



## Lambego Language Phonological Interference in Usage Indonesian Language for Students of SMPN 3 Pasimarannu Lambego Village, Pasimarannu District Selayar District

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### ABSTRACT

The main problem in this study is the influence of the first and second languages into Indonesian on the denotation of phonemes and consonants. This study aims to determine the form of Lambego language interference, especially in the field of phonology in the use of Indonesian. This research is a descriptive research, this population is all students of class VII, VIII, IX SMPN 3 Pasimarannu. Total population of 58 people. Considering that the population is not too large, this research is a total sample. The data and data sources referred to in this study are phrases and sentences contained in the pronunciation of the Lambego language which have interference with the use of Indonesian, causing these vowel and consonant sounds. Data collection techniques use instruments in collecting research data in the form of verbal and nonverbal. The results of this study indicate that there is interference from Lambego language into Indonesian on verbal and nonverbal, with several groups of phonological changes namely: (1) reduction of consonant symbolism /ʔ/ or also called interference reduction of consonant phoneme /k/, (2) reduction of phoneme symbolism /g/, (3) reduction of the denotation of the phoneme /n/, (4) reduction of the denotation of the phoneme /l/ and phoneme /h/, (5) replacement of the denotation of the phoneme /i/ to the phoneme /y/, (6) replacement of the denotation of the phoneme /é/ becomes the phoneme /o/, (7) replaces the symbol for phoneme /u/ to phoneme /o/, (8) replaces the symbol for phoneme /q/ to phoneme /k/, (9) replaces the symbol for phoneme /z/ to /j/, (10) changing the symbol of phoneme /f/ to phoneme /p/, (11) changing the symbol of phoneme /b/ to phoneme /p/, (12) changing the symbol of phoneme /v/ to phoneme /b/.

**Keyword:** Phonological Interference, Lambego, Indonesia

## **INTRODUCTION**

Indonesian is a unifying tool for various ethnic groups who have different backgrounds, because Indonesia is a multilingual country. In addition to the Indonesian language used by the community, both for daily communication and regional needs. In a multilingual society with high mobility, people will tend to use two or more languages, either fully or partially, according to their needs. The fluency of a person using two languages is highly dependent on the opportunity to use both languages. If there are many opportunities, then his fluency will increase, conversely if there are few opportunities then his fluency will remain or even decrease.

The Lambego regional language is the regional language used by the Lambego community in Pasimarannu District, Selayar Regency. Lambego speakers in Lambego village number around three hundred heads of households. They only inhabit one of the islands in the sub-district, namely Lambego Island. Even so, it does not mean that speakers of this language do not master Indonesian as the unifying (introductory) language. They can also speak Indonesian but in Indonesian they are heavily influenced by the local accent and many elements of the Lambego language are also used when using Indonesian. Therefore, the function of the Lambego language is as a mother tongue, a social language, so indirectly this regional language has been cultivated by children before entering elementary school. So that in using everyday language the two languages are used alternately as a means of communication, thus the two languages will influence each other.

The author is interested in conducting this research because there is often a distorted use of Indonesian in children who are influenced by their mother tongue (BI), namely Lambego language which is taught to their children from an early age so that the use of Indonesian experiences interference or imperfections. In order to develop the Indonesian language so that it continues to show its identity, in this case it can be used as a standard language, so the influence of regional languages that might damage or interfere with language development is avoided as much as possible. Furthermore, so that the two languages can be fostered and directed properly, it is necessary to know the interference of the Lambego language into Indonesian. Knowing the interference that occurs will facilitate the development of both languages.

Based on this, the problem of interference is important to discuss and discuss in research. As far as the author's knowledge, the problem of interference has been widely discussed by previous researchers. Among other things, interference in the fields of spoken language syntax, Buginese language morphology, and

spoken language phonology. However, in this case the author reviews how Lambego language interference in the use of Indonesian, especially students of SMPN 3 Pasimarannu Lambego village, Pasimarannu district, Selayar District, because of that, the researcher determined the study with the title "phonological interference of Lambego language in the use of Indonesian". Talking about interference at the junior high school level means that it can help Indonesian language teachers improve the quality of teaching Indonesian.

