



# Mandar Language Interference towards the Study of Indonesian Phonology in Communicating Students of SMAN 1 Pamboang in Majene District

Subianto Basri, <sup>1</sup>A. Muh. Ayyub Ht <sup>2</sup>

Management Aquatic Resources <sub>1</sub>  
Agribusiness <sup>1</sup>

Mamuju Muhammadiyah University

[subintobasri62@gmail.com](mailto:subintobasri62@gmail.com)

[andiht733@gmail.com](mailto:andiht733@gmail.com)

Receive: 12/01/2024

Accepted: 12/02/2024

Published: 01/03/2024

## Abstract

*This research is field research which aims to determine the form of phonological interference from Mandar in Indonesian for students at SMAN 1 Pamboang, Majene Regency and to determine the factors that cause interference. The research method used is a qualitative descriptive research method, which provides an overview and explanation (explanation) of the form of phonological interference in the Mandarese language in Indonesian students at SMAN 1 Pamboang and the factors that influence it. Data collection was carried out using listening techniques, note-taking techniques and recording techniques. The results of the research show that the form of phonological interference in the Mandarese language in Indonesian occurs in the form of phonetic and phonemic interference in the form of language sound errors, namely the use of the phoneme /e/ which is symbolized by the unrounded central vowel sound [ə]. Factors that cause interference include; speakers' habit of using the first language (Mandarin) and lack of understanding of the elements of the second language Indonesian (BI), the use of the second language (BI) is still felt foreign by most BM speakers when interacting with speakers who use the same code. BM, thus affecting good and correct BI communication patterns and ultimately giving rise to language errors.*

*Keywords: Interference, phonological, phonetic, phonemic*

## INTRODUCTION

Humans are social creatures who interact with one another. In interacting, humans of course use language as the main tool in communication to support the smooth running of all activities. As time progresses from time to time, all human

activities become more diverse so that language as a medium of interaction also experiences development (Sarnila et al., 2022).

Language as an interaction tool in conveying thoughts, ideas, concepts and feelings. Language has five basic functions, namely expression function, information function, exploration

function, persuasion function, and entertainment function. The information function is the function of conveying messages or messages to other people. The exploration function is the use of language to explain things, cases and circumstances. The persuasion function is the use of language to influence other people, and the entertainment function is the use of language with the intention of entertaining (K ilwakit & Muchti, 2022).

By using BI, there is a sense of unity and unity of the nation various ethnicities will be fostered. The presence of BI among hundreds of regional languages does not cause negative sentiments for the ethnic groups who use it. On the contrary, BI's presence is considered as a protector of regional sentiments and as a mediator of tribal egos (Muslich, 2010: 34). Based on the author's understanding, tribal ego is still quite large in every ethnic group that speaks orally with BI. The tribal ego that the author means is a sense of self-pride in using regional- *style BI* or BI which in its narrative is still strongly influenced by the dialect/accents of each regional tribe, so that in the end it is not uncommon for ethnic groups to criticize each other, when other ethnic groups use their target language (BI).

Language plays a very important role in people's lives to achieve their goals. Due to the arbitrary nature of language, it is almost impossible to determine with certainty the process of language formation and change. Indonesian is one of the languages that often experiences language interference (Sari et al., 2021). In its development, Indonesian language cannot be separated from the influence and absorption of foreign languages, such as Malay, regional languages, Dutch, English, and so on (Farras, 2023). As a result of this influence, there is a mixture of two languages between the first language and the second language. Indonesian people generally have the skills to use two languages, namely Indonesian as the national language and regional languages as their mother tongue (Nasution & Sembiring, 2022). This is considered a deviation or error in language. This mixing of the first language and the second language is known as interference.

Language is internal vital organs communicate and characterize differentiator between man with creature life other. Without Language man No can relate (interact) horizontally, ie between One with others (hablunminannas) and without language is human too No capable build connection in a way vertical, ie relate with God (hablunminallah). Because in essence God That myself already teach Language to human, then relationships (horizontal or vertical) it can intertwined with Good. As Allah SWT. says in the Koran which means.

