Research Article

Interference in Japanese Learning by First-Year Students of Hospitality Department in State Polytechnic Of Bali

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Abstract

The second-language learning process is often constrained by the influence of mother tongue or first language-Acquisition learners, which is called interference. Interference is principal language irrelevance in bilingual due to one or more language to be introduced or Speech Communication. Based on its phenomenon, students of State Polytechnic of Bali are considered passive interference learners, putting their mother tongue (Javanese and Balinese) elements and Indonesian Language in Japanese consciously or intuitively. This study aims to disclose the type of interference by the hospitality program students for those studying Japanese in State Polytechnic of Bali and explain its factors. The method used is Descriptive Qualitative, which is concerned with taking document field notes and literature Review to represent the real phenomenon of passive Interference types. The population in this study were all students in State Polytechnic of Bali in Japanese class. In contrast, the sample was taken from the results of purposive sampling based on their 100% attendance. There were about 65 first-year or second Semester students in Japanese Class and showed their Interferences. The study results showed that about 75 Passive Interference has commonly occurred in grammatical cases, such as phonetics, morphology, and syntax. Moreover, the occurrence factors of Passive Interference are distinctive Phonetic Features, The Language pattern differences between Mother Tongues (Local Languages) – Japanese, and lack of Japanese Language Proficiency skills and its dictions.

1. Introduction

Hospitality is one of the study programs in State Polytechnic of Bali. It is concerned for students to master the study program in terms of Service. Service at the hotel required communication skills so that services can run smoothly. Therefore, foreign languages are important subjects to be part of the curriculum. In regards, The Japanese Subject has to be influenced in the Hospitality Program. Most of the students had to be spoken Japanese when they did internships at some hotels that Japanese Tourists almost visited, having to Japanese Subject as Compulsory Curriculum.

Nevertheless, The Japanese come to be a challenging subject in student's opinions mostly, even in its basics class. It would reasonably be the main factor in Japanese Writings, including lexical and sentences that are different from their mother tongues. The patterns that will be a problem in learning a second language are different. It will cause errors in the production of the second language due to negative diversion, which results in interference from the first language in the second language (Lado in

Artana, 2015). In addition, students in State Polytechnic of Bali who took Japanese classes are Multilingualism. Due to their local languages (mother tongues), Indonesian Language as Nasional Identity, English has to be an International compulsory curriculum, and Japanese subject as The Third-Language Acquisition would be. The consequence is that the influence of students' previous language skills, such as mother tongues and Indonesian language, is a hindrance for them to master Japanese.

The phenomenon above pointed out that students invariably apply their previous element languages to a recently learned and show a Speech Communication. As its consequence, Errors and irrelevances sometimes occurred.Though those are learning processes themselves, it would be inappropriate for Language Principals to learn if neglected. One of the Error types in Speech is Interference. That interference in bilingualism is using other language elements by individual bilingual language speakers in a language. Meanwhile, interference in language teaching is a language error in the form of language elements themselves that are brought into another language or dialect being studied (Kridalaksana in Harisal, 2015). Students will use their previous language experiences to be sustained in the Japanese learning process, such as putting Indonesian elements into Japanese. As in the Japanese Class in the 2nd semester, students experienced their irrelevance Japanese Principals due to interference between their mother tongue (Local Languages) and Indonesian, so errors may change the language they learned. Interference that occurs in first-year students of the hospitality study program, Bali State Polytechnic creates much interference. Interference that appears can occur in all linguistic components, such as phonology, morphology, syntax, semantic, and lexical (Suwito in Harisal, 2015). According to the phenomenon that occurs, the interference caused by first-year hospitality study program students is mostly interference in the fields of phonetics and grammatical.

Research related to interferences, entitled Code Mixing, Code Switching, Interferences, and Japanese Proficiency Process Integrated by Sunarni (2011), disclosed Japanese language interferences to Indonesian and construed three outputs, namely: (1) the language changes are on vocabulary mostly. (2) Changes, collecting Japanese language fragments, interferences, and Japanese-Indonesian vocabulary integrated by Japanese Department students at Padjadjaran University Bandung showed new vocabulary. (3) Errors in Language dictions or sentences by Japanese learners indicated as commonly happened because it is considered a good process in Japanese Proficiency Skills. Also, Abdul Gapur (2017) examined "Indonesian Interferences to Japanese Language Learning at North Sumatra University". The results showed that interferences found in the following (1) the form of modifier-modified dictions, (2) particle removal, (3) regular and irregular verbs, and (4) SKOP. The reason for interference is factors of ability and Japanese Proficiency influencing Indonesian interferences in the Japanese learning process. Also, Gapur (2017) examined "Indonesian Grammatical Interferences in Japanese Learning at University of Sumatera Utara". The results showed that interferences found in the following (1) the form of modifier-modified dictions, (2) particle removal, (3) regular and irregular verbs, and (4) SKOP. The reason for interference is factors of ability and Japanese Proficiency influencing Indonesian interferences in the Japanese learning process. Meanwhile, Wulandari et al. (2017), in their research entitled "Interferences in Japanese for Souvenir Merchants in Ubud Market," showed the types of interference from Indonesian to Japanese used by Merchants in the Ubud market, consisting of phonological, morphological, and lexical interferences.

Then, bilingualism is the main factor of Interferences, referred to their backgrounds, such habits, educational degrees, and ages.

The Disruption of this study discloses to focus the interferences and its factors in Japanese Class while students learned.

2. Methods

The method used in this research is descriptive qualitative research by emphasizing analysis in inference process of the inter-phenomena observed relationship dynamics for answering research questions by using scientific logic, formal and argumentative thinking (Azwar, 2015). According to Sugiyono (2017), qualitative methods are brought into natural conditions (natural setting). Furthermore, Creswell (2013) implied qualitative research method is comprehending and exploring to signify social or humanitarian problems. Qualitative research involves several important efforts, such as asking questions, procedures, collecting specific data, analyzing data inductively, and interpreting data. Qualitative data itself can be collected through observation, interviews, documentation, and audio-visual material. From some of the opinions above, it can be concluded that the qualitative method describes the empirical reality behind the phenomenon in-depth, detail and thoroughly.

Descriptive statistics are used to analyze by describing the collected data without creating generalized conclusions or generalizations (Sugiyono, 2018). Meanwhile, according to Nazir (2012), descriptive is a method of examining the status of human groups, an object, an idea system, or a class of phenomenon in the current situation. As can be inferred, the descriptive method is describing the data truthfully in the current situation without creating generalizations.

The qualitative descriptive research method is based on the post-positivism philosophy commonly used to examine the condition of natural objects, where the researcher acts as a key instrument and describes a situation objectively or based on visible facts (Sugiyono, 2018). Besides, Sukmadinata (2013) states that the qualitative descriptive method describes and figures out the existing phenomena, both natural and human engineering, which focused on characteristics, quality, and linkages between activities.

This study uses a qualitative descriptive method. The data are taken by student's conversation notes, assignment projects (on making sentence patterns), field notes, personal documents, and other official documents. The purpose is to figure out the empirical reality behind the phenomenon in-depth, detail, and complete. Then try to break down the type of the interferences and its factors that occurred.

The population in this study are Students who took Japanese classes in State Polytechnic of Bali and causing interference. The samples are about 65 first-year or second Semester Students in Hospitality Department as purposive sampling. Purposive sampling is a non-probability sampling method selected based on the characteristics of a population and the study's objective. It means that the sample is chosen purposively so that the criteria become relevant in research. The students who fulfill the standard requirements in the Japanese learning process, namely the percentage of attendance at 100%. Interferences during the class used as a source of valid and complete data.

The data collection technique is a strategic step used by researchers who aim to acquire data in research. In this study, the researcher chose the type of qualitative research which required clear and specific data. According to Sugiyono (2018), data collection is achieved from observation, interviews, documentation, and triangulation. This research uses observation, interview, and documentation techniques.

The data collection technique is described as follows: (1) Observation. According to Syaodih (in Satori and Komariah, 2013), observation is a technique for collecting data by observing ongoing activities. This study uses participative observation techniques. In addition, Sugiyono (2017) states that participative observation is where the researcher is involved in the daily activities of an observational person or used as a source of research data. By this participant observation, the data is absolute and know the level of behavior meaning. Thus, the researcher/writer is fully involved in the data source. In this case, the researcher/writer is a teacher, and the data sources are students studying Japanese; (2) Interview.

Beg (in Satori and Komariah 2013) depicted an interview as a purpose, basically gathering information. The interview is used as a data collection technique to break down problems if the researcher in a preliminary study intends to scrutinize anything from the respondents deeply. In this study, the writer asked organized questions due to interview guidelines arranged systematically and completely to achieve the data. Interviews in this study were done on samples that caused interferences while doing an assignment project, i.e., making sentence patterns or interacting with each other. After interviewing deeply, as can be expected that all data sources through interviews will complete and absolute; (3) Documentation. Sugiyono (2018), in his opinion, documentation is a record of events in the past and could be writings, pictures, or monumental works of a person. In this study, documentation uses field notes, transcripts, books, newspapers, magazines, etc. related to research problems. The document in question is the result of interaction, the writing of Interferences occurrence, and assignment presentations.

3. Result and Discussion

Based on research on First-year or second Semester Japanese class students of the Hospitality Department, State Polytechnic of Bali showed apt to interfere by putting elements of their mother tongue (local languages) and Indonesian into Japanese consciously or unconsciously.

As can be seen on the data collected, 75 interferences occurred in grammatical. Table 1 illustrated the complete data classification results:

Table 1 Number of Interference

Interferences			Total
Phonetics	Morphology	Syntax	
24	22	29	75

3.1 Types of Interference occurred
3.1.1 Interference in Phonetics

Phonetic interference tends to occur in students who speak Balinese and Javanese. The habit of using those dialects causes interference while learning Japanese. Those have their regional dialects, such as Balinese with the Jembrana, Singaraja, Jimbaran dialect, etc. Likewise, the Javanese is considering large regional and has more dialects spread throughout the Java island.

3.1.1.1 Phonetic Interferences of Balinese People in Japanese

The interference that occurs in students Balinese is more preferred in the pronunciation of certain letters, as in the following:

3.1.1.1.1 Vowel Phoneme /a/
Example 1:
Japanese : Nanoka ni Kuʈə no menzeiten ni ikimasu.
Bahasa : Pada tanggal 7, saya pergi ke Toko bebas Pajak di Kuta.

Example 1 indicates that the phoneme /a/ in the last opened-position will be pronounced as allophones [ə]. In general, Balinese people in a particular dialect use

the last phoneme /a/ will switch to phoneme /ə/. It causes interference in learning Japanese. Most Balinese students unconsciously interfere using the vowel phoneme /a/ in the last position become allophones [ə] by pronouncing the last vowel /a/ with allophone [ə].

3.1.1.1.2 Consonant Phonemes /d/
Example 2:

Japanese : hachi gatsu tooka made tomarimasu.
Bahasa : menginap sampai tanggal 10 Agustus.

Example 2 points out the consonant phoneme /d/ of Balinese is a Nasal with an apico-palatal articulation area. The articulation point is produced by the tip of the tongue (apex) and the hard palate (palate); In Japanese, the consonant phoneme /d/ is a Nasal consonant with the articulation area in the dental, which is produced by the tongue touching the upper teeth. The difference in pronunciation at the articulation point where Balinese people unconsciously utter an allophone sound [d] with apico-palatal and influence it while pronouncing Japanese vocabulary will change the sound, and interference occurs.

3.1.1.1.3 Consonant Phoneme /s/
Example 3:

Japanese : watasi wa getsuyoubi kara kenyoubi made benkyou shimasu.
Bahasa : saya belajar dari hari senin sampai hari jumat.

In Balinese and Japanese, the phoneme consonant /s/ is a fricative consonant, i.e., the combination of sibilant and plosive sounds. Equivalently, the phoneme /s/ is a consonant phoneme with fricative or Wisarga. It can be differed from Japanese, alongside [s] allophone, there is [sh] allophone which is written in the table of phonetic letters with [ʃ] symbol; on the other hand, Balinese only has [s] allophone. It creates interference when learners with Balinese background meet [ʃ] allophone, and they use [s] allophone without noticing [ʃ] allophones in pronouncing Japanese vocabulary unconsciously.

3.1.1.1.4 /t/ Consonant Phoneme
Example 4:

Japanese : Mainichi tomodachi to jitensha de daigaku ni ikimasu.
Bahasa : setiap hari saya pergi ke kampus dengan sepeda bersama teman.

In Balinese, the /t/ consonant phoneme at the last position will sound [t] allophone, but at the first and middle positions, it will change to a [ʈ] retroflex sound. The [ʈ] allophone sound is a feature of the Balinese. However, it unconsciously causes interference because, in Japanese, the allophone [ʈ] does not exist.

3.1.1.1.5 Addition of /k/ consonant phonemes to vowels
Example 5:

Japanese : Gozen hachi jik kara gogo yok jik made desu.
Bahasa : dari jam 8 pagi sampai jam 4 sore.
Example 6:
Japanese : Toukyou daigaku nok gakusei desu.
Bahasa : mahasiswa universitas Tokyo.
Example 7:
Japanese : Cerukku dek kaimono shimasu.
Bahasa : berbelanja di Celuk.

Examples 5, 6, 7 are the addition of [k] allophones. The interference occurred because the addition of [k] allophones after the vowel [i], [e], and [o] does not exist in Japanese. The learners of Balinese added the [k] because the sounds in the examples above indicate glottal, while Balinese does not have a glottal phoneme, which is written in phonological letters as /ʔ/; but add the /k/ phoneme at the last word. It causes Japanese learners of Balinese to add the [k] allophones after [i], [e], and [o] allophones unconsciously in Japanese vocabulary.

3.1.1.2 Phonetic Interference of Javanese People in Japanese
Interferences occurred in Javanese students are almost with Balinese Students. However, Javanese Interference is pointed

out by several letters in learning Japanese, as following:

3.1.1.2.1 Consonant Phonemes /b/

Example 8:

Japanese : watashi wa getsuyoubi kara kinyoubi made benkyou shimasu.

Bahasa : saya belajar dari hari senin sampai hari jumat.

The example 8 is the pronunciation of Javanese. In the phonetic table, the /b/ Javanese phoneme is bilabial, which is produced by using both lips, and when pronounced it, The Javanese uttered it thicker and known as' medhok.' In Japanese, the /b/ phoneme is labial, and it is pronounced in the same way as Javanese, which is produced with the lips or the lower lip and upper teeth of the lip-tooth articulation, so interference cannot be avoided.

3.1.1.2.2 /d/ Consonant Phonemes

Example 9:

Japanese : Daighaku wa gozen hachi ji kara gogo yo ji made desu.

Bahasa : Kampus dari jam 8 pagi sampai jam 4 sore.

Similar to Balinese phonemes, the /d/ phoneme is stopped consonant by using the apico-palatal articulation area. The difference is that the Javanese /d/ phoneme also uses a bilabial, so the way we pronounced it will be thick like the /b/ phoneme. This one is the interference factor.

3.1.1.2.3 /g/ Consonant Phonemes

Example 10:

Japanese : Watashi wa getsuyoubi kara kinyoubi made benkyou shimasu.

Bahasa : saya belajar dari hari senin sampai hari jumat.

For Javanese Students, the pronunciation of /g/ phoneme is nearly the same as the /b/ and /d/ phonemes, namely 'medhok'. In Javanese, the /g/ consonant phoneme is a dorso-velar consonant. The active articulator is the tongue root, while the passive is the soft palate, so it is sometimes also called the Voiced Velar. On the other hand, the /g/ consonant phoneme in Japanese is a velar stop consonant, which is produced from the back of the tongue touching the soft palate, or in the back of the palate, also known as vellum. Due to it pronounced thick less, the interference occurs when pronouncing Japanese vocabulary with the /g/ phoneme unconsciously.

3.1.2 Interference in Morphology

In morphology, interference occurs by several violations in students' habits based on their previous language (mother tongue and Indonesian), so it would be irrelevant to their Japanese learning process.

Here, lots of lexical changes in Japanese to be appropriate with contextual and the adverb of time. Like mother tongue and Indonesian, many lexical changes are influenced by the affixation, such as prefixes, infixes, and suffixes. Some of the morphological interferences found in this study are as follows:

3.1.2.1 Contraction Words

Example 11:

Japanese : Kinou, watashi wa imoto to sukawati ni ikimashita.

Bahasa : Kemarin saya dan adik perempuan saya pergi ke Sukawati.

Example 12:

Haha wa koku san desu.

Arti: Ibu saya adalah seorang koki.

The examples illustrate Contraction Interference. In example 11, the word "imoto" is a contraction vowel interference to produce long vowel [o], namely "imooto" or to be written as "imouto". Likewise, the word "koku" in example 12 is a contraction consonant interference / k /, written as "kokku". Like, Japanese use consonant blends (or consonant clusters) as many for their vocabularies. It is the main factor of interference, and the result shows there are no long vowels in the student's mother tongue and Indonesian. However, they tend to pronounce and written Japanese vocabularies as if their long vowels are supposed to be.; In the case of example 12, using the same consonant blends is rarely found in mother tongue and Indonesian

Vocabularies. Therefore they are not used to pronounce and write of it, so interference occurred unconsciously.

3.1.2.2 Addition letters

Example 13:

Japanese : Watashi wa Giri Terawangan biichii ni ikimashita.
Bahasa : saya pergi ke pantai Gili Terawangan.

Example 13 is the interference of adding letters. Besides deletion, Japanese learners often add some unimportant letters and cause interference. The last sound of [i] letter in "biichii" is an interference form. Some students produce [i] sound too often until the last letter, which should only be pronounced with one long vowel, namely "biichi".

3.1.2.3 Tenses

Example 14:

Japanese : Senshuu no mokuyoubi wa ichi gatsu san juu nichi desu.
Bahasa : hari kamis minggu lalu adalah tanggal 30 Januari.

Japanese had tensed, while Indonesian does not. It brings out the interference while Students with their previous Languages (Mother tongue and Indonesian) attempt to interpret past sentences into Japanese. Interference in Tenses has dominantly occurred for them. The reasonable factor is that there are no Present, Past, or Future Tenses in their previous Languages (Mother tongue and Indonesian), so they disobeyed unconsciously change the sentence pattern in the past tense. In Japanese, Tenses is clear and consists of three types: Present and Future Tenses have the same patterns, while Past tense has its own. Tenses depend on their adverbs of time which are placed in the first position or after the subject. Students always put their ignorance on how to use adverb of time in Japanese. On the contrary, if they noticed it, they could use the adverb of time precisely.

Interference that occurs in first-year students of the hospitality study program, Bali State Polytechnic creates much interference. Interference that appears can occur in all linguistic components, such as phonology, morphology, syntax, semantic, and lexical (Suwito in Harisal, 2015). According to the phenomenon that occurs, the interference caused by first-year hospitality study program students is mostly interference in the fields of phonetics and grammatical.

3.1.2.4 Verbs Conjugation

Example 15:

Japanese : Lumpia o tabemashita, yuuhi o minagara.
Bahasa : makan lumpia sambil melihat matahari terbenam.

In example 15, it describes Interference Conjugation in Verbs. The verb "mimasu" conjugated into "minagara" becomes inappropriate, and interference stands. Here, "~ nagara" is not written or mentioned at the end of the sentence but where the first verb is. The interference occurs because it is influenced by the mother tongue and Indonesian to conjugate the verb status, which should not be. Otherwise, the verb "tabemashita" conjugated into "tabenagara" could avoid interference because it is a first-place verb, not at the end of the sentence.

3.1.2.5 Adjective Conjugation

Example 16:

Japanese : Sanur biichi wa kirekatta desu.
Bahasa : Pantai Sanur indah.

Example 17:

Japanese : Malang wa samui deshita.
Bahasa : Malang dingin (cuaca).

As can be seen from the cases above, they are interference conjugation in adjectives. It has been categorized into 2 (two), viz. "na" and "i" adjectives. The two adjectives will undergo different changes when they change the form, both negative and past forms. The use of the adjective 'na' in Japanese does not change much according to context. The change that occurs is in the copula 'desu', which will change depending on the context of the sentence. The conjugation actually, in

"desu" copula based on its contextual meaning. The use of the adjective 'na' in Japanese does not change much according to context. The change that occurs is in the copula 'desu', which will change depending on the context of the sentence. Data 1 is an implementation of the mother tongue and Indonesian elements. There is only 1 (one) adjective in those languages, while Japanese has 2 (two). Moreover, unlike Japanese, adjectives in the mother tongue and Indonesian do not conjugate.

On the other hand, the 'i' adjective in Japanese fluctuates according to the sentence context. Some conjugations and the placing the 'i' adjective should not be careless. Example 2 (two) is a past sentence, so the "samui" word regarding "i" adjective will be conjugated into "samukatta desu". However, there are no adjective conjugations on students' previous languages (mother tongue and Indonesian), and they put it into "na" adjective Past Tense conjugation unconsciously on their learning Japanese process.

3.1.3 Interference in Syntax
Interference in the syntactic field is prominent because several violations of daily habits in the mother tongue and Indonesian have been mastered by learners who are not following the Japanese they received during Japanese language learning. The form of interference that occurs is mostly seen in the sentence patterns they make. The sentence patterns in their mother tongue and Indonesian are very different from the sentence patterns in Japanese they are studying, so that it is very risky to cause interference.

The form of sentence patterns in the mother tongue, and Indonesian in general, in the form of SPO (Subject, Predicate, Object), while the form of Japanese sentence patterns, in general, is SOP (subject, object, predicate). It causes the habit of mother-tongue and Indonesian-language learners without consciously entering the elements of using their mother tongue and Indonesian sentence patterns

into the making of Japanese sentence patterns in Japanese language learning. Some of the morphological interferences found in this study are as follows:

3.1.3.1 Sentence Patterns
The sentence patterns that give rise to interference are divided into noun sentence patterns, verb sentence patterns, adjective sentence patterns, adverb sentence patterns of time, and positional sentence patterns. The following are some of the interference that appears in the use of Japanese sentence patterns:

3.1.3.1.1 Sentence patterns of Nouns
Example 18:
Japanese : Kono shatorubasu wa shatorubasu kuta ni ikimasu.
Bahasa : shuttlebus ini menuju shuttlebus kuta.

Example 18 is a noun sentence pattern interference. The use of the nouns "shatorubasu" and "Kuta" in the above example experiences interference because it results from the inclusion of elements of the mother tongue and Indonesian pattern. The sentence "shatorubasu Kuta" is an explaining sentence explained by the sentence pattern in Indonesian, causing interference. In Japanese sentences, the sentence pattern explains, so the correct sentence should be "Kuta shatorubasu".

3.1.3.1.2 Sentence patterns of Verbs
Example 19:
Japanese : Lumpia o tabemashita, yuuhi o minagara.
Bahasa : makan lumpia sambil melihat matahari terbenam.

Example 19 is the result of verb sentence pattern interference due to learners who speak their mother tongue and Indonesian language unconsciously entering the elements of the language pattern they have previously learned into the language they are learning, namely Japanese. In Japanese, using a sentence pattern that combines two verbs using a '~ sambil ~' pattern, the main sentence will be written at the end of the sentence, while the help sentence will be at the beginning of the

sentence. The interference that occurs in the above example is using the form '~ nagara', which should be at the front, not at the end of the sentence. The sentence "yuuhi o minagara" is the main verb sentence. The sentence "lumpia o tabemashita" is a side sentence, so the word 'tabemashita' should be 'tabenagara' and the word 'minagara' should be 'mimashita', so the correct sentence is " lumpia o tabenagara, yuuhi o mimashita ".

3.1.3.1.3 Sentence patterns of adjective
Example 20:
Japanese   : Ano boorupen akai o ippon kudasai.
Bahasa   : tolong pulpen merah itu 1 batang.

Example 20 is the result of interference in the use of adjective sentence patterns. In Japanese, the adjective form is described to come before the noun whose position is describing. The example above uses a sentence pattern in the mother tongue and Indonesian, where the position of the noun is in front and the adjective described is behind the noun, so that interference occurs. The correct sentence should be "akai boorupen".

3.1.3.1.4 Sentence patterns of adverb
Example 21:
Japanese   : Hiru no kinoo, Dewa san wa koibito to ootobai de biichi ni ikimashita.
Bahasa   : Siang kemarin, Dewa pergi ke pantai dengan motor bersama pacar.

Example 21 is the result of sentence pattern interference using the word timekeeping. In the example above, the sentence 'hiru no kinoo' is interfered with by the sentence patterns in the mother tongue and Indonesian language learners who unconsciously enter the sentence pattern during Japanese language learning. The sentence pattern explains and explained in Indonesian is reversed with Japanese, so that the correct sentence should be "kinoo no hiru" or incorrect writing it becomes "kinou no hiru".

3.1.3.1.5 Sentence patterns of position
Example 22:
Japanese   : Eki wa tonari ni suupa arimasu.
Bahasa   : Stasiun ada di samping swalayan

Example 22 is interference with the use of sentence patterns with position explanations. In Japanese, the positional form pattern is different from the positional form pattern in Indonesian. The position sentence "tonari ni suupa" results from mother-tongue and Indonesian learners who accidentally insert elements of their mother tongue and Indonesian sentence patterns into Japanese and omit the vowel in the word 'suupaa' causes the above sentence to be double interference. The word "tonari ni" which means beside, and the word "suupaa" which means self-service, are translated according to the rules of the pattern of the mother tongue, and Indonesian, which was previously mastered in Japanese, should be "suupaa no tonari ni".

3.1.3.2 Omitting words
Example 23:
Japanese   : Imouto to ie ni kaeritakunai.
Bahasa   : saya dan adik perempuan saya tidak mau pulang.

The case that occurs in the example above is deletion interference. The sentence in the example above is in the context of a conversation, and non-formal writing will be acceptable. However, if it is in the context of formal conversation and writing, it will not be ly acceptable because of the elimination of the "desu" copula. The word "desu" is the closing word in Japanese sentences. A positive sentence marker does not have lexical meaning but plays an important role in a conversational context, especially in writing informal situations, and functions as a copula. Desu is an important part of writing and speaking in Japanese because 'desu' reflects politeness towards the second persona. The use of 'desu' is also very influential informal situations and conditions. In informal

situations, the use of 'desu' is not very important. For example is when a speaker communicates with a younger, peer-to-peer audience in an atmosphere of intimacy; a lower position than the listener, or the listener is the main family of the speaker. However, in the opposite situation, if the speaker does not use 'desu', there is a violation. In a case like an example above, learners often forget the use of the word "desu" because it does not have a lexical meaning and has no equivalent words in the mother tongue and Indonesian, which can be interpreted the same as the word "desu".

3.1.3.3 Addition of words
Example 24:
Japanese   : <u>Okyakusama san</u> wa ototoi gogo go ji ni bichi ni ikimashita.
Bahasa   : 2 hari yang lalu, sang tamu pergi ke pantai pada jam 5 sore.

Example 24 is an interference with the addition of words, namely the word "san" which should not be present in the sentence. In addition, the word "bichi" has a long vowel removed from what it should be, namely "biichi", so it experiences double interference.

The word "san" and the word "sama" are synonymous words, which means "mister/mistress", so there will be a waste of words if both are used simultaneously. The word 'san' is a nickname that follows someone else's name in a formal speech situation. The use of the word 'san' usually indicates that the speaker is not very familiar or still does not know the persona he is talking about, so the impression becomes stiff when used in informal situations. If the speaker has become familiar with the persona being spoken of or is in a familiar situation, the word 'san' will change to 'kun' for calls to boys, and 'chan' for calls to girls. In the other hand, "sama" is a term for the guests, and it is suitable for "o kyaku", because it shows a high level of respect compared to "san", even if it is interpreted in the mother tongue and in Indonesian, the meaning of those will be the same. The habit of

Japanese and Indonesian language learners using the word "san" in the classroom results in waste, and this causes interference.

3.1.3.4 Postposition
Example 25:
Japanese   : Ototoi, <u>watashi to itoko wa</u> Legian e shashin o tori ni ikimashita.
Bahasa   : 2 hari lalu, saya dan sepupu pergi ke Legian untuk memotret.
Example 26:
Japanese   : Ayodia hoteru wa Nusa Dua <u>de</u> arimasu.
Bahasa   : Hotel Ayodya berada <u>di</u> Nusa Dua.
Example 27:
Japanese   : Konban, watashi wa kazoku to kayu putih resutoran <u>ni</u> yuushoku o tabemasu.
Bahasa   : nanti malam, saya dan keluarga akan makan malam di restoran Kayu Putih.

Postposition cannot be found in Japanese language learners' mother tongue and Indonesian language, so interference cannot be avoided when using particles. Example 25 is an implementation of the mother tongue and Indonesian. They were combining two nouns without paying attention to the subject results in interference. In Japanese, the postposition 'to' has a common meaning and/or the meaning of combining two nouns. The sentence in the example above shows that the speaker is the subject of the conversation, so the word 'Watashi' should be followed by 'wa' postposition. Then, 'Cousin' in Japanese is 'itoko' and should be followed by the particle 'to' because 'itoko' is the persona who is accompanying 'Watashi'. Therefore, the correct sentence that can avoid interference is "watashi wa itoko to". Example 26 and 27 use the preposition 'di' in Indonesian. It is translated into locative marking with the postposition 'ni' and 'de'. The absence of differences in the preposition 'di' in Indonesian, which states a place for existence and activities,

makes the mother tongue and Indonesian learners do the interferences.

In Japanese, locative marking, which states the meaning of 'di' is divided into 2, namely: (1) particle 'ni' (which indicates the existence of an object); and (2) particle 'de', (which indicates activity). Example 26 indicates the existence of a place so that the correct marking particle is 'ni'. On the other hand, Example 27 indicates activity so that the correct locative marker particle for the sentence should be 'de'.

Based on the data analysis above, it can be concluded that grammar among native and Indonesian language learners causes much interference. The use of Japanese sentence patterns that are very different from the sentence patterns in the mother tongue and Indonesian language causes native and Indonesian language learners to accidentally enter their mother tongue and Indonesian elements into Japanese sentence patterns. Many sentence patterns in Japanese have different forms of change and function, whereas they do not in their mother tongue and Indonesian. On the other hand, there are phonetic letters and tone sounds in the mother tongue and Indonesian, which have characteristics that Japanese do not own, so there is interference.

3.2 Factors that cause the emergence of interference

Based on the research results and discussion above, several factors behind the interference made by first-year students of the Hospitality study program were studying Japanese at the State Polytechnic of Bali.

To explain what factors are behind the interference made by first-year students of the Hospitality study program who were studying Japanese at the State Polytechnic of Bali, here is the discussion:

3.2.1 Phonetic elements that have distinctive features

Each language has a different phonological letter. In Balinese and Javanese phonetic letters, several phonetic letters sound unique and are difficult to change, resulting in interference.

Besides, long and short sounds in Japanese that are almost impossible to find in the mother tongue and Indonesian make it difficult for learners to pronounce long and short sounds in Japanese, leading to interference.

3.2.2 The Language pattern differences between Mother Tongues (Local Languages) – Japanese

Interference that arises is also caused by the existence of patterns of mother tongue and Indonesian in the making of Japanese language sentences for learners and lexical, which are indicated from the results of the lexical thinking of the mother tongue and Indonesian, causing the interference to be unavoidable. Many sentence patterns in Japanese have a change in form and different functions, whereas they do not in their mother tongue and Indonesian. Learners often use the implementation of their mother tongue and the Indonesian language. They tend to enter it into the Japanese unconsciously they are learning so that their Japanese is not acceptable, resulting in interference.

As a result of the transfer of the mother tongue and Indonesian as the first language mastered by learners in making Japanese sentences as the language they are learning, it impacts the emergence of interference. Because interference arises, it causes sentences in their Japanese sentences to be unacceptable because they are not Japanese rules.

3.2.3 Lack of Japanese language Proficiency skills

Students in the hospitality study program learn basic Japanese, which focuses on service conversations towards tourism by first-year students in two semesters. Japanese language learning is not the main subject studied every day. It causes the lack of student loyalty to Japanese as the

receiving language. It tends to lead to a less positive attitude, resulting in neglect of the rules of the language used by the recipient and uncontrolled taking of the elements of the source language that students control. As a result, there appears a form of receiving language interference that learners are using in Japanese language learning.

As the language is studied, Japanese as the receiving language cannot be fully mastered by students. The mother tongue and Indonesian as the source language are still very influential in learning Japanese. The use of mother tongue and Indonesian sentence patterns in Japanese sentences shows that learners are still not proficient. When composing sentences, they are very influenced by the sentence patterns in Indonesian as the language they master.

3.2.4 Lack of Japanese dictions

As previously explained, hospitality program students studying Japanese are first-year students. Naturally, suppose they lack Japanese diction when making Japanese sentences. In that case, they enter the diction that appears in the dictionary, which is directly entered into the Japanese sentence without first checking 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.

Therefore, the interferences in the first-year students of hospitality program are related to phonetic elements with distinctive features, the language pattern differences between mother tongues (local languages)-Japanese, lack of Japanese language Proficiency skills, and lack of mastery of Japanese diction.

The implication of the findings above shows that the language mastery that students master beforehand greatly influences the language they are learning, especially phonetic elements that have distinctive characteristics, tense forms, use of sentence patterns, and lexical. Furthermore, eliminating and adding linguistic elements that are not needed in Japanese, arranging and ordering linguistic elements outside the Japanese rules cause students' interference.

4. Conclusion

Based on research on first-year students of the Hospitality study program who study Japanese at the State Polytechnic of Bali, they show a tendency to make interferences, namely entering elements of Mother tongue and Indonesian into Japanese unconsciously or unintentionally.

The types of interferences that appear when learning Japanese by students are (1) interference in the field of phonetics, such as vowel interference / a /, consonant / d /, / s /, / t /, and the addition of consonants / k / which are raised by students in the mother tongue of Balinese, and the interference of consonants / b /, / d /, and / g / which are raised by students in the mother tongue of Javanese; (2) interference in the field of morphology, including deleting letters, adding letters, tenses, changing verbs and changing adjectives; (3) interference in the field of the syntax which includes sentence patterns consisting of sentence patterns of nouns, verbs, adjectives, adverbs of time and position, omitting, adding words, and particles.

On the other hand, The factors that cause the emergence of interference include Phonetic elements that have distinctive features; The Language pattern differences between Mother Tongues (Local Languages) – Japanese; the lack of Japanese language proficiency skills, and the lack of Japanese dictions.

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