

# Interference: Affixation of Mongondow Dialect in Indonesian Learning

Donal Matheos Ratu  
Universitas Negeri Manado, Indonesia

**Abstract**—The bilingual backgrounds of speakers, the lack of loyalty to the target language, the limited knowledge of the vocabulary of the target language, the need for synonyms, the taking into consideration of prestige and style, and the inadequate command of the target language are just a few of the things that contribute to language interference. One type of language interference that occurs is interference where a native speaker uses a pattern or rule that leads to an error or incorrect form in the target language. The use of two or more languages by a speech community causes deviations in morphology, syntax, phonology, and even semantics. This deviation will result in a linguistic phenomenon known as interference. This research aimed to determine whether the Mongondow dialect can interfere with students' learning of Indonesian. The researcher wanted to investigate the impact of students' Mongondow dialect particularly when communicating in diverse cultural environments. The researcher described the difficulties students had in forming verbs with affixation in the Mongondow local dialect in their learning of the Indonesian language. The researcher also identified factors that indicate how the local dialect can interfere with students' language skills. A qualitative descriptive method was chosen for the study because it is suitable for collecting data on the students' perceptions through semi-structured interviews. The researcher interviewed Indonesian teachers and students to understand why they ask certain types of questions during the teaching and learning process. The analysis of students' interferences in Indonesian learning revealed that the use of the Mongondow dialect in communication had a positive impact on the oral performance of students. Moreover, it also increased their motivation to learn and helped teachers build their self-confidence. Additionally, utilizing various media and facilities proved to be beneficial in promoting active learning among students.

**Index Terms**—affixation, verb, Mongondow language, Mongondow dialect

## I. INTRODUCTION

The Bolaang Mongondow (Bolmong) language is spoken by the inhabitants of various villages in the Bolaang Mongondow Regency, North Sulawesi Province, Indonesia. The Mongondow dialect is one of the Bolaang Mongondow regional language dialects that is used by the community in Dumoga District, Bolaang Mongondow Regency. Together with the Mongondow dialect, the Bolaang Mongondow language is used to orally communicate between community members (Ratu et al., 2023). The dominance of the Bolaang Mongondow language, specifically the Mongondow dialect, surpasses that of Indonesian. In the Dumoga area, the utilization of the Bolaang Mongondow language, specifically the Mongondow dialect, is mandatory for all official activities to facilitate the smooth and efficient execution of the intended activities. For instance, the Bolaang Mongondow dialect is utilized as a language of instruction in elementary schools for learning Indonesian and other subjects.

In the Bolaang Mongondow dialect of Mongondow, the majority of words are derived from root words that possess word class, verb body, and numerals. Meanwhile, the formation of verbs occurs through the process of affixation to nouns and nouns and adjective word classes. Morphological processes in the Mongondow dialect serve to create new words or alter the structure of a base form which results in the emergence of new meanings. These processes also lead to changes in word class during the formation of these new words.

A verb is a group of words used to show actions, experiences, and existence. Verbs are an essential part of a sentence because without a verb, a complete sentence cannot be formed (Marianca et al., 2022; Lumentut & Lengkoan, 2021). According to Yendra, word formation is a way of connecting one morpheme with another morpheme, also known as word formation. The function of the process of forming new words is to change the basic form and bring out new meanings through affixation. Meanwhile, affixation (Chaer, 2007) is attaching an affix to a base or elemental form. In the affixation process, an affix is added to the basic form so that it becomes a word. Thus, the process of adding affixes will form new lexemes and new meanings.

Many studies have been done on affixation. For example, Utama (Hasibuan, 2019) examined affixes used to form verbs and nouns in Indonesian by investigating the verb-forming affixes in the Jakarta column of the Pos Kota Newspaper and their implications for learning Indonesian language and literature in high school.

Several similar studies of regional languages related to language interference have been carried out recently. For example, Laoh et al. (2021), Desak et al. (2022), Arifin (2016), Umamy et al. (2022), Andika et al. (2018), Reichenbach et al. (2019), Ulfa et al. (2020), and Adawiyah (2022) each examined the process of forming nouns in the Sangihe language. The results of their studies indicated that four types of affixes affect verb affixation (prefixes, infixes,

confixes, and affix combinations); three types of noun reduplication (full reduplication, partial reduplication, and synchronous reduplication); and two types of word compounding (idiomatic composite and composite nonidiomatic) in the Sangihe language. These studies show that the study of verb-forming affixations in the Bolaang Mongondow language, especially the Mongondow dialect, still needs to be explored.

