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LEARNERS' PERCEPTION ON INDONESIAN MORPHOLOGY-SYNTACTIC INTERFERENCE DONE BY ENGLISH LECTURERS-A CASE STUDY IN HIGHER EDUCATION

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Abstract

This paper investigated English language learning teaching learners' perception on Indonesian Morphology-Syntactic Interference done by English lecturers. The study was done through a survey to 249 ELLT learners towards 10 English lecturers State Islamic Institute and PGRI Teacher Training College of Tulungagung, East Java, Indonesia. Quantitative results showed that the way English lecturers delivered the materials was influenced by the Indonesian

structure. Focusing on Indonesian structure may be true to make it easier for the learners to understand the materials, but it is not the only case in colleges where many English lecturers intend to mix Indonesian and English structures, grammatical translation method to enable the students to understand the learning material. The findings revealed that the respondents believed English lecturers tended to use their way of communication in the perspective of learning strategy. This suggests that English lecturers should do Self Professional Development.

Keywords

Learning strategy, English lecturers, Indonesian morphology-syntactic Interference, English Language Learning Teaching

1. Introduction

Interference or language transfer is closely associated with behaviourist theories of L2 (second language) learning. Commonly it is widely accepted that it occurs because of the influence of the learners' native language (L1). The use of first language has influenced the speakers conduct interactions using L2 or L3 in classroom (El-dali, 2012; Alhammad, 2017). As consequently, it brings an impediment to L3 learning. As multilinguals, Indonesian people could not avoid language transfer or interference. They speak Javanese as L1 or mother tongue, Indonesian as L2 or standard language (Nurhayati, 2014c), English as foreign language or L3 (Nurhayati, 2016d). Javanese as one dialect is used from generation to generation in a society in Indonesia (2016e). Using dialect is a part of speaking and it is defined as a process of using verbal and non verbal symbols in any contexts (Nurhayati, 2016c, 2016f).

A growing research institution has done on the first language transfer in second language acquisition. Almost all of the previous researchers believe that first language has interference in second language or third language acquisition (Baloch, 2013; Karim & Nassaji, 2013; Al-Roud, 2015). For example, Baloch (2013) examined the spelling mistakes and observe how mother tongue (Arabic) interferes in the learning of second language (English) in terms of spellings. Then, Karim and Nassaji (2013) investigated the first language transfer in L2 writing and they found that when second language learners wrote in their L2, their L1 had effect on their writing. Next, Al-Roud's research (2015) revealed that the effects for English language in learning Arabic language. This study only focused on first language interference into L2 and did not discuss the effect of grammatical or morphology syntactic interference based on students

perception towards English teachers' competence or learning strategy.

Other research investigated the students' perception of grammar instruction (Uysal & Yafuz, 2015; Rasch, 2016) and learners' perception on pronunciation acquisition learning English using questionnaire (Lim Swee Kim, et al, 2017). Uysal & Yavuz's research (2015) examined on pre-service teachers in English Language Teaching or ELT. It revealed that pre-service teachers showed an affirmative attitude towards grammar teaching although they strongly believed that it should not be taught directly or overtly. Attitudes change depends on the age and purpose of the learners. It is also seen that there is a gap between the practice and theory the reason of which may be the testing policy in Turkish educational system. Unfortunately, this research only focused on the attitude and the age of the pre service teachers and it was lack of other elements such as competence and effort to develop their competence. Rasch's research (2016) revealed that the students different intelligence need to adapt the teaching methods accordingly, and it shows that the question of whether or not the students enjoy working with grammar seems to be closely related and highly dependent on the method used for teaching grammar. Then Lim Swee Kim et al (2017) investigated that the challenges faced some factors affecting pronunciation such as mother tongue, attitude, aptitude, motivation via the learners perceptions. However, it seems that this research needs to conduct further research on different methods for teaching grammar in relation to many intelligence that exist in classroom. Most of the researches still focus on the learners interference and learners' perception on certain aspects such as pronunciation, grammar or other aspects. As we know that interference could be produced not only by the learners but also the lecturers. It can be assumed that only few studies observed the perceptions on lecturers competence or teaching strategies, therefore it is necessary to conduct this study which focuses on the learners' perceptions on morphology syntactic interference done by English lecturers.

