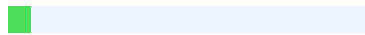# Plagiarism Checker X - Report

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ACTIVE INTERFERENCE OF STUDENTS OF TOURISM DEPARTMENT, STATE POLYTECHNIC OF BALI IN JAPANESE LANGUAGE LEARNING

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Abstract In studying Japanese, interference is so highlighted because language interference is the most conspicuous source of error among Japanese language learners in the Department of Tourism of the State Polytechnic of Bali. This study aims to describe the type of active interference that arises in students of the Department of Tourism, State Polytechnic of Bali who study Japanese and mentions the factors of active interference. The method used is a qualitative approach to the type of research is descriptive research. The data collected in this study is not in the form of numbers but comes from percentages, field notes, personal documents, notes, memos, and other official documents so that the purpose of this qualitative research is to describe the empirical reality behind the phenomenon in-depth, detailed, and complete. Called descriptive because this study seeks to describe the type of active interference that arises in students of the tourism department, State Polytechnic of Bali. The population in this study were all students majoring in Tourism who came from three study programs who were studying Japanese. While the sample in this study was second-semester students of Hospitality study class D totaling 33 people and class E totaling 34 people, and second-semester students of programs Study of Tourism Business Management class B amounted to 34 people who were taken intentionally (purposive) from 12 classes in three study programs in Tourism department. Based on research, students of the Tourism Department, State Polytechnic of Bali showed a tendency to make an active interference in the lexical field, such as active interference of nouns, verbs, and adjectives. They namely deliberately and consciously incorporating elements of mother language and Indonesian when learning Japanese because of limited dictions, Use of Japanese vocabulary without knowing the function, and the mother tongue / Indonesian language which has taken root. Keywords:

active interference; mother language; Japanese language; Japanese learning. Introduction The second language learning process is often constrained by the influence of the learner's mother tongue or first language. Brown (2007), said that basically, people learn two first languages, and the key to success lies in the ability to distinguish the context of each language. 13 People who learn a second language in such a way are often described as coordinate bilinguals, where they have two systems of meaning and are the opposite of compound bilingual (coordinate bilingual) which has one meaning system to operate two languages. Language errors are a common thing in the language learning process because making mistakes yourself is a part of the language learning process itself. Especially if what you are learning is a second language or a foreign language. However, if left unchecked, mistakes made can cause the learning process to be incompatible with the rules of the language being studied.

Language errors can occur at any linguistic level, namely errors that occur in phonology, morphology, syntax, discourse, and semantics. Language errors can be caused by first language intervention to a second language. The most common language errors occur due to deviating language rules. This happens by differences in the structure of the first language and the second language. One of the errors in a language is caused by interference. Kridalaksana (2009) states that interference in bilingualism 17 is the use of other language elements by individual bilingual language speakers in a language. Meanwhile, interference in language teaching is a language error 3 in the form of language elements themselves that are brought into another language or dialect being studied. Interference is a deviation from the language norm that occurs in bilingual speech 14 as a result of the recognition of more than one language or because of language contact. Likewise in learning Japanese in State Polytechnic of Bali, Tourism department. In learning Japanese, students are constrained by the use of vocabulary to sentence patterns that are very different from their

first language, namely the mother tongue. This is because Japanese language learners in the Department of Tourism of the Bali State Polytechnic are all bilingualism, it can even be called multilingualism because besides mastering local languages, they also master Indonesian as a national language, Japanese, English, and others. As a result, their mastery of the Japanese language is much influenced by the language that was first mastered, for example, Indonesian and regional languages. Based on the phenomenon, in addition to local languages, national languages can take over the position of local languages as B1 in influencing users in learning foreign languages. The term interference means a disorder that is studied in Sociolinguistics. The relationship that occurs between bilingualism and interference is very close. This can be seen in the fact of the use of language in everyday life. The linguistic situation of the Indonesian speech community is at least [19] marked by the use of more than one language, namely regional languages as a mother tongue, Indonesian as a national language, and a foreign language as an international language, for example, Japanese. Interference is so highlighted because language interference is the most conspicuous source of error among Japanese language learners in the department of Tourism, Bali State Polytechnic. Students will use any prior experience with the language to facilitate the process of learning Japanese, including incorporating Indonesian elements into Japanese. As in Japanese courses in every early semester, first-year students are found to make sentences that are not acceptable according to the rules of the Japanese language due to the interference of the Indonesian language, causing language errors that change the language rules that are being studied.