Thus, this research aims to investigate the phenomenon of verb formation affixations in the Bolaang Mongondow language, specifically in the Mongondow dialect, and explore its significance in the context of regional languages in educational settings. The significance of researching language interference arises from the necessity to understand its implications. In the realm of linguistics, education holds paramount significance as the fundamental discipline that necessitates mastery. This proficiency is crucial for facilitating an effective teaching and learning environment within the classroom. In the context of the learning process, it has been observed that numerous students encounter difficulties in their learning journey. These challenges are not necessarily due to the complexity of the instructional material provided by the teacher; rather, they may stem from limitations in the language skills of the students. It is crucial to acknowledge and address these limitations in order to facilitate student development. By doing so, the teaching and learning process can be enhanced and yield positive outcomes in the future. The utilization of the Indonesian language is crucial in daily life to ensure seamless communication when interacting with individuals from different regions. This proficiency in Indonesian prevents any potential challenges or barriers to verbal expression. The utilization of the Indonesian language is relatively infrequent, as individuals commonly rely on local dialects for their daily communication. Therefore, certain students may still require assistance in comprehending the Indonesian language due to the prevalence of local languages and dialects used in everyday life, particularly within the confines of their homes. Local language or dialect often poses challenges for students when learning Indonesian, primarily due to variations in intonation and vocabulary in Indonesian pronunciation. These differences are closely linked to the intonation and pronunciation patterns of the local language. Sometimes, students engage in the process of learning Indonesian by practicing sentence construction. The incorporation of the local language is attributed to the semantic equivalence between Indonesian words and those in the local language. In certain instances, some students do not experience any impact from the pronunciation or intonation of the local language while acquiring proficiency in Indonesian. Typically, students tend to socialize and spend time with friends from diverse backgrounds, resulting in a gradual shift in pronunciation or intonation due to their increased exposure and familiarity with different accents. Indonesian is commonly used as a unifying language among individuals when socializing or forming friendships. However, it is important to note that there may be a notable influence on pronunciation and intonation from the local language. This is because students often interact with individuals from the same region resulting in the occasional use of regional or local languages. As a result, the usage of the Indonesian language becomes less frequent and the intonation and pronunciation used tend to align with the local language.

## II. METHODOLOGY

This study employs a descriptive-analytic approach to directly elucidate the nature of the relationship between researchers and participants, as well as between the research objects and subjects. The analytical descriptive research method is a valuable approach for acquiring comprehensive and meaningful data that holds substantial influence over the content of the research. The data utilized in this study consisted of verbs derived from the affixation process. These verbs were directly obtained from native speakers of the Bolaang Mongondow language in the Dumoga dialect, and specifically from members of the local community and individuals residing in family settings within Dumoga Village, Dumoga District, Bolaang Mongondow Regency. The data collection process involved employing speaking, listening, and interview techniques.

### A. Participants

In the present study, the individuals involved in the research were individuals who were proficient in the Mongondow language, specifically in the Mongondow dialect, as well as teachers who specialized in teaching Indonesian language subjects. The group was comprised of four students and two teachers specializing in the Indonesian language. The participants for this study were four students selected randomly from a pool of 2<sup>nd</sup> Grade junior high school students as 70% of them were native speakers of the Mongondow language with the Mongondow dialect.

### B. Instruments

To gather data, we formulated pre-interview questions that focused on personal information. All participants were required to respond to inquiries regarding their challenges as students in learning the Indonesian language, inquiries about the obstacles faced by teachers when instructing students who speak the local Mongondow dialect, and questions about their personal experiences concerning how the Mongondow dialect influences their acquisition of the Indonesian language.

### III. RESULT AND DISCUSSION

#### A. *The Interference Idea*

The impact of native language interference on the target language has been the subject of extensive investigation. Defined by Dulay et al. in 1982, interference is the habitual automatic transfer of the original language's surface structure to the surface of the target language. According to Lott (1983, p. 256), interference is "mother tongue errors in the learner's use of the foreign language."