The above phenomena become an important underlying consideration for any educational institution such as State Islamic Institute of Tulungagung and PGRI Teacher Training College of Tulungagung which run English education programs or teacher training education to make decisions or policies dealing with improving English college teachers' communication or learning strategies. The English lecturers engaged in using Indonesian morphology-syntactic interference might be the models of good English lecturers for their students who are the candidates of English teachers. Therefore, it is significant to conduct a

study on whether Indonesian morphological-syntactic interference in ELLT made by English lecturers influence the students or not. This study focused on finding out the answer to the question of what the learners' perception on using Indonesian morphological-syntactic interference done by English lecturers in ELLT. The purpose of this study is to gain insights and understanding into the learners' perception on Indonesian morphology-syntactic interference done English lecturers as teaching strategy or competence. By conducting this study, it could be feedback for English lecturers to improve their teaching strategies based on the learners' perceptions.

2. Reviewing Related Literature

Initially developed in the late 50s, language transfer was the first factor to receive serious attention in SLA, especially in Weinreich's (in Ellis, 2008) seminal publication *Language in Contact* and Odlin (2003) traced interest in the role of the first language in SLA. This sought to identify the influence that one language had on another in situations where two or more languages came into contact, for example James (in Ellis, 2008) pointed to the influence of the behaviourist psychology and indeed, the debates that took place in the 1960s and 1970s concerning the role of L1 transfer centered on the competing claims of the behaviourist and mentalist theories of acquisition.

According to behaviourist theories of language learning, the main impediment to learning was interference from prior knowledge and proactive inhibition occurred when old habits got in the way of attempts to learn new ones. In such cases, the old habits had to be 'unlearnt' so they could be replaced by new ones. In the case of L2 learning or L3 learning however the notion of 'unlearning' made little sense, as learners clearly did not need to forget language that might take place eventually. For this reason, behaviorist theories of L2 or L3 learning emphasized the idea of 'difficulty', which was defined as the amount of effort required to learn an L2 or L3 pattern. The degree of difficulty was believed to depend primarily on the extent to which the target-language pattern was similar or different from native-language or L2 pattern.

The study of language transfer entails the collection of evidence demonstrating that a learner's L1 influences the learner's use and acquisition of L2. The distinction is theoretically and methodologically important because the presence of transfer effects in communication (production or reception) does not necessarily demonstrate that L1 forms have penetrated the

learner's interlanguage (IL) system. Corder (in Ellis, 2008, p.351) viewed transfer, like what is primarily a communication strategy, and termed it as 'borrowing'. He emphasized that borrowing is a performance phenomenon, not a learning process or a feature, and therefore, of language use and not of language structure. It is invoked in order to compensate for deficiencies in the interlanguage system. Such a view, however, contrast with that of mainstream transfer researchers such as Kellerman (1995) and Oddlin (1989, 2003) who clearly consider L1 or L2 transfer as a phenomenon of acquisition.

In this case, language transfer is also known as L1 interference, linguistic interference, or cross linguistic influence. It is one of the phenomena which arise when students learn a foreign language and it occurs in any situation when someone does not have a native-level command of a language, as when translating from L1 into L2 or L3 in ELLT (Ellis, 2008). Interference can be defined in this article as consistent influence from grammar of one language of a learner or speaker of a bilingual to the other, resulting in linguistic development that is quantitatively or qualitatively different from that of a monolingual speaker. Interference can occur in the forms of acceleration, delay, or transfer which is the use of a grammatical element of one language in another (Austin, 2009, p.448).