There are several studies regarding first language interference in second language learning, such as: "Interference of Balinese and foreign languages in Indonesian Oral Stories for Class VII Students [20] of SMP Negeri 10 Denpasar" by Dewa Ayu Nyoman Suindratini et al. The results showed that the interference from Balinese into Indonesian showed that the

interference was not intentional by students to facilitate the delivery of their thoughts, but because their mastery of the first language system (Balinese) was higher than their ability to speak Indonesian. Furthermore, I Nyoman Rauh Artana with the title "Interference of Understanding Indonesian Sentence Structure by Japanese Students in Learning Indonesian". The results showed that Japanese students had difficulty understanding sentence structure because; 1) Mastery of Indonesian vocabulary, both in terms of function and meaning is still lacking; and 2) linguistic units as elements forming sentence structure have not been mastered; 3) Mastery of the sentence structure of the mother tongue is still inherent, causing interference into Indonesian as a foreign language; 4) there is a striking difference between the structure of the sentence pattern in Indonesian as a foreign language (second language) and the mother tongue in Japanese (first language); 5) Japanese students still use Japanese when using Indonesian or negative transfer (learning). Therefore, this research is focused on describing the types of active interference that arises in students of the Tourism Department, State Polytechnic of Bali who is studying Japanese and mention the factors behind the active interference. Research method The research method used in this study is a qualitative approach to the type of research is descriptive research. Bogdan and Taylor (in Moleong, 2007) define qualitative methods as research procedures that produce descriptive data in the form of written or spoken words from people and observable behavior. The data collected in this study are not in the form of numbers but come from percentages, field notes, personal documents, notes, memos, and other official documents so that the purpose of this qualitative study is to describe the empirical reality behind the phenomenon in-depth, detailed, and complete. Named descriptive because this study seeks to describe the types of active interference that arise in students of the Tourism department. This qualitative research is more specifically directed at the use of the case study method. According to Arikunto (2002), case study research is a research that is carried out intensively, in detail, and depth on an organization of institutions or certain symptoms. This study also uses a literature study that is intended to obtain information about the basic principles and

concepts of the aspects under study. It can also be used to obtain the required language data and research results that are relevant to the topic and object of research, for further field research that are carried out at the location of the use of the target language.

The population in this study were all students majoring in Tourism who came from three study programs who were studying Japanese. While the sample in this study was second-semester students of Hospitality study class D totaling 33 people and class E totaling 34 people, also secondsemester students of programs Study of Tourism Business Management class B amounted to 34 people who were taken intentionally (purposive) from 12 classes in three study programs in Tourism department. The sampling technique used is a form of purposive sampling. Purposive sampling is a sampling technique that is done intentionally. This means that the sample is chosen deliberately so that the sample criteria obtained are truly by the research conducted. In this study, 101 students were taken as a sample that met the standard requirements in the Japanese learning process that is used as a source of data that can be obtained validly and completely. The requirements for selecting samples are: (1) students majoring in hospitality; (2) have 100% attendance in Japanese Class. Sugiyono (2010) says, in qualitative research, data collection is carried out in natural conditions (natural setting), primary data sources, and data collection techniques are more on participant observation, in-depth interviews, and documentation. In general, there are four types of data collection techniques, namely observation, documentation, interviews, and combination/ triangulation. So, the data collection and analysis techniques of this research are (1) observation. In this research, Complete participation observation techniques are used, namely, in data collection, the author is fully involved in the data source, in this case, the author is a teacher and the data source is students who are studying Japanese; (2) Documentation. The documentation technique is a data collection technique using data in the form of notes, transcripts, books, newspapers,

magazines, and so on which are related to research problems. According to Hamidi (2004), the documentation method is information derived from important records from either an institution or organization or from individuals. The documentation **1** of this research is a picture taken by the researcher to strengthen the research results. In this study, the documents in question **4** are the results of the conversation presentations, the results of the writing, and the results of the midterm examinations. **1** In this study, the documentation included sentences that had been made by students while studying in Japanese class. In addition, some supporting documentation such as dictionaries, literature on the use of Japanese vocabulary helps in this research; (3) Interviews. The interview is used as a data collection technique if the researcher is going to carry out a preliminary study to find problems that must be researched, and the researcher also wants to know things from the respondents that are more in-depth and the number of small respondents. The interview used in this

