

Research Article

An Analysis of Interference and Integration in 3rd Semester Students of French Literature Department at Halu Oleo University**Dewi Srikandi Liber¹, Sarniati Nuru²****Universitas Halu Oleo^{1,2}**Corresponding Author, Email: dewisrikandiliber@uho.ac.id**Abstract**

This study investigates the student's utterances during the learning process. This study focuses on some aspects of interference and integration such as: Interference phonology, Interference Syntaksis, Interference Morphology and Integration. This research employs descriptive qualitative. The sources of data in this research were taken from 3rd Semester students of French Literature at Halu Oleo University while the data in this research are in the form of utterances. The data is analysed using Jendra (1991:108) theory of Interference and Weinrich (1970:64-65) theory of factors that cause interference. The result showed that from the 8 data, only 2 were exist type of interference, namely Interference phonology and Interference Syntaxis, and 4 data for Integration. Where the factor causes the interference are bilingualism and Carrying out Mother Language Habits.

Keywords: Interference, Integration, Sociolinguistic.

INTRODUCTION

Language is always undergoing development and change. These developments and changes occurred due to social, economic, and cultural changes. The rapid development of language occurred in the field of science and technology. Contact in the fields of politics, economics, science, and others can cause one language to be influenced by another. The process of mutual influence between one language and another is inevitable. Language as an integral part of culture cannot be separated from the above problems. Mutual influence between languages must occur, for example the vocabulary of the language concerned, considering that the vocabulary has an open nature. According to Weinrich (in Chaer and Agustina 1995:159), language contact is an event where two languages are used alternately by



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the same speaker. From this language contact, there is a transfer or movement of elements from one language into another, encompassing all levels. Consequently, the processes of borrowing and mutual influence on other language elements are unavoidable. Suwito (1985:39-40) states that when two or more languages are used interchangeably by the same speaker, it can be said that these languages are in a state of contact with each other. In every language contact, there is a process of mutual influence between one language and another. As a result, interference will occur, both orally and in writing. The existence of bilingualism will also cause language interference and integration. Language interference is a deviation of linguistic norms that occurs in bilingual speech due to familiarity with more than one language, which is caused by language contact. In addition to language contact, the factor that causes interference according to Nyoman et al. (2013) is the insufficient vocabulary of a language in the face of progress and renewal. In addition, there is also the disappearance of rarely used words, the need for synonyms, and the prestige of the source language. The language of the participants and the lack of loyalty to the recipient's language are also factors that cause interference. When learning a second language, there is often a mixture between the first language and the second language. This mixing is considered a deviation or confusion of language. This condition is known as interference. Interference is a form of deviation in second language learning. Interference occurs due to the influence of the mother tongue system during the second language learning process. The difference between the first language system and the second language system causes interference (Diani et al., 2013). Interference is different from mixing code. The difference between mixing code and interference is; In the event of code mixing, there is a deliberate mixing of other language elements with a specific purpose, but in interference the use of other language elements is considered a mistake because it deviates from the rules of the language used (Chaer, 1995). In general, Ardiana (1940:14) divides interference into five types, namely cultural interference can be reflected through the language used by bilingualists. In the bilingualist's speech, foreign elements appear as a result of the speaker's efforts to express new phenomena or experiences, Semantic interference is interference that occurs in the use of words that have variables in a language, lexical interference, must be distinguished from loanwords. Loanwords or integration have merged with a second language, while interference has not yet been accepted as a part of a second language. The entry of lexical elements of the first language or foreign language into the second language is disturbing, phonological interference includes intonation, rhythm of pauses and articulation, grammatical interference includes morphological, phraseological and syntactic interference. . Semantic interference is interference that occurs in the use of words that have variables in a language. Lexical interference, must be distinguished from the word loan. Loanwords or integration have merged with a second language, while interference has not yet been accepted as a part of a second language. The inclusion of lexical elements of a first language or a foreign language into a second language is disturbing. Phonological interference includes intonation, pausing rhythm and articulation. Grammatical interference includes morphological, phraseological and syntactic interference. Meanwhile, according to Jendra (1991:108) distinguishes interference into five aspects of language, including interference in the field of sound system (phonology), interference in word formation (morphology), interference in sentence system (syntax), interference in vocabulary (lexicon), interference in the field of



meaning (semantics). Meanwhile, according to Weinrich (1970:64-65), there are several factors that cause interference, including:

1. Bilingualism

The bilingualism of the speakers is the root of the occurrence of interference and various other influences from the source language, both from regional languages and foreign languages. This is caused by the occurrence of language contact within bilingual speakers, which can ultimately lead to interference.

