
***Kerinci* Language Phonological Interferences in Indonesian**

NELVIA SUSMITA^{1*}, SYAHRUL RAMADHAN², MUKHAIYAR³, AND SINTA WAHYUNI⁴

Abstract

This research aimed to find out what phonological interference is used by Indonesian language education study program students in narrative texts, what factors cause *Kerinci* language interference in Indonesian, and how phonological interference is used by students in narrative texts based on a gender perspective. It was qualitative with a descriptive method. The research informants were 23 *STKIP Muhammadiyah Sungai Penuh* students. In collecting data, the researchers used document studies and interviews. In addition, the data analysis techniques consist of 3 ways: (1) collecting data, (2) reducing data, and (3) concluding. The results showed phonological interference in 13 consonant and 11 vowel change data. The interference based on a gender perspective found that male students made fewer errors in writing narratives than female students. Furthermore, from the interview results, four factors caused *Kerinci* language phonological interference in Indonesian in student narrative texts: bilingual or multilingual speakers of words and languages; geographical influence of the *Kerinci* area; the factor of the large number of literary works from the *Kerinci* area; and the popularity of using *Kerinci* as the first language of students and regional communities in general.

Keywords

Indonesian, interference, *Kerinci* language, narrative text

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^{1*}Universitas Negeri Padang, Padang and lecturer at STKIP Muhammadiyah Sungai Penuh, Indonesia; Corresponding author: nelviasusmita23@student.unp.ac.id

^{2, 3, 4}Universitas Negeri Padang, Padang, Indonesia

Introduction

Language is the key to human life. Johan et al. (2023) stated that language is the heart of human culture and civilization. Without a language, humans cannot live a civilized and cultured life. Language is beneficial for everyone to communicate in carrying out all daily activities (Robbani & Zaini, 2022). Indonesian as a national language is influenced and developed by regional languages. Sulistianah (2018) stated that regional languages are unique forms of language that characterize the uniqueness of each region and are only owned by that region.

Kerinci language is one of the regional languages in Indonesia. Rawati (2023) stated that the *Kerinci* language is the speech used by the *Kerinci* people, which is part of the identity of the *Kerinci* region and includes the culture of the Indonesian nation, which deserves to be preserved. *Kerinci* is an area where culture and customs play a crucial role, including language elements (Agustina, 2021). Sholeha and Hendrokumoro (2022) further revealed that the *Kerinci* language also has a kinship with the *Jambi* language and the *Minang* language, where in practice, these three languages are also widely used in Indonesian.

The use of Indonesian with a *Kerinci* language background is quite large. This kind of condition will directly cause bilingualism problems. This problem is usually called interference, which is the use of two or more languages alternately, either orally or in writing. Interference is called an error that occurs in the use of language. Zulharby et al. (2022) stated that interference is a mistake or error in language use, both written and spoken, because language users are accustomed to using two or more in everyday life.

Kerinci language interference in Indonesian was found in students when completing the task of writing narrative text in an intensive language writing course. This problem arises because almost all *STKIP Muhammadiyah Sungai Penuh* students come from *Kerinci* community backgrounds. The student is bilingual, which means using two languages: *Kerinci* and Indonesian. Having mastered the *Kerinci* language first will have an impact when using Indonesian as a second language. Imamudin and Haerudin (2019) stated that interference means elements and systems of a language that are influenced by other languages. The greater the use of a language, the greater its influence on other languages. Based on observations, the use of the *Kerinci* language by students of the Indonesian language education study program at *STKIP Muhammadiyah Sungai Penuh*, especially in linguistic intensive writing subjects, is still quite worrying. Some students' writing results still contain the use of phonological interference. This situation concerns the researchers because Indonesian language education study program students should be examples of non-Indonesian language education study program students.

The interference cannot be separated from mistakes made by male and female students of Indonesian language education study programs. Gender differences are also an interesting study that needs to be observed. In theory and the lecture process, students always receive the same process, but in writing assignments results, differences are found that need to be studied. Nurman (2019) explained that gender is a difference between men and women as environmental culture results. The gender perspective in this research means the differences between men and women in the use of language, especially in the interference of the *Kerinci*

language in Indonesian when writing narrative texts. This research is feasible because there has been no previous research that has studied the phonological interference of the *Kerinci* language in Indonesian from a gender perspective. This research can be said to be further research that can enrich readers' literacy regarding forms of phonological interference in regional languages, especially the *Kerinci* language into Indonesian. Therefore, this research aims to find out what phonological interference is used by Indonesian language education study program students in narrative texts. What factors cause *Kerinci* language interference in Indonesian? How do students use phonological interference in narrative texts based on a gender perspective?