research is by asking structured questions because it uses interview guidelines that are arranged systematically and completely **3** to collect the data sought. Interviews in this study were conducted on Japanese students who made sentences with an indication of active interference. The interview method used to strengthen and clarify the data obtained is data about the occurrence of active interference; and (4) Triangulation. Triangulation is a data collection technique that combines various data collection techniques and existing data sources. This study uses three kinds of triangulation, the first, triangulation of data sources **3** in the form of information from places, events, and documents as well as archives that contain notes related to the data in question. Source triangulation is a triangulation used to test the credibility of the data by checking the data that has been obtained through several sources. Second, triangulation of techniques or data collection methods derived from interviews, observations, and documents. Technical triangulation is a tool **4** to test the

credibility of data by checking the same data but with different tools. Third, triangulation of data collection time is when triangulation or 3 data collection methods are carried out. The validity of the data in this study used triangulation. Time triangulation is a triangulation that often affects data. Data collected using interview techniques in the morning, day and night 4 will provide more valid data so that it is more credible The three triangulations can be described in pictures 1,2,3: Image 1. Triangulation of Data Sources   Image 2. Triangulation of techniques or data collection methods   Image 3. 4 Triangulation of data collection time Results and Discussion Type of Active Interferences Based on research on first-year students in the Hospitality study programs class D and E, as well as first-year students in the Tourism Business Management class B program, the Department of Tourism who

studies Japanese at the Bali State Polytechnic, shows a tendency to make active interference, intentionally and knowingly incorporating elements of mother tongue and Indonesian when learning Japanese due to limited vocabulary. Active interference is seen in the lexical field, namely the use of vocabulary. lexical field interference is divided into verbs, nouns, adjectives. Lexical field interference usually often occurs because of limited vocabulary, so that mother tongue and Indonesian language learners tend to intentionally and consciously incorporate language elements that have been previously learned into Japanese to cause active interference.   Active Interference ff Nouns There is a lot of active interference in nouns. It is because many noun terms should be compatible with Japanese, but students did not do it. 9 Here are some examples of sentences that experience active interference of nouns, such as: a. "Pura uluwatu de kecak dansu o mimasu." Meaning: watching Kecak dance in Uluwatu Temple. b. "Kalimantan Barat de Tenun o tsukurimasu" Meaning: making Tenun in West Kalimantan. c. "Watashi wa komik o yomimasu." Meaning: I'm reading a Comic. The examples above are 13 the result of the active interference of mother tongue and

Indonesian language learners in learning Japanese. The interfered words have the equivalent words in Japanese so they can be categorized as interference. Example sentences (a) include the word 'Pura' in the sentence and are the result of an active ²¹ interference from their first language. In this case, students deliberately entered the word 'Pura Uluwatu' because according to them, that words were a term, so it did not need to be translated into Japanese. According to the rule in word matching, terms such as names do not need to be integrated into the target language because the possibility is that there is no matching equivalent in the target language. but, in this case, 'Pura' in Japanese are generally 'o tera', and if the word 'Pura' follows the name of its pura, then in Japanese the word 'o tera' will change to 'jiin'. Because in the sentence there is the name of the temple, which is 'Uluwatu', so the word 'Uluwatu temple' should be written as 'Uluwatu jiin'. So, the correct sentence is 'Uluwatu jiin de Kecak dansu o mimasu'. Whereas in the example sentence (b) it is clearly an active interference, where students deliberately use the word 'Kalimantan Barat' into their writing because their vocabulary is limited and they don't know that the word 'Kalimantan' has its Japanese equivalent.

In Japanese, the word 'Kalimantan' is known as 'Boruneo', and the word 'Barat' has the equivalent with 'nishi' in Japanese so that the word 'Kalimantan Barat' can be paired with 'Nishi Boruneo' in Japanese. So, the correct sentence is 'Nishi Boruneo de Tenun o tsukurimasu'. On the other hand, example sentences (c) also indicated an active interference from their first language. When students make their Japanese sentences, they consciously enter the word 'comic'. They deliberately put the Indonesian language into their Japanese sentences. This is due to their lack of vocabulary in Japanese. The word 'comic' in Japanese can be matched with 'manga'. so, the correct sentence is 'Watashi wa manga o yomimasu'. From the data and the explanation above, it can be concluded that it happens because students lack mastery of Japanese noun vocabulary so that consciously entering the mother tongue

and Indonesian words into Japanese sentences, causing active interference. Besides, the Students not being careful with how to match words from the language to the target language makes them do a lot of active interference. Active Interference of Verbs There is also a lot of active interference that occurs in verbs. It happens because students are less alert to the function of each verb which has the same meaning but has different usage according to the situation and condition. 9 Here are some examples of sentences that experience active interference of verbs, such as: a. "Watashitachi wa suna o shimasu." Meaning: we play sand. b. "Melasti biichi de shawaa o abimasu" Meaning: Bathing in Sanur Beach. c. 16 "Watashi wa tomodachi to Ijen yama ni agarimashita." Meaning: I climbed the mountain of Ijen with friends. The examples above are the result of interference using verb diction. In Japanese, some verbs are only used in certain situations. The use of improper diction can cause interference. In the example sentence (a) use the word 'suna o shimasu'. Literally, the word is the equivalent of the word 'playing sand' in Indonesian. Students consciously enter the word 'shimasu' because, in Japanese learning, the word 'shimasu' can mean 'play'. Structurally, the use of the word 'suna o shimasu' is not very precise, because the word 'shimasu' usually means 'playing' when playing games such as sports and games. If they only enter the word 'suna' which means 'sand', then the equivalent isn't quite right. In Japanese, it is known by the term 'suna asobi' for 'sand play' activities, so that a suitable word for matching the word 'dunes' in the sentence in the example above is to use the word 'suna asobi o shimasu'. So, the correct sentence is 'watashitachi wa suna asobi o shimasu'. On the other hand, in example (b) uses the word 'shawaa o abimasu' to match the word 'bathing'. In general, the

word 'bath' can indeed be translated into Japanese into 'abimasu'. However, the addition of the word 'Shawaa' which means 'shower', makes the interference even greater. The use of the word 'abimasu' in Japanese, must look at the situation and conditions. If 'showering' uses a

shower, then it can be translated as 'shawaa o abimasu'; whereas if you take a bath using a bucket, the equivalent changes to 'mizu o abimasu'. In sentence (b), the student tells that he was 'bathing' on the Sanur beach. The word 'bathing' in that sentence is interfered with from the mother tongue that was first mastered. In the mother tongue of students, usually, the use of the word 'bath' is also used to interpret the word 'swimming', so that when transferred into Japanese, what appears is the word 'abimasu'. This of course causes active interference because students make sentences and consciously enter elements 5 of the mother tongue when making sentences in the example above. The word 'bathing' meant by students is actually 'swimming', so the correct word should be 'oyogimasu' which means 'swimming'. So, the correct sentence is 'Melasti biichi de oyogimasu'. Furthermore, the use of the word 'agarimashita' in (c) is also the result 7 of the implementation of the use of the learner's mother tongue and Indonesian elements. The word 'agarimasu' is matched by Japanese learners to transfer the word 'hike'. Just like the previous example, the mother tongue and Indonesian have no other function in the word "climb", whereas in Japanese, the word "climb" has diction according to the object or purpose of the climb. The word 'agarimasu' means 'to climb/climb' and is used to denote an increase in skill, increase in price, and raise the hand, so it is not suitable when used in the data (c). In the example above, the speaker climbs / climbs Mount Ijen. For the word 'to climb a mountain', the Japanese equivalent is 'noborimasu'. 'Noborimasu' is a word which means 'to climb' to get to a destination, such as climbing mountains, and riding vehicles. Also, the word 'ijen yama' also experiences noun interference, namely the word 'yama' which means 'mountain' in general, if it follows the name of a mountain, then 'yama' will change to 'san', so the sentence that is not interfered with should be 16 "Watashi wa tomodachi to Ijen san ni noborimashita". From the explanation above, Interference in verbs occurs due to a lack of knowledge about the function of verb vocabulary in Japanese which has several words used according to the situation and conditions, while in their first language, Indonesian, some verbs have only one meaning. Active Interference of Adjectives Active interference 7 in the use of adjectives also appeared in several sentences made by students. Here are

some sentences using adjectives that are indicated by active interference, such as:

a. "Aulia san wa hageshii desu" Meaning: Aulia is cruel. b. "De Tu san wa usui desu" Meaning: Du Tu is thin. c. "Dita san wa takai desu" Meaning: Dita is tall. The use of adjectives in Japanese has two types, namely the 'i' adjectives and the 'na' adjectives. The 'i' adjectives are the true Japanese adjectives, and the 'na' adjectives are the pseudo-Japanese adjectives. Both are equally important to learn because, in the mother tongue and the Indonesian language, there are no two types of adjectives. The examples above are active interference from the results of the learner's thoughts that incorporate elements 5 of the mother tongue and Indonesian into Japanese. Example (a) is an active interference because students consciously used the word 'hageshii' to match the word 'cruel'. They use that word because they do not know the function of that vocabulary in Japanese. Actually, the word 'hageshii' can mean 'cruel'. However, 'cruel' is not used for the nature of a person, but rather is used to indicate conditions, for example, the state of rain falling, usually using the word 'hageshii' to show the conditions of heavy rain. So the use of the word 'hageshii' in the example sentence above causes active interference, because students first learn the word 'hageshii' and the lack of knowledge about using Japanese vocabulary causes consciously to enter the word 'hageshii' into the sentence. In Japanese, to describe someone's cruel character, use 'hidoi'. So, the correct sentence is 'Aulia san wa hidoi desu'. In example (b), students take the word 'usui' to match the word 'thin'. The use of the word 'usui' is an active interference that arises because students are influenced by the use of the word 'thin' in their mother tongue and Indonesian. In Japanese, the word 'thin' has the equivalent of a word adapted to the object in question. If what is being discussed is objects, such as books or wood, then 'usui' can be used, because it has a meaning of 'thin'. To describe a runny drink, the word 'usui' can also be used because it means 'runny'. However, if what is being discussed is human or animal, the appropriate diction for

matching the word 'thin' is to use the word 'Yasete Imasu'. So, the correct sentence is 'De Tu san wa yasete imasu'. 8 On the other hand, example (c) completely is an active interference. The result of thinking in the mother tongue and the Indonesian language causes learners to enter it into Japanese sentences. The word 'high' in Indonesian can be used to indicate something that is considered to have a height, both for buildings and the human body. However, in Japanese, to describe the height of an object and the 22 height of a human being by using a different diction, namely "takai" to judge a building or object; and 'se ga takai' to assess human height.

The Factors of Active Interference Based on 8 the results of the research and discussion above, several factors were found behind the emergence of active interference carried out by level 1 students of the Hospitality study program classes D and E, as well as level 1 students of the Class B Tourism Business Management study program, majoring in Tourism studying Japanese at the State Polytechnic Bali. Limited Dictions Tourism department students who studying Japanese are the first-year students and only study Japanese for two semesters. Naturally, they really lack Japanese diction, so when making Japanese sentences, they enter the diction that appears in the dictionary which is directly entered into the Japanese sentence without first checking the usage of the diction they use. Diction has many synonyms but different functions result in so much interference that occurs in students. Many nouns, verbs, and adjectives in Japanese have the same meaning but differ in function, whereas in their mother tongue and Indonesian they do not. Use of Japanese Vocabulary Without Knowing the Function The use of Japanese vocabulary without knowing the function will cause an error when they making Japanese sentences. This is due to the inclusion of elements 5 of the mother tongue and Indonesian language which have few equivalent vocabulary words and are used without being adapted to the situation and conditions. This is different from Japanese diction, which has many

equivalent words according to the situation and conditions of use. The Mother Tongue / Indonesian Language which has Taken Root There is an element of mother tongue / Indonesian that is entered on purpose because of the habits in the environment around the learners. Conclusions Based on research, there is active interference conducted by students. Active interference is widely seen in the lexical field, such as active interference [7] in the use of nouns, verbs, and adjectives. Active interference that occurs because students consciously enter elements [5] of the mother tongue and Indonesian when learning Japanese. Besides, there is a deliberate use of Japanese diction which they master in advance without knowing the function of its use because, in the mother tongue and Indonesian language, some vocabulary equivalents are few and are rarely used according to situations and conditions. This is different from Japanese diction which has many matching words according to the situation and conditions of use.

The factors that make students cause active interference are (1) limited dictions; (2) Use of Japanese Vocabulary Without Knowing the Function; (3) The mother tongue / Indonesian language which has taken root.

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