Interference as influence of one grammar language could arise in teaching learning process. It is well known that in large number settings, including Indonesia, teaching English are associated with using grammar correctly. This is because it is the core element of language teaching and must be attained by foreign language learners. However, the notion of grammar itself is complicated and abstract to conceptualize. Once, it was regarded as 'the science of language' in its broadest understanding. In contrast, it can also, in its narrowest sense, be defined as the combination of words to form phrases and sentences. Although linguists find this definition 'oversimplified' they maintain that it is a good starting point (and an easy way to explain the term to young learners). Morphology is intimately related to syntax. Everything that is larger than a word is the domain of syntax. Thus within morphology one considers the structure of words only, and everything else is left to syntax. The first to note is that words come in different classes.

A morphosyntactic property is a property which serves to distinguish phrases of the same category according to the different ways in which they participate in syntactic relationship such as agreement and government. It is assumed that morphosyntactic property takes the form of a

pairing of a morphosyntactic feature with one its permissible values such as verb form, voice, tense, preteritum, mood, number, person, genitive, agreement (Stump, 2003, p.39; Arronof & Fudeman, 2005). Morphosyntactic properties can also be defined as morphological analysis or morphological process. It is the process in which the language user combines one morpheme with another in order to form a word or a process of combining two morphemes in finding a new word (Yule in Nurhayati, 2015a; 2016b). These processes include inflectional and derivational word formation. Then the types of inflectional consist of 7 items. They are (a) number, (b) person, (c) gender & noun class, (d) case, (e) tense and aspect, (f) voice, and (g) mood & modality (Lieber, 2009, p. 88-121).

3. Research Method

This study which aimed at digging up students' views whether there is the influence of Indonesian morphology-syntactic interference made by English lecturers or not, why and in what extend they conduct was done through a questionnaire survey to 249 ELLT students and 10 English lecturers at State Islamic Institute and PGRI Teacher Training college of Tulungagung, East Java, Indonesia. This case study analysis towards two educational institutions in Tulungagung and comparative study were conducted in order to know the use of L1 structure or second language (L2) towards English as a case language study in classroom based research (Gass, 2011). Using a descriptive analytic approach through a case study, ethnography as well as comparison, this study deeply investigates the learners perceptions interference found in ELLT process by means of classroom observation and 14 videos recorded at State Islamic Institute and PGRI Teacher Training and Education Institute of Tulungagung Indonesia (Hamilton & Whittier, 2013). The participants are students ranging from the 1st to 7th semester and 10 lecturers who were randomly selected in purposive sampling (Ary et al, 2010, p.156). Research instruments include: 1) 14 English learning texts containing interference in lecturers-students interaction, 2) questionnaires on the perception of interference towards any words, phrases, or clauses used in uttering ideas, concepts, and/or answers during the class, and 3) discussions with some experts in related researches. The data were collected through a set of 25 open-ended questions to measure the students' perception on their English lecturers using Indonesian morphology-syntactic interference (Sutopo, 2006, p. 81). Twenty five questions are designed to find out the students' perception of communicative competence and learning strategy. Each statement or questions is

supplemented by three options: agree, disagree and others. The questions are arranged according to the definition of communicative competence, learning strategy observation, and the analysis of confirmation sheet. The focus of using questionnaire is to find out the factors arising interference and English lecturers as a model with good competence and the learners' perception on the done English lecturers. The questionnaires cover the interference utterances which were collected and analyzed based on the validations of native speaker. It uses the range from 1-3, it can be seen in the table 1. Then the results of the questionnaire, observation and documentation were used to discuss with the informant and native speaker to give feedback of using the correct expression of English (L3) which is influenced by Indonesian structure (Ellis, 2008; New Teacher, 2011).