Weinrich initially used the term interference to describe a systemized change in a language due to that language's interaction with parts of another language carried out by bilinguals (Chaer, 2015)—verb Forming Prefixes in Bolaang Mongondow Mongondow Dialect. The following are sociolinguists' foundational definitions of interference that can help the speaker recognize and understand it better:

##### (a). *Interference With Dialogue*

According to Spolsky and Hult (2008) and Rajend Meshtire (2008), the primary focus of sociolinguistics is language use within the speech community. Generally speaking, sociolinguistics pays special attention to the natural speech of representative groups within a community rather than the relatively idealized and unchanging patterns found in formal writing (Rusi & Zaçellari, 2022; Li & Zhang, 2023). As a result, it takes a non-prescriptive approach to its subject matter and refrains from making opinions about which linguistic features are superior. Sociolinguistics observes that languages regularly influence one another in multilingual societies where several languages coexist. Sociolinguistics, a field that investigates linguistic variation, focuses more on the structure of speakers' utterances than on the actual substance of communication.

##### (b). *Modifications to Morphology*

Many linguists believe that morphological interference occurs the most frequently. Absorbing other derivational affixes happens throughout word development. The right word structure for the Indonesian words *kelaparan*, *kepikiran*, and so on is *sangat lapar* and *terbawa pikiran*. The data above demonstrate how root words from indigenous or other languages are appended with certain affixes throughout word formation (FL).

##### (c). *Indonesian Bahasa Integration Procedure*

In Indonesia, integration is thought to be a distraction. According to Chaer (2015), integration is a feature of a foreign language that is regarded, used, and treated as a component of receptive language. Integration typically takes a long time because the rules of Bahasa Indonesia must be adhered to in terms of pronunciation, spelling, and even grammatical/syntactical features (Kansil et al., 2022).

Indonesia is made richer because its citizens speak multiple languages as a nation with a diverse population. The population of Indonesia is spread out among five large islands: Sumatera, Kalimantan, Jawa, Sulawesi, and Papua. Surprisingly, each large island is divided into smaller ones as well.

Each ethnic group in Indonesia has its own distinctive spoken language, known as an indigenous language (Haugh & Takeuchi, 2022; Sarab & Rad, 2022). Examples include Javanese, mainly spoken on the island of Java, Balinese, Palopo in South Sulawesi, and hundreds of other languages. In order to accommodate the hundreds of popular local languages spoken by the populace, Bahasa Indonesia (simply known as Indonesian) was made the country's official language.

Interference is the phenomenon of including elements of the first language into the use of the second language (or vice versa) which causes language errors because of differences in structure between the first and second languages. Moreover, according to Weinrich in (Maryana, 2011), there are several reasons why interference occurs. These reasons include (1) Bilingualism of speakers, (2) Habits in using the first language or mother tongue (B1), and (3) lack of new vocabulary acquired.

In essence, the interference problem is not significant, and it is common for humans to adapt their language independently. However, suppose humans live in a new environment with a language different from their mother tongue. In that case, humans must use the language used in the new environment to make it easier for them to communicate.

#### B. *Local Languages*

Local languages are predominantly utilized in everyday conversations while Bahasa Indonesia is commonly used at formal events. Furthermore, local languages inherently influence the utilization of Bahasa Indonesia during the process of integration.

Language acquisition in children can be influenced by various factors including the home environment (i.e., parents and adults), the school environment, and other environmental factors. All of these factors exert distinct influences on children. Time, place, socio-cultural factors, and means of expression exert influence on an individual's idiolect. These factors are not independent entities, but rather they mutually enhance and support one another.

Dialect refers to a linguistic variation employed by a specific community of language speakers, characterized by shared features and often linked to geographical factors. Meanwhile, Indonesian serves as the standard or official

language in Indonesia. Dialect can be categorized into two main types: geographical dialect and social dialect. The emergence of dialects within languages can be attributed to various factors with non-linguistic influences such as politics, culture, and the economy playing a significant role. Finally, the diversity of dialects and accents varies depending on the speaker.