*"And among the signs of His power is creating the heavens and the earth and different languages and the color of your skin. Verily in that there are signs for those who know"*

(QS. Ar-rum [30]: 22)

That language dynamic, always change and develop in accordance with progress over time. Therefore That does not need amazed that We No play role that remains in the situation different social. Beside There is the thing that influences it the most situation social that is, that is, what is frequent termed with contact later language give rise to form interference Language that is form interference Language First to Language second or Language target.

Interference is the use of language that deviates from applicable linguistic rules so that the use of language is considered a language error. Interference is a phenomenon that occurs as a result of the use of two or more languages in society (Desy et al., 2022). Baker (2001:101) in (Firmansyah, 2021) said that the phenomenon of language interference can be found in individuals who have the ability in more than one language (bilingual), where interference is a situation where someone mixes a second language with their native language. In the same quote, Baker said that interference occurs when someone has difficulty separating the two languages. Suwito (1983:54) in (Rafael, 2019) argues that interference is a deviation because the elements absorbed by a language already have an equivalent in the absorbing language. It can be concluded that interference is an error in using language which is considered to reduce its mark

from Language That itself because of the addition another language so that it is considered an error because it deviates from the rules of the language used.

Interference often occurs in Indonesia. Interference happen when speakers make language contact that is regional language (BD) with BI. The use of BD in everyday language communication cannot be separated from the richness and diversity of regional languages in Indonesia. Among them, BD which is still widely used by speakers is Mandarin (BM). The existence of a situation where two or more languages are used interchangeably, allowing for contact or mutual contact between BM and BI . The contact of two languages which have different systems and functions has the potential for interference, namely mistakes caused by carrying over the habits of the first language into the second language or vice versa. Likewise , students at SMAN 1 Pamboang often do an interference event occurred .

Incident i nterference that occurs can observed in various speech events , for example interference occurs in classes in the learning process , in school canteens, in prayer rooms , and in other places. general others , so that in fact interference events often occur almost every student. This matter happen Because influenced by diversity ethnicity and culture student That Alone .

The variety ethnicity and culture , then the language used is also different . Because that 's necessary found that based on territorial lines BM geography is generally used by people living in West Sulawesi Province . BM has different accents and dialects according to the region where the speaker lives. BM is one of the many BDs in West Sulawesi. BM is widely used in the districts / cities of Majene and Polman. Each region sometimes has differences in how to pronounce n, but this does not change the meaning of the word.

Most of the Mejene people and Polman does not use BI is good and correct . Incident This happen in interaction communication daily Good in formal situations as well non- formal. Society Majene and Polman in general in communicate oral nor write No can avoid happen interference

Language region ( language origin ) in use Indonesian ( language target ) .

How with language interference events Mandar students of SMAN 1 Pamboang ? Incident interference Language Mandar occurs as a result of being carried away system Language First which are used every day in BI as second language or Language targets that are still in the category being studied by students at SMAN 1 Pamboang. More Furthermore , this can be observed from each of their communications, both verbally and in writing , both in phonetic and phonemic form and in other language systems. Based on observations author , that sounds were also found Language which sounds typical of articulation on point articulator BM speakers .

Another factual thing that join in encourages the author to address the issue of BM–BI phonological interference is motivated by confusion or anxiety that is often felt by the author himself . When students of SMAN 1 Pamboang who come from different regions speak BI, they are always carried away by their respective dialects , then they are so proud to correct/criticize each other . In fact, the irony is that they claim each other's explanations , that Indonesian is the language they use. use each one the right one. This thing happen because of unclear BI parameters in spoken language standardization ( standard pronunciation ) .

Paradigm the supported by Muslich (2013: 18) in his notes put forward that until moment This Indonesian yet has “ Guidelines Standard Pronunciation ”. Which has arranged is simply a “ Guideline Spelling ”, and “Big Indonesian Dictionary”. In “ Standard Grammar ” not yet discussed regarding *saying standard* in a way adequate . However , guidelines this is very necessary for speaker want to speak Indonesian increase quality pronunciation sound Indonesian , especially for those who operate in related fields with “ sound ”, for example radio and television broadcasters , MCs, singers , and so on . And more Again for language teacher (teacher/ lecturer ) .