Second language teaching in Indonesia formally begins when children enter primary education (approximately 6 years old) for the national language, and when children enter grand education (approximately 13 years old). For foreign languages (in this case English). According to Pei (1971) children at the age of 5 years have been able to master their first language patterns, even though those language patterns are very complicated for foreigners. Thus when Indonesian children (whose first language is the local language) start learning Indonesian they are already used to the patterns of their first language, this habit with the patterns of their first language will become an obstacle when they learn Indonesian. The patterns and elements of their first language, which have always been used outside the home, will be carried over when they speak Indonesian, as a sociolinguistic event called interference. As the following example, we will derive the problems faced by children who speak Lambego for the first time in learning Indonesian.

Like other Indonesian children, Lambego children begin formal education in elementary school when they are 6 or 7 years old, when they have mastered the patterns of their first language, Lambego. There is a considerable difference between the patterns of the Lambego language and those of Indonesian. This difference becomes an obstacle in the process of learning Indonesian, both in the fields of phonology, morphology, syntax, and lexicon.

The consonant /k/ in the final syllable of Indonesian words is often not pronounced clearly if by chance the Lambego equivalent is written without the letter <k>. conversely, the consonant /k/ in Indonesian which should be pronounced with glotal /ʔ/ will be pronounced clearly if the word is known, so:

Brother pronounced [adi]

Father pronounced [bapa]

It is hoped that the Lambego children's difficulties in learning Indonesian will also be experienced by children from other regions, whose first language is also the regional language. The difficulty may be different, because the differences between Lambego and

Indonesian are of course not the same as those between Javanese (Balinese, Aceh, Bugis, and so on) and Indonesian. Our problem now is how to overcome these difficulties or obstacles. According to Broto (1980) this difficulty can be overcome by using a contrastive linguistic approach. This means that there is a pattern comparison between the other languages taught (Indonesian) and the language of the students. Patterns that are different are given more attention and practice, while patterns that are similar or the same are given moderate practice.

### **THEORITICAL REVIEW**

According to Widi, phonology is grammar which is studied in the branch of linguistics. Where this science will analyze the sounds of language in general.

Widi also mentioned that phonology has two branches of science, namely phonetics (studying sounds produced from language) and phonology (studying speech sounds which have a function to differentiate meaning). Meanwhile Chaer defines phonology as a field of linguistics that does not only focus on studying but also discussing the sound sequence of language and analyzing the language.

As we know about the notion of phonology as the science of language that studies sound. Judging from the object of study, phonology is taken from the original term. Phonology is taken from the word *phone*, which means sound. The term *logy* is taken from the language *logos* which means science which then gave birth to two forms of phonemes consisting of phonetic and phonemic.

#### **1. Phonetics**

Phonetics is the part of phonology that deals with how sounds are produced. Phonetics are the sounds of language which are then pronounced or uttered from human speech.

There are many types of phonetics, there are articulatory phonetics, physiology, organic and many more. Where each type has its own designation focus.

Phonetics itself is divided into three types, as follows.

##### **A. Articulatory phonetics**

As organic phonetics or physiological phonetics that studies the sounds of language produced by the senses of the mouth/tongue.

##### **B. Acoustic phonetics**

Investigate language sources based on physical aspects based on frequency, vibration, source or intensity.

##### **C. Auditory Phonetics**

The focus is on studying the sound reception mechanism based on the capture of our sense of hearing.

##### **2. Phonemic**

Meanwhile, phonemic is also part of phonology which studies sound based on its function as a differentiator of meaning. So in the pronunciation of sounds, there are sounds that have a different emphasis on meaning. Especially with the diversity of languages in Indonesia, many regional languages influence phonology.

That is the object of phonological study. If you study deeper, there are still many important elements that you will learn in more detail. For those of you who are interested in studying this branch of knowledge, you can major in literature or language.