Table 1: Instrument of Measuring the Arising Factors Indonesian Morphology-Syntactic Interference & Lecturers as Model

Category Factors & Competence Lecturer as Model	Score	Qualitative Parameter
	Strong 3 (Agree)	Conducting Indonesian morphology-syntactic make learners more understandable, to avoid communication distortion (misunderstanding). The delivering of teaching material especially for lexical terms and linguistics concepts, for example when the English lecturers deliver content courses such as <i>linguistics (pragmatics or authentic assessment)</i> ; <i>as a model have to give good profile</i> ; lecturers have advanced level; apply effective teaching environment; <i>external factors & Internal factors</i> ; <i>self professional development</i>
	Fair agree (lack of Influence)	Commonly Indonesian lectures have good competence; as NNS they do morphology-syntactic interference is not a problem; including teaching using <i>Grammar Translation Method (GTM)</i> techniques is a normal; teachers or lecturers competence can be achieved by KKNI test from certain institution & given the noble to their sacrifice to the society.
	No influence (strong disagree) Response (They do not get influence eventhough then lecturers construct English using

	1)	Indonesian structure or the limited time to ask the correct form (correctness), the limited lecturers' references (lack of knowledge in certain subjects).
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Adapted and modified (Ellis, 2008, New Teacher, 2011)

4. Findings and Discussion

The observation found 9 types of Indonesian morphology-syntactic interference, 9 forms of morphology-syntactic property arise in interaction teaching and learning English including number, tense; case; aspect; mood; diathesis, SVA; Degree of Comparison; Word class. In particular, diathesis and tense properties interference are the most frequently occur in ELLT with the total number of errors is 39 which can be seen in the figure 1 below.

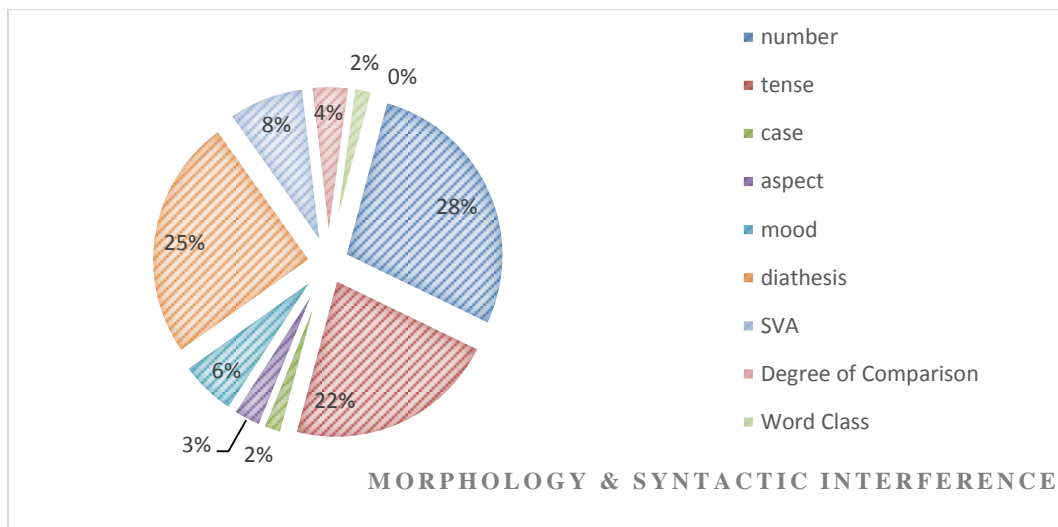


Figure 1: Indonesian Morphology-syntactic Interference

The numbers of Indonesian Morphology-syntactic interference displayed in the figure above represent 9 forms and 130 errors frequency. All the errors frequency are in the form of words, phrases, and clauses performed by the participants in classroom interactions.

The questionnaire found the results of responses are divided into 2 groups, i.e. Agreeing and Disagreeing Responses.

