much food, so <b>I’am</b> give this to you”</li> <li>b. “<b>I can</b> go with you to Canteen?”</li> <li>c. “<b>There is two person</b> who get <b>punishment</b> this time”</li> <li>d. “I’m so <b>boring</b> without my handpone”</li> <li>e. “I think the tree <b>more high</b> than the last time <b>I see</b> it”</li> </ul>
---	--	---------	--

Thus, the total number of data found is 51 data which are included in three different types of sentences. Sentence types no 1 and 2 are included in morphological interference, while no 3 is included in syntactical interference.

*Rarangkén* in this research is an affix in Sundanese. This Affixes include: prefix (*rarangkén awalan*), confix (*rarangkén barungan*), infix (*rarangkén sisipan*) and also suffix (*rarangkén ahiran*) in English (Gumilar, 2021). From 15 data found, there are 5 preffixes, 8 conffixes, 1 infixes and 1 suffixes in Sundanese.

As for *kecap panganteb*, this is an emphasizing word in Sundanese, where the words have 9 meanings and their respective functions when inserted into sentences (Gumilar, 2021). *Kecap panganteb* is also a Sundanese language particle, which has a grammatical function but is not included in any part of speech.

As for sentence no. 3, it is included in syntactical interference because the errors in the sentences are mostly errors in tenses, word order, subject-verb agreement, singular-plural agreement, the use of passive voice and errors in other grammar rules, where the error occurs because the influence of the Sundanese language and also because of the differences in the structural system of each language.

## 2. Discussions

This section contains an explanation of the analysis of the grammatical interference type from the data that has been collected. As for this study, the researcher only takes 5 data to be analyzed from each different sentence classification.

### a. The English Sentences Mixed with *Rarangkén* of Sundanese

#### Datum 1

“*Pang-give-keun* this money to Sitin, from me *kituh!*”

There are two types of grammatical interference in data 1. The first is "the transfer of morpheme" which is shown in the transfer of confix from Sundanese (*rarangkén barungan*) attached to the beginning and the end of the word "give" which is as a verb in the imperative sentence.

Certainly, this affix does not have an independent meaning because it is a bound morpheme in Sundanese, and can function to add meaning to certain words. In Sundanese, The suffix "*pang-keun*" itself is usually used for used for exclamation or commanding that are addressed to the listener or to someone. According to Gumilar, derived words with the combined *rarangkén pang-verb-keun* show the meaning of asking for help or telling others to do something (Gumilar, 2021)

Here's a comparison of the sentences:

Sundanese GI	→ <i>Pang-give-keun</i>
Sundanese translation	→ <i>Pang-mikeun-keun</i>

#### Notes:

#### GI : Grammatical Interference

In the description above, it can be seen the influence of Sundanese in English sentences, this case usually occurs because speakers are accustomed to Sundanese particles. As for the interference in the word "*pang-give-keun*", according to the researcher, it can be replaced with "please give". In addition, there is also the suffix "*kituh*" in the second clause, which is also be a reason of the sentence is classified as "the transfer of morpheme". The word "*kituh*" itself in Sundanese is usually refer to an order to convey information intended by the speaker. Therefore, the correct word to replace this interference is "tell her" which must be placed at the beginning, and not at the end of the clause.

Sundanese GI	→ "from me <i>kituh</i> "
English correction	→ "tell her, it's from me"

From the description above, it shows that the placement between the words "*kituh*" and "tell her" is different. The word "*kituh*" is placed at the end of the sentence, while the word "tell her" is placed in the beginning of second clause. Due to this difference, the sentence includes to "The application of grammatical element". This is because the English word order pattern is wrong or in other words there is a misplaced word in the sentence. In addition, there is no word "it's" which refers to "money" in the previous clause. The word "it's from me" is the last clause in the sentence. In English sentences, subject + verb is usually repeated in different clauses and replaces it with a pronoun accompanied by its predicate

(verb/aux/linking). From this error, the correct sentence is: "**Please** give this money to Sitin!.. **tell her it's** from me."