##### **Phoneme Types**

###### **Vowel phoneme**

The names of vowel phonemes in Indonesian are:

/i/ front, high, unrounded vowel

/e/ front, mid, upper, unrounded vowel

/a/ front vowel, low, unrounded

/ə/ middle, medium, unrounded vowel

/u/ back, upper, round vowel

/o/ back, up, round vowel

The resulting vowel phonemes depend on the following:

###### **High and low position of the tongue**

Based on the high and low position of the tongue vowel sounds can be divided into:

upper high vowels, such as the sounds [i] and [u]

lower high vowels, such as [I] and [U] sounds

upper mid vowels, such as the sounds [e] and [o]

lower mid vowels, such as [ɛ] and [ɔ] sounds

middle mid vowel, like the sound [ə]

low vowels, such as the sound [a]

###### **Back and forth tongue**

Based on the back and forth of the tongue, vowel sounds can be divided into:

front vowels, such as the sounds [i], [e], and [a]

middle vowels, such as the sound [ə]

back vowels, such as the sounds [u] and [o]

With regard to the determination of vowel sounds based on the position of the tongue there is a concept called cardinal vowels (Jones 1958:18), which is useful for comparing the vowels of a language among other

languages. The concept of cardinal vowels explains that there are highest, lowest, and leading positions of the tongue in producing the vowel sound. The vowel sound [i] is pronounced by raising the front tongue as high as possible without causing a sliding consonant. The vowel [a] is pronounced by lowering the base of the tongue as low as possible. The vowel [u] is pronounced by raising the base of the tongue as high as possible.

## RESEARCH METHODS

This research on language interference is related to things, especially natural linguistic phenomena. That is, the data collected comes from the real environment and what it is, namely about the form and type of language interference. In addition, the method used in this research is descriptive method. This is due to the data collected, analyzed, and presented descriptively.

In this study the data collected was in the form of words and not in the form of numbers. Therefore, this study uses a qualitative approach. The qualitative approach has the characteristics, namely (1) the presentation of the results of this research is in the form of a description of the object (2) the collection of data with a natural background and, (3) the researcher becomes the main instrument.

The population in this study were all students in grades VII, VIII, IX, SMPN 3 Lambego Village, Pasimarannu District, Selayar Regency, 2018/2019. The population in this study consisted of 26 male and 29 female students in total from a population of 55 students. The school to be studied here is still classified as a new school. While the research sample is the entire population. Determining the number of such samples is done with the consideration that this number can be reached by researchers in screening data without random. Thus this research sample is a total sample.

To limit the scope of this writer, the writer needs to put forward definitions of terms, in analyzing language interference, only two languages are used, namely Indonesian and Lambego languages, besides that there is a need for an understanding between the two so that they can identify errors in the sound of consonant vowel phonemes and consonant phonemes that arise in pronunciation due to changes in the learning process and in everyday life.

The part that is observed is called the sample, while the collection of research objects is called the population (Rahmat, 1999: 78). The population or data source in this study are students of SMPN 3 Pasimarannu, Selayar Regency, including Indonesian language teachers. The research sample consisted of 58 students from first to third grade plus an Indonesian teacher. The data referred to in this study are phrases and sentences contained in

the pronunciation of the Lambego language which have interference with the use of Indonesian so that they cause vowel and consonant phoneme sounds. In a unit whose status is higher, the phoneme is an abstraction of one or a number of phonemes, whether it is a vowel or a consonant. Indeed, there are many versions of phoneme definitions or concepts. But the point is the smallest unit of sound that can distinguish the meaning of words. However, the point is that if we want to know whether a sound is a phoneme or not, we must look for what is called a minimal pair, which is two forms that sound similar but are only slightly different. For example, if we want to know whether the [p] phoneme sounds or not, then we look for, for example, the pair of the words nail and standard.

To prove whether a sound is a phoneme or not, we can also use minimal pairs where one of its members is "missing". This means that the number of sounds in the members of the pair that are rumpung is rumpung, it is one sound less than that of the intact members. For example, to prove the sound [h] is a phoneme or not, we can take the pairs [luck] and [old]. The [tuah] form has four sounds, while the [old] form only has three sounds. So, if the [h] sound is left out, then the word will be different. Therefore it can be concluded that the sound [h] is a phoneme.

The research data was collected using instruments. The instruments used in collecting research data were verbal and nonverbal, that is, students were given the task of writing a free essay which was a student's experience, which would then be presented in front of other students. This type of instrument was chosen with the consideration that students who have presented their assignments will be recorded in audio form besides that students will pour their experiences into written form. Which can provide information about the desired data in this study.

The data analysis technique that the author uses in managing data through 2 instruments in the form of audio and written essays which will then be analyzed if the instrument contains sentences that indicate interference from Lambego into Indonesian. The data that has been collected in the recording is followed by an inventory of the forms of phonological interference that occur. After knowing the interference that occurs from the Lambego language into Indonesian, it is continued with an explanation of the forms of interference that occur. In addition, every type of interference that occurs is generally corrected into Indonesian.

## RESULTS AND DISCUSSION

### A. Presentation of Data Analysis Results

After the results of verbal and nonverbal research in the form of audio and student writing, phonological interference data was obtained on audio recordings and student writing for each sample. The interference data is classified according to the problem under study, namely the classification of the denotation of vowel and consonant phonemes in detail as follows.

#### 1. Symbolization of Vowel Phonemes in Lambego Language

In the previous chapter, the author presented a table (table 1) of the Lambego language focal phoneme system. The table shows the five vocal phoneme denotations of the Lambego language based on the benchmarks of high and low and front and back of the position of the tongue at the time of its formation. The five symbols of focal phonemes are: /i/, /e/, /a/, /u/, and /o/.

From the table it can be concluded that the Lambego language has two high vowel phonemes, two medium vowels, and one low vowel phoneme. Based on the front-back benchmark, two vowel phonemes are front vowels, one is a middle vowel, and the other two are back-vocal phonemes.

The five Lambego language vowel phoneme symbols can occupy initial, medial and final positions in a word. However, not all of these vowel phoneme symbols experience interference in the audio recordings and student writing. The interference found is only a few vowel phoneme denotations.

#### 2. Symbolism of Consonant Phonemes in Lambego Language

In the previous chapter, the author presented a table (table 2) of the Lambego language consonant phoneme system. The table shows that there are thirty-two consonant phoneme denotations of the Lambego language in the previous chapter. The twenty-three consonant phonemes of the Lambego language can occupy all initial, medial and final positions in a word. However, not all of the consonant phoneme symbols experienced interference in the audio recordings and student writing, only a few were found to symbolize consonant sounds.

##### 1) Data I (FK 1.1 and FK 1.2)

In the FK 1.1 data, it shows the first word Recreation which should be recreation and in the second word (FK 1.2) Akhir which should be the end. Experiencing interference with the denotation of the consonant phoneme /ʔ/ in student writing in Lambego, occupying all positions, namely initial, medial and final positions. While initial and final positions were not found. The phoneme /ʔ/ is not symbolized in use like the other phonemes in Lambego. Speakers of the Lambego

language identify the phoneme /ʔ/ with the phoneme /k/. So that when speakers of Lambego speak Indonesian, they tend to omit the phoneme /k/ in that medial position.

##### 2) Data II (FK 2.1)

The FK 2.1 data shows the word go home which should go home. Experiencing interference with the consonant phoneme /g/ in Lambego in final position. While the initial and medial positions were not found from the student's writing. Based on the habit of using the Lambego language, interference often occurs when writing Indonesian essays, namely the denotation of the consonant /g/ and the reduction of the consonant sound in one sentence in the final position.

##### 3) Data III (FV and FK)

The data from FV.FK.3 shows that the denotation of vowel and consonant phonemes in Lambego into Indonesian was found no interference in initial, medial and final positions in students' writing.

##### 4) Data IV (FK 4.1)

The FK 4.1 data shows the word national which should be national. In the denotation of the consonant phoneme /y/ in Lambego language into Indonesian in the medial position. Meanwhile, there was no interference in the initial and final positions in the writing of students' essays which could change the consonant /i/ to a consonant /y/ as can be seen in the words above.

