

## THE LANGUAGE INTERFERENCE IN ENGLISH CONVERSATION AT *PONDOK PESANTREN FADHLUL FADHLAN SEMARANG* DUE TO THE ADDITION OF JAVANESE PARTICLES

Silvy Milchatir Rizqiyah<sup>1\*</sup> & Aprillia Firmonasari<sup>2</sup>

<sup>1,2</sup> Universitas Gadjah Mada, Indonesia

\*Corresponding Author: Silvy Milchatir Rizqiyah E-mail: [silvymilchatirrizqiyah@mail.ugm.ac.id](mailto:silvymilchatirrizqiyah@mail.ugm.ac.id)

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### ABSTRACT

This research aimed to describe (1) the form and function of Javanese particles in English conversations; and explained the factors behind the occurrence of language interference through the addition of Javanese particles to English conversations by students at the Fadhlul Fadhlul Islamic boarding school in Semarang. This research included field research with a qualitative approach and was presented descriptively. The data for this research was in the form of oral speech from the data source of students at the Fadhlul Fadhlul Islamic Boarding School when they were in the Islamic boarding school environment. The data collection technique method used non-participant observation by observing students' conversations and then taking notes and structured interviews with 27 students. The data analysis technique method used three stages, namely data reduction, data presentation, and concluding. The interference theory by Weinrich is to identify the interference phenomena. The results of this research showed that there were two types of Javanese particles added by students in English conversations, namely the single Javanese particles and the combination of Javanese particles. The second result was there were two forms of interference were found, namely grammatical interference and lexical interference. Third, the factors that caused interference through the addition of particles were internal factors in the form of bilingualism, lack of mastery of English grammar and vocabulary, and being carried away by mother tongue habits. Furthermore, external factors were the environment, facilitating communication between students, situations, and conditions.

## 1. INTRODUCTION

Islamic boarding schools have an important role in society, namely as a community education institution to create people who understand religious values and behave well (Warohma, et al, 2021). Various efforts have been made to develop educational programs in Islamic boarding schools, and as a form of development of Islamic boarding schools, there are already Islamic boarding schools that have organized types of formal education. The Islamic boarding school applies the same learning system as other Islamic and public schools. In addition, many Islamic boarding schools implement bilingual programs. Some deep multilingual education Islamic boarding schools can provide broad benefits to their students. However, Islamic boarding schools need to discuss how to provide bilingual education to students (De Jong,

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2002). One of the bilingual boarding schools is *Pondok Pesantren Fadhlul Fadhlul Semarang* which has foreign language program classes, namely Arabic and English. Foreign languages at *Pondok Pesantren Fadhlul Fadhlul Semarang* are also used as the language of daily conversation. It is Arabic-English when students are in the Islamic boarding school area, and using the first language outside the Islamic boarding school area. This is an effort so that the students can master vocabulary and are trained to use foreign languages. Various efforts have been made so that the students continue to use the specified foreign language each week. Such as learning English and Arabic through the evening lecture class program and the conversation class in the morning.

The researcher found several linguistic phenomena that occurred during a visit to *Pondok Pesantren Fadhlul Fadhlul Semarang*. Then the researcher made pre-observations before the research was carried out by observing what linguistic phenomena occurred by the students. The researcher found a mixture of English with the addition of Javanese particles. It is known that the majority of students speak Javanese as their mother tongue. So that the use of foreign languages can make it possible to show the phenomena of language that occur. Wijana stated that language communities are heterogeneous, they come from different backgrounds of age, economic status, social status, education, and employment. So, this causes variations language variations used by speakers (Wijana, 2019). Apart from that, differences in speakers' backgrounds also cause language contact. If over a long period, language contact can cause changes in the languages in contact, these changes can be in the form of usage patterns, status, forms, and changes in repertoire in society (Munandar, 2013).

Then, the interesting thing is the students do not always use the particles of their local language, instead, they are influenced by the particles of Javanese which are widely used by the majority of students. In addition, the researcher found differences in the use of particles when the students spoke with their seniors, they tended to use formal English and minimal addition of Javanese particles. In line with Hudson (1996) stated that sociolinguistics is concerned with the formal form of language and its variations and the use of language in society. So that the study of sociolinguistics becomes very broad.