**Datum 2**

“I’m sorry miss, **I late** because of *ka-rain-an* in Singaparna, so **I’m stay first there.**”

There are several clauses in this sentence. In the clause "I'm sorry miss" no errors were identified. However, in the word "I late" there is an error in the form of tense, because in that sentence, the speaker intends to tell the listener, but the speaker uses the present tense instead of the past tense, because the correct word is "I was late". From this error, it shows that the sentence includes to the type of "the application of grammatical element".

Then for the next clause that uses the conjunction "because" in connecting with the previous clause, there is the suffix "*ka--an*" attached to the word "rain". Note the following description:

Sundanese GI → *ka-rain-an*

Sundanese translation → *Ka-hujan-an*

The confix "*ka--an*" itself in Sundanese has several meanings, and among them, in this sentence it functions as an addition to the meaning of unexpected or unintentional events. Due to this interference, the clause is included in "the transfer of morpheme".

As for the substitute for "*ka-rain-an*", in English it is "I was caught in the rain". This sentence is usually used when someone is in a situation where they can't go anywhere when it rains, or it can also be replaced with the word "I got rained", which has almost the same meaning. In the substitute sentence, the writer uses the past tense because it is the same as the previous clause, the speaker intends to tell someone. So the correct form of tense is simple past. For this reason, the error is included in the type of "application in grammatical element".

Then for the last clause "so, I'm stay first there". There is an error in the word "I'am" because after it is the word "stay" which is a verb. actually the word "stay" rarely uses in rainy situations and wants to “stay” for a while in a certain place, therefore, the suitable word for this context is "took shelter". And still use verb 2 "took" because it still has to use the past tense. The word "first" is also usually stored at the end of the sentence, therefore, not "...first here" but "...here first". The errors in this last clause also make it include into the type of "the application of grammatical element".

It can be concluded that from the many errors in the sentence, there are two main types of interference, that is "the transfer of morpheme" with the reason for transferring *rarangken barungan "ka-an"*. while the type of "application of grammatical element" is based on errors related to errors in the use of grammar rules and misplaced words. Therefore,

the correct sentence is: "I'm sorry miss, I **was late** because **I was caught in the rain** in Singaparna, so took shelter there first."

### Datum 3

"My room member *s-ara*-leeping in the class from *Maghrib*."

The word "room member" is more accurately replaced with "roomates" in the sentence. Then, there is a Sundanese infix attached to the word "sleeping". The infix "*—ara—*" is a *rarangkén sisipan* in Sundanese, which is often used to emphasize that more than one person/plural is doing a certain activity.

Note the following:

Sundanese GI                    sleeping    →    *s-ara*-leeping

Sundanese Translation    *sare*            →    *s-ara-re*

From the description above, it can be seen that the influence of Sundanese *rarangkén* on English words makes it change the basic word of the verb. Therefore, the type is "The transfer of morpheme" in grammatical interference.

In addition, there is no auxiliary verb for "sleeping" which is a form of the present continuous (V-ing). So the right auxiliary verb is "were" which shows the past tense because there is a time signal "from *Maghrib*". It also is connected with the word "roomates" which indicates the third person plural or in the pronoun it can be replaced with the word "they". The absence of this auxiliary verb makes the sentence also include into the type of "application of grammatical element". The exact sentence is "My **roomates were sleeping** in the class from *Maghrib*."

### Datum 4

"I also have this book in my house, *di-pang*-buy-*keun* by my aunt."

There is a Sundanese confix transfer attached to the word "buy". The confix "*di-pang-keun*" in Sundanese is used to add passive meaning but with the addition of a statement that speaker is asking someone to do something or there is a connotation of "ordering someone".