Based on the phenomena described above, once again the author felt compelled to conduct this

research. It is hoped that by conducting research on interference in the language system of certain ethnic/ethnic languages, it can further create a sense of mutual respect and minimize or even eliminate feelings of egoism between ethnic groups regarding the use of oral and written BI. Therefore That is , the role and function of language depend on the situation, conditions and context , so that from corner look linguistics purely linguistic area miscellaneous Language is paradise for Who only those who have it interest to study language ( Moeliono in Said DM., 2012: 4).

Based on views that have been put forward by experts and various studies previously become motivation separately for writer to analyze I nterference of Mandarese language phonology in Indonesian students of SMAN 1 Pamboang .

#### **METHOD**

This research is a combination qualitative descriptive research . Chaer (2007: 9) suggests that research / study descriptive ie research conducted with at first collect data, classify data, then formulate rules to regularity contained in the data .

The data for this research is in the form of language sounds articulated by students of SMAN 1 Pamboang which contain Mandarese language interference. In this case, Indonesian is often used by students who come from Mejene Regency /City . Therefore that is , research data sourced from student speech which is designated as informant , which was obtained with method listening speech , note taking and recording .

This research was carried out from February 12 to 17, 2024. The sample for this research is data that is considered to represent the interference of the Mandarin language in the Indonesian language of students at SMAN 1 Pamboang. To obtain data, the researcher took 7 people from class X, 7 people from class XI and 7 people from class and do not experience hearing loss.

The technique used in this field research is the observation technique to obtain the necessary data. This listening technique is carried out by listening to the experienced Indonesian speech of SMAN 1 Pamboang students interference

Language region ( language Mandar ) . In this case, something is done using the Listening Involvement Cakap (SLC) technique and the Free Listening Involvement Cakap (SBLC) technique. The SBLC technique can be carried out by listening to language use without participating in the conversation process (Kesuma, 2007:44).

In this research, note-taking techniques were also used. The note-taking technique is a technique for capturing data by recording the results of listening to certain data (Kesuma, 2007: 44-46). Apart from technique pay attention and note - taking techniques , the author also uses recording techniques. Recording techniques This addressed For can clarify and analyze return the data obtained by reach accuracy and validity results study . Recording was done using a cellphone or type electronic recorder others who can used by researchers .

#### **RESULTS AND DISCUSSION**

##### **Research result**

Based on the data obtained from the research results, the form of phonological BM interference in BI students at SMAN 1 Pamboang can identified in form interference phonetics and interference phonemic , namely as follows.

##### 1) Interference Phonetics

Interference phonetics as observers , that influence Language first ( language area ) against Language second ( language target ) without pay attention functionality sound in differentiate meaning .

As for form interference phonetics Language Mandar in Indonesian language students of SMAN 1 Pamboang in research data This is as following :

- 01 (1) Do you have the principal in your room?  
( Class XII ) (2) Yes! Are you taking care of it?  
(3) Want to ask for his signature.  
(4) Oh, Yes.

In conversation [01] it was said when the students were in front of the school administration office. In this data in the first

sentence the phoneme /e/ in the word principal is replaced with the sound [e] which should be the sound [ə]. And also in the data an error occurred BI structure as well as error word choice on the word *What do you take care of?* which should be *necessary what?*, and said *Want to ask sign hand* should *I want to sign hand file*.

- 02 (1) How much sheet your paper?  
(Class XI) (2) Four mercy sheetji .  
(3) Where do you want to print?  
(4) At home .  
(5) Yes me , too?  
(6) OK, come on You're welcome there .

In data [02] it is stated moment go home school , the data sentence first in *what word sheet* happen interference phonetics , that the phoneme /e/ is pronounced with the sound [e] should be spoken sound is sound [ə] and in sentences second in word *four mercy* too spoken with the sound [e] should be is sound [ə]. Furthermore sentence *Where do you want to print ?* Should *You where do you want to print ?* And *saidsheetji* should say *Sheet r*, usage particle -ji bararti behave humble .

- [03] (1) Come on, let's go go  
(Class X) (2) Wait first A moment .  
(3) Want to take a lesson for a while  
(4) come on !