2. The thinness of loyalty among users of the recipient language

The thinness of bilingual speakers' loyalty to the recipient language tends to lead to a less positive attitude. This results in the neglect of the rules of the recipient language being used and the uncontrolled incorporation of elements from the source language that the speaker has mastered. Consequently, forms of interference will emerge in the recipient language being used by the speaker, both orally and in writing.

3. Less of vocabulary the recipient's language

The factor of insufficient or limited vocabulary in the recipient language to express a new concept from the source language tends to lead to interference.

4. The disappearance of rarely used words

Vocabulary in a language that is rarely used tends to disappear. If this happens, it means that the vocabulary of the language in question will become increasingly sparse. When the language is confronted with new concepts from outside, on one hand it will reuse the vocabulary that has disappeared, and on the other hand, it will lead to interference, which is the absorption or borrowing of new vocabulary from the source language.

5. The need for synonyms

Synonyms in language usage have a significant function, namely as a variation in word choice to avoid the repetitive use of the same word, which can lead to monotony. With the presence of synonymous words, language users can have a variety of vocabulary to prevent the repeated use of words.

6. The prestige of the source language and the style of language

The prestige of the source language can lead to interference, as language users want to demonstrate that they can master the language considered prestigious. The prestige of the source language can also be associated with the desire of language users to be stylish in their speech. Interference arising from this factor usually takes the form of the use of elements from the source language in the recipient language being used.

7. Carrying out of mother language habits

The transfer of habits from the mother tongue to the recipient language being used generally occurs due to a lack of language control and insufficient mastery of the recipient language. This can happen to bilinguals who are learning a second language, whether it is a national or foreign language. In the use of a second language, users sometimes lack control. Because of their bilingualism, sometimes when speaking or writing in the second language, the vocabulary that emerges is that of the mother tongue which they have already known and mastered.

Integration

Integration is the systematic use of elements from other languages as if they are part of a language without the user being aware of it (Kridalaksana: 1993:84). One of the processes of integration is borrowing words from one language into



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another. For some sociolinguists, the issue of integration is a problem that is difficult to distinguish from interference. Chair and Agustina (1995:168) refer to Mackey's opinion, stating that integration consists of elements from other languages used in a specific language and are considered to be part of that language. They are no longer regarded as borrowed elements or levies. Susilowati (2017) reveals that the issue of interference is relative, but its relativity can be measured. According to her, interference can be established based on the discovery of integration, which is also relative. In this case, the relativity of integration can be identified from a lexical form. For example, some people consider that certain lexical forms are integrated, while others believe they are not. Similarly, Weinrich (1970:11) in Utami states that if an element of interference occurs repeatedly in the speech of an individual or a group of people, and over time that element is increasingly accepted as part of their language system, then integration occurs. From this understanding, it can be interpreted that interference is still in process, while integration has settled and is recognized as part of the recipient language. In this regard, the criterion used to determine the integration of an absorbed element is a dictionary. In this case, if an absorbed element or interference has been included in the dictionary of the recipient language, it can be said that the element has been integrated. Conversely, if the element has not been listed in the dictionary of the recipient language, the element has not been integrated. In the process of integrating borrowed elements, they have been adjusted to the system or rules of the absorbing language, so that they no longer feel foreign. The adjustment of the forms of integrated elements does not always happen quickly; it may take some time. The process of adjusting integrated elements will be faster if the source language and the absorbing language have many similarities compared to borrowed elements that come from a source language that is very different in terms of systems and rules. The speed at which the absorption element adjusts is also linked to the level of need of the absorbing language. The attitude of the speakers of the absorbing language is a key factor in the adaptation of the absorption form. The duration of adjustment of the integration element depends on three factors, namely (1) the differences and similarities between the source language system and the absorbing language, (2) the absorption element itself, whether it is greatly needed or merely serves as a complement, and (3) the language attitude of the speakers of the absorbing language.

Nowadays, the ability to speak a foreign language is something that must be mastered to achieve success in the job market. This demands that students studying in official educational institutions compete and are even required by their institutions to be able to speak foreign languages. However, this is not matched by the actual language skills that adhere to the proper standards. The graduation requirements for this study program mandate that students pass the DELF Niveau A2 test and achieve a passing score on the TOEFL. Indirectly, the language skills and knowledge of French Literature students will continue to grow. Some French Literature students often practice their foreign language skills. For instance, during class discussions. Students frequently use foreign languages simultaneously in their French speech due to the language needs they encounter. The language situation that students often engage in is when they communicate in class. The number of foreign languages they master will undoubtedly influence the way they communicate. Language situations like the example above will lead to language contact that results in language interference. Some experts argue that the process of