### C. Word Formation in the Mongondow Dialect

#### (a). The Prefix

Prefixes in affixation are typically positioned at the initial position of the primary word form. In addition to the process of pasting, word formation or affixation can be achieved through the methods of fusion, affixation, or the addition of affixes at the beginning of the base word. When combined with a pre-categorial verb morpheme, the prefix {moN-}, for example, conveys the semantic notion of performing an activity or action as denoted by the root morpheme. Moreover, this prefix is usually attached to a noun as shown in the following examples:

- {moN-} + /pahis/ → /momahis/ “write”
- {moN-} + /bald/ → /mombotak/ “split”
- {moN-} + /dagum/ → /modagum/ “sew” or “sewn”
- {moN-} + /duha?/ → /monduha?/ “spit”

To prefix is to add sounds at the beginning of a primary form of a word. Moreover, by combining words, it can also process the formation of words or affixes and can also be added by attaching affixes to the beginning of the base word. Regular prefixes are pre-categorial verb morphemes or words where the morpheme can no longer be emphasized or reduced in meaning which states that the meaning is carrying out activities for the root morphemes.

Additionally, the prefix {moN-} which is coupled with a verb root morpheme expresses the meaning of carrying out an activity or action using what is contained in the root morpheme.

- {moN-} + /garajaga/ → /monggarajaga/ “saw” or “sawing”
- {moN-} + /duha?/ → /monduha?/ “spit”
- {moN-} + /undam/ → /monundam/ “medicine” or “to treat”

#### (b). The Infix

An infix is an affix inserted in the middle of a root word as an addition or attachment through the affixation process. Examples include {-urn-}, {-im-} and {-in-}:

- a. {-urn-}
  - {-urn-} + /tindok/ → /turnindok/ “stand”
  - {-urn-} + /gotup/ → /gurnotup/ “erupt”
  - {-urn-} + /kosing/ → /kumosing/ “laugh”
- b. {-im-}
  - {-im-} + /tindog/ → /timindog/ “already standing”
  - {-im-} + /kosing/ → /kimosing/ “already laughing”
- c. {-in-}
  - {-in-} + /lopot/ → /ilinopot/ ‘cut’
  - {-in-} + /kapit/ → /kinapit/ ‘tuned’

#### (c). The Suffix

Next is the Suffix. Suffixes or suffixes are affixes that are added or attached to the end of the basic word form, thus forming a new equivalent word. It is derived from the Latin “suffixum” which means “to attach after”. Examples below are shown using the suffix {-ai}.

- {inalapa} + {-ai} → /inalapai/ “take” (here)”
- {iraruk} + {-ai} → /iraruai/ “keep it away”

Notice that combining the suffix {-ai} with morphemes from pre-categorial verbs takes on the meaning of “ordered to carry out activities as mentioned in the base morpheme to those who order to carry out activities/actions”. Moreover, when added to adjective base morphemes, it takes on the meaning “ordered to carry out activities/actions to make more than those mentioned in base morpheme”.

#### (d). The Confix

The confix {ko-a}, coupled with the root morpheme of the pre-categorial verb base morpheme, causes the meaning of the activity/action to be “according to what is stated in the base morpheme”. Here are some examples using the confix {ko-a}:

- {ko-a} + /create/ → /kobuata/ “lift” or “can be lifted”
- {ko-a} + /gama/ → /kogamaa/ “take” or “can be taken”
- {ko-a} + /kali/ → /kokalia/ “dig” or “can be dug”
- {ko-a} + /dagum/ → /kodaguma/ “sewn” or “can be sewn”
- {ko-a} + /domok/ → /kodomoka/ “catch” or “can be caught”

According to an analysis of the data gathered through a survey, most students agreed with the claims about how the environment, internal factors like self-confidence, and external factors like local dialect interfere with their ability to speak. The researcher learned about the interactions among the students during oral output for those categories through responses such as:

“Yes, it is because several intonations in Indonesian cannot be conveyed due to the influence of local intonation”.

“Yes, it affects because of the differences in vocabulary and pronunciation in Indonesian and regional languages, so it often takes a long time to learn and adapt to different vocabulary and pronunciation”.