Conversation [03] took place in the cafeteria school at the time informant rest , sentence First , *come on* , that 's what it should be *come on* and say *goe* which should go in BI it is pronounced with pronunciation thereby Because informant adapt with rule phonetics Language First informant namely B M . In the sentence fourth conversation this , besides interference also occurs morphological in One sentence speech that is use particle l a in BD. Which is deep speech BI particles – e state emphasis to something will done which means – lah , so the word *come on e* should *come on* .

- [04] (1) Brother Anto , here e Eat !  
(Class XII) (2) Yes, thank God I am Already .  
(3) Is that your friend ?  
(4) He Still full .

In conversation [04] took place in the cafeteria school at the time atmosphere casual ( non- formal), sentence first word *here e* which should *come here* in BI it is pronounced with pronunciation thereby Because informant affected with rule phonetics Language First informant namely B M . on this data interference also occurs morphological in sentence third ie usage particle –*ta* which means the word for pointing to more old or form courtesy in B M , if in BI it should be *Friend Older brother anto* .

- [05] (1) Why no active your cellphone number ?  
(Class X) (2) Active i .  
(3) What the tail ?  
(4) Eight four four .  
(5) Appropriate , Wrong on my cellphone

At [005] conversation took place in the library school . In this data the first sentence is *Why no a ktir Your cellphone number ?* Should *Why your cellphone number No active ?* Then *The word Active i* should keep *my number active* . Sentence the three *tail* words should *the last one* . In the sentence the three words *eight* which should *eight* .

- [06] (1) Done graduate later You Want to carry on Where ?  
(Class XII) (2) nda you know .  
(3) In Makassar mo , let me Bisaki independent !  
(4) Yes, later seen .

In conversation [06] occurred at the time informant at the front mosque school . In sentence data second use of the word no standard *That's what* it should be *no* and the word *know i* which should *tau* is pronounced in BI with pronunciation thereby Because informant adapt with rule phonetics Language First informant namely B M . In the sentence third use of the

word no standard *mo* that should be *just* and the word *ki* is supposed to be *We* ..

[07] (1) Get rid of yesterday my feet .

( Class X) (2) You where do you keep it bro ?

(3) I keep it in a desk drawer class .

(4) Oh, Maybe name it i mouse .

(5) Miss maybe you

In conversation [07] occurred at the time the informant sat in front class . In sentence data First use the word no standard namely *the missing word* i *which* should be *lost and costing my feet* which should *cost my feet* as well as morphological interference *Disappeared yesterday My boarding house* that was supposed to be *my boarding house disappeared yesterday* . In the sentence fifth happen interference morphological ie *name it* as it should *eaten* and in sentences Finally, the word no is also used standard *no* which should be in standard Indonesian is *No* . This matter happen caused construction Language region and language First informant .

[08] (1) Students that's o , nacuri i people's helmets .

( Class X) (2) when ?

(3) Earlier.

(4) Poor thing.

(5) Yes, poor thing .

At [008] conversation occurred at the moment informant is in the student motorbike parking lot . In data [08] in the first sentence the word *ituo* is what it should *be* and sentences *nacuri i people's helmets* should *someone stole the helmet* . sentence *those* two words which should be *earlier* in Indonesian because B M influence so that informant add phoneme / *e*/ in the word . In the sentence the fourth and fifth words *are poor* which should in Indonesian grammar is *pity* . This matter happen Because no loyalty speaker to Indonesian .

[09] (1) Group assignments yesterday Already I finish .

( Class XI) (2) Everyone ?

(3) Yes, but Not yet i

printed .

(4) *Copy* the file let I printed it.

(5) OK.

In conversation [09] occurred in class , sentence First sentence the three words *yet i* in Indonesian should be *Not yet* Because B M influence so that informant add phoneme / *i* / in the word .

[10] (1) Nassa is good i your bracelet .

( Class X) (2) Oh, thanks toman g.

(3) Where are you buy ?

(4) At the Majene ji night market .