alternating the use of language by the same speaker can be said to be in a situation of language contact or mutual contact (Weinreich in Suwito, 1985:39). The existence of this language contact situation causes another language situation, namely interference. Through that contact, there is a mutual influence between the first language and the second language or vice versa, both that can make it easier and that hinder the acquisition or learning of a second language. The structural differences between the first and second languages can lead to errors in the use of the second language, commonly referred to as negative influences or interference. Interference can occur in all linguistic components, meaning that interference events can happen in the areas of phonology, morphology, syntax, lexicon, and semantics (Suwito, 1983:55). Research on language interference is always interesting to conduct, considering the differences in each existing language, which means that the elements of the language that are interfered with may also vary. So far, research on the interference of the Indonesian language on students' ability to speak English has been conducted across various languages with different locations, study objects, and languages, such as the interference of Indonesian into English in journal articles. Dian et al. (2019, p. 164-173) found that there is morphological interference, such as the reduction of inflection morphemic functions in the formation of singular third-person verbs, pluralism, and property relations, syntactic interference includes inversion of English phrase arrangement patterns, parallelization, absence of to be and incompatibility of passive sentence structure and semantic interference with the addition and replacement of meaning. This study is somewhat different because it uses speech data instead of written data, so this study is important to see the difference in interference between written data and speech data. In addition, this research is important to carry out so that mistakes made by students can be known and corrected.

Based on the explanation above, the objectives of this study are: 1. To explain the forms of foreign language interference when students speak in French 2. To explain the factors that cause interference in the French language 3. To explain the efforts that can be made to overcome the problem of interference from other foreign languages into French when speaking. This study focuses on the interference of Indonesian and other foreign languages in French that occurs among students who are studying French at Halu Oleo University. Practically, this research is useful for students or learners who are learning French, so that by understanding their mistakes, it is hoped that they can correct them in the future. There is a unique linguistic phenomenon among French Literature students; the researcher is interested in further investigating the presence of interference in every student communication amidst the function of French as the medium of instruction in classroom learning. The data for this research was obtained from third-semester French Literature students.

METHOD

The type of this research is descriptive qualitative. The data used in this study consists of words or sentences that contain interference and integration of French into Indonesian and other foreign languages or vice versa in communication or writing. This study uses the technique of watching and recording in collecting data. The object of the research is a 3rd semester French literature student. The data and data sources of this research are phrases, clauses spoken or written by French literature students in the 3rd semester. According to Fahik et al. (2023, p. 6-10)



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listening is not only related to the use of spoken language, but also to using written language. The research subjects are observed directly by the procedure of recording the teaching and learning process directly.

RESULT AND DISCUSSION

In this study, 8 interference data and 4 integration data were found in sentences spoken by French literature students in the 3rd semester of Halu Oleo University. Interference occurs from French to Indonesian and vice versa. This data is classified by type of interference and integration is then analysed using theory of Jendra (1991:108) distinguishes interference into five linguistic aspects, including interference in the field of sound system (phonology), interference in word formation (morphology), interference in sentence system (syntax), interference in vocabulary (lexicon), interference in the field of semantics (semantics). Then the factors that cause interference and integration will be analysed based on Weinrich's theory. Weinrich (1970:64-65) There are several factors that cause interference, including, 1) Bilingualism, 2) Thin loyalty of the recipient language user, 3) Less of vocabulary of the recipient language, 4) Disappearance of words that are rarely used, 5) The need for synonyms, 6) Prestige, the source and style of the language, 7) Carrying habits in the mother tongue.

Table 1. Types of Interference

No.	Types of Interference	Amount of Data
1	Phonology Interference	6 data
3	syntax Interference	2 data

Based on the classification above, it can be seen that the most interference is found in phonology interference. From this classification, the data is still grouped based on the following things.

Table 1.2 Details of Interference Types

No	Types of Interference	The details of data
1	Phonology Interference	(1) Il y a le mannequin, (2) je suis indépendante. (3) Apa itu Costaude ? (4) saya juga coriux, (5) itu chapeau apa ? (6) apa sih tadi artinya rendre ?
3	Syntax Interference	1. Baik, Nous allons apprendre faire des compliments, apa kalian tahu apa itu faire des compliments ? 2. Jadi, On continue maintenant sur le vocabulaire l'apparence physique, kita akan belajar mengenai kosa kata anggota tubuh.



Table 2. Integration

No	Integration Data	Amount of data
1	Dia Autoritaire sama seperti saya, haha, kadang saya optimiste ji madame, saya suka jadi indépendante, kadang saya spontané bicara pakai logat bahasa Indonesia tapi bahasa Prancis	4

Discussion

The data above is data of integration and interference of French literature students in the 3rd semester at Halu Oleo University. The above data classification will be discussed more broadly, starting with interference data and then integration data.