##### 5) Data V (FK 5.1)

FK 5.1 data shows the word menmanci which should provoke the symbolism of the phoneme /g/ in Lambego language into Indonesian in the initial position while medial and final there is no interference in student writing, which can experience a reduction of the consonant /g/.

##### 6) Data VI (FV and FK)

The FV.FK .6 data shows that the denotation of vowel and consonant phonemes in Lambego into Indonesian was found no interference in initial, medial and final positions in student writing.

##### 7) Data VII (FV and FK)

The FV.FK .7 data shows that the denotation of vowel and consonant phonemes in Lambego into Indonesian is not found interference in initial, medial and final positions in student writing.

##### 8) Data VIII (FV and FK)

The FV.FK .8 data shows that the denotation of vowel and consonant phonemes in Lambego into Indonesian is not found interference in initial, medial and final positions in student writing.

##### 9) Data IX (FK 9.1)

The FK 9.1 data shows the word my friends which should be my friends. In the denotation of the consonant phoneme /m/ in Lambego language into Indonesian in

the initial position while medial and final no interference is found. Therefore, if a bilingual whose first language is Lambego is transferred to Indonesian, then there will be interference with the reduction of the phoneme /n/ in the word above.

And FK 9.2 data on the word buan apel which should be an apple in the denotation of the consonant phoneme /h/ in Lambego language into Indonesian in the final position of students' essays which can experience the change of /h/ to the phoneme /n/.

10) Data X (FV and FK)

The data FV.FK .10 shows that the denotation of vowel and consonant phonemes in Lambego into Indonesian is not found interference in initial, medial and final positions in student writing.

11) Data XI (FV 11.1)

The FV 11.1 data shows that the word sopaya should be so that the phoneme /o/ in Lambego into Indonesian occupies all positions namely, initial, medial and final positions. Only one sentence was found to be interfered with from the student's writing in the medial position in the form of the vowel symbol /o/ which changed the vowel /e/ to /o/.

12) Data XII (FV and FK)

The data from FV.FK .12 shows that the denotation of vocal and consonant phonemes in Lambego into Indonesian does not find interference in initial, medial and final positions in student writing.

13) Data XIII (FK 13.1)

FK 13.1 data shows that the word mendapat should have received the consonant phoneme /p/ in Lambego into Indonesian. At the final position in the student's essay, there is one sentence that interferes with Lambego into Indonesian, namely experiencing a change of consonant /t/ into a consonant. /p/.

14) Data XIV (FV 14.1)

In the FV 14.1 data, it consists of two words that indicate the word pomview which should be the sight of the consonant /o/ in Lambego language into Indonesian Indonesia in the medial position of the audio recording can experience a change of vowel sound /e/ to vowel /o/. Likewise, in the FV 14.2 data there are two words, namely, experience which should be experience at the consonant /o/.

15) Data XV (FV2)

The FV 15.1-3 data shows 3 dongan words which should be the symbol for the vowel /o/ in Lambego into Indonesian occupying all initial, medial, and final positions. Only those who found interference in the medial position in the audio recording of students who experienced the vocal change /o/ to /é/. Whereas in the FV 15.1-2 data it consists of 2 words in sobut which should be called the phoneme /o/ denotation of the audio

recording of students in the medial position who experience a change of vowel /o/ to /e/.

16) Data XVI (FV and FK)

The data from FV.FK .16 shows that the denotation of vowel and consonant phonemes in Lambego into Indonesian was found no interference in the initial, medial and final positions on the students' audio recordings.

17) Data XVII (FV 17.1 and 17.1-2)

The FV 17.1 data shows the word ko kobun which should go to the garden in the vowel symbol /o/ in Lambego language into Indonesian in the medial position while the initial and final positions do not find interference in the student's audio recording, experiencing a change of vowel /o/ to /e / is customary in Lambego language use. So if Lambego speakers use Indonesian, then any use of words with a vowel phoneme /é/ tends to turn into a vowel /o/. these changes indicate an interference from the Lambego language into Indonesian. Meanwhile, the FV 17.1-2 data, which consists of 2 words, namely ko romah who should be going home on the vowel /o/ as well as in the data above both experience the change of vowel /o/ to /u/.