Conversation [10] took place in the cafeteria school , sentence First , structure sentences that don't orderly and present additional words BM which reads , *Nassa is good i your bracelet* should *Bracelet You Good very* . In the second sentence, the word *tomang* is influenced by the supposed BM *Friend* . Sentence the three words *believe* should be *buy and phoneme /e /* be spoken with the sound [e] should be sound [ə]. In the sentence the third also happened interference morphological which sentence That should *Where You buy it* and in sentences the four words *Majeneji* Which should *Majene* .

[11] (1) Yesterday there was students fight at school .

( Class XII) (2) Why Can ?

(3) Reportedly damn , conflict between village .

(4) dedede , kacona That , Because Can image bad at school too.

(5) Yes, you should party school is also down hand to things sort of That .

At [011] conversation occurred in situation non- formal. On sentence four words *dedede* is a frequent BM word used child meaningful school wonder and *confusion* as it

should be *chaotic* in BI it is called diphthong *au*

- [12] (1) Ms dead the lights in your house earlier Evening a ?  
(Class XI) (2) Off i , until no I can Study .  
(3) In Bababulo often dead light .  
(4) Yes, it's ugly very .

In the conversation [12] that occurs in front of the class , sentences first you *said* should *No* as well as the word *night* a should be *evening* in Language Indonesian standard . In the sentence both words *arrived* should *until* . In the second sentence, the word "*matii*" should be off, the lights are *also* influenced by B M.

- [13] (1) Nakemanako ?  
(Class XI) (2) Go to canteen *photocopy* my job .  
(3) I can entrust bought pen ?  
(4) Yes.

On Conversation [13] takes place at the front class , sentence First is affected sentences Language proper area *You want to go Where to ?* And sentences second exists suffix *I* mean it proper ownership *task I* .

- [14] (1) Let's go home .  
(Class X) (2) Wait a minute , there 's me Wait .  
(3) I'm pale first .  
(4) Yes, be careful .

In Conversation [14] took place in the parking lot school , sentence the three said *Pale* is a meaningful additional word will quick go home .

- [15] (1) Why just now I see ?  
(Class XI) (2) Baruka students .  
(3) Yes, greetings know pale, I'm Furqan  
(4) Yes, I'm Naufal.  
(5) Come on, to canteen  
(6) Come on

In Conversation [15] took place in the yard school , dialogue first on the word *clay* including interference phonology Because reduce One letters in the base word *Look* but own same meaning . Sentence Second *Baruka's*

*student* Meaningful *I'm a new student* , addition endings in new words is influence from Language area .

- [16] (1) Come on, eat Formerly Later enter i  
(Class XI) (2) Ask Nisa, if you want there there too.  
(3) Wait a, I asked Formerly . full  
(4) Don't be pale.

In conversation [16] taking place at the front class , conversation First addition The ending e in the word *Ayoe* has meaning hurry up and get there letter *i* at the end sentences that don't own meaning . Sentence second No meaningful structure *Try asking to Nisa, if Nisa to canteen I'm coming too* .

- [17] (1) Baruka Bag?  
(Class XII) (2) No.  
(3) Just now I see .  
(4) The bag my brother my wear .

In conversation [17] occurred in gate enter to school , sentence first to sound *Baruka Bag ?* which should *is bag You new ?* Sentence This influenced Language area . In the sentence third there is interference phonology in the word *Liat* which should be *See* , deduction letter the *No meruba* from basic words . Sentences fourth No structured exists addition some derived words from Language area , the right sentence sounds *bag This owned by Older brother I* .

- [18] (1) Nia come on go to warkop A moment !  
(Class XII) (2) What made ?  
(3) Sociology Assignment Work !  
(4) I asked my mother used to be .  
(5) Yes

In conversation [18] took place in front class moment want to go home to House . In data [18] sentences second in the word *contrived* meaningful *What will done in the shop* should *What will done ?* In the sentence four words *my mother said* means parents I should using the word *my mother* .

[19] (1) Tawe ma'am , want to ask permission ma'am !

( Class XI ) (2) Want permission Where to ?

(3) Want to go to Public health center ma'am unplug it my teeth ma'am.

(4) Yes , be careful when you finish direct return to school .