Notice the influence of Sundanese on the sentence:

Sundanese GI                    buy            →    *di-pang*-buy-*keun*

Sundanese Translation    *meuli*            →    *di-pang*-meuli-*keun*

In the description, it can be seen how this *rarangkén barungan* attaches to the root word of the verb and also changes the word in English and then equates it with word formation in Sundanese. The clause “*di-pang-buy-keu* by my aunt” when translated into English is “*di-pang-meuli-keun ku Bibi abi*”. For this transfer, the sentence is included in “The transfer of morpheme”.

Then with the suffix “*di-pang--keun*”, as previously stated, it can be replaced with a passive voice in English, so the structure must add “be+V3”. So the correct sentence is “I also have this book in my house, **it was bought** by my aunt”. Due to this interference, the type of grammatical interference is “change in function in grammatical pattern” because it changes the function of the passive voice and instead replaces it with a Sundanese suffix.

#### Datum 5

“I think your skin *nga-white-an* now *mah*.”

There are two types of Sundanese particle in this sentence, the first is the *rarangkén* “*nga—an*” attached to the word “white”. This confix in Sundanese is often used to indicate something that feels different from before. Then the second is particle “*mah*” which is *kecap panganteb* in Sundanese. The word “*mah*” itself is used to emphasize a statement or as an “emphasizing word” and is also used to compare information or previously existing truths. therefore, there are no equivalent words in the English translation. Due to this mixing, grammatical interference includes to the type of “The transfer of morpheme”.

As for the substitute for the previous word “*nga-white-an*”, actually this word can use the rules of the comparative adjective by adding the suffix “*—er*” at the end of the adjective. Then the word “white” even though it can be used and becomes “whiter”, but this is rarely used for Indonesians who are not of the white skin race, so the correct one is “brighter”. Therefore, the substitute for the sentence is “I think your skin **looks/is brighter** now.”. The type for this interference is “change in function in grammatical pattern” because it changes the function of the comparative adjective rule in the sentence.

#### b. The English Sentences Mixed with *Kecap Panganteb*

#### Datum 1

“If after pray Shubuh *téh* don’t sleep *deui!*”

From this sentence, two Sundanese *kecap panganteb* were identified, those are “*téh*” and “*deui*”. These two words do not have independent meanings but they can add meaning to the sentence. The word “*téh*” is an emphasizing word in Sundanese, the addition of its meaning is more to the meaning of emphasis, not the lexical meaning. The word “*téh*” is also often used to emphasize previously known information. The word “*deui*” has a meaning like

the word "again" in English. Therefore, it includes to the type of "the transfer of morphemes" in grammatical interference. This interference also occurs because of the influence of the speaker's habits in using the mother tongue, so that the English sentence uses a structure that is absorbed from the Sundanese language. Notice the following comparison:

Sundanese GI	→	If after pray Shubuh <b>téh</b> don't sleep <b>deui!</b> "
Sundanese Translation	→	<i>lamun saenggeus Sholat Shubuh téh tong saré deui!</i>

From the description above, it can also be seen that the word "pray Shubuh" from the Sundanese translation of the "Sholat Shubuh", it is an error in the word order or misplaced in its structure. In addition, the first clause is better replaced with "If you have taken Shubuh prayer," because the speaker intends to refer to activities or situations that began in the past and are still continuing today. Then the right form of tense is present perfect tense by using addition (have + V3). Then for the second clause, the word "deui" in this context is deemed inappropriate when translated with the word "again". Therefore the correct word to replace it is "don't go back to sleep!". For these errors, this sentence is also included in the "application of grammatical elements". While the correct sentence is "If you **have taken Shubuh prayer**, don't **go back to sleep!**".

### Datum 2

"Hey, borrow your skirt **téa**."

In the sentence, it appears that there is a mixture of the Sundanese particle "téa" in the English sentence. The word "téa" in Sundanese is often used to confirm or remind the listener of something that they already know before. In certain sentences and contexts, the word "téa" can be translated as "that". Therefore, the speaker provides a translation that may be thought to have the same meaning, it is "Hey, **can I** borrow **that** skirt of yours?" this word is considered more polite by using the question word ("can I") first, or if the speaker intends to be more informal then it can be replaced with "hey, borrow **that** skirt of yours!". There are two types of grammatical interference in this sentence, the first is "the transfer of morpheme" and the second is "application of grammatical elements" based on the misplaced word order of the word "tea" at the end and also "that" after the verb.