Phonology Interference

Phonological interference occurs in a variety of spoken languages caused by the dialect of the mother tongue interacting with a foreign language.

D1, Il y a le mannequin, is a phonological interference from French to English where this student pronounces the word Mannequin with an English pronunciation, whereas the word Mannequin should be pronounced as [manekang] but is pronounced with an English pronunciation. The word Mannequin has the same meaning but different pronunciations. This student made phonological interference influenced by the bilingualism. D2, je suis indépendante, is a phonological interference from French to English in which this student pronounces the word indépendante with English pronunciation. Where the word indépendante should be pronounced with the sound [angdepondong]. This student made phonological interference influenced by the student's bilingualism. D3, Apa itu Costaude, is a phonological interference from French to Indonesian, where the word Costaude should be pronounced with the pronunciation of the sound [Kosto]. This student has phonology interference caused by insufficient vocabulary in the recipient's language. D4, saya juga coriux, is a phonological interference from French to English where this student pronounces the word coriux with English pronunciation, where the word coriux should be pronounced with the sound [kuriu]. This student made phonological interference influenced by the student's bilingualism. D5, itu chapeau apa, it is a phonological interference from French to Indonesian where this student pronounces the word chapeau with Indonesian pronunciation, where the word chapeau should be pronounced with the sound [syapo]. This student made phonology interference influenced by the habit of carrying out the mother tongue. D6, apa sih tadi artinya rendre, is a phonology interference from French to Indonesian where this student pronounces the word rendre with Indonesian pronunciation, where the word rendre should be pronounced with the sound [rongre]. This student made phonological interference influenced by the habit of carrying out the mother tongue.

Syntaxis interference

French sentence interference is found in the data inserted between Indonesian sentences. D1, Baik, Nous allons apprendre faire des compliments, apa kalian tahu apa itu faire des compliments ? D2, Jadi, On continue maintenant sur le vocabulaire



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l'apparence physique, kita akan belajar mengenai kosa kata anggota tubuh. The sentence interference in the two data above is still meaningfully related, but in the order of the sentences above there is a repetition of words into Indonesian that uses Indonesian, based on the analysis of the data, it is certain that the speaker has a goal, namely that it explains perfectly the meaning of the French sentence that has been spoken so that students understand the intention conveyed, so that the learning objectives can be achieved according to the target learn.

Intégrations

Weinrich (1970:11) suggests that if an element of interference occurs repeatedly in the speech of a person or a group of people so that the longer the element is accepted as part of their language system, then integration occurs. From this understanding, it can be interpreted that interference is still in process, while integration has settled and is recognized as part of the recipient's language. In this regard, the measure used to determine the integration of an absorption element is a dictionary. In this case, if an element of absorption or interference has been included in the dictionary of the recipient's language, it can be said that the element has been integrated. On the other hand, if the element has not been listed in the dictionary of the language of the recipient, the element has not been integrated.

D1 Dia Autoritaire sama seperti saya, haha. data 1 is the integration from Indonesian to French. However, the word Authority has become part of the Indonesian system and has been included in the great dictionary of the Indonesian Language (KBBI) as an element of absorption. The word Authority was absorbed into the Indonesian language to become Otoriter. D2 kadang saya optimiste ji madame. data 2 is the integration from Indonesian to French. However, the word optimiste has become part of the Indonesian system and has been included in the great dictionary of Indonesian (KBBI) as an element of absorption. The word optimiste is absorbed into the Indonesian language to be optimis. Meanwhile, the word ji is a local dialect of the regional language in Kendari City. D3 saya suka jadi indépendante, Data 3 is the integration from Indonesian to French. However, the word indépendante has become part of the Indonesian system and has been included in the great dictionary of the Indonesian Language (KBBI) as an element of absorption. The word indépendante has been absorbed into the Indonesian language to become independen. D4 kadang saya spontané bicara pakai logat bahasa Indonesia tapi bahasa Prancis. Data 4 is the integration from Indonesian to French. However, the word spontané has become part of the Indonesian system and has been included in the great dictionary of Indonesian (KBBI) as an element of absorption. The word spontaneity has been absorbed into the Indonesian language to become spontan.

CONCLUSION

Based on the discussion in the previous chapter, it can be concluded as follows:

1. Interference of Indonesian to French or vice versa in UHO French literature students consists of phonological interference is 6 data, syntactic interference is 2 data.
2. Factors that cause interference are bilingualism and carrying out of mother tongue habits
3. Integration French word to Indonesian language in French literature students



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is 4 data.

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