(5) Yes ma'am

In Conversation [19] took place in the teacher's room . In data [19] sentences *Tawe* said first is a regional language which means excuse me and said *Mauka Request* should I want to permission . Next said my teeth influenced by the BM that should be tooth I and the word yes, are BM which indicates respect to people, of course use the word yes .

[20] (1) Bisaki borrow book Sir ?

( Class XII ) (2) Yes you can , you There is card library ?

(3) Yes, sir.

(4) Please choose his book .

(5) Yes sir.

In conversation [20] took place in the library school , First dialogue There are words that are influenced by BM , namely *bisaki* as it *should be I Can* . Then said *yes it should be Yes* .

[21] (1) Why new come ?

( Class X ) (2) Darika took my mother to her house my grandma

(3) Oh wow , no late joko ?

(4) Nope , that's it I ask guardian my class . Put it in first .

(5) yes

In conversation [21] taking place at the front class , sentence *Darika's* two words eat I new come and add my meaningful words which should belong to my mother and grandmother I . Furthermore sentence third sentence *No late jako* ? should You No late ? . Sentence fourth adding the word *ji* to the word *no* is significant influence of BM No never mind worry , addition of the word guardian my class meaningful belongs as it should guardian class *i* and sentences put it in

first should I enter class first , sentence the influenced by BM.

### Discussion

Throughout observation , author find results relevant research with interference Language Mandar in use Indonesian . According to understanding author , that study phonological is base from study Language .

Therefore that , deep study This writer find the most basic (fundamental) thing in interference phonological Language Mandar in Indonesian student SMAN 1 Pamboang related form and the factors that influence it is as following .

- 1) Interference phonological Language Mandar in can speak Indonesian happen in form phonetics and phonemics .
- 2) Speakers who use BM , inclined add phonemes in the vocabulary of the language used . For example in the word *ituo* should *that* , *here* should *come here* .
- 3) Speakers who use BM tend to add particles in the vocabulary of the language used . For example , use the word *takji* should *no* and my mother said it should be my mother . Addition particle at the end of the word then will change meaning from the basic word the .
- 4) In system symbol sound Language Mandar not all know exists phoneme /e / with symbolism sound reviewed from proceed retreat tongue , that is the sound [ə] vowel center middle not round . For example , mention the phoneme /e/ in the fourth spoken word with the sound [e] which should be [ə].

### Causal Factors It happened Interference

It happened interference something Language to in other languages really don't We want . However , p This No Can We deny it exists when somebody currently in the learning process Language both ( language target ) , so Can confirmed hard For avoid happen interference Language . Interference Language can happen in various form unit Language especially interference in field current phonological This become focus research writer . Therefore that 's necessary analyzed factors What that's the only thing that causes it happen interference Language



specifically related with object study writer ie interference Language Mandar in students ' Indonesian language Pamboang 1 Public High School .

Based on the results observation , author find influencing factors happen interference in Mandarin Indonesian Indonesian student SMAN 1 Pamboang ie as following .

- 1) Usually the speaker using language first ( language district ) and lack understanding against the elements language second ( language target ) .
- 2) Use Language second ( Indonesian ) still felt foreign by some big B M speakers when do interaction communication with the same speaker use BM code , so interference sound language too happen .
- 3) Speaker adapt with who was invited talk , fight say something communication will influence on the language to be used . Of course different language used among the familiar with those who don't familiar .
- 4) Speaker adapt with underlying situation happen communication , atmosphere a or situation happen Communication is also crucial language used . Of course different language used in formal situations with situation non- formal.
- 5) Speaker No realize entry element Language first ( language area ) to in element Language second ( language target ), because lack of understanding will system Language target that is Indonesian .
- 6) Speaker difficult distinguish usage sound language target caused sound the said not yet common used in system sound language first
- 7) Speaker still very difficult avoid habit to pattern communication Language First so that carried away to in pattern communication Language target .

## CONCLUSION

Based on the results research and observation writer that interference phonology in Mandarin Indonesian to Indonesian students SMAN 1 Pamboang happen in form interference

phonetics and phonemics . In the form of errors in using the phoneme /e/ which is symbolized by the sound [ə] of an unrounded central central vowel, speakers with the BDM code do not have the sound [ə] of an unrounded central central vowel, speakers with BDM tend to change the sound of a language to differentiate it.