### Datum 3

"Why you forget this? **kapan** I have tell you that."

There are two clauses in this sentence. For the first clause, the clause is an interrogative. Here the speaker does not use an auxiliary verb, therefore, the speaker must add the word "did" after the question word "why". The word did (form V2) itself is used

because it refers to something ‘forgotten’ in the past. From this clause it is included in the "Application of grammatical element".

Then in the second clause there is *kecap panganteb "kapan"* which in Sundanese is used in question words to confirm the truth that is already known to the listener. From the word “*kapan* I have tell you that” this could be translated as “I thought I have already told you about that.” By correcting the word "tell" to "told" because the present perfect is accompanied by the word "have". Then the addition of the word "already" is used as emphasis and states something that has happened before. Then from the addition of the word "about" to refer to "that" as an object that is notified by someone. From this clause, there are two types of grammatical interference, those are: "the transfer of morpheme" due to the addition of the word "when", and "application of grammatical element" due to incorrect use of form tenses. Therefore, the correct sentence is: “Why **did** you forget this? **I thought I have already told** you about that.”

#### Datum 4

“If you want have money *mah* don’t often shopping.”

Data 4 shows the type of "the transfer of morpheme" because it can be seen that there is a mixture of "*mah*" in the sentence. The word "*mah*" itself does not have its own meaning, but can add meaning to a sentence. *Particle "mah"* is often used for emphasizing words or giving the impression of emphasizing information or connecting comparisons with previously known information. In English itself, there is no equivalent word that can replace the word "*mah*" because the word does not add lexical meaning, but emphasizes the sentence.

In addition, the word "want" here must be accompanied by the ‘to infinitive’ because there is other verb after that. From here, the type of "change in function in grammatical element" is identified because it removes the to function in certain verbs.

For the second clause, "don't often shopping". Actually the word is not really wrong, but usually, the word "often" which is accompanied by the word "don't" as an exclamation is placed at the end of the sentence. Then, the speaker also usually uses the word "shopping" because what she knows is that the word is a translation of "*belanja*" and does not concern to changes in the basic word that used in certain sentences according to context. Therefore, it can be replaced by the word "don't shop often" or "don't go shopping too often". This second sentence is used if the speaker still wants to use the form of "shopping" by adding the word "go" before. From this misplaced word order, the type can also includes into "The Application of grammatical element". The correct sentence is: "If you want **to** have money, don't **go shopping too often**". As for the influence of Sundanese, here speaker translate English words word-for-word so that the sentence structure and rules of the sentence absorb from Sundanese.

The comparison is as follows:

Sundanese GI	→	“If you want have money <i>mah</i> don’t often shopping.”
Sundanese Translation	→	“ <i>lamun anjeun hayang boga duit mah tong balanja wae</i> ”
<b>Correction sentence</b>	→	“If you want to have money, don’t go shopping too often.”

#### **Datum 5**

“Your brother never **come** here, *lin*?”

Data 5 shows the adding of *kecap Panganteb "lin"* mixed in English sentences. The word "*lin*" actually does not have an independent meaning because of its function as adding meaning to certain sentences. The particle "*lin*" is often used as a question word in the context of "making sure" of information. In English, this word can be replaced with the word "right? Or also with an English question tag that definitely has different rules in its use. From this interference, the word makes it include into the type of "The transfer of morpheme". In addition, there is also the word "never" which is usually accompanied by the present perfect form. So usually use the word "has never came" instead of jus the word "come". But sometimes the word never is also used in the simple past tense form, so it is becoming "never came". For errors in the use of this tense, the type is included in the "Application of grammatical element". As for the correct sentence can be replaced with: "Your brother **has never came** here, **right**?"