18) Data XVIII (FV 18.1 and FV 18.2)

The FV 18.1 data shows the word ko sokolah which is supposed to go to school in the symbol of the vocal phoneme /o/ in Lambego language into Indonesian in a medial position while the initials and final are not found from the student's audio recording, which can experience vowel changes /o/ becomes /e/ in the data.

Likewise, the FV 18.2 data on the second word, namely ko bolakang which should have gone backwards on the vowel phoneme /o/ in the medial position which is experiencing interference in Lambego language into Indonesian, is experiencing interference.

19) Data XIX (FV and FK)

The FV.FK .19 data shows that the denotation of vocal and consonant phonemes in Lambego into Indonesian is not found interference in the initial, medial and final positions in nonverbals in the form of students' written essays.

20) Data XX (FK 20.1 and FK 20.2)

The FK 20.1 data shows the word week which should be sunday. in the denotation of the consonant phoneme /g/ in Lambego language into Indonesian it occupies only the medial position. While the initial and final positions were not found. Based on the habit of using Lambego language, when speakers of Lambego language use Indonesian, interference often occurs, namely the denotation of the phoneme /g/ often occurs when the sound of the consonant phoneme is reduced in a word only in the medial position.

Whereas in the FK 20.2 data, the word to pustu that the puskesmas should have had a lot of FK reductions such as the consonants /k/, /e/, /s/, /m/ /k/, /s/, and FV /a/ in the consonant /s/ in the second word in Lambego language into Indonesian in the final position there is interference of the deformation of the consonant /s/ phoneme.

21) Data XXI (FV 21.1)

In the FV 21.1 data, it shows the word fire which should be a bonfire on the vocal phoneme /a/ in Lambego into Indonesian in the initial position, interference was found in student writing in KBBi writing, there was a reduction in FK (n) at the end of the word.

22) Data XXII (FK 22.1 and FK 22.2)

The FK 22.1 data shows that the first word, namely, penu, which should be full of the denotation of the consonant phoneme /h/ in Lambego language into Indonesian in the final position, is found in the student's writing, which experienced a reduction in the consonant /h/ at the end of the word. And FK 22.2 data in the second sentence of tarawe which should be taraweeh therefore experiences a reduction in the consonant /h/ at the end of the word.

23) Data XXIII (FV and FK)

The FV.FK .23 data shows that the denotation of vocal and consonant phonemes in Lambego into Indonesian does not find interference in the initial, medial and final positions in nonverbals in the form of students' written essays.

24) Data XXIV (FV and FK)

The FV.FK .24 data shows that the denotation of vowel and consonant phonemes in Lambego into Indonesian does not find interference in the initial, medial and final positions in nonverbals in the form of students' written essays.

25) Data XXV (FV and FK)

On FV.FK data. 25 shows that the denotation of vowel and consonant phonemes is in Lambego language into Indonesian was not found interference both in initial, medial and final positions in nonverbal form of students' written essays.

26) Data XXVI (FV and FK)

The data FV.FK .26 shows that the denotation of vowel and consonant phonemes in Lambego into Indonesian is not found interference in the initial, medial and final positions in nonverbals in the form of students' written essays.

27) Data XXVII (FV and FK)

The FV.FK .27 data shows that the denotation of vowel and consonant phonemes in Lambego into Indonesian does not find interference in the initial, medial and final

positions in nonverbals in the form of students' written essays.

28) Data XXVIII (FV 28.1 and FV 28.2)

In the FV 28.1 data, it shows the word pennant fire which should be a bonfire on the symbol for the vowel phoneme /u/ in Lambego into Indonesian in the medial position, interference was found from students' writing which could experience vowel reduction. Meanwhile, in the FV 28.2 data, the word should be represented by the vowel /u/ in the medial position of the student's writing, there is an excess of letters in Indonesian writing for the vowel /h/.

29) Data XXIX (FV and FK)

The FV.FK .29 data shows that the denotation of vowel and consonant phonemes in Lambego into Indonesian does not find interference in the initial, medial and final positions in nonverbals in the form of students' written essays.

30) Data XXX (FV and FK)

The FV.FK .30 data shows that the denotation of vowel and consonant phonemes in Lambego into Indonesian does not find interference in the initial, medial and final positions in nonverbals in the form of students' written essays.

31) Data XXXI (FK 31.1, FK 31.2 and FK 31.3)

The FK 31.1 data shows that the word saagat, which should have a very consonant /n/ in Lambego language, into Indonesian in the medial position, from a student's essay, has changed /n/ to /a/ in the middle of the word.

The FK 31.2 data shows that the second word, namely, the word ruma, which should have housed the consonant /h/ in Lambego language, into Indonesian in the final position of the student's essay, resulted in the reduction of the consonant /h/ at the end of the word.

FK 31.3 data on the third word, namely, the word no which should not have the consonant symbol /k/ in Lambego language in the final position of the student's essay in Indonesian, which results in a reduction of the consonant /k/ at the end of the word.

32) Data XXXII (FK 32.1)

The FK 32.1 data shows the word want which should be denoted by the consonant phoneme /n/, in Lambego into Indonesian in the final position of students' essays into Indonesian. which can experience a reduced consonant /n/ in the final position.

33) Data XXXIII (FV 33.1 and FV 33.2)

The FV 33.1 data shows the word bersupeda which should cycle on the phoneme symbol /u/ in Lambego language in the medial position of the student's essay into Indonesian which changes from the consonant /e/ to /u/ in the sentence above. Likewise in FV 33.2 the bicycle should be in the medial position of the writing paper.

34) Data XXXIV (FK 34.1)

The FK 34.1 data shows that the abis word which should have ended in the consonant symbol /h/ in Lambego language occupies the initial position while the medial and final positions are not found from the students' audio recordings. Therefore, when bilingual Lambego is the first language into Indonesian, there will be interference with the reduction of the consonant /h/ in each word.

35) Data XXXV (FK 45.1)

The FK 35.1 data shows the word ama which should be pest of the consonant phoneme /h/ in Lambego into Indonesian in the initial position of the student audio recording, which results in the reduction of the consonant /h/ at the beginning of the word above.

36) Data XXXVI (FV and FK)

The data of FV.FK .36 shows that the symbolism of vowel phonemes and consonant phonemes in Lambego language occupy all positions namely, initial, medial and final positions but no interference was found from the audio recordings of the ninth grade students.

37) Data XXXVII (FK 37.1)

The FK 37.1 data shows that the missing word, which should be the Koran, in the denotation of the consonant phoneme /k/ in Lambego language in the initial position, experiences interference into Indonesian from the student's audio recording which results in a change of consonant /q/ to the phoneme /k/ at the beginning of the word. .

38) Data XXXVIII (FV and FK)

The data for FV.FK .38 shows that the symbolism of vowel phonemes and consonant phonemes in Lambego language occupy all positions, namely initial, medial and final positions, but no interference was found from the audio recordings of the ninth grade students.

39) Data XXXIX (FV and FK)

In the data FV.FK .39 it shows that the denotation of phoneme v The vowel and consonant phonemes in Lambego occupy all positions, namely initial, medial and final positions, but no interference was found in the eighth grade students' audio recordings.

40) Data XXXX (FK 40.1)

FK 40.1 data shows the word jakat which should be zakat in the denotation of the consonant phoneme /j/ in Lambego language in the final position of the student audio recording, while in the initial position and medial position no interference is found. In its application, speakers of Lambego language when using Indonesian it often happens that the phoneme /z/ replaces the phoneme /j/.

looking at table 7 on student data 1-20. Lambego and Indonesian, you can see the interference that occurs in the phoneme denotation.

Bilinguals whose first language is Lambego when the data collection process uses two methods, the first is verbal, namely audio recording when students tell their experiences in Indonesian. The second side is nonverbal, namely, writing essays in Indonesian. The reason is the reduction and replacement of phonemes at certain positions in their distribution.

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## CONCLUSION

Based on the selection of the resulting data in the form of audio recordings and student writing, and by