As for factors reason happen interference is as following :

1. Usually speaker use Language first ( language area ) .
2. Use Language second ( Indonesian ) still felt foreign by some BD M speaker when do interaction communication with the same speaker using BD M .
3. Speaker adapt with who was invited talk , fight say something communication will influence on the language to be used . Of course different language used among the familiar with those who don't familiar .
4. Speaker adapt with underlying situation happen communication , atmosphere or situation happen Communication is also crucial language used . Of course different language used in formal situations with situation non- formal.
5. Speaker No realize entry element Language first ( language area ) to in element Language second ( language target ), because lack of understanding will system Language target that is Indonesian .
6. Speaker difficult distinguish usage sound language target caused sound the said not yet common used in system sound language first
7. Speaker still very difficult avoid habit to pattern communication Language First so that carried away to in pattern communication Language target .

## BIBLIOGRAPHY

- Chaer, Abdul. 2007. *A. Language Studies: Internal Structure, Use, and Learning*. Jakarta: Rineka Cipta.
- Department of Religion RI. 2013. *Al-Qur'an and its Translation*, Semarang: Tanjung Mr Inti .
- Desy, D., Salem, L., & Syahrani, A. (2022). Interference with the Actual Column of Kartini Magazine October–December 2009 Edition. *Journal of Equatorial Education and Learning (JPPK)* , 11 (4), 1– 3. <https://doi.org/10.26418/jppk.v11i4.54108>
- Farras, S. K. (2023). Interference of Foreign Language Absorption Affixes into Indonesian: Analysis of Sociolinguistic Perspectives. *Bhinneka: Journal of Education and Language Stars* , 1 (1), 22–27. <https://pbsi-upr.id/index.php/Bhinneka/article/download/167/134>
- Firmansyah, MA (2021). Language Interference and Integration: A Sociolinguistic Study. *Paramasastra* , 8 (1), 46–59. <https://doi.org/10.26740/paramasastra.v8n1.p46-59>
- Kesuma, Tri Mastoyo Jati. 2007. *Introduction to Research (Methods)* . *Language*. Yogyakarta : Carasvatibooks .
- K ilwakit, H., & Muchti , A. (2022). Ambonese Morphology Interference with Language Indonesia in the Youth Environment of the Al-Muttaqin Mosque, Warkar Village . *Journal of Dialectology*, 7 (2), 615-27. <https://ejournal.uniski.ac.id/index.php/Dialectologi/article/view/404>
- Muslich , Masnur . 2010. *Indonesian in the Era of Globalization* . Jakarta: Earth Script
- Muslich , Masnur . 2013. *Indonesian Phonology* . Jakarta: Bumi Literacy.
- Nasution, AR, & Sembiring, S. (2022). Lexical Interference in the Angkola Mandailing Language in Indonesian Speech by the Padang Sidempuan Community. *Balikipapan University Competency* , 15 (2), 241–248. <https://kompetensi.fkip.uniba-bpn.ac.id/index.php/jurnal-kompetensi/article/download/110/90>
- Rafael, AMD (2019). Inward Phonological Interference of Kupang Malay Speakers Indonesian in Kupang City. *Journal of Humanities Research* , 20 (1), 47–58. <https://doi.org/10.23917/humaniora.v20i1.7225>
- Said DM, M. Ide . 2012. *Anthology Language Teaching* : Unismuh Makassar.
- Sari, M., Salem, L., & Syahrani, A. (2021). Interference in Tempo Magazine Special Edition Independence Day. *Journal of Equatorial Education and Learning (JPPK)* , 10 (1), 1–8. <https://doi.org/10.26418/jppk.v10i1.44368>
- Sarnila, S., Tolla, A., & Akbar, A. (2022). Interference and Integration of Makassar Language with Indonesian (Sociolinguistic Studies). *Journal of Conceptions* , 11 (2), 202–213. <https://www.p3i.my.id/index.php/conception/article/view/196>