#### **c. The English Sentences structure that is influenced by Sundanese structure**

#### **Datum 1**

“My mother **visit I’m** yesterday, **her give I’m** so much food, so **I’am give** this to you”

There are several errors in the clauses of the sentence. The first clause contains an error in the word "visit I'am". The speaker uses the word "visit" (V1) in a clause where it is obvious that there is a time signal "yesterday" that indicates the past time, then must use the past tense form by changing the verb to V2 "visted". In addition, there are errors in the use of pronouns, speakers use "I'm" instead of "me" in the position of the object in the clause. In the practice of using pronouns by students, the researcher found that most students at Nurul Wafa use the word "I'am" in all the words that translated from the word "*abi*". It doesn't matter whether it is a subject or object, a verb or a noun after the pronoun. This happens

because the students may translate word-for-word and ignore the rules of the English grammar.

Then the second clause on "**her give I'm** so much food". Like the error in the previous clause, speaker is confused several times in using pronouns in English, this is because in Sundanese itself, there is no change in pronouns in subject, object, possessive pronoun, possessive adjective etc., because whatever the meaning, the pronoun remains the same. Here the speaker uses "her" instead of "she" as the Subject, then "I'am" instead of "me" as the object. In addition, the word "give" which should be in the form of V2 "gave" because it still refers to the same time signal as the previous clause. Then in the last clause the speaker uses "I'm" instead of "I" in the pronoun, and "give" instead of "gave".

Note the following comparison:

Sundanese GI	→	“My mother <b>visit I'm</b> yesterday, <b>her give I'm</b> so much food, so <b>I'am give</b> this to you”
Sundanese Translation	→	“ <i>Mamah abi nganjang ka abi kamari, si Mamah masihan seueur emameun, jadi abi masihan ieu ka anjeun</i> ”
<b>Correction sentence</b>	→	My mother <b>visited me</b> yesterday, <b>she gave</b> me so much food, so <b>I</b> gave this to you

There is a significant difference in the use of pronouns and tenses in English and Sundanese. In Sundanese, changes do not occur when it comes to S, O, and Possessive, nor does the verb change. From this Sundanese influence, the type of grammatical interference is “Application of grammatical elements”.

#### **Datum 2**

“**I can** go with you to Canteen?”

The sentence in data 2 is an interrogative which has the modal auxiliary "can". In the structure of the interrogative sentence pattern, the word "can" should come first than "I". The error shows the influence of the Sundanese language.

Note the following:

Sundanese GI	→	“ <b>I can</b> go with you to Canteen?”
Sundanese Translation	→	<i>Abi tiasa ngiring jeung anjeun ka Kantin?</i>
<b>Correction sentence</b>	→	<b>Can I</b> go with you to Canteen?

In the description above, it can be seen that this interference absorbs the sentence structure in Sundanese so that this becomes a word order or misplaced word error, however, in grammatical interference it is included in the type of "Application of grammatical elements".

### Datum 3

“**There is two person** who get **punishment** this time”

In the first clause, there is an error in using the linking verb between the subject and the adjective. The key to the error is the word "two person". Which means that the correct linking verb is "are" not "is", this is because the word "is" is used to refer to the third person singular, while the word "are" is used to refer to the third person plural. Therefore, the interference in this clause includes to the type of "application of grammatical element". In addition, there is also an error in the rules of singular-plural nouns, where the speaker says "two people" instead of "two person". The word 'person' is used to refer to one person, and if it refers to more than one, then 'people' must be used, which is a plural noun in the form of an irregular noun.

In the next clause there is also a type of "change in function or meaning in grammatical pattern" because of the speaker's mistake in using the morpheme of the suffixes "—ment" and "—ed". Actually the translation of the two is the same, that is "*hukuman*" but the usage is different. The word "punished" is often used to refer to people who are punished, while the word "punishment" is a noun used to refer to an act or way of punishing. Therefore, the correct word is “There are two **people** who **get punished** this time”.