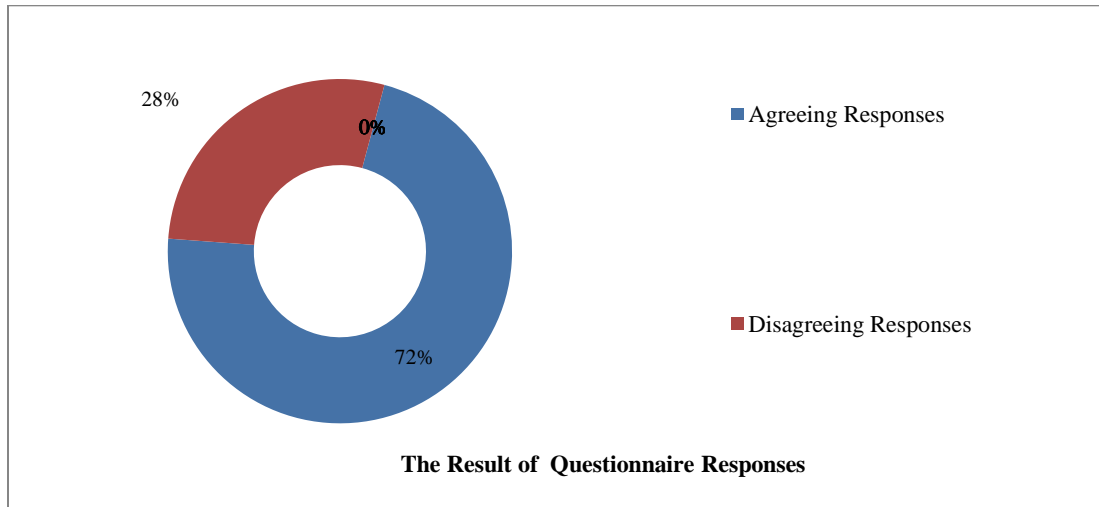


Figure 2: *The Result of Agreeing & Disagreeing Responses*

The perceptual of Indonesian Morphology-syntactic interference done by English lecturers displayed in the figure above represent 2 groups and 72 % is the agreeing responses and 28 is the disagreeing responses. All the responses are taken from the questionnaire on what the learners think about the English lecturers conducting interference.

4.1 Agreeing Responses

The findings of this study show that most of the respondents (72%) agree that lecturers' habit of constructing sentences using Indonesian structure can lead students to follow their style when speaking. When delivering the teaching material lecturers have a habit of using Indonesian structure both in English language skills (speaking, writing, reading, and listening) and in English content (Sociolinguistics, Psycholinguistics, Pragmatics, and Discourse Analysis). This is done to facilitate the students to understand the material so that they will not make a mistake in understanding the material. Lecturers often apply the following 3 ways in presenting the material, namely by using English with Indonesian structure, by translating into Indonesian (explained in Indonesian), and by using code mixing to explain the material. It is a way of building interaction strategies as to communicate what they deliver to become easy to understand. As emphasized by many assumptions, master teachers foster interaction by encouraging the students to speak and stimulating them with questions which promote learning. Corresponding to that notion, studies by some researchers indicate that in the Indonesian context, the students are relatively passive due to cultural influence (Castejon & Martinez, 2001; Chiang 2006; Xuerong, 2012; Noraini, Azliza, Nambiar 2013; Rido, Noraini & Nambiar 2014; Rido, Ibrahim & Nambiar, 2015).

4.2 The Disagreeing responses

On the contrary, the findings also show that 28% respondents argue that the 3 ways in which teachers present the material do not influence their English competence. They believe they have mastered word classes and so they are not influenced when the English lecturers apply the materials using Indonesian structure English. The rising of morphological-syntactical interference occurs because students' motivation in developing their English language competence is still low. Most of them speak English actively only during the English class. With the family at home or with friends, they almost always communicate in Indonesian. This habit causes the students to be influenced by the structure of Indonesian when speaking English. According to Exley (2005) Asian students have more passive compliant and unreflective characteristics. Khmakhien (2012) and Wilhelm and Pei (2008) found that Asian, especially Thai and Chinese learners, prefer to listen in the classrooms. This is to show respect to their teachers. Similarly, Pikkert and Foster (1999) stated that Indonesian students are passive, quiet and shy due to cultural influence and low English proficiency. However, they well-behaved and willing or wanting to learn. Thus, particular strategies are needed to teach students with such characteristics.