Literature Review

Interference

Interference is a term discovered and first used by Weinreich (2011) to refer to alterations, changes, borrowing, and use of a language that contains elements of another language (Diniarti, 2018). Pratama et al. (2023) added that the interference topic is the primary language in sociolinguistics, which discusses the mixture of the first language into the second language or the second language into the first language. Interference is the influence of one language on another language. Maghfiroh et al. (2022) agreed that interference occurs in two languages where one system touches the other. Interference of one language with another includes a mistake because it goes outside the language structure (Rahmayana et al., 2018). However, in Indonesia, interference in language use often occurs and is considered general because of the many regional languages that are part of the wealth of the nation and state.

Additionally, Chaer and Agustina (2010) also stated that interference is the use of elements of another language when using a language. It is considered an error because it deviates from the rules or regulations of the language used. Usually, this interference occurs when using a second language, and what interferes with the second language is the first language, resulting in language errors. In the realm of language errors, first language interference is one of several causes of language errors. However, interference has a big role in contributing to students' language errors. Language teaching, language contact, interference, and language errors are related to each other.

Phonological interference

Phonological interference is a phenomenon that occurs when an individual who speaks a second language experiences difficulty in pronouncing or understanding sounds in that language due to the influence of the native language or mother tongue. It can happen because of differences in the sound system (phonology) between the native and second languages. Phonological interference is interference in the sound field when word formation in a language is influenced by phonological elements or the sound system of the language used. Indonesian phonemes include vowels: /u/, /e/, /ə/, /a/, /o/, /i/ and consonants: /b/, /p/, /d/, /t/, /c /, /j/, /k/, /g/, /f/, /s/, /z/, /x/, /h/, /m/, /n/, /ŋ/, /r/, /l/, /w/, /y/.

Several factors are used as independent variables for the study of phonological interference in this research, which are gender, language ability, students' ethnic background, and students' language attitudes. Phonological interference cannot be separated from factors in second language acquisition. This factor greatly influences a person's development in learning a language. Several factors influence acquiring a second language: a) motivational factors. According to Brown (2007), motivation is an impulse from inside a momentary urge, emotion, or desire that moves someone to do something. In language learning, there is an assumption that people with a desire, drive, or goal to learn a second language tend to be more successful compared to people who learn without any basis. In second language learning, motivation has two functions; an integrative and an instrumental (Irie, 2003), b) Age factor. There is a general assumption that in learning a second language, children will be better and more successful than adults. In acquiring a second language, children are more successful in acquiring the phonological or pronunciation system, while adults understand morphology and syntax more quickly, c) Formal presentation factors. Formal presentation of language learning, whether first or second language, certainly influences speed, and the success of language acquisition is due to several factors that have been prepared and carried out deliberately. The success of formal presentation in class is the teacher and students themselves. The teacher must be the right person, have high integrity, and be by the language area in which he/she is best versed, and d) First language factor. Some argue that the first language (mother tongue or previously spoken language) is a distraction in the second language learning process because it is sure that speakers who have mastered the first language when learning a second language will try to match, intervene, code switch from their first language to the second language they are studying, so it causes several errors or mistakes.

Gender perspective

Gender is a distinguishing characteristic between men and women. Nilawijaya and Awalludin (2021) stated that the gender perspective is to identify differences in views, opinions, and ideas or characteristics of men and women in interpreting something. Yunarti (2018) added that gender differences influence students' psychological differences in learning, so male and female students naturally have different views on the learning process.

According to Andriana and Tressyalina (2022), many factors cause differences between women and men in language because women tend to talk more often than men. Mahiuddin et al. (2019) revealed that the perspectives of male and female students are different in language and language use because men tend to use less formal language than women.

Broca, a French scientist who claimed the existence of a "Broca field" in the brain where speech-language is produced, also stated that men's brains are bigger, smarter, have better function, and have other advantages when compared to women's brains (Irie, 2003). This finding then became a basis or guide for experts in various fields to treat women differently from men, including in speaking and producing speech. Regardless of size, certain areas of a woman's brain are richer in neurons compared to men's brains. In addition, the greater the number of neurons in an area, the stronger the brain function there. For example, the impression of "talkative" attached to women, in the sense of having high verbal abilities, can

be traced to their brains. The areas of women's brains that handle higher-level cognitive abilities (including language skills) have more neurons than the same areas in men's brains.

Methodology

This research used a descriptive-qualitative approach. It was to collect data regarding the forms of phonological interference, the factors causing phonological interference, and how the *Kerinci* language in Indonesian interferes with student narrative texts based on gender perspective. The research informants were 23 students in the seventh semester at *STKIP Muhammadiyah Sungai Penuh*, consisting of 10 male and 13 female students. The data source in this research is the narrative text of Indonesian language education study program students. Data collection techniques were carried out using documentation studies and interviews. A document study was carried out on student narrative text data, and interviews were conducted with 23 students to determine the factors that caused their interference. Data analysis techniques are carried out in 3 ways, namely: (1) collecting data, (2) reducing data, and (3) drawing conclusions.

Findings and Discussions

The results of this research are phonological interference data from the narrative texts of 23 students.

Table 1. *The forms of Kerinci language phonological interference in Indonesian*

Data	Sentences in text	Phonological interferences	Indonesian	Information	Gender perspective
1	Supaya nambah nikmat beri sedikit susu kental manis. (To make it more delicious, add a little sweetened condensed milk.)	Nambah	<i>Tambah</i> (Add)	Consonants Changes	Female
2	Masukkan ½ alpukat , air, gula, susu kental manih dan es batu kedalam blender. (Add ½ avocado , water, sugar, sweetened condensed milk, and ice cubes into a blender.)	Alpukat	<i>Alpoket</i> (Avocado)	Vowel Changes	Female
3	Masukkan ½ alpukat , air, gula, susu kental manih dan es batu kedalam blender. (Add ½ avocado , water, sugar, sweetened	manih	<i>Manis</i> (Sweetened)	Consonants Changes	Female

	condensed milk, and ice cubes into a blender.)				
4	Masukkan susu dan mises . (Add some milk and jimmies .)	Mises	<i>Meses</i> (Jimmies)	Vowel Changes	Female
5	Kupas dan potong buah pukatnya yang ingin dibuat menjadi jus. (Peel and cut the avocado you want to make juice from.)	Pukat	<i>Alpokas</i> (Avocado)	Consonants Changes	Male
6	beri sedikit susu kental manis sebagai topping, agar enak diliat . (Add a little sweetened condensed milk as a topping, so it looks nice .)	Diliat	<i>Dilihat</i> (Looks nice)	Consonants Changes	Female
7	2 sendok makan gulo pasir. (2 tablespoons of sugar .)	Gulo	<i>Gula</i> (Sugar)	Vowel Changes	Male
8	65ml santan instan (tida perlu dimasak). (65ml instant coconut milk (no need to cook).)	tida	<i>Tidak</i> (No)	Consonants Changes	Male
9	Masak agar-agar kelapa mudo + gula + sandan dinginkan lalu kerok . (Make coconut jelly + sugar + sandan, cool then scrape .)	Kelapa mudo	<i>Kelapa muda</i> (Coconut)	Vowel Changes	Female
10	Apabila alpukatnya udah dikupas masukkan alpukat kedalam blender. (When the avocado has been peeled, add the avocado to the blender.)	Udah	<i>Sudah</i> (Has...)	Consonants Changes	Female
11	Siapkan alpokat dalam mangkuk, lalu masukkan kedalam belender . (Prepare the avocado in a bowl, then put it into the blender.)	Belender	<i>Blender</i> (Blender)	Vowel Changes	Female
12	Masukkan 1 senduk susu kental manis. (Add 1 tablespoon of sweetened condensed milk.)	Senduk	<i>Sendok</i> (Tablespoon)	Vowel Changes	Female
13	Nasi adalah salah satu makanan has Kerinci.	Has	<i>Khas</i> (typical)	Consonants Changes	Male

	(Rice is one of the <i>typical</i> Kerinci foods.)				
14	Masukkan <i>seledri</i> . (Add celery.)	<i>Seledri</i>	<i>Dann seledri</i> (Celery)	Consonants Changes	Female
15	Masukkan 3-5 buah <i>cabai</i> merah. (Add 3-5 red <i>chillies</i> .)	<i>Cabai</i>	<i>Cabe</i> (Chilli)	Vowel Changes	Female
16	Nasi merupakan salah satu makanan favorit masyarakat <i>indo</i> . (Rice is one of the favorite foods of <i>Indonesian</i> people.)	<i>Indo</i>	<i>Indonesia</i> (Indonesia)	Consonants Changes	Female
17	Inginku <i>pijak</i> dia hingga lenyap. (I want to <i>step</i> on him until he disappears.)	<i>Pijak</i>	<i>Injak</i> (step)	Consonants Changes	Female
18	<i>Adek</i> ku sekarang umur 5 tahun. (My <i>little brother/sister</i> is now 5 years old.)	<i>Adek</i>	<i>Adik</i> (little brother/sister)	Vowel Changes	Male
19	Aku baru <i>tawu</i> kalau aku sedang sakit. (I just <i>found out</i> that I was sick.)	<i>Tawu</i>	<i>Tabu</i> (found out)	Consonants Changes	Female
20	Penting untuk kita membersihkan <i>bag</i> mandi. (It is important for us to clean the bath <i>bag</i> .)	<i>Bag</i>	<i>Bak</i> (Bag)	Consonants Changes	Female
21	Ketika <i>pertamo</i> masuk sekolah. (When you <i>first</i> came to school.)	<i>Pertamo</i>	<i>Pertama</i> (first)	Vowel Changes	Female
22	Kucing itu <i>kepukul</i> oleh adek. (The cat <i>was hit</i> by my little brother.)	<i>Kepukul</i>	<i>Terpukul</i> (Was hit)	Consonants Changes	Female
23	Kucing itu kepukul oleh <i>adek</i> . (The cat was hit by my <i>little brother/ sister</i> .)	<i>Adek</i>	<i>Adik</i> (Little brother/sister)	Vowel Changes	Female
24	<i>Smoga</i> semua baik-baik saja. (<i>Hopefully</i> , everything is fine.)	<i>Smoga</i>	<i>Semoga</i> (Hopefully)	Vowel Changes	Female

Source: Student narrative text data

Table 2. *Factors causing phonological interference*

Research data	Research results
Factors causing phonological interference	1. Language speakers are influenced by their first language or vice versa 2. Geographical location 3. Factors in literary works, both orally and written 4. First language popularity factor

Source: Student interview results

Table 3. *Forms of Kerinci language interference in Indonesian from a gender perspective*

Interference Form	Gender Perspective	
	Male	Female
Vowel changes	3	9
Consonant changes	2	10

Source: Student narrative writing text

Forms of phonological interference in the Kerinci language in Indonesian

Based on the phonological interference data of the Kerinci language in Indonesian, it can be analyzed as follows.

Data 1: “*supaya **nambah** nikmat beri sedikit susu kental manis.*”

(To make it **more** delicious, add a little sweetened condensed milk.)

There is phonological interference in the Kerinci language, which is the word **add**, which is a language often used by the Kerinci community, especially the Siulak community. The word '**nambah**' (add) is a phonological interference in which the consonant [n] changes to [t]. It happened because of the influence of the Kerinci language on Indonesian. The word "**nambah**" means giving something more than the previous one. If translated into Indonesian, it means '**tambah**' (add). The word 'add' is a form of the basic word interference used by female students in writing narrative texts.

Next, data 8: "2 sendok makan **gulo** pasir." (2 tablespoons of **sugar**.)

There is phonological interference in the Kerinci language in Indonesian, which is the word **gulo**. If interpreted in Indonesian, it means "**gula**" (sugar). The phonological interference that occurs is the vowel changes [o] to [a]. It happens because of the influence of students' habits in using regional languages in communication. This phonological interference is in the form of basic words used by male students in writing narrative texts. The error in using interference was corrected according to the Indonesian language, which is "Dua sendok makan gula pasir." (2 tablespoons of sugar.)

Data 13: “*masukkan satu **senduk** susu kental manis.*” (Add 1 **tablespoon** of sweetened condensed milk.)

Data 13 contains phonological interference in the Kerinci language, which is the word **Senduk**, which means tablespoon. The use of a form of interference by students in writing narrative texts is vowel changes. The phoneme [u] is changed to [o]. The phonological interference is in the form of basic words. The occurrence of interference in the sentence is due to the use of 2 languages used by students. The word **senduk** occurred as a deviation from the Kerinci language into Indonesian. Errors in language use are corrected according to the Indonesian language rule, namely "Masukkan satu sendok susu kental manis" (Add 1 **tablespoon** of sweetened condensed milk.).

Furthermore, data 7: "*beri sedikit susu kental manis sebagai topping, agar enak **diliat**.*" (Add a little sweetened condensed milk as a topping, so it **looks nice**.)

Data 7 shows the phonological interference of the Kerinci language in Indonesian when writing students' narrative texts, in which the word "**diliat**" when translated into Indonesian means **look**. The form of phonological interference that occurs is a change in the consonant [h]. The word **diliat** consists of the basic **lihat** (look) and the affix **di-**. The use of this form of affix word interference is carried out by female students.

Interferences based on gender perspective

A gender perspective in *Kerinci* language phonological interference in Indonesian found that male and female students both made phonological interference with vowel and consonant changes. However, male students use less interference than female students. Male students made 2 data changes in vowels and 3 data consonants, while female students found interference in changing 9 data vowels and 10 data consonants. The types of phonological interference found are basic words and affixed words. There were no derivative words found in the form of interference written by male or female students. The use of basic word form interference is more frequently used by students than affixation word forms.

The gender perspective is indeed visible in the form of language use, which is the interference of the *Kerinci* language with Indonesian. Females make more phonological interference in the *Kerinci* language than males because females write more essays and describe words than males. It is easier for females to write an essay and develop ideas than men. As stated by Adinda (2003) and Irie (2003), female brains are superior to male brains in several cases. A female's brain is more balanced can be seen by their responsiveness. Apart from that, females are also more durable and selective. It is evidence that females suffer from depression more often than males. Meanwhile, males have more language problems than females. The greater the number of neurons in an area, the stronger the brain functions. For example, the impression of "talkative" attached to females, in the sense of having high verbal abilities, can be traced to their brains. The areas of females' brains that handle higher-level cognitive abilities (including language skills) have more neurons than the same areas in males' brains.

Factors causing interferences

After conducting interviews with 23 students of the 7th semester Indonesian Language Education study program at *STKIP Muhammadiyah Sungai Penuh*, 4 factors influenced the interference of the *Kerinci* language into Indonesian. First, the interference of the *Kerinci*

language into Indonesian is caused by students who are part of the *Kerinci* community who use at least two languages in their daily lives, which are their mother tongue (*Kerinci* language) and Indonesian as the national language, which is commonly used in educational activities at all levels of education. Mujtaba et al. (2023) explained that the first factor is caused by the language speaker being someone bilingual or multilingual. It means that users of a language master two or many languages so that when using a second or third language, language speakers are influenced by the first language or vice versa.

Second, the interference of Indonesia by the *Kerinci* language is caused by the geographical location of an area. Muchti and Selvia (2019) explained that lexical interference in a language can occur because a region is a strategic area and the entrance to trade traffic between regions or areas that will be explored by many people. These people can come from different areas, both within and outside the region. However, as Indonesians, Indonesian is the national language, which is used on every occasion, including trade activities. Slowly, the vocabulary used in the language will be exchanged so that it will influence the Indonesian itself.

Third, the factor that causes the interference of the *Kerinci* language into Indonesian is literary works, both oral and written. Amral and Azlin (2021) explained that communication expressions in language can be through spoken and written language. This written language has many forms, one of which is literary works. In literary works, a writer or poet is free to express his thoughts, which sometimes does not rule out the possibility of including many regional languages in the writing. Therefore, readers will know definite terms as expressions of the *Kerinci* language in literary works. Fourth, the popularity factor of the first language. Maiza (2018) proved that Indonesian is a second language for the people of *Kerinci* whose position is the national language. Indonesian is used in all educational activities and official events. However, local people's love for their regional languages is also extraordinary, so they are often used together and mixed up. Thus, interference occurs in Indonesian by the *Kerinci* language.

Conclusion

From the research and discussion results, the conclusion is that the phonological interference of the *Kerinci* language in Indonesian in student narrative texts is in the form of 24 data. Phonological interference was found in 13 consonant change data and 11 vowel change data. The interference based on a gender perspective found that male students made fewer errors in writing narratives than female students. There were 5 data found for male students who used interference, and 19 data for female students. Furthermore, from the interview results with 23 students, four factors caused *Kerinci* language phonological interference in Indonesian in student narrative texts, which are bilingual or multilingual speakers of words and languages; the geographical influence of the *Kerinci* area; the factor of the large number of literary works from the *Kerinci* area; and the popularity of using *Kerinci* as the first language of students and regional communities in general.

Declaration of Conflicting Interests

The authors declared no potential conflicts of interest.

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Biographical Notes

NELVIA SUSMITA is a student at the School of Postgraduate, Universitas Negeri Padang, Padang, Indonesia; Corresponding e-mail: nelviasusmita23@student.unp.ac.id

SYAHRUL RAMADHAN is a lecturer at Universitas Negeri Padang, Padang, Indonesia

MUKHAIYAR is a lecturer at Universitas Negeri Padang, Padang, Indonesia

SINTA WAHYUNI is a student at the School of Postgraduate, Universitas Negeri Padang, Padang, Indonesia