“It can affect in the form of local language interference; Indonesian language users can use local or regional languages”.

“Sometimes. Because there are several words/dialects from the same local language as Indonesian or the use of mixed languages”.

Local language or dialect often poses challenges for students when learning Indonesian primarily due to variations in intonation and vocabulary in Indonesian pronunciation. These differences are closely linked to the intonation and pronunciation patterns of the local language. Sometimes students engage in the process of learning Indonesian by practicing sentence construction and communication. Combined with the indigenous language, this phenomenon occurs due to the semantic equivalence between Indonesian words and their counterparts in the local language. Some students do not experience any impact from the pronunciation or intonation of the local language while acquiring proficiency in Indonesian. Others may exhibit changes in pronunciation or intonation due to their social interactions with friends from diverse regions, as they become accustomed to these linguistic variations over time.

Indonesian is commonly used as a unifying language among individuals when socializing or forming friendships. However, it is important to note that the pronunciation and intonation of the local language may have a significant influence on the way Indonesian is spoken. This is because students often have a limited social circle consisting of individuals from a specific region resulting in occasional use of regional or local languages instead of Indonesian. Furthermore, the intonation and pronunciation used in these instances often align with the local language rather than standard Indonesian.

Interference is a significant contributing factor to language errors as it disrupts the integrity of a language system. It is an error resulting from the inclination to assimilate the pronunciation (utterance) of one language to another. The scope of pronunciation encompasses various aspects such as sound units, grammar, and vocabulary. Furthermore, interference is a linguistic phenomenon characterized by deviations from established language rules which arise when an individual acquires proficiency in two or more languages.

#### IV. CONCLUSION

Not all affixes in the Bolaang Mongondow dialect of Mongondow can form verbs. The affixes discussed in this context primarily attach to word classes such as numerical and adjective nouns. Additionally, certain affixation processes are accompanied by morphophonemic processes. The Mongondow dialect is one of those dialects that undergo a process of formation characterized by events that can persuade the speaker to draw conclusions. Whether it be in a playful, angry, or persuasive manner, speakers can incorporate onomatopoeic words into their speech when communicating with others to elicit a desired response from the interlocutor. The act of embellishing words with similar or distinct sounds or dialects from another individual is known as dialect formation. The dialect under consideration is the Bolaang Mongondow dialect.

Based on the aforementioned conclusions, the author presents several suggestions. Firstly, this research is anticipated to provide additional references for researchers interested in conducting studies in the field of sociolinguistics, particularly in the area of dialects. Additionally, it aims to enhance the general public's understanding and recognition of language differences and variations in everyday communication, with a specific focus on the Bolaang Mongondow community.

#### REFERENCES

- [1] Adawiyah, F. H. (2022). Dialek Bahasa Sunda di Kecamatan Wanayasa dan Implikasinya terhadap Pembelajaran Bahasa dan Sastra Indonesia. *Repository.Uinjkt.Ac.Id*.
- [2] Andika, Y., Sumarlam, M., & Abdullah, W. (2018). *Morphological Interference of Javanese in Banyumas Dialect in Purwokerto*. 154(Icclas, 2017), 182–185. <https://doi.org/10.2991/icclas-17.2018.45>
- [3] Arifin, W. L. (2016). Interference: Its Role in the Target Language Mastery to Indonesian Learners. *Register Journal*, 4(1), 91. <https://doi.org/10.18326/rgt.v4i1.91-108>
- [4] Chaer, A. (2007). *Linguistik Umum*. Rineka Cipta, Cet. III.
- [5] Chaer, A. (2015). *Morfologi Bahasa Indonesia: Pendekatan Proses*. Rineke cipta.
- [6] Desak Anugrah Dwi Kusuma. (2022). The Phonological Interference of Balinese Language of Jagaraga Dialect in English Pronunciation. *Jurnal Pendidikan Multikultural Indonesia*, 5(1), 19–26. <https://doi.org/10.23887/jpmu.v5i1.50406>
- [7] Hasibuan, F. H. (2019). *Afiks Derivasi Pada Nomina Dan Afiks Infleksi Padaverbadan Nominasi Bahasa Arab Dalam Buku Al-Arabiyyah Baina Yadaik*. Pascasarjana Universitas Sumatera Utara.
- [8] Haugh, S., & Takeuchi, O. (2022). Phrasal Verb Usage and L1 Typology: A Corpus-based Study on Chinese and Japanese EFL