5. Conclusion and Suggestion

This study investigates English language learning teaching learners' perception on Indonesian Morphology-Syntactic Interference done by English lecturers considered as interaction strategies in the point of view of the learners. This is so to facilitate the students to understand the material so that they will not make a mistake in understanding the material especially when delivering material containing unfamiliar linguistics terms. It supports Gutierrez (2005) and El Karfa (n.d) who found that if teachers want to help their students to become fluent speakers, they need to turn the class into a safe place in which learners have opportunities to speak and where their attention be more focused on communicating content than in the accuracy of their speech. It can be explained further in the table below.

Table 2: *The Learners' Perception on Agreeing or Disagreeing on Indonesian Morphology-Syntactic Interference*

Indonesian	Agreeing	&	Interaction Strategies	Further Research
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Morphology-Syntactic Interference	Disagreeing Factors		
<ol style="list-style-type: none"> 1. number, 2. tense; 3. case; 4. aspect; 5. mood; 6. diathesis, 7. SVA; 8. Degree of Comparison; 9. Word class 	<p>a. Agreeing Responses</p> <p>-to facilitate the students to understand the material so that they will not make a mistake in understanding the material</p> <p>b. Disagreeing Responses</p> <p>-students' motivation in developing their English language competence is still low</p>	<ol style="list-style-type: none"> 1. Indonesian structure 2. GTM 3. Code Mixing 	<ol style="list-style-type: none"> 1. Conducting and investigating particular strategies are needed to teach students with such characteristics. 2. Considering larger respondents among Asia countries to find out the more valid responses based on certain characteristics. 3. Creating English Language Learning Teaching based on the learners need. 4. The relationship between learners perceptions and lectures perception on using morphological-syntactic interference to consider as strategies in order to reduce losing communicative competence or developing Indonesian Englishes.

Based on the table above, it can be implied that the learners perception on Indonesian

morphology-syntactic Interference done by English lecturers could be accepted as English interaction strategies because the English lecturers focus on the meaning of the message, especially for delivering content courses in order to avoid communication distortion. By considering the factors, it could be done some further research in order to improve and find the suitable ELLT model in learning English by considering learners need (conducting students need analysis).

This study has some implications. Generally, the findings of this study can act as informative or reflective tools through which everyone can see what goes on in complex classroom situations and put their efforts seeking appropriate methods of teaching language. It is parallel to Khanom et al's research (2017) who find that Thai language teachers should comprise four main stages to apply administrative model of professional learning community such as planning for establishing the objectives of a collaborative and guideline for actions; implementing the action plan into classroom practices along with teachers by using methods of supervision, monitoring, and evaluation and rectifying all practices to improve the model for sustainable development of Thai language teachers. Then, the data collected from this study can provide an *emic* view of master teachers' classroom practices both in public and private colleges. In other words, this study may contribute to the FL/SL teacher professional knowledge in term of improving teachers' professional development program such as participating in seminars, continuing to postgraduate program, joining language development programs IELTS in order to reach an ideal competent teachers and excelling learners. It is in line with Brophy (in cit OECD TALIS 2009), Scales et al (2013) who posit that LLUK standards has been taken over by the learning and skills (LSIS) which provide an overview, the standard are divided into six domains such as Professional values and practice, learning and teaching, Specialist Learning and Teaching, Planning for Learning, Assessment for learning, Access and Progression. All of those domains have close relationship with the efforts of English college teachers to improve self professional development in teaching English.

However the results of this study cannot be generalized as they are a contextualized case study which involves only 249 students and 10 English lecturers from two different colleges, public and private, in Tulungagung, East Java, Indonesia. In other words, in terms of participant involvement, school participation, and geographical scope, the numbers are considered small. Finally, it is important to note that this article reports on a part of a larger study and has only

focused on English lecturers' interaction with students, and implementing learning strategies as a way to make it easier for the students of the Indonesian colleges to understand the learning material. It suggests that future research should focus on comparing results from learners' perceptions from larger respondents from two countries such as Asia countries. Future studies will continue to examine the relationship between perceptions and lectures' perception on using Indonesian Morphology-syntactical interference as the ways or teaching strategies or Indonesian Englishes in order to make the interactions run well as well as to reduce their anxiety and loss of their communicative competence.

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