### Datum 4

“I’m so **boring** without my handphone”

The errors in the use of certain morphemes in English, that is the use of the suffixes "ing" and "ed". In its own use, the word "boring" is more often used to describe an object that is considered uninterested, while the word "bored" is used to refer to someone who feels uninterested. Therefore, the word "boring" is not appropriate when referring to the word "I'm" and then accompanied by the explanation "without my handphone". For this interference, the sentence includes to the type of "Change in function or meaning in grammatical pattern", because of the speaker's mistake in using suffix morpheme in English. Then, the correct sentence is “I’m so **bored** without my handphone”.

### Datum 5

“I think the tree **more high** than the last time **I see** it”

In this sentence of data 5, there is an error in the grammar rules regarding comparative adjectives. As a rule, if the adjective has one syllable, it must add "—er" at the end of the word instead of "more", because the word more is used for words that have three or more syllables. In addition, the word "high" is not appropriate when used for a "tree", because it usually uses the word "tall", so it should use the word "taller". For this interference, the word includes to the type "Change in function or meaning in grammatical pattern". More precisely, in this sentence there is a change in the function of "more" and "er" in English. In addition, the word shows the influence of the Sundanese language where the speaker translates it word by word.

Notice following comparison:

Sundanese GI	→	More high
Sundanese Translation	→	<i>Luwih jangkung</i>
<b>Correction sentence</b>	→	Taller

In addition, the type of "Application of grammatical element" is also identified from not using the linking verb "is" after the word tree which is the link between the subject and the adjective. The interference is also shown in the last clause of the word "I see it" where the speaker is wrong in using the tenses. Should use the past tense (V2) instead of the present tense (V1), because there is an obvious time signal "the last time" that indicating the past. So the correct sentence is "I think the tree **is taller** than the last time **I saw it**".

From the analysis of all 15 Datum from each type of sentence, it can be concluded that: from 5 data including to the type of English sentence mixed with the Sundanese *rarangkén*, it was found that there are 6 types of "The transfer of morpheme", 2 types of "Application of grammatical element" and 2 types of change function or meaning in grammatical pattern".

As for the 5 data on the second type of English sentence are mixed with *kecap panganteb* in Sundanese, the researcher found that there are 6 types of "The transfer of morpheme", 5 types of "Application of grammatical element", and also 1 type of "change in function or meaning in grammatical pattern".

As for the last, in the sentences which English structure is influenced by the Sundanese language system. It was found that there are 1 type of "The transfer of morpheme", 3 types of "Application of grammatical element" and also 3 types of "change function or meaning in grammatical pattern".

Briefly, the researcher concluded the number of all types in 15 data analysis of three types of sentences. The table is as follows:

**Tabel 2**  
**The dominant type of grammatical interference in 15 Data analysis**

Type of GI	Number of type
The Transfer of morfem	11
Application of grammatical elements	11
Change function or meaning in grammatical pattern	6

In table 2 it can be explained that there are two dominant types in the Datum analysis in this study. 1) the type "Transfer of morpheme" and also "Application of grammatical elements" both were the same found with a total of 11 data. While the type "change in function or mean in grammatical there are only amounts to 6.

In the "Transfer of morpheme" occurs because from the data found, there are many sentences that absorb Sundanese particles such as *rarangén* and *kecap Panganteb*. As for the type of "Application of grammatical element" which is equally dominant because the interference in the sentences mostly occurs in the mistakes of the use of tenses, passive voice, subject-verb agreement and also misplaced structure.

This is different from the overall data from data findings where there are 51 data. 15 data on English sentences mixed with *rarangén*, 16 data from English sentences mixed with *kecap Panganteb*, and 20 data from sentences which English structure is influenced by the structure and system of Sundanese. . From the analysis of all 51 data. It was found that the dominant type was "Application of grammatical elements" with a total of 35 type findings.

The number of data certainly does not match the number of types found from the data analysis, because each sentence of one data can include more than one type, depending on the errors or interferences in the sentence.