- learners. *The Journal of Asia TEFL*, 19(4), 1200–1218. <https://doi.org/10.18823/asiatefl.2022.19.4.4.1200>
- [9] Kansil, V. E., Tuna, J. R., & Liando, N. V. F. (2022). Analysis of The Effect of Students' Self-Confidence on Speaking Skills. *JoTELL: Journal of Teaching English, Linguistics, and Literature*, 1(5), 653–675. <https://doi.org/10.36582/JOTELL.V1I5.4209>
- [10] Laoh, T. P., Umar, F. A. R., & Idul, R. (2021). Afiksasi Pembentuk Nomina dalam Bahasa Bolaang Mongondow Dialek Bintauna. *Jurnal Bahasa, Sastra, Dan Budaya*, 11(1), 101–107.
- [11] Li, H., & Zhang, T. (2023). The Evolution of Lexicon in Generative Grammar. *Journal of Language Teaching and Research*, 14(1), 249–254. <https://doi.org/10.17507/JLTR.1401.26>
- [12] Lumentut, L., & Lengkoan, F. (2021). *The Relationships of Psycholinguistics in Acquisition and Language Learning*. *Journal of English Culture, Language, Literature and Education*, 9(1), 17–29. <https://doi.org/10.53682/eclue.v9i1.1894>
- [13] Marianca, J., Liando, N., & Mamentu, A. C. (2022). Improving Students' Vocabulary Through Words Mapping Strategy At Smp Negeri 6 Tondano. *JoTELL: Journal of Teaching English, Linguistics, and Literature*, 1(5), 625–638.
- [14] Ratu, D. M., Listi, V., & Damopolii, F. (2023). Prefix In Mongondow Language. *Journal of English Culture, Language, Literature and Education*, 11(1), 1–13. <https://doi.org/10.53682/ECLUE.V11I1.5930>
- [15] Reichenbach, A., Bringmann, A., Reader, E. E., Pournaras, C. J., Rungger-Brändle, E., Riva, C. E., Hardarson, S. H., Stefansson, E., Yard, W. N., Newman, E. A., & Holmes, D. (2019). Alfred Schutz Fenomenology Theory: *Progress in Retinal and Eye Research*, 561(3).
- [16] Rusi, E., & Za qellari, M. (2022). Literary and Linguistic Symbols of the Fatal Signs of Death in the Literature of Dino Buzzati. *Journal of Language Teaching and Research*, 13(6), 1139–1146. <https://doi.org/10.17507/JLTR.1306.01>
- [17] Sarab, M. R. A., & Rad, H. M. (2022). The Effect of Reading Strategies and L1 Reading Attitudes on L2 Reading Comprehension: Investigating the Intermediary Role of L2 Reading Attitudes. *The Journal of Asia TEFL*, 19(4), 1267–1282. <https://doi.org/10.18823/asiatefl.2022.19.4.8.1267>
- [18] Ulfa, S. M., M. Basir, U. P., & Prihatin, Y. (2020). Faktor Penyebab Terjadinya Interferensi Bahasa Indonesia Tuturan Mahasiswa Thailand Pada Pembelajaran Ppl Dasar Di Universitas Hasyim Asy'Ari. *Jurnal Disastri (Jurnal Pendidikan Bahasa Dan Sastra Indonesia)*, 2(1), 38–44. <https://doi.org/10.33752/disastr.v2i1.876>
- [19] Umamy, E., Laksono, K., Mintowati, M., & Nurhadi, D. (2022). Interference of Javanese Bojonegoro Dialect in Indonesian Language Learning High-Class Students Sdn 1 Jipo, Kepohbaru, Bojonegoro. *E-Link Journal*, 9(2), 90. <https://doi.org/10.30736/ej.v9i2.715>



**Donal Matheos Ratu** is a lecturer at Manado State University. He completed his doctoral studies in Linguistics and currently serves as Vice Chancellor for Student Affairs at Unima.