

**LEXICAL INTERFERENCE OF HOKKIEN LANGUAGE IN INDONESIAN
WRITTEN VARIETY BY TIONGHOA ETHNIC STUDENTS CLASS VI AT SD
SWASTA PERGURUAN BUDDHIS BODHICITTA MEDAN
AND ITS RESOLUTION STRATEGIES**

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ABSTRACT: *This research is meant to describe: (1) The kind of lexical interference in Indonesian narrative essay, (2) The strategy of treatment. The method which in this research is descriptive qualitative, so that it can give a complete description particularly in morphology and lexical interference in Indonesia narrative essay. The research itself was held in a private school SD Buddhis Bodhicitta Medan. Subjects of the research were the student of grade VI, which are VI-B and VI-D, which contain 81 pupils. The data was obtained from narrative essay which was written by the students. The instrument of the research is the researcher herself. The technique which was done is the interview technique, which is the way to know each background of every student, and out of 81 pupils there are 40 students who are Hokkienese. Then, the students were given narrative essay. The result shows lexical kinds of interference and treatment strategy to reduce the number of interference of Hokkienese towards Indonesian narrative essay. As for the kinds of lexical interference is divided into parts of speech which are : verbs 26 words, adjectives 10 words, nouns 24 words, pronouns 3 words, and numerals 2 words. The quantity 65 words. For strategy used are education language strategy, are: education to learning, education to speaking, education to reading, and education to writing.*

KEYWORDS: Lexical Interference, Hokkien Language, Narrative Essay, Treatment Strategy

INTRODUCTION

The diversity of languages possessed by Indonesia is one of the assets that must be preserved. However, the diversity of languages that our country has makes interference phenomena often occurs in society.

When communicating with surrounding communities or different ethnicities, native language speakers are more likely to use Indonesian, but the Indonesian language they use is still influenced by the structure of their mother tongue so that the transfer of local language elements into the Indonesian language they use occurs. This is called interference in the Indonesian language.

The languages in Indonesia are not only cultural languages which are the native languages in the territory of the Republic of Indonesia, but also the language of other countries/ethnicities, for example Hokkien language which is growing rapidly in Indonesia.

Such interference events are clearly seen in everyday life in the school, community and in the world of commerce, both from Indonesian to Hokkien and vice versa. Obviously, this will disrupt the rules of the Indonesian language itself, especially in the Indonesian variety of writing.

In phonological interference, there are deviations in the pronunciation of Indonesian mixed with another language. Interference in the field of morphology, for example in word formation. In the lexical field, there is a mixture of language elements in the form of lexemes into the language that is being used in interactions. Interference in the field of syntax is mixing in the use of sentences. Thus, the use of fragments of words, phrases, and clauses in sentences are also considered as interference at the sentence level.

This research needed to be done because of several factors, namely:

1. The awareness of the Indonesian people to use the Indonesian language was more diminished.
2. Speakers underestimated Indonesian, so speakers often use two or more languages in daily communication.
3. Lack of understanding of Indonesian rules.
4. The low sense of nationalism towards the state of the Republic of Indonesia.
5. Level of prestige in the community.

This could occur because of technological advances and the development of cultures and languages which were less directed. In everyday relationships, speakers often used two languages to communicate without realizing it. For example: *Ama pergi ke pasat* (*Ama goes to market*). There are two languages in the sentence. *Ama* and *pasat* were Hokkien language while *pergi* and *ke* are Indonesian language. Another example, *lu mau khi mana* (where are you going?). *lu* and *khi* were Hokkien language.

The problem mentioned above was one of the obstacles in learning Indonesian. Students made language errors. These language errors were often sourced from cultural languages. For example, a teacher assigned a task for students to tell about experiences in Indonesian, but there were some students used the local language (B2) in the story without realizing it.

The description above was the researcher's reason to conduct this research. The purpose of this study was to determine the resolution strategy so that the level of growth of the interference phenomenon could be lower. So that Indonesian could be used well by speakers who descend from any ethnic group including Tionghoa.

This was in line with the findings of Somantri in Sugiono (2010: 179), that language used by students in schools was determined by their daily mother tongue. Interference in language would have a negative impact on the development of language, especially Indonesian, if the interference was not changed immediately.

Based on the description above, the author would examine the interference in the lexical and morphology field contained in written forms in the form of narrative essays by class VI students. Based on interviews with Indonesian teachers who taught at the school, they stated that there were 10-15 essays that were interfered morphologically and lexically from one class with 40-42 students. For this reason, the researcher raised the title "Lexical Interference of Hokkien Language in Indonesian Written Variety by Tionghoa Ethnic Students Class VI at SD Swasta Perguruan Buddhis Bodhicitta Medan and Its Resolution Strategies".

REVIEW OF LITERATURE

Interference

Interference in general can be interpreted as mixing in the field of language namely the mixing of two languages and mutual influence between the two languages. According to Weinreich (in Chaer, and Leoni Agustina, 2010: 120) interference is often regarded as a negative event, because the entry of elements of the first or second language or vice versa that deviates from the rules of each language. Interference is a rule deviation from one language in a bilingualism due to the use of more than one language.

Interference events use elements of other languages in a language that are considered a mistake because they deviate from the rules of the language used. The ability of bilingual speakers and multilingual speakers to use certain languages so that other languages are affected is the cause of interference. Mixing the first language used with a second language is varied, for example, in using Indonesian and English/ foreign or vice versa. A person who is multilingual or knows two languages well or perfectly will often include the languages he understands in communication or often said code switching or code mixing. For example, someone whose first language is Hokkien and the second language is Indonesian or vice versa, the sentence is as follows:

- a. *Mereka beli kue ini goceng per bungkus* (They buy these cakes five thousands per pack).
- b. *Wa belum ciak.*
- c. *Mai ganggu dia 'lo'.*

Sukoyo, (2011: 95-96) states that interference problems can occur in oral and written languages, this can be observed in various mass media that exist at the present time. he mass media can be in the form of audio (radio) media, audio visual (TV), and print media (newspapers, magazines, tabloids).

Umar (2011) states that interference can occur in all components of language. This means that interference can occur in the components of phonology, morphology, syntax, and vocabulary. Chaer, and Leoni Agustina (2010) mention interference is a change in the language system because of the contact of the language with elements of other languages carried out by bilingual speakers. From the statement, it is known that one of the causes of interference in language is the insertion of cultural language in Indonesian. According to Weinreich (in Tarigan, 2011: 15) interference is a deviation of language norms that occurs in the utterances of the bilingual speakers because of their familiarity with more than one language. Kridalaksana (2001: 84) states that interference is a language error that is caused by the elements of the language being brought into other languages which are being learned. Language errors occur because the elements brought by speakers are different from the elements and language systems being learned.

From a number of opinions above, it can be concluded that interference is a language phenomenon that arises in a society who understand two languages perfectly and use them in daily life. This happens because of language contact so that rules and norms are deviated.

Interference in the Lexical Field

According to Aslinda and Leni, (2007: 73) interference in the lexical field occurs when a bilingualist in speaking includes the first lexical language in the second language or vice versa.

Lexical interference based on the word class is divided into five classes, namely: verbs, adjectives, nouns, pronouns, and numeralia word classes. Lexical interference is meant to disrupt vocabulary between one language into another. Mixing vocabulary from one language to another occurs in lexical interference.

Factors Causes Interference

In addition to language contact, according to Weinreich (in Marito, 2016: 36-39) there are several factors that cause interference, including: speech participant's bilingualism, lack of recipient's language loyalty, insufficient recipient language vocabulary, disappearance of rarely used words, the need for synonyms, the prestige of the source language and the style of language, and the habits in the mother tongue.

Lexical Meanings

According to the Indonesian Dictionary (2008: 805) Lexical is related to the word; related to lexeme; related to vocabulary. So, lexical meanings are meanings related to words, lexemes, or vocabulary. Whereas according to Abdul Chaer (2012: 60) the lexical meaning is an adjunctive form derived in the form of a noun lexicon (vocabulary, vocabulary, vocabulary). Then in some language textbooks, lexical meanings are meanings like those in a dictionary. So, Lexical meanings are meanings that correspond to their referents, according to the results of observations of sensory devices / meaning that are truly real in our lives. Example: the word *rat*, according to the lexical meaning, *rat* is an animal that causes disease and usually lives in a dirty environment.

According to Aslinda and Leni (2007: 73) interference in the lexical field occurs when a bilingualist in speaking includes the first lexical language into a second language or vice versa. Lexical interference is divided by word class: (1) Verb, Adjective, Adverb, Noun, Pronoun, and Number.

Indonesian Writing Variety

The word variety generally in Indonesian is behavior, type, and style. Variety of languages is interpreted as a variation of language according to usage which is distinguished according to the topic of conversation, attitude of speakers, and media or means used.

The characteristics of written language are: it does not require the other person, regardless of conditions, cannot be helped by gestures and facial expressions, takes place slowly, and is influenced by punctuation.

Hokkien Language

This language is widely used in Fujian (Hokkien), Taiwan (Taiwan), north of Guangdong (Kengtang) and in Southeast Asia where the majority of migrants are from Fujian province. Hokkien is also known as Holo language in mainland China and Taiwan.

This Hokkien language is divided into many accents including Ciangciu dialect (Zhangzhou), Cuanciu accent (Quanzhou) and Emui accent (Xiamen, first Amoy). Tiochiu (Chaozhou) is also one of the dialects in Hokkien, but because the inhabitants of Tiochiu are scattered in northern

Guangdong, the Tiochiu is then influenced by Cantonese and becomes an accent in Hokkien which is close to Cantonese (see Cantonese).

In Indonesia, Hokkien language is commonly known as the mother tongue of the Tionghoa community in Medan, Pekanbaru, Palembang, Riau Islands, and several other regions. Hokkien Medan is a variant/dialect of Hokkien in Zhangzhou (Ciangciu) (also called Min Nan in Fujian, People's Republic of China) used in Medan, Indonesia. The Hokkien Medan variant uses many loan words from Malay and Indonesian, for example, *tapi* (but), *jamban* (toilet), *sabun* (soap), (from Portuguese and also used in Taiwan), *mana* (where), *pasat* (market). This language is usually spoken only so that there is no standard written form.

Hokkien language in Medan and North Sumatra is almost identical to Hokkien used in Penang and North Malaysia. The following is a difference of several words between Hokkien and Taiwanese.

Table 1. Example of Hokkien language

No.	Hokkien Medan-Penang	Meaning
1.	<i>Lang</i>	Person
2.	<i>lu</i>	You
3.	<i>hu</i>	Fish
4.	<i>Khi</i>	Go
5.	<i>Ua</i>	Language
6.	<i>Ke</i>	Chicken
7.	<i>Be</i>	Buy
8.	<i>Ce</i>	Sit
9.	<i>Kui</i>	Bright
10.	<i>Wui</i>	Yellow
11.	<i>Hui</i>	Far
12.	<i>Mui</i>	Door
13.	<i>Tui</i>	Sour
14.	<i>Pia</i>	Cake
15.	<i>Thia</i>	Listen
16.	<i>koko</i>	Brother
17.	<i>Kia</i>	Child

Description: Table 1. is an example of Hokkien language and its meaning in Indonesian.

A Brief History of Tionghoa Mixing in the Archipelago

Santosa, 2012: 1 explains that the Bali island is a natural mix of cultures from the West and East. Although dominated by Javanese (Majapahit) and Indian influences that give color to Hinduism, Bali also possesses and absorbs Chinese influences which are an integral part of the life of the Gods Island.

Respect for *Betara Kawitan* (ancestors) is the key to Balinese harmony and Chinese descent. They both respect ancestors and gods. In one of the reports published in Kompas, it is told how the Balinese consider Mazu (Sea Goddess) as a Vanura figure in Hindu beliefs.

So many encounters and mixes of Chinese culture in Bali that have now become part of the daily lives of Balinese people. The mix of Chinese society in Bali is one of the best forms of cultural mixing in the archipelago.

Strategy for Suppressing Growth in Interference

Tarigan, 2009: 1 states that there are ten strategies to support the success of teaching / language learning: planning strategies, active strategies, empathic strategies, experimental strategies, formal strategies, semantic strategies, practical strategies, communication strategies, monitoring strategies, internalization strategies. And there are six language teaching strategies, namely: intralingual strategies, crosslingual strategies, objective strategies, subjective strategies, executive strategies, implicit strategies.

Interference is a social phenomenon that will continue to occur in human life, therefore the intensity of interference can only be reduced from education sector. This can be supported by the theory of Tarigan, (2009: 185) stating that the strategy of teaching language skills is: listening teaching strategies; teaching speaking strategies; teaching reading strategies; and teaching writing strategies.

The four strategies of language teaching above can be implemented at the education level starting from Elementary School to High School, but the teaching material must be differentiated based on the level of each class.

METHODOLOGY

This type of research was qualitative research. The method used in this research was descriptive method. This study was conducted at SD Swasta Perguruan Buddhis Bodhicitta Medan located in Jl. Senam N0. 39-41, Tegal Sari Mandala I, Medan Denai, Medan, Sumatera Utara 20224. This research took place in July-August 2018. The data needed in this study was linguistic data in the form of Hokkien language interference in the use of written Indonesian. The results of language interference were obtained from the observations of student writing. In addition to written data, questionnaires were needed to be filled out by students and the interviews were directed to teachers who taught Indonesian language lessons at the school. The data obtained facilitated the assessment. Data needed was sourced from students who had Chinese parents and used Hokkien as their first language. Primary data is data obtained by researchers directly (from first hand), while secondary data is data obtained by researchers from existing sources. The main instrument of this research was the researcher herself, and was assisted by the assigning of assignments, questionnaires and interviews. Researcher used her knowledge to identify lexical interference contained in students' narrative essays and made her research reports. To collect data in the field, researchers used the technique of assigning assignments, questionnaires, and interviews. The data analysis technique in this study referred to the theories of Miles and Huberman (in Sugiyono, 2013: 337) which suggest that the activities in qualitative data analysis are carried out interactively and take place continuously until complete. Activities in data analysis, namely data reduction, data display, and conclusion drawing/verification. After the above steps are completed, proceed to search for, prepare and develop appropriate strategies to be able to suppress language interference properly and easily.

DISCUSSION OF RESEARCH FINDINGS

Lexical Interference in Hokkien Language in Indonesian Writing Varieties

The first day research was carried out with an explanation of the tasks followed by distributing questionnaires to all class VI students at SD Perguruan Buddhis Bodhicitta Medan. The sample of this study was class VI-B and class VI-D with a total of 81 students. The distribution of questionnaires was conducted to know the students' background, out of 81 students, there were 40 students who were Tionghoa ethnic background and had Tionghoa father and mother and used Hokkien as their first language.

The way to find out students who had Hokkien language backgrounds was to look at the questionnaires that had been shared with each of these students, namely tribal origin, parents' tribe, languages used at home, languages used in the environment, languages that were often used when communicating with family members, language obtained from school, language used in the learning process, language used to teachers and friends. The student's background was closely related to the environment in which he lived. Thus the researcher could find out how many students whose parents were of Chinese ethnic background and what language students used in daily communication both in the neighborhood and in the school environment.

Before students were asked to write a narrative essay, the students were reminded of the nature of the narrative essay and how to write a narrative essay in Indonesian. After the simulation, students were asked to write narrative essays. The students' works were then collected into one. The narrative essays were then further analyzed to determine whether or not there was Hokkien language interference that appeared in essays written by students. The collected essays were analyzed and selected to find words interfering with Hokkien, then the words were italicized and grouped.

Based on the analysis above, the research results of the Hokkien language interference in Indonesian written variety by Chinese students class VI at SD Swasta Perguruan Budhis Bodhicitta Medan and Its Resolution Strategies were as follows:

Table 2. Interference of All Word Classes

No.	Hokkien Language	Meaning in Indonesian	No.	Hokkien Language	Meaning in Indonesian
1.	<i>ciak</i>	<i>Makan</i> (eat)	27.	<i>gao</i>	<i>pintar</i> (clever)
2.	<i>tuiliau</i>	<i>Pulang</i> (go home)	28.	<i>melo</i>	<i>marah</i> (angry)
3.	<i>tia</i>	<i>Dengar</i> (listen)	29.	<i>huahi</i>	<i>senang</i> (happy)
4.	<i>gua</i>	<i>Lihat</i> (look)	30.	<i>kia</i>	<i>takut</i> (afraid)
5.	<i>cangwi</i>	<i>Mandi</i> (take a bath)	31.	<i>sui</i>	<i>sejuk</i> (cool)
6.	<i>tiak</i>	<i>petik</i> (pick)	32.	<i>thia</i>	<i>sakit</i> (sick)
7.	<i>cak</i>	<i>Bawa</i> (bring)	33.	<i>khak</i>	<i>benci</i> (hate)
8.	<i>be</i>	<i>Beli</i> (buy)	34.	<i>ientau</i>	<i>ganteng</i> (handsome)
9.	<i>puakto</i>	<i>Jatuh</i> (fall)	35.	<i>sui</i>	<i>cantik</i> (beautiful)
10.	<i>ehiaue</i>	<i>akan bisa</i> (will be able to)	36.	<i>sin</i>	<i>baru</i> (new)
11.	<i>khi</i>	<i>Pergi</i> (go)	Total		10 (Adjektive)

12.	<i>kekjie</i>	<i>buang air kecil</i> (urinate)
13.	<i>soe</i>	<i>Sewa</i> (rent)
14.	<i>kuijit</i>	<i>Belajar</i> (study)
15.	<i>juthokha</i>	<i>Mengepel</i> (mop)
16.	<i>jidlid</i>	<i>Pinjam</i> (borrow)
17.	<i>kuahi</i>	<i>Nonton</i> (watch)
18.	<i>liekthaou</i>	<i>main</i> (play)
19.	<i>cangk</i>	<i>menjerit</i> (scream)
20.	<i>hau</i>	<i>menangis</i> (cry)
21.	<i>cau</i>	<i>lari</i> (run)
22.	<i>ho</i>	<i>pegangan</i> (handle)
23.	<i>tiam</i>	<i>diam</i> (silent)
24.	<i>phak</i>	<i>pukul</i> (hit)
25.	<i>chua</i>	<i>ajak</i> (invite)
26.	<i>khun</i>	<i>Istirahat</i> (rest)
Total		26 (Verb)

No.	Hokkien Language	Meaning in Indonesian	No.	Hokkien Language	Meaning in Indonesian
37.	<i>thack check</i>	<i>Sekolah</i> (school)	61.	<i>wa</i>	<i>saya</i> (i)
38.	<i>laoshi</i>	<i>guru</i> (teacher)	62.	<i>walang</i>	<i>kami</i> (we)
39.	<i>pengui</i>	<i>teman</i> (friend)	63.	<i>lu</i>	<i>kamu</i> (you)
			Total		3 (Pronoun)
40.	<i>cho</i>	<i>anak</i> (child)			
41.	<i>sia</i>	<i>suara</i> (voice)	No.	Hokkien Language	Meaning in Indonesian
42.	<i>angnui</i>	<i>telur</i> (egg)	64.	<i>pua tian ceng</i>	<i>setengah jam</i> (half an hour)
43.	<i>chia</i>	<i>mobil</i> (car)	65.	<i>cebantun</i>	Rp 10.000,-
			Total		2 (Number)
44.	<i>be</i>	<i>kuda</i> (horse)			
45.	<i>kueci</i>	<i>buah</i> (fruit)			
46.	<i>ama</i>	<i>nenek</i> (grandmother)			
47.	<i>akong</i>	<i>kakek</i> (grandfather)			
48.	<i>ai</i>	<i>bibi</i> (aunt)			
49.	<i>cici</i>	<i>kakak</i> (sister)			
50.	<i>koko</i>	<i>abang</i> (brother)			
51.	<i>dedek tapo</i>	<i>adik laki-laki</i> (younger brother)			
52.	<i>batak sua</i>	<i>Brastagi</i>			

53.	<i>pou sip</i>	<i>tempat les</i> (course)
54.	<i>hua</i>	<i>burung</i> (bird)
55.	<i>chinthua</i>	<i>sandal</i> (slippers)
56.	<i>cang siu cui</i>	<i>tempat</i> <i>pemandian</i> <i>air panas</i> (hot spring)
57.	<i>cha</i>	<i>kayu</i> (wood)
58.	<i>mui</i>	<i>Pintu</i> (door)
59.	<i>halang</i>	<i>orang</i> (people)
60.	<i>chai</i>	<i>Sayur</i> (vegetable)
Total		24 (Noun)

The table above had been analyzed by researchers in this study and concluded that there was lexical interference. The number of words interfered were 65 words, consisting of: 26 verbs (verb classes), 10 adjectives (adjective classes), 24 nouns (noun class), 3 pronouns (pronoun classes), and 2 number words (numeralia classes). Thus Hokkien language interference in Indonesian students' essays class VI SD Perguruan Buddhis Bodhicitta Medan occurred in the class of verbs and nouns.

The results of similar studies also existed in a study conducted by Prinata Marmila (2015) with the title "Word Class Analysis on Description Essay of Class VII C SMP Muhammadiyah 6 Surakarta about the Character of Friends on the same bench" concluded that the most dominant word class occurred in the noun class (word object). With the number of findings studied was 169.

The study toward students at SD Swasta Perguruan Buddhis Bohicitta Medan concluded that the most dominant interference occurred at the lexical level in verbs (verb class). This could happen because students had lack of knowledge (vocabulary) about the verb class and basically humans mostly move (work) so that the word was the most dominant. In fact, verbs were often pronounced when communicating (used as a predicate).

This is supported by Kridalaksana (1994: 226) stating that verbs were words that usually function as predicates. In some other languages verbs have morphological characteristics such as word traits, person aspects, or numbers. Verbs represented semantic elements of action, circumstances, or processes, This class was characterized by the possibility to start with the word no, it was impossible to start with a word like, very, tired etc.

The results of the above research indicated that there was an interference phenomenon which occurred in class VI students SD Perguruan Buddhis Bodhicitta Medan. This happened because of several factors. Factors of interference, namely: Student versatility, lack of user loyalty to the recipient's language, insufficient vocabulary of the recipient's language, disappearance of rarely used words, need for synonyms, prestige of the source language and language style, and carrying out habits in mother tongue.

The researcher concluded that the interference that occurred in students class VI SD Perguruan Buddhis Bodhicitta because of carrying out habits in the mother tongue. This is supported by the results of the student questionnaire. Then the factor of interference was the inadequate vocabulary of the recipient's language and the need for synonyms. This was also supported by the results of interviews with several elementary school teachers who taught at the school.

Its Resolution Strategy

Strategies to overcome them in the school environment namely: (1) carrying out language teaching programs and were supported with Indonesian Day programs in one day a week. (2) making Indonesian language learning into local subject that would be assisted in implementing the above strategy. Later, at the time of local subject hours, students were taught by class teachers or Indonesian language teachers to add Indonesian vocabulary, teach students standard and non-standard Indonesian language and introduce students to word classes early. The researcher would also attach the lesson plan of language teaching in which the strategy would be included. (3) students would receive sanctions if they violated the above program three times continuously. Students were called to be sanctioned. The sanctions which could be given to students were educative sanctions. Such as, students were told to write an essay in which Hokkien was no longer found.

CONCLUSION

Based on the Findings of the research and discussion previously, conclusions could be drawn as follows:

1. Based on the discussion, it is known that Hokkien language interference occurred in the narrative essays of students of SD Swasta Perguruan Buddhis Bodhicitta Medan which were seen from the lexical level and its resolution strategy. There were five classes of words from the lexical level. And the most common interference was in the verb class. This happened because of the lack of vocabulary of students' vocabulary in verbs (verb class).
2. The strategy that could be done to reduce the occurrence of interference in the use of Indonesian language in students' essays was through language teaching strategies which included: teaching listening strategies, teaching speaking strategies, teaching reading strategies and teaching writing strategies. And supported by: (1) implementing the Indonesian Day program in one day a week. (2) making Indonesian language learning into local subject. Later, at the time of local subject hours, students were taught by class teachers or Indonesian language teachers to add Indonesian vocabulary, taught students standard and non-standard Indonesian language and introduced students to word classes early on. (3) Students would receive sanctions if they violated the program above three times continuously. Students were called to be sanctioned. The sanctions that could be given to students were educative sanctions. Such as, students were told to write an essay in which Hokkien was no longer found.

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