## E. CONCLUSION

Sundanese grammatical interference is a linguistic case that occurs because the speakers absorb grammatical elements from Sundanese and then apply them in English. This is what then happened in Nurul Wafa where the case of grammatical interference includes morphological interference and also syntactical interference. In the findings, the writer found three kinds of sentences: 1) English sentences mixed with *rarangén*, 2) English sentences mixed with *kecap panganteb* and 3) Sentences which the structure is affected by Sundanese and causes grammatical errors and misplaced. Sentences 1 and 2 are included in the case of morphological interference and the third sentence is included in the syntactical interference.

Based on the results of the findings and discussions, it can be concluded that there are two types of grammatical interference which are equally dominant in the 15 data analysis,

those are: “the transfer of morpheme”, which is based on errors and interference that occurs because speakers transfer Sundaese particle (*rarangken* and *pangateb*) in English sentences. Then the second dominant type is "Application of grammatical elements" from sentences that contain errors and interference in the use of Subject-Verb agreement, passive voice and tenses; misplaced structures or word orders pattern, In both, 11 types were found in the analyzed sentences.

## REFERENCES

- Andersen, S. (2014). Sentence Types and Functions. *San Jose State University Writing Center*, 1-6.
- Aslinda, & Syafyaha, L. (2010). *Pengantar Sociolinguistik*. Bandung: Refika Aditama.
- Bhatia, T. K. (2013). The Handbook of Bilingualism. Dalam T. K. Bhatia, & C. W. Ritchie, *The Handbook of Bilingualism and Multilingualism (Second Edition)* (hal. 328). West Sussex: Blackwell Publishing.
- Chaer, A., & Agustina, L. (2010). *Sociolinguistik: Perkenalan Awal*. Jakarta: Rineka Cipta.
- Fauziah, S. (2015). Pemakaian Bahasa Daerah dalam Situasi Kontak Bahasa. *Al-Munzir*, 259-274.
- Gumilar, H. C. (2021, September 10). *Arti dan Contoh Kecap Pangateb (Partikel Penegas) Bahasa Sunda*. Diambil kembali dari Sunda Pedia: <https://www.sundapedia.com/arti-dan-contoh-kecap-pangateb/>
- Gumilar, H. C. (2021, 06 08). *Fungsi dan Contoh Kata dengan Rarangken Pang-Keun*. Diambil kembali dari Sundapedia: <https://www.sundapedia.com/fungsi-dan-contoh-kata-dengan-rarangken-pang-keun/>
- Gumilar, H. C. (2021, October 16). *Rarangken atau Imbuhan Bahasa Sunda Lengkap*. Diambil kembali dari Sunda Pedia: <https://www.sundapedia.com/rarangken-atau-imbuhan-bahasa-sunda-lengkap/>
- Hikmah, D. (2021). Grammatical Interference in English Communication Used by Nurul Jadid Students. *IJoEEL*, 20-30.
- Martanti, P. (2011). an Analysis of Grammatical Interference in Articles of Berani Newspaper. *English Letters: State Islamic University Syarif Hidayatullah Jakarta*.
- Sugiyono. (2013). *Metode penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.

- Suwito. (1983). *Pengantar Awal Sociolinguistik: Teori dan Problema*. Surakarta: Henary Offset.
- Tarigan, H. G., & Tarigan, D. (1990). *Pengajaran Analisis Kesalahan Berbahasa*. Bandung: Angkasa.
- Wati, R. M. (2015). Grammatical Interference of Javanese Language in Indonesia Language by Kindergarten's Children.
- Weinreich, U. (1953). *Languages in Contact*. New York: The Hague: Mouton Publisher.
- Weinreich, U. (1970). *Languages in Contact: Findings and Problems*. Paris: Mouton.
- Yusuf, S. (1994). *Teori Terjemahan Pengantar ke Arah Pendekatan Linguistik dan Sociolinguistik*. Bandung: Mandar Maju.