The study of interference was conducted by Azella et al (2022). This study describes the form of Betawi language interference in Indonesian on the broadcast "Chat of The Day" on December 14, 2020. The data source of this research is the speech of a guest star who is bilingual, thus allowing for interference. The results of this study showed interference in the fields of phonology, morphology, and syntax.

Furthermore, research on Javanese particles has also been carried out by Antono (2020). This research was conducted to analyze some of the emotive particles used by users of the Jonegoroan subdialect. Data collection techniques were carried out through interviews. There are seven particles including *jal*, *jan*, *leh*, *men*, *em* and *nem*, *nyo*, and *je*. Each of these particles has different emotive markers, including disappointment, statement denial, affirmation, possession, and excess. This research

This research had similarities with previous research, namely analyzing language interference and Javanese particle forms. However, this research focused more on interference due to the addition of Javanese particles into English conversations. The next difference was related to data and data sources. The research carried out by Antono only focused on the



analysis of emotive particles and the function in the Jonegoroan subdialect used by the Bojonegoro people. Meanwhile, this research does not only focus on the emotive particles of the Jonogeroan subdialect. however, the Javanese language particles used by the students at the Fadhlul Fadhlul Islamic boarding school come from various sub-dialects.

Based on the background above, the researcher formulated two research questions, those are: what are the forms and functions of the Javanese language particles added by the students of the Fadhlul Fadhlul Islamic boarding school in English conversations? And what factors are behind the addition of Javanese language particles that cause language interference? In line with these two question formulations, it can be seen that this research aims to analyze the form and function of particles used by students at the Fadhlul Fadhlul Islamic boarding school and explain the factors behind the existence of language interference.

## **2. LITERATURE REVIEW**

### **2.1 Interference as a result of being bilingual**

Interference is a language transfer process. That is a process of speakers bringing structural elements from the first language to the second language (Bhatia & William, 2014). Interference is also considered a negative thing from the perspective of language purity because it can disrupt/damage the structure of the language being used in speech (Chaer & Agustina, 1998).

Furthermore, seven factors cause interference in the communication process. These factors are: First, the low ability of the recipient language, which can cause interference by taking elements of the first language which is considered more mastered than the second language. Second, the lack of mastery of the vocabulary of the second language. If speakers do not have sufficient vocabulary to interact, then the process of borrowing vocabulary from the mother tongue will occur. Third, the ability to two or more languages will lead to language contact, namely the use of two languages alternately. So, this is likely to cause interference. Fourth, the use of synonyms by borrowing vocabulary from the source language to provide synonyms in the recipient language. This happens because of the inability to find the equivalent word. Fifth, the condition assumes that the source language has a greater prestige than the recipient language, so speakers will try to insert some elements of the source language. Sixth, the ability level of the mother tongue is higher than that of the second language, thus affecting the pronunciation of the recipient's language. and the last is the loss of vocabulary that is rarely used which will affect the ability to pronounce the language (Weinrich, 1970). So, it can be concluded that interference is a result of the mastery of the source language being higher than the recipient language.

### **2.2 The Use of Particles**

Particles can be referred to as word assignments that join lexemes so that they have certain functions (Aguestien, 1999). Particles include the smallest elements in a language. These language elements are included in morphemes which produce additional meanings in forming a sentence (Antono, 2020). Another explanation says that particles are one of the elements of language that function implicitly to emphasize sentences (Novitasari, 2017). Particles in phrases or sentences are divided into prepositions, conjunctions, affirming particles, articulations, and interjections.



There are differences between particles and suffixes. First, particles do not change the word class or word type, while suffixes can change the word class and the word types they follow. Second, the particle follows different types of words without changing those types of words. Third, particles are included in the field of syntax studies.

Based on the opinions of the experts above, it can be interpreted that the particles cannot stand alone because it is linked to other words. So, the particle must unite with other words to give complete meaning to an utterance. Every language has its particle. The forms of particles in Javanese include *tho*, *ra*, *sih*, *eg*, *ik*, *lho*, *ta*, *po*. The Javanese particles blend with other words so that it has a complete meaning.

### 2.3 Socio-cultural in Sociolinguistics

Language cannot be separated from culture and society. In line with Pateda (1992) explaining that sociolinguistics is a branch of linguistics that studies language and language use in certain cultural contexts. In this case, language communities need to pay attention to the cultural context. Apart from that, language is a tool for adaptation. Through language, people can get to know the behavior, customs, and etiquette of a society so they can blend in easily (Fauziah, 2015). Apart from culture, Sociologists believe that the factors that most influence language are social. The movement of groups of people from one place to another and conscious or unconscious interactions between immigrants and local residents create new forms of language interaction (Tricahyo, 2011). So, it can be concluded that language is a representation of culture of society. Through language, society can make adaptations related to word choice or adaptation to the values that exist in a society.

### 3. METHODOLOGY

This research used a qualitative approach and descriptive methods to describe the research data, namely the type of interference, and the form and function of Javanese particles added to English conversations, as well as explaining the factors that caused language interference through the addition of Javanese particles.

The data research was English speech from the data source namely students at the Fadhlul Fadhlan Islamic boarding school, called '*mahasantri*', it was the term for students who live in *Pondok Pesantren* Fadhlul Fadhlul at the college level.

Next, the data collection technique used non-participant observation by observing students' conversations quietly so that the data obtained was more realistic. Non-participant observations were carried out to obtain data in the form of Javanese particle forms and particle functions related to the context of the conversation. Then structured interviews were also conducted to obtain information regarding the factors that cause language interference. Observations were carried out for two weeks from 3 to 17 August 2023, while interviews with 27 students were carried out from 23 to 27 August 2023.

The data analysis technique was carried out in three stages, namely data reduction, data presentation, and concluding. Data reduction was carried out by filtering data that is considered important and less important. Next, the presentation of the data was descriptive by describing the data result. Then conclude the research result by indicating the main points of the research.



## 4. RESULTS

### 4.1. The Form of Javanese Particles

The form of Javanese language particles used in English conversations by students of *Pondok Pesantren Fadhlul Fadhlul* is divided into two types. Namely single particle form and combined particle form. There are 24 forms of single Javanese particles used by the students of the Fadhlul Fadhlul Islamic boarding school, those are: “*tho, ek, ik, ok, kok, seh, sih, tah, re, rah, mbog, lah, lha, lho, nek, tek, o, a, e, leh, kan, go, ndheng, ndhung*”. Each of these particles has a different function depending on the context of the conversation and the speaker’s background. There are three types of particle combinations found, namely two combined Javanese particles form, three combined Javanese particles form, and four combined Javanese particles form. Two combined Javanese language particles are used by *Pondok Pesantren Fadhlul Fadhlul* students. Namely ‘*la...wong*’, ‘*kok...tho*’, ‘*kok...sih*’, ‘*tek...lho*’, and ‘*ndhung...ra*’. Next, the use of three combined Javanese particles in English conversation are ‘*lha...lho...kok*’, ‘*tek...lho...sih*’, ‘*wong...lho...ra*’, ‘*nek...kan...tho*’. Apart from the combination of two and three Javanese particle forms above, the researcher also found a combination of four Javanese language particle forms, it is ‘*wong...nek...lho...kok*’, but their use is rarely found.

### 4.2. The Function of Javanese Particles

The addition of Javanese particles in English conversations by students at the Fadhlul Fadhlul Islamic boarding school has a function that the speaker associates with the context of the conversation. Each Javanese language particle has a different function, including emphasizing a statement or question, as a conjunction, and as a question tag.

In conducting observations, the researcher found several conversation data that contained the particles “*tho, ek, ik, ok, kok, seh, sih, tah, re, rah, mbog, lah, lha, lho, nek, tek, o, a, e, leh, kan, go, ndheng, ndhung*”, and their functions. The results of the research data were analyzed using the types of interference proposed by Weinreich in Muhyidin (2016:4), namely phonological interference which is related to sounds, lexical interference which is inserting the lexical of the first language into the second language, then grammatical interference which includes morphological interference which is related to word formation and syntactic interference is in the field of sentence structure.

#### (Data 1)

Context: a student is asking her friend what time they will go to the market together.

- A: Hi, Vik. When will we go to the market?  
(Hi, Vik. When will we go to the market?)
- B: at nine a.m. ok *tho*?  
(we will go at nine a.m., won’t we?)

From the data above, we can find the particle ‘*tho*’ at the end of a question has the function of emphasizing a question that contains an offer. The data sentence above is syntactically incomplete because there is no subject and no auxiliary verb. Apart from that, the addition of the Javanese particle ‘*tho*’ is also used to replace the question tag. So, this is a





form of grammatical interference. This form of interference is influenced by the arrangement of sentence patterns in Javanese.

#### (Data 2)

Context: a student is asking about what punishment they will carry out.

A: What will we do? we will clear the hall, right?  
(What will we do? We will clear the hall, won't we?)

B: Right *ek*. I got the information last night  
(That is right. I got the information last night)

The Javanese particle '*ek*' which appears after the word 'right' has the function of emphasizing that the speaker agrees with the statement of the interlocutor. Syntactically, the sentence above (B) shows an incomplete sentence, it is the absence of a subject pronoun and also the auxiliary verb 'be' before the word 'right'. Apart from that, the addition of the Javanese particle '*ek*' in an English sentence is also a manifestation of mixing Javanese language elements into an English sentence. which we can call as grammatical interference.

#### (Data 3)

Context: some students are smelling a bad smell

A: what smell? someone fart *tah*?  
(what smell is this? Did someone fart?)

B: This smell makes me dizzy *ik*  
(This smell makes me dizzy)

From the short conversation data above, the researcher found the Javanese particle '*ik*' at the end of the statement sentence. In the context of the conversation above, the particle '*ek*' functions as an emphasis in the statement that the statement conveyed by the speaker is true so that it can convince the other person. The sentence above (B) is a simple present tense sentence that uses the verb 1+es. Grammatically the sentence is correct, but there is an additional Javanese particle '*ik*' at the end of the sentence. This is a manifestation of the combination of Javanese language elements in English sentences. Furthermore, this combination can be referred to as grammatical interference.

#### (Data 4)

Context: a student is asking where her friend is

A: Where is she?  
(Where is she)

B: I don't know *ok*, I do not see her from yesterday  
(I do not know, I have not seen her since yesterday)



The Javanese particle '*ok*' in the context of the conversation above indicates a true statement, so it can be concluded that the particle '*ok*' functions as an emphasis in the statement sentence. However, in English grammar, the particle '*ok*' has no role. Combining elements of Javanese into English can change the language system. Apart from that, in the sentence above (B) we found inappropriate tenses used, it is because there are no tenses in Javanese, thus allowing students to experience confusion when speaking in English. So, the error in the sentence above is a form of grammatical interference.

**(Data 5)**

Context: a student is asking about the reason her friend left her to go to campus first.

- A: ***Kok*** Ina leaves me?  
(Why did Ina leave me?)  
B: She was in hurry  
(She was in a hurry)

In data 5 there is the Javanese particle '*kok*' which is located at the beginning as an emphasis. In the context of the conversation above, the particle '*kok*' has the same meaning as the question word 'why' because the speaker wants to know the reason her friend left her to go to campus first, this is also strengthened by the sentence in question form. The sentence above (A) requires question word 5W+1H (what, who, when, where, why, how) or auxiliary verbs such as: do/does, have/has, be, etc. However, the sentence in data 8 shows a grammatical error, where there is no question word 'why'. Apart from that, there is no adjustment of verb forms according to tense. So, it can be concluded that data 17 is a form of grammatical interference.

**(Data 6)**

Context: a student is asking where the other friends are.

- A: Where is the others *o*?  
(where are the others?)  
B: They haven't come *lho*  
(they haven't come yet)

In the short conversation above, there is a Javanese particle '*o*' at the end of the sentence which has the function of emphasizing the question, and it shows grammatical interference because there is the addition of the Javanese particle '*o*' at the end of the interrogative sentence. The particle '*o*' is meaningless, but the addition of the particle serves to emphasize the question sentence. Apart from that, the question sentence data above does not conform to correct English grammar, where 'is' is used for plural objects.

**(Data 7)**

Context: a student is asking friends for their opinion.

- A: Is this correct or not *e*?  
(is this correct or not?)



B: I Don't know *e*

(I do not know)

The Javanese particle '*e*' in the conversation data above is found in interrogative sentences and statements. The '*e*' particle has the function of emphasizing a sentence, either a question or a statement. Based on the correct English sentence structure, syntactically the addition of the Javanese particle '*e*' is not needed in the interrogative sentence. Indeed, in Javanese, the particle '*e*' can be used to emphasize a question, but if it is added to an English sentence, it can disrupt the correct structure of the English sentence. So, it is called grammatical interference.

#### (Data 8)

Context: a student is asking whether his friend has eaten or not.

A: You already eaten *a*?

(You already have eaten, haven't you?)

B: Not yet

(No, I have not eaten)

Based on the context of the conversation above, the Javanese particle '*a*' at the end of the interrogative sentence has the function of emphasizing a question to get confirmation from the interlocutor, so that particle '*a*' in the question sentence has the same function as a question tag. The sentence above (A) is actually a form of question tag from the simple present perfect tense, but the Javanese particle '*a*' removes the auxiliary verb (Haven't) and subject pronoun (you). Apart from that, there is a grammatical error, because there is no to be 'have' before verb 3. So, this is called grammatical interference.

#### (Data 9)

Context: a student reminds her friend when she does something wrong

A: it doesn't seem like that *she*

(it doesn't seem like that, does it?)

B: Yes, *seh*

(Yes, I think so)

In the conversation above we found two particles '*seh*' are located at the end of the interrogative and statement sentence. In the interrogative sentence spoken by A, the Javanese particle '*seh*' functions to emphasize a question to get confirmation or agreement from the person you are talking to, so the Javanese particle '*seh*' also has the same function as a question tag. Meanwhile, in the sentence spoken by B, the particle '*seh*' serves to emphasize sentences that show the expression of agreement. The sentence spoken by A is a form of question tag that requires an auxiliary verb and also a subject pronoun. However, the sentence above shows the addition of the Javanese particle '*seh*' which removes the auxiliary verb 'does' and the subject pronoun 'it', so this is a form of grammatical interference.





### (Data 10)

Context: a student is asking her friend to confirm something

A: You still hungry *sih*?  
(You are still hungry, aren't you?)

B: No, I am full  
(No, I am full)

Data 10 shows that the Javanese particle '*sih*' at the end of a question sentence has the same function as a question tag, namely to ask for confirmation from the interlocutor. The Javanese particle '*sih*' removes the auxiliary verb 'are' and the subject pronoun 'you'. Apart from that, there is a grammatical error because the subject pronoun 'you' is not followed by 'are'. So, data 27 is a form of grammatical interference phenomenon.

### (Data 11)

Context: a student is asking her friends because she is doubtful.

A: We don't clean the hall *tah*?  
(we do not clean the hall, do we?)

B: I'm confused *eg*  
(I am confused)

From data 11, the addition of the Javanese particle '*tah*' at the end of a question functions like a question tag in English, namely to confirm information from the interlocutor. But, grammatically the sentence (A) is an error because there is no auxiliary verb and subject pronoun as a question tag. The addition of the Javanese particle '*tah*' removes the question tag, and it causes the phenomenon of grammatical interference.

### (Data 12)

Context: someone refutes what someone else said

A: She brings a motorcycle  
(she brings a motorcycle)  
B: No *re*. That is not her motorcycle  
(No. That is not her motorcycle)

Data 12 shows the addition of the Javanese particle '*re*' at the end of the sentence which functions as an emphasis of a statement of disagreement. During the observation process, the researcher only found one data showing the addition of the Javanese particle '*re*' in English conversation. So, it can be concluded that the Javanese particle '*re*' is rarely used by students *Pondok Pesantren* Fadhlul Fadhlun. The addition of the Javanese particle '*re*' to English can disrupt the correct order of English because it inserts the Javanese element into the English sentence. So, it can be said to be grammatical interference.



**(Data 13)**

Context: a student is asking her friend to confirm what time they will go together.

- A: We go at nine a.m., *rah*?  
(we will go at nine a.m., won't we?)  
B: At nine-thirty, I haven't taken a bath  
(at nine-thirty, I haven't taken a bath)

In the short conversation above, there is the Javanese particle '*rah*' at the end of the sentence which functions to ask for confirmation or approval as in the question tag. The sentence spoken by A is a simple present-future tense in the question tag. However, there are two errors in the sentence above. First, there is no auxiliary verb 'will' after the subject. Second, the addition of the Javanese particle '*rah*' removes the auxiliary verb and subject pronoun in the question tag. These two grammatical errors are a form of grammatical interference, because the speaker inserts Javanese language elements in the form of Javanese particles into English, and does not pay attention to the use of tenses.

**(Data 14)**

Context: a student tells her friends that she will go home

- A: Your parents are waiting you  
(your parents are waiting for you)  
B: Serious, *mbog*?  
(you are serious, aren't you?)

The Javanese particle '*mbog*' is a Javanese particle commonly used by people with Tegal and Banyumas dialects or we can call it as *ngapak*. However, the researcher only found one data regarding the addition of the Javanese particle '*mbog*' in English conversations by student. The Javanese particle '*mbog*' has the function of emphasizing a question and aims to ask for confirmation from the interlocutors. Syntactically, the sentence above (B) is an incomplete interrogative sentence. This is due to the influence of the Javanese language system on English. The sentence above is a form of interrogative sentence that does not contain the question words 5W+1H and also the auxiliary verb. Apart from that, the addition of the particle '*mbog*' by speakers can disrupt the correct order of English. So, the phenomenon in the sentence above is a form of grammatical interference.

**(Data 15)**

Context: a student accepts her friend's invitation to go to the canteen together.

- A: do you want to go to the canteen with me?  
(Do you want to go to the canteen with me?)  
B: yes, of course, *lah*  
(yes, of course)



In the short conversation data above, the addition of the Javanese particle '*lah*' has the function of emphasizing the statement. In this context, the speaker wants to emphasize her response to the question asked by her friend. The addition of the Javanese particle '*lah*' in the sentence data above (B) causes grammatical interference because the addition of the Javanese particle does not follow the correct English.

**(Data 16)**

Context: a student reminds her friends to be careful because the floor is slippery.

- A: Be careful! The floor is slippery *lho*  
(be careful! The floor is slippery)  
B: *Syukron ukhty*  
(thank you, my sister.)

In data 16 there is a Javanese particle '*lho*' at the end of the sentence, this particle functions as an emphasis on the sentence. based on context, the particle '*lho*' is used to emphasize that students must be careful because the floor is slippery. The sentence above (A) is a form of grammatical interference due to the addition of the Javanese particle '*lho*' which disrupts the correct structure of English by inserting Javanese elements into English.

**(Data 17)**

- A: where will you go *tho*? let's finish the script drama tonight  
(Where will you go? let's finish the drama script tonight)  
B: *Nek* like that, we will stay up tonight  
(If that's the case, we will stay up tonight)

Context: a student is inviting her friends to finish their drama script.

The addition of the Javanese particle '*nek*' to the sentence in the conversation above is the same as the subordinating conjunction 'if', and the sentence data above is a form of a future conditional sentence. The phenomenon of grammatical interference is found in the sentence above (B) because the addition of the Javanese particle '*nek*' removes the subordinating conjunction 'if'. Apart from that, grammatically the sentence above does not appropriate the formula of a conditional sentence.

**(Data 18)**

- A: *Tek* you go to the mosque, please call me!  
(If you go to the mosque, please call me!)  
B: Okay, *InsyaAllah*  
(okay, *InsyaAllah*)

Context: a student asks her friend to call her if she wants to go to the mosque.



The Javanese particle '*tek*' has the same function as the particle '*nek*' which is at the beginning of a sentence, namely functioning as a subordinate conjunction 'if' in future conditional sentence to express event that will occur in the future. But, the Insertion of the Javanese particle '*tek*' removes the subordinating conjunction 'if'. This insertion of Javanese language elements into English is called grammatical interference.

**(Data 19)**

Context: a student asks her friend who is sweeping to close the door.

- A: Close the door, please!  
(close the door. Please!)
- B: Wait, be patient *leh*!  
(wait, be patient!)

Based on the context, the speaker added the particle '*leh*' to emphasize the imperative sentence, so that the interlocutor can understand it clearly. But, the addition of the Javanese particle '*leh*' causes the phenomenon of grammatical interference. Although the Javanese particle '*leh*' in Javanese functions to emphasize a sentence, however, in English it is not necessary.

**(Data 20)**

Context: a **student** makes sure her friend brings the key.

- A: You bring the key, *kan*?  
(you bring the key, don't you?)
- B: (Wait! I forget to bring)  
(wait! I forgot to bring it)

Data 20 shows that the Javanese particle '*kan*' functions to ask for confirmation from the interlocutor. The addition of the Javanese particle '*kan*' to the question tag causes grammatical interference because the particle '*kan*' removes the auxiliary verb and subject pronoun in the question tag.

**(Data 21)**

Context: a student **does** not want to accompany her friend

- A: I don't want accompany you  
(I don't want to accompany you)
- B: Don't like that *go*!  
(Don't be like that!)

From the conversation data above, the researcher found a Javanese particle '*go*' which has the function of emphasizing the imperative sentence. So that the interlocutor can



understand the speaker's intention clearly. However, this causes grammatical interference because the particle 'go' is not needed in English sentences.

#### (Data 22)

Context: a student asks her friends about what the day is.

- A: What day is today?  
(what day is today?)  
B: It's Friday  
(It is Friday)  
C: Today is Saturday *ndheng*  
(Today is Saturday)

Based on the context, the Javanese particle '*ndheng*' in the conversation above has the function of emphasizing the speaker's statement so that it can convince the interlocutors. However, this addition is not needed and disrupts the correct English language system. Therefore, the addition of the Javanese particle '*ndheng*' is a form of grammatical interference.

#### (Data 23)

Context: a student is telling her friend that her laptop is broken.

- A: My laptop is broken *ek*  
(My laptop is broken)  
B: *Ndhung*, what do you use to do your assignments?  
(So, what do you use to do your assignments?)

From the context of the short conversation above, we can find the function of the Javanese particle '*ndhung*' has the same meaning as 'so' or 'then' as a conjunction. So, the particle '*ndhung*' replaces the conjunction 'so' or 'then'. So, the sentence data above is lexical interference.

### 4.3. Factors Causing Interference

Based on the results of interview observations conducted by researchers on 27 students, it was identified that the factors causing interference were divided into two, namely internal factors and external factors. The internal factors that cause language interference are bilingualism factor, students' lack of mastery of English grammar, and the habit of using Javanese language particles. Next, the external factors causing interference are Environmental influence, Facilitating communication between students, and the atmosphere and condition factors.

## 5. DISCUSSION

Research on interference has been carried out by several previous researchers. Previous research on language interference was also carried out by Rofli and Rizka (2019), it showed the types of interference in the Mandailing Batak language towards the Indonesian language in the event *Parpunguan* of Mandailing Jambi city society. Based on the findings, there were grammatical interferences in the event *Parpunguan*. However, there are several differences





between the data sources and the data in the two research. The data collected in previous research were speeches at parpungan events by the Mandailing people of Jambi City. Meanwhile, the research about interference through the addition of Javanese language particles by students at Pondok Pesantren had data in the form of students' English utterances. Apart from that, this research not only found grammatical interference but also lexical interference. The research by Rofly and Rizka (2019) showed that there were 54 grammatical interference data, while research on interference due to the addition of Javanese particles by students of the Fadhlul Fadhlul Islamic boarding school showed 49 grammatical interference data and 1 data shows lexical interference.

The previous research related to particles was carried out by Antono (2020). The research shows seven emotive particles by the Jonogeroan subdialect, namely '*leh, jal, jan, jeh, nyo, em* or *nem*, and *men*'. These emotive particles function as markers of disappointment, affirmation, ownership, exaggeration, and expressing denial. Meanwhile, the results of research on the addition of Javanese particles in English conversations at the Fadhlul Fadhlul Islamic boarding school showed that there were 24 single Javanese particles "*tho, ek, ik, ok, kok, seh, sih, tah, re, rah, mbog, lah, lha, lho, nek, tek, o, a, e, leh, kan, go, ndheng, ndhung*".

From the explanation above, research on language interference due to the addition of Javanese particles at the Fadhlul Fadhlul Islamic boarding school complements previous research with different data collection methods from different data sources so that it shows different results. So, this research is a form of development of previous research, where this research examines the interference phenomena due to Javanese particles from various subdialects in Java used by students at the Fadhlul Fadhlul Islamic boarding school.

## 6. CONCLUSION

The phenomenon of grammatical and lexical interference at the Fadhlul Fadhlul Islamic boarding school is realized through the addition of single Javanese particles and combinations of Javanese particles in English conversations. This is caused by several factors, namely internal factors: being carried away by mother tongue habits, lack of mastery of English grammar and vocabulary, and bilingual factors. next are external factors: facilitating communication between students, environmental influences, and adaptation to situations and conditions.

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