Interference of *Kailinese* on Sentence Formation in Indonesian Among Indonesian High School Students

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ABSTRACT

This research investigates the impact of the Kaili Rai dialect on Indonesian sentence construction among students at Sirenja's State Senior High School 2, focusing on the forms and triggers of interference. Using a mixed-method approach, both qualitