

Interference of Jamee Language Morphology on the Use of Written Indonesian Language by Students Grade X SMA in Subdistrict of Singkil Aceh Singkil District and its Benefit as Teaching Material for Writing Narration Text

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Abstract

This study aims to describe the interference of affixation, reduplication and compound of Jamee language on the use of written Indonesian by high school students in Singkil subdistrict, Aceh Singkil district; describes the factors causing interference of affixation, reduplication, and Jamee language compositions on the use of written Indonesian by students; and describes the usefulness of interference research in the form of affixation, reduplication and compound of Jamee language on the use of written Indonesian as a learning material (handout) in learning to write narrative text by students. The method used in this research is descriptive qualitative method. The results of this study are (1) there are 114 sentences interfered with Jamee form of affixation that consists of (a) *prefix ta-, ma-, sa-, ba-, di-, and ka-*, (b) *suffix -nyo and -kan*, and (c) *konfiks di-...-kan, ma-...-i, sa-...-nyo, di-...-nyo, ma-...-kan, ba-...-an, sa-...-an, pa-...-an, ma-...-nyo, pa-...-nyo, and ta-...-kan*; (2) there are 25 interfered with Jamee form of reduplication consisting of (a) reduplication entirely in the repetition of all basic words and the repetition of all affixed words, and (b) reduplication of affixed in the form of a *prefix ba-* precedes reduplication, *prefix di-* precedes reduplication, and *prefix sa-* precedes reduplication and ended by *suffix -nyo*; (3) there are 14 interfered sentences of Jamee's compound form which are the features of the compound, ie, the elements are impossible to separate or impossible to modify; (4) the factors causing interference of affixation, reduplication and compound of Jamee language on the use of written Indonesian by students grade X high school in Singkil subdistrict Aceh Singkil District are (a) the origin of speaker, (b) the speakers bilingual, and (c) the speakers' bilingual thus involves mother tongue, (d) internal factors (factors from within the speaker), and (e) external factors (factors from outside the speaker's); (5) the usefulness of the interference result of affixation, reduplication and compound on the use of written Indonesian as a learning material (handout) in learning to write narrative text by students is a concept or theory contained in this research can be utilized as reading material (reference) for students and complementary teaching materials for teachers in learning activities, especially when learning to write narrative text. For students, teachers, and the community for the future; they should raise awareness of the importance of the use of good and correct Indonesian language to avoid regional language interference on the use of written or oral Indonesian language.

Keywords: interference, morphology, jamee language, teaching materials

1. Introduction

One area in Indonesia whose people have the ability to use more than one language (dwibahasa/bilingual) in communicating is District of Aceh Singkil. Aceh Singkil district is one of the districts in Aceh Province, Indonesia. Aceh Singkil district is an expansion of the district of South Aceh. The capital of Aceh Singkil District is located in Singkil. Singkil is on the western route of Sumatra that connects Banda Aceh, Medan, and Sibolga. The original inhabitants of Aceh Singkil District are Singkil, Aneuk Jamee, and Haloban.

Jamee language is one of the regional languages of some residents around the coast of South Aceh District, West Aceh District, Singkil District, and Simeulue District. Jamee language which is also called "Aneuk Jamee" is one of the languages with Minangkabau language dialects spread over the coast of South Aceh. Although called the Minangkabau language dialect, Acehnese often refer to Jamee's bases (Guest language) or Basa Baiko (Baiko Language).

People in Singkil subdistrict Singkil District can be regarded as a bilingual society. Bilingualism occurs because of the language contact of two or more languages used by the community. Language contacts that occur between the mother tongue (local language) and the second language (Indonesian or foreign languages) may provide a favorable and disadvantageous for each of these languages. It is advantageous to enrich the language of the absorption or borrowing of both languages. The disadvantage is that it can lead to deviation of good and correct language rules, such as regional language interference in the use of Indonesian language during oral and written communications used by the community. The phenomenon of bilingualism also occurs in the learning process in schools, whether schools in urban areas, suburbs, or in rural areas. The phenomenon can be found in all areas of

subjects taught in schools, including Indonesian language subjects in the learning process. Chaer (2003:65) suggested that bilingualism and multilingualism as a result of language contact can be seen in cases that arise in language usage, such as interference. Interference is the entry of other language elements into the language being used thus there is a deviation of grammatical rules of the language being used. Verbally, this event can be observed through conversations conducted by students and teachers, while in writing it can be observed through the variety of writing generated by students in the process of teaching and learning in the classroom.

Based on observations in May 2017, high school students and teachers in Singkil Subdistrict Aceh Singkil District still use two languages in formal and non-formal communication within the school environment, namely Jamee and Indonesian. Regional languages still appear in Indonesian language teaching. Jamee language (local language) is still used as a language of instruction in teaching and learning in the school. In a learning at school, it should have used national language (Indonesian language) as the delivering language because it is the symbol of national identity and an instrument for unity. Daulay (2017:85), "Higher status languages (national/international languages) have higher prestige than languages with limited range of usage". Therefore, such event of using local language in using Indonesian language so that there won't be a neglect in Indonesian language grammatical use. The following is an example of interference data of Jamee (local language) language in Indonesian language usage by high school students and teachers in Singkil Subdistrict Aceh Singkil district at the time of teaching process taking place in classroom.

- Teacher* : *Minggu lalu materi pembelajaran kito apo, nak?*
Student A : *Mengungkapkan cerita pengalaman pribadi di depan kelas, buk.*
Teacher : *Cubo ibu calik catatan dan tugas munak!*
Student B : *Iko buk.*
Teacher : *Ala barapo urang yang tampil kapatang?*
Student C : *Tigo urang, buk.*
Teacher : *Baik anak-anak. Kini kito sambung materi pembelajaran kapatang.*
Siapo lai yang ala siap untuk tampil bacarito?
Student D : *Ambo buk.*
Student E : *Saya saja duluan maju ke depan, buk.*

Based on the above data it is clear that there are still words interfered with Jamee language, ie word *kito* 'we/us', *apo* 'what', *cubo* 'try (in this example it means "let me")', *calik* 'look', *munak* 'you', *iko* 'this', *ala* 'already', *barapo* 'how many', *urang* 'person', *kapatang* 'yesterday', *tigo* 'three', *kini* 'now', *siapo* 'who', *lai* 'again', *bacarito* 'tell', and *ambo* 'I, me'. One example of Jamee's morphological interference in those words is the word *bacarito* 'tell' which is the interference of Jamee's affixed form of prefix *ba-* + *carito* → *bacarito*.

In reality, competence or skills to speak possessed by students is still relatively low, especially speaking and writing skills. This can be seen from the many errors of Indonesian usage used by students in the variety of spoken and written it produces, such as the errors of Indonesian Spelling (EBI), word selection (diction), sentence structure, and others. One of the factors that influence the errors are regional language interference in Indonesian language usage of oral and written variety. The diverse regional languages of the tribe will have a profound effect on the use of Indonesian, either orally or in writing. Such influence may occur in the areas of phonology, morphology, and syntax.

In relation to the above matters, the writers are interested to examine research entitled "Interference of Jamee Language Morphology on the Use of Written Indonesian Language by Students Grade X SMA in Subdistrict of Singkil Aceh Singkil District and Its Benefit as Learning Material for Writing Narrative Text".

2. Literature Review

2.1 Interference

Weinreich (1970:1) argued that interference is a form of language deviation from the norms that exist in the use of language as a result of the language contact or the introduction of more than a language. Nurhayati (2017:1752) argued that "interference or language transfer is closely associated with the behavior of theories of L2 (second language) learning". Hayi (1985:8) referred to the opinion of Valdman (1966) suggested that interference is an obstacle as a result of the habit of the use of mother tongue language (first language) in the mastery of the language learned (second language). Consequently, there is a transfer or removal of the negative element from the mother tongue into the target language. Similarly, it is argued by Alwasilah (1993:114) that interference is an error caused by the inclusion of language speech habits or mother dialect into a second

language or dialect. Aslinda and Syafyahya (2010: 65) also suggested that interference is an event of using one language element into another language element that occurs in the speaker. Interference is regarded as a speech symptom, parole which occurs only on the bilingual and the event is considered to be an aberration.

In line with that, Umar (2011:62) suggested that interference is a deviation of the use of language norms individually. Interference can be said a deviation of the use of language norms as a result of the introduction of bilingualism against other languages. Jendra (1991:187) also suggested that interference as a symptom of infiltration of a language system into another language. On the other hand, Kulsum (2003:62) suggested that interference is a negative transfer caused by differences in the structure of two interacting languages.

The term interference expressed by some of the above experts refer to the term interference used by Weinreich (1953). Based on some understanding of interference above it can be concluded that interference is a mistake or deviation of the use of elements from one language to another language, both orally and in writing. Interference is called the fallacy or deviation from grammatical rules (morphological and syntactic fields) caused by the habit of speech of one language into another or the dialect of the mother tongue (first language) into the second language.

2.2 Morphology

Etymologically, the word morphology comes from the word morph meaning 'form' and the word logi means 'science' then literally, the word morphology means the science of form (Chaer, 2008:3). In linguistic studies, the word morphology means the science of forms and the formation of words. Kridalaksana (1993:142) also suggested that morphology is (1) the linguistic field studying the morphemes and combinations thereof; (2) a part of the language structure that includes the word and parts of the word, morpheme. In other words, morphology is the study of the intricacies of the word form and the changes in the form of the word, both grammatical and semantic functions. The smallest unit examined by morphology is morpheme, whereas the largest unit studied by morphology is the word (Ramlan, 2005:17).

The morphological unit is the morpheme and word, while the morphological process involves the basic components (basic form), forming tools and grammatical meanings. Morphem is the smallest meaningful grammatical unit. Morphem can be either root or base (called free morpheme) and affix (called bound morpheme). Roots can form the basis of word formation and possess grammatical meanings, whereas affix is unable to form the basis of word formation and only causes the occurrence of grammatical meaning.

Word is the grammatical unit that occurs as a result of the morphological process. The word in the level of morphology is the largest unit, while word in the syntactic level is the smallest unit. Separately, every word has lexical meaning and its position in the unit of speech has a grammatical meaning. Word formation in the morphological study is eight, namely (1) affixation, (2) reduplication, (3) compound, (4) conversion, (5) internal modification, (6) suplesi, (7) abbreviation, and (8) metathesis . However, the discussion to be studied in this study only focuses on the areas of affixation, reduplication, and compounds.

2.3 Jamee Language

Jamee language (Aneuk Jamèe or Aneuk Jameue) is a blend of Minangkabau language and Acehnese language in Aceh Province. According to wikipedia, "Minangkabau language is also a lingua franca language in the West Coast Region of North Sumatra, even reaching further to the West Coast of Aceh. In Aceh, Minang speakers are referred to as Jamee languages, while on the West Coast of North Sumatra known as the Coastal language".

Example:

<i>Indonesian language</i>	<i>Apa katanya kepadamu? (What did he say to you)</i>
<i>Minangkabau language</i>	<i>A keceknyo ka kau?</i>
<i>Aneuk Jamee language</i>	<i>Apo kecek ka wa ang?</i>

Jamee language which is also called Aneuk Jameue language is a kind of language with Minangkabau language dialect spread in South Aceh Coast. Although it is called the Minangkabau language dialect, Acehnese often calls it Jameue basa (Guest language) or Basa Baiko (Baiko language).

Jamee language also has a morphological process. The morphological processes in Jamee include affixation, reduplication, and compound (compound). Joseph, et al. (1998: 33-52) suggested that (1) affixation in the Jamee language examines affixes, namely prefixes, suffixes, infixes, and confixes; (2) reduplication in Jamee language

examines the form of reduplication; (3) compound in Jamee's language examines compounded endocentric and exocentric terms. The following is the exposure of all three of Jamee's morphological processes.

2.4 Handout Teaching Materials

The results of this study will be presented as a teaching material in the form of printed material in the form of handouts. Handout is a written material prepared by a teacher to enrich the learner's knowledge (Majid, 2011:175), whereas according to Oxford Dictionary (in Majid, 2011:175), "handout is a statement prepared by the speaker". On the other hand, Echols and Shadily (in Prastowo, 2015: 78) argued that handouts are something provided for free. In addition, Mohammad (in Prastowo, 2015:78) suggested that handout is a sheet or several sheets of paper containing assignments or tests that educators provide to learners. Thus, handout is a very concise learning material sourced from several literatures relevant to basic competence and subject matter taught to learners (Prastowo, 2015:79).

3. Research Method

3.1 Research Type

This type of research is qualitative research. That is, the research used to observe the phenomenon of Jamee language morphological interference in the use of written Indonesian by students Grade X SMA in Singkil Subdistrict Aceh Singkil district and describes morphological interference data in the affixation, reduplication and compound fields found in the students' narrative text, especially the students whose mother tongue is "Jamee language". The method used in this research is descriptive qualitative method, namely a method which tries to describe a phenomenon that happened in real state.

3.2 Location and Time of Research

The location of this research was done in Grade X SMA in Subdistrict of Singkil Aceh Singkil District Academic Year 2016/2017, while the time of this research was done in odd semester of Academic Year 2016/2017.

3.3 Population and Sample

The population of this research is all students of Grade X SMA in Singkil Subdistrict Aceh Singkil District, especially students who speak "Jamee language" as their mother tongue. The samples of the data studied were the students of Grade X SMA Negeri 1 Singkil and MAN Singkil who speak "Jamee language" as their mother tongue. Thus, the number of samples of this study were 20 student narrative texts who speak "Jamee language" as their mother tongue. The sample was obtained from 20% of the study population.

3.4 Research Instrument

The instrument of this research is the researcher himself. The main instrument used to collect data in this research was the assignment of a written test, while the data collection of this study as done by using observation, interview, and document.

3.5 Data and Data Sources

The data of this research are morphological interference of Jamee language in written Indonesian language by Grade X SMA in Singkil Subdistrict Aceh Singkil district in affixation, reduplication and compound field. The data source of this research consisted of two, namely primary data source and secondary data source. The primary data source of this research was the narrative text produced by high school students in Singkil subdistrict Aceh Singkil district, while the secondary data sources of this research were (1) the results of interviews with teachers, (2) the results of interviews with students, and (3) other observations.

3.6 Data Collection Technique

Data collection technique in this research was done by using participant observation method (participant observation), structured interview, and documentation in the form of student narrative text.

3.7 Data Analysis Technique

The collected data was processed qualitatively. Which means, data was analyzed and described according to the formulation of predetermined problems. The process of data analysis in this study refers to "data analysis during the field Spradley model". Spradley (1980) divided data analysis in qualitative research based on qualitative research stages as follows.

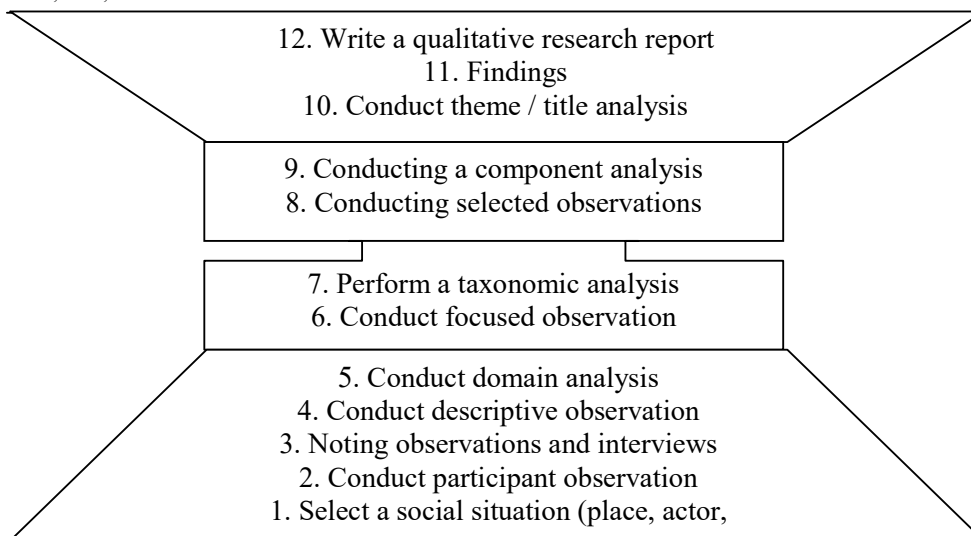


Figure 1. Qualitative Research Stages According to Spradley

Given the data to be analyzed is the morphological interference of Jamee language in the use of written Indonesian which is a mistake or language error (violating the grammatical language rules) then the analysis of this research data follows the error analysis work procedure proposed by Ellis (in Tarigan 1995: 70) (1) collect error samples, (2) identify errors, (3) classify errors, (4) explain errors, and (5) evaluate errors”.

3.8 Research Validity

The validity of this research data was done by triangulation. Test the validity of data or data validity was done by collecting data in the field, then look at the theories developed in society and the development of existing science.

4. Discussion of Research Results

Discussion of the results of this study refers to the classification of sentences that interfere with Jamee language in the use of written Indonesian language on 20 student narration texts. The classification of jamee-interfered language phrases in affixation, reduplication, and compound fields in Indonesian language usage in 20 student narrative texts can be seen in the following table.

Table 1. Classification of Interpreted Words of Jamee Language in the Affixation, Reduplication and Compounds Field in Indonesian Language Use in 20 Student Narrative Texts

No.	Jamee Language Interference Form	Jamee Language Interfered Sentence Number on 20 Student Narrative Texts	Total
1.	Affixation	2, 4, 6, 9, 13, 19, 26, 27, 28, 33, 34, 36, 37, 43, 46, 47, 48, 50, 59, 60, 65, 68, 69, 71, 72, 74, 78, 79, 81, 82, 85, 86, 87, 90, 92, 93, 96, 100, 102, 103, 104, 105, 108, 109, 114, 115, 119, 120, 125, 126, 127, 130, 134, 135, 136, 138, 144, 145, 147, 150, 151, 154, 156, 157, 161, 163, 165, 166, 167, 168, 169, 170, 171, 172, 174, 175, 177, 184, 185, 189, 194, 207, 209, 213, 216, 217, 232, 236, 239, 240, 241, 250, 251, 261, 265, 266, 268, 273, 274, 277, 285, 287, 289, 290, 291, 292, 293, 294, 295, 296, 298, 302, 304, 307	114
2.	Reduplication	3, 9, 28, 60, 69, 100, 101, 103, 112, 114, 154, 171, 174, 194, 213, 232, 235, 239, 240, 242, 243, 261, 265, 266, 268	25
3.	Compound	57, 106, 107, 132, 134, 170, 227, 239, 240, 242, 287, 288, 298, 305	14
Grand Total			153

Based on the above table it can be concluded that the total number of sentences interfered by Jamee language in the use of Indonesian language in 20 narrative texts with mother tongue of "Jamee language" is 153 sentences consisting of:

- (a) 114 sentences interfered by Jamee in the affixation field;
- (b) 25 sentences interfered by Jamee language in the field of reduplication;
- (c) 14 sentences interfered by Jamee in the compound field.

In order to be clearly understood, the following discusses the results of research on the form of Jamee language interference in the areas of affixation, reduplication, and the compound.

4.1 Affixation Interference of Jamee Language

Jamee language interference in the form of prefixes, suffixes and confixes in 114 sentences indicates that Jamee's language-interfered words are still frequently used repeatedly in the student narrative text with mother tongue of "Jamee language" by Grade X SMA in Singkil Subdistrict Aceh Singkil District. Based on the interference of the form of Jamee language affixation it appears that:

- (1) Form of prefix interfered by Jamee language consists of prefixes *prefiks ta-, ma-, sa-, ba-, di-, and ka-*;
- (2) form of suffix interfered by Jamee language consists of *suffix -nyo and -kan*;
- (3) form of confix interfered by Jamee language consists of *confix di-...-kan, ma-...-i, sa-...-nyo, di-...-nyo, ma-...-kan, ba-...-an, sa-...-an, pa-...-an, ma-...-nyo, pa-...-nyo, and ta-...-kan*.

The following is a discussion of the research results of the three things above that will be associated with relevant theories or concepts.

1. Prefix ta-

Jamee language interference of prefix ta- found in sentences (2) word *tabiaso*, (9) word *tabiaso*, (19) word *taikek*, (43) word *takajuik*, (47) word *tanyato*, (102) word *taraso*, (104) word *tatidu*, (171) word *tajago*, (172) word *tajago*, (266) word *talambek*, (273) word *taraso*, (285) word *tatidu* and *tajago*. All of these words have a morphological process. There is an equation between the morphological process of prefix ta- in Jamee language with the morphological process of prefix ter- in Indonesian language. The concept or theory of morphological processes of prefix ta- in Jamee language proposed by Joseph, et al. (1998) can be attributed to the concept or theory of morphological processes of Indonesian-language prefixes put forward by Azwardi (2015).

2. Prefix ma-

Jamee language interference of prefix ma- found in sentences (13) word *mancilok*, (26) word *maminta*, (28) word *mancalik*, (33) word *manampuh*, (43) word *mandakei*, (46) word *mambawok*, (47) word *mangingek*, (90) word *mangambik*, (92) word *mangambik*, (96) *mangambik*, (100) word *mancalik*, (103) word *mancalik*, (104) word *mangantuk*, (109) word *mamasang*, (127) word *manjadi*, (130) word *manarimo*, (147) word *manangih*, (154) word *manangih*, (161) word *malatak*, (165) word *mangayie*, (166) word *mangayie*, (167) word *mangayie*, (168) word *mangayie*, (169) word *mangayie*, (170) word *mangayie*, (171) word *mangayie*, (174) word *mangayie*, (175) word *maraso*, (177) word *maraso* dan *manyasal*, (184) word *mambuek*, (209) word *mambuek*, (239) word *manjawek*, (250) word *manangkok*, (251) word *manangkok* dan *mamacik*, (261) word *mamacik*, *malakek*, and *mamakik*, (268) word *mangutip*, (289) word *manangih*, (291) word *manangih*, (292) word *mamakso* dan *mambari*, (293) word *manangih*, (294) word *maminta*, and (295) word *manangih*. All of these words have a morphological process. There is an equation between the morphological process of Jamee prefixes and the morphological process of the Indonesian-language prefix. The concept or theory of the morphological process of

Jamee's prefix of the language proposed by Joseph, et al. (1998) can be attributed to the concept or theory of morphological processes of Indonesian-language prefixes proposed by Azwardi (2015).

Yusuf, et al. (1998: 34) suggested that the prefixes of Jamee language have several forms, namely *mang-*, *mam-*, *man-*, and *many-*, while Azwardi (2015: 44) suggests that the prefix *meN-* in Indonesian has allomorph, *me-*, *mem-*, *men-*, *meng-*, *meny-*, and *menge-*. The link between Jamee's prefix theory and the Indonesian-language prefix is that the prefix *ma-* in Jamee language does not undergo a process of nasalization if it is added to the first prefixed /l/, /m/, /n/, /r/, and /y/. The Indonesian *meN-* prefix changes to *me-* if it is added to the basic form starts with /m/, /n/, /l/, /r/, /ng/, /ny/, /w/, and /y/.

3. Prefix *sa-*

Jamee language interference of prefix *sa-* contained in sentences (26) word *sabalun*, (34) word *sabanta*, (43) word *sabuah*, (50) word *satiok*, (138) word *sasamo*, (145) word *salamo*, (167) word *satiok*, (174) word *saiku*, and (274) word *salamo*. All of these words have a morphological process. There is an equation between the morphological process of the Jamee prefixes with the morphological process prefix *se-* of Indonesian language. The concept or theory of morphological processes of prefix *ta-* in Jamee language proposed by Joseph, et al. (1998) can be attributed to the concept or theory of morphological processes of Indonesian with prefix *ter-* put forward by Azwardi (2015).

Yusuf, et al. (1998: 38) explained that prefix *sa-* in Jamee language if attached to a word tends not to change the identity of the word, while Azwardi (2015: 53) suggested that the prefix *se-* does not have an allomorph. Jamee language words having the same morphological process between prefix *sa-* and prefix *se-* are in sentences (26), 34, 43, 50, 138, 145 and 174, . The morphological process of the words is as follows.

<i>sa-</i> + balun	→ sabalun 'sebelum' (before)	(prefix <i>sa-</i> BJ)
<i>se-</i> + belum	→ sebelum	(prefix <i>se-</i> BI)

4. Prefix *ba-*

Jamee language interference of prefix *ba-* contained in sentences (26) word *babarapo*, (104) word *bamain*, (105) word *basuo*, (127) word *babarapo*, (151) word *bakumpu*, (170) word *bajanji*, (194) word *bacarito*, (247) word *basamo*, (266) word *basasak*, (277) word *bapiki*, and (302) word *badarah*. All of these words have a morphological process. There is an equation between the morphological process of prefix *ba-* in Jamee language with morphological process of prefix *ber-* in Indonesian-language. The concept or theory of morphological processes of prefix *ba-* in Jamee language proposed by Joseph, et al. (1998) can be attributed to the concept or theory of morphological processes of Indonesian prefix *ba-* proposed by Azwardi (2015).

Yusuf, et al. (1998:39) suggested that Jamee's prefix *ba-* has two forms of usage, the form of *ba* and *beR-*, while Azwardi (2015:52) suggested that the prefix *beR-* has an allomorph *be-* and *bel-*. Jamee language words experiencing the same morphological process between prefix *ba-* and prefix *ber-* found in sentences 26, 104, 105, 151, 170, 194, 241, (266), (277), and (302). The morphological process of the words is as follows.

<i>ba-</i> + babarapo	→ babarapo 'beberapa' (several)	(prefix <i>ba-</i> BJ)
<i>ber-</i> + berapa	→ beberapa	(prefix <i>ber-</i> BI)

5. Prefix *di-*

Jamee language interference of prefix *di-* contained in sentences (169) word *dikaie*, (277) word *dibagi*, (287) word *dibari*, and (290) word *dibari*. All of these words have a morphological process. There is a similarity between the morphological process of prefix *di-* in Jamee language with the morphological process of prefix *di-* in Indonesian. The concept or theory of morphological process in prefix *di-* of Jamee language proposed by Joseph, et al. (1998) can be attributed to the concept or theory of morphological process of prefix *di-* in Indonesian language proposed by Azwardi (2015).

Yusuf, et al. (1998:41) explained that prefix *di-* in Jamee language forms a passive verb, while Azwardi (2015:53) suggested that the prefix *di-* does not have an allomorph. Jamee language words experiencing the same morphological process between Jamee-language prefix *di-* and Indonesian-language prefix *di-* are found in sentences (169), (277), and (287). The morphological process of the words is as follows.

<i>di-</i> + kaie	→ dikaie 'dikail'	(prefix <i>di-</i> BJ)
<i>di-</i> + kail	→ dikail	(prefix <i>di-</i> BI)
<i>di-</i> + agi	→ diagi 'dikasih' (given)	(prefix <i>di-</i> BJ)
<i>di-</i> + kasih	→ dikasih	(prefix <i>di-</i> BI)

6. Prefix *ka-*

Jamee language interference of prefix *ka-* contained in sentence (216) word *kaduo*. The word has a morphological process. There is a similarity between the morphological process of Jamee prefix *ka-* and the morphological process of Indonesian language prefix *ke-*. The concept or theory of morphological process of Jamee prefix *ka-* by Joseph, et al. (1998) can be attributed to the concept or theory of morphological process of Indonesian language prefix *ke-* proposed by Azwardi (2015).

Yusuf, et al. (1998: 40) explained that prefix *ka-* in Jamee language does not experience a change in its form, while Azwardi (2015:53) suggested that the prefix *ke-* does not have an allomorph. Jamee language words experiencing the same morphological process between the prefix *ka-* of Jamee language and the Indonesian language prefix *ke-* contains in the sentence (216). The morphological process of the word is as follows.

<i>ka-</i> + duo	→ kaduo ‘kedua’ (second)	(prefix <i>ka-</i> BJ)
<i>ke-</i> + dua	→ kedua	(prefix <i>ke-</i> BI)

7. Suffix *-nyo*

Jamee language interference of suffix *-nyo* contained in sentences (2) word *sekolahnyo*, (4) word *lineuknyo*, (27) word *lineuknyo*, (28) word *pegunungannyo*, (34) word *tampeknnyo*, (37) word *harinyo* and *pulangnyo*, (48) word *matanyo*, (60) word *lobsternnyo*, (68) word *rasanyo*, (69) word *makannyo*, (71) word *ainyo*, (72) word *pokoknyo*, (74) word *ukaranyo*, (79) word *gunungnyo* (82) word *paginyo*, (82) word *udaranyo*, (85) word *sayangnyo*, (93) word *sadonyo*, (114) word *ombaknyo*, (119) word *sudahannyo*, (135) word *sadanyo* and *harinyo*, (150) word *waktunyo*, (151) word *sadonyo*, (156) word *ruponyo*, (157) word *ruponyo*, (161) word *ruponyo*, (163) word *ruponyo*, (172) word *ruponyo*, (185) word *adonannyo*, (207) word *akhirnyo*, (213) word *ruponyo*, (216) word *keceknnyo*, (273) word *sadonyo*, (289) word *akhirnyo*, (296) word *akhirnyo*, (304) word *halnyo*, and (307) *halnyo*. All of these words have a morphological process. Yusuf, et al. (1998: 42) argued that the suffix *-nyo* in Jamee language does not change in its form. The Suffix *-nyo* in Jamee means *-nya* in Indonesian. The morphological process of the word is as follows.

sekolah + <i>-nyo</i>	→ sekolahnyo ‘sekolahnya’ (the school)
barisuk + <i>-nyo</i>	→ barisuknyo ‘besoknya’ (the next day)

8. Suffix *-kan*

Jamee interference suffix *-kan* contained in sentences (108) word *kambangkan*, (115) word *kumpukan*, (120) word *kambangkan*, and (265) word *rasokan*. All of these words have a morphological process. There is a similarity between the morphological process of suffix *-kan* of Jamee language and the morphological process of suffix *-kan* in Indonesian language. Azwardi (2015: 55) suggested that suffix *-kan* does not experience a change of form if they are added to any basic form. The morphological process of the word is as follows.

(108) kembang + <i>-kan</i>	→ kambangkan ‘kembangkan’ (please develop)
(115) kumpu + <i>-kan</i>	→ kumpukan ‘kumpulkan’ (collect)
(115) raso + <i>-kan</i>	→ rasokan ‘rasakan’ (feel)

9. Confix *di-...-kan, ma-...-i, sa-...-nyo, di-...-nyo, ma-...-kan, ba-...-an, sa-...-an, pa-...-an, ma-...-nyo, pa-...-nyo, and ta-...-kan*.

Jamee language interference of confix contained in sentences (6) word *ditakuikkan*, (36) word *mangalilingi*, (46) word *sasampenyo*, (59) word *diaginyo*, (65) word *mangambangkan*, (74) word *diantekkan*, (119) word *babasahan*, (125) word *mangarajokan*, (126) word *mandapekkan*, (130) word *sabagian*, (134) word *dibarikan*, (136) word *dikarajokan*, (144) word *maninggalkan*, (150) word *pambagian*, (157) word *malatakkkan*, (185) word *mangecekkkan*, (189) word *mangecekkkan*, (194) word *mamakannyo*, (207) word *panampilannyo*, (232) word *malapehkan*, (236) word *mangamehkan*, (274) word *manghabihkan*, (277) word *manjalaninyo*, (298) word *talupokan*, (302) word *dikarajokan*, and (307) word *talupokan*.

4.2 Interference of Reduplication Forms of Jamee Language

Based on the interference of Jamee language reduplication form in table 4 it appears that there are three forms of reduplication interfered by Jamee language, ie:

- (1) *form of repetition is entirely a basic word;*
- (2) *form of repetition is entirely an affixed word;*
- (3) *repetition of affixed word.*

The following is a discussion of the research results of the three things above that will be associated with relevant theories or concepts.

1. Repetition Form Entirely in the Form of Basic Word

Interference in the form of repetition entirely basic word of Jamee language contained in sentences (3) word *kalua-kalua*, (9) word *lamo-lamo*, (28) word *karo-karo*, (60) word *gadang-gadang*, (69) word *tambuh-tambuh*, (101) word *galak-galak*, (103) word *poto-poto*, (114) word *gadang-gadang*, (171) word *lake-lake*, (174) word *samo-samo*, (232) word *golek-golek*, (235) word *sanak-sanak*, (242) word *lamak-lamak*, (243) word *sanak-sanak*, and (265) word *samo-samo*. Those words have a morphological process. There is a similarity between the morphological process of the repetition form entirely in the form of basic word of Jamee language with the pure repetition word morphological process of Indonesian language. The concept or theory of morphological process of the repetition form entirely in the form of basic word of Jamee language proposed by Joseph, et al. (1998) can be attributed to the concept or theory of morphological process of pure Indonesian word proposed by Azwardi (2015).

Yusuf, et al. (1998: 46) suggested that the form of repetition is entirely the repetition that occurs by repeating the whole word in its entirety. The iteration can be a repetition of the basic word and the affixed word. Azwardi (2015: 100) suggested that pure wording is a re-word generated by the full elemental repetition.

The words reduplication process is as follows.

- | | |
|------------------------|--------------------------------------|
| (3) <i>kalua-kalua</i> | (iteration is entirely a basic word) |
| ‘keluar-keluar’ | (pure word repetition) |
| (9) <i>lamo-lamo</i> | (iteration is entirely a basic word) |
| ‘lama-lama’ | (pure word repetition) |
| (28) <i>karo-karo</i> | (iteration is entirely a basic word) |
| ‘kera-kera’ | (pure word repetition) |

2. Repetition Form Entirely in the Form of Affixed Word

Interference in the form of repetition entirely basic word of Jamee language contained in sentences (100) word *bapoto-bapoto*, (154) word *baranti-baranti*, and (268) word *baulek-baulek*. Those words have a morphological process. There is a similarity between the morphological process of the repetition form entirely in the form of affixed basic word in Jamee language with the morphological process of pure Indonesian word. Those words have a morphological process. The concept or theory of the morphological process of the repetition form entirely in the form of affixed basic word of Jamee language proposed by Joseph, et al. (1998) can be attributed to the concept or theory of morphological process of pure Indonesian word proposed by Azwardi (2015).

Yusuf, et al. (1998: 46) suggested that entire repetition form is a repetition that happens by repeating the whole word as a whole. The iteration can be a repetition of the basic word and the affixed word. Azwardi (2015: 100) suggested that pure wording is a re-word generated by the full elemental repetition.

The words reduplication process is as follows.

- | | |
|------------------------------|--------------------------------------|
| (100) <i>bapoto-bapoto</i> | (iteration is entirely affixed word) |
| ‘berfoto-foto’ | (pure word repetition) |
| (154) <i>baranti-baranti</i> | (iteration is entirely affixed word) |
| ‘berhenti-berhenti’ | (pure word repetition) |
| (268) <i>baulek-baulek</i> | (iteration is entirely affixed word) |
| ‘berulat-berulat’ | (pure word repetition) |

3. Form of Affixed Word Repetition

Interference in the form of repetition of affixed word in Jamee language contained in sentences (112) word *bagolek-golek*, (194) word *basamo-samo*, (213) word *diimbo-imbo*, (239) word *bakameh-kameh*, (240) word *basalam-salam*, (261) word *sadareh-darehnyo*, and (266) word *barabuit-rabuit*. The words have morphological process. There is a similarity between morphological process of affixed word repetition form in Jamee language with the morphological process of Indonesian added repeated word. The concept or theory of morphological theory of affixed word repetition form in Jamee language suggested by Yusuf, et al. (1998) can be attributed to the concept or theory of morphological process of added repeated word of Indonesian language proposed by Azwardi (2015).

Yusuf, et al. (1998: 48) suggested that affixed repetition are classified into ten types, ie (1) *prefix ma-* precedes reduplication, (2) *prefix di-* precedes reduplication, (3) *prefix ba-* precedes reduplication, (4) *prefix ta-* precedes reduplication, (5) *prefix ma-* precedes reduplication and ended with suffix *-kan*, (6) *prefix di-* precedes reduplication and ended with suffix *-kan*, (7) *prefix ba-* precedes reduplication and ended with suffix *-an*, (8) *prefix ka-* precedes reduplication and ended with suffix *-an*, (9) *prefix sa-* precedes reduplication and ended with suffix *-nyo*, (10) reduplication is ended with suffix *-an*. Azwardi (2015: 100–103) suggested that added repetitive word is all the reduplication that any or all of its elements are affixed. The process of added reduplication (1) occurs concurrently with affixation, (2) reduplication occurs first, and (3) affixation occurs first.

The words reduplication process is as follows.

- (112) *bagolek-golek*
(reduplication of prefix *ba-* precedes reduplication)
'berbaring-barang'
(added reduplication occurs at the same time with affixation)

4.3 Interference of Jamee Language Compound Form

Jamee language words contained in 14 sentences include the characteristics of compound words, ie the elements cannot be separated or changed its structure (if the structure was changed then the meaning will be different). Words interfered with Jamee language compound is often used repeatedly in 20 student narrative texts with Jamee language as their mother tongue grade X High School in Singkil Subdistrict Aceh Singkil District. To be more easily understood, the researchers made a classification of research results as interference compound form of Jamee language contained in 14 sentences.

There is a similarity between compound word characteristics in Jamee language with compound words in Indonesian language. The concept or theory of compound word characteristics in Jamee language suggested by Yusuf et al. (1998) can be associated with the concept or theory of compound word characteristics in Indonesian language suggested by Azwardi (2015). Yusuf, et al. (1998: 51-52) suggested that the characteristics of Jamee language compound word are (1) one or all of its elements in the form of the principal word, (2) the elements are impossible to separate or impossible to change its structure, and (3) one of the element is a unique morpheme. Azwardi (2015: 111-112) suggested that the characteristics of compound Indonesian language words are (1) ketakterisisipan (unreadiness), (2) keterluasan (infinity), and (3) ketakterbalikan (contradiction).

A composition form interfering Jamee language contained in sentences (57) word *keramba lauk* 'keramba lauk', (106) word *tolak bala* 'tolak bala', (107) word *tolak bala* 'tolak bala', (132) word *urang rumah* 'orang rumah', (134) word *urang rumah* 'orang rumah', (170) word *puasa ramadhan* 'puasa ramadhan', (227) word *urang tua* 'orang tua' dan *karajo kareh* 'kerja keras', (239) word *ari rayo* 'hari raya', (240) word *ruang kaluargo* 'ruang keluarga', (242) word *kambang loyang* 'kembang loyang' dan *karipik balado* 'keripik bersambal', (287) word *banta guling* 'bantal guling', (288) word *banta guling* 'bantal guling', (298) word *urang tuo* 'orang tua' dan *kampung urang* 'kampung orang', and (305) word *lauk asin* 'ikan asin', *tarung goreng* 'terong goreng', and *taludadar* 'telur dadar'. All Jamee language words include the features of compound words ie the elements cannot be separated or impossible to change its structure. If associated with the concept or theory of compound Indonesian words proposed by Azwardi (2015), all of Jamee's words include the characteristics of compound words ie ketakterisisipan and ketakterbalikan. The characteristics of compound word ketakterisisipan contains in sentences 57, 106, 107, 132, 134, 170, 227, 239, 240, 242, , and (305). The purpose of the characteristic ketakterisisipan here is that the elements of compound word cannot be inserted by other forms of elements, such as yang, dan, -nya, or milik. On the other hand, the feature of compound word inversion is found in sentences (287) and (288). The purpose of the inverse feature here is where the elements that form compound words cannot be exchanged. If the compound word construction is KB + KK, it will not be convertible into KK + KB.

4.4 Factors Causing Interference

Based on the data that has been collected by using the method of observation, interviews, and documentation it can be concluded that there are two main factors that influence the occurrence of Jamee language interference on 20 Indonesian language narrative texts Indonesian by high school students grade X in Singkil Subdistrict Aceh Singkil District. Both factors are internal and external factors. The following is the exposure of these two factors.

1. Internal Factors of Speakers (Factors from within the Jamee language Speakers)

The purpose of the speaker's internal factors here is the factors that influence the morphological interference of Jamee language on 20 Indonesian language narrative texts originating from within the speaker himself. These factors include (a) bilingual speakers with Jamee language speakers, (b) speakers' habit of using Jamee language, (c) the limitations of speakers using formal Indonesian language.

2. External Factor (Factor of Jamee Language Speaker)

The purpose of the speaker's internal factors here is the factors that influence the morphological interference of Jamee language on 20 Indonesian language narrative texts originating from outside the speaker's himself. Although this factor is outside the speaker's himself, its existence is crucial for the birth of the morphological interference of Jamee language into Indonesian language. Among the factors are (1) the habit of using Jamee language in the speaker's family, (2) the habit of using Jamee language in the speaker's or community's living environment, (3) the language use habit in the school.

4.5 Benefits of Research Result as Narrative Text Writing Material

The benefits of research results as teaching materials to write narrative text for teachers will be presented in the form of print materials in the form of handouts. This handout is also useful for students and the community as a reading material to add knowledge insight.

5. Conclusion

The conclusions of this study are as follows:

1. The interference of Jamee's language affixation form is 114 words consisting of prefixes, suffixes, and confixes. The three interferences of Jamee language affixation form used in the narrative text are:
 - (1) *prefix ta-, ma-, sa-, ba-, di-, and ka-;*
 - (2) *suffix -nyo and -kan;*
 - (3) *confix di-...-kan, ma-...-i, sa-...-nyo, di-...-nyo, ma-...-kan, ba-...-an, sa-...-an, pa-...-an, ma-...-nyo, pa-...-nyo, and ta-...-kan.*
2. Jamee's language reduplication interference amounts to 25 sentences consisting of the total reduplication and reduplication of the affixed word. The two interferences of Jamee language reduplication form used in the narrative text are:
 - (1) *reduplication entirely in the form of (a) repetition of the whole basic word and (b) repetition of the whole affixed word;*
 - (2) *reduplication of affix in the form of (a) prefixes preceding reduplication, (b) prefixes preceding reduplication, and (c) prefixes preceding reduplication and ended by suffix -nyo.*
3. The interference of the compound form of Jamee language is 14 sentences. The interference of compound form of Jamee language contained in these 14 sentences is a feature of the compound (compound word) ie the elements cannot be separated or impossible to change its structure. This happens because the elements have a very strong cohesion that cannot be separated. If the elements are separated or inserted by other elements, their meaning will change.
4. The factors causing interference of affixation, reduplication and compound of Jamee language in Indonesian language usage by grade X high school students in Singkil Subdistrict Aceh Singkil district are as follows.

- (1) Based on field observation in SMA Negeri 1 Singkil and MAN Singkil, factors causing interference, among others: (1) the origin of the speaker (2) bilingualism of the speaker, and (3) bilingualism of speaker thus mother tongue is still intact.
 - (2) Based on the observation, interview, and documentation of the students grade X SMA Negeri 1 Singkil and MAN Singkil, it can be concluded that there are two factors that influence the interference of Jamee language by high school students grade X in Singkil Subdistrict Aceh Singkil District, internal factor and external factor . Internal factors (factors from within speakers) include: (a) bilingual speakers with Jamee language as its mother language, (b) speakers' habits using Jamee language, (c) limitations of speakers using formal Indonesian language. On the other hand, external factors (factors from outside the speaker) are: (1) habit of using Jamee language in the speaker's family, (2) habit of using Jamee language in the speaker's living environment, (3) habit of using language in the school.
5. The benefits of interference result research of affixation, reduplication and compound of Jamee language in the use of written Indonesian language as a teaching material (handout) in learning to write narrative text by high school students of SMA X in Singkil Subdistrict Aceh Singkil District is as follows.
- (1) Handout as a teaching material in learning to write narrative text adapted to theoretical that related to title, discussion, and research result about morphological interference of Jamee language in the use of written Indonesian language by students grade X SMA in Singkil Subdistrict Aceh Singkil District, especially narrative texts with students possessing Jamee language as its mother language”.
 - (2) Such concepts or theories can be utilized as reference materials for students and complementary teaching materials for teachers in learning activities, especially when learning to write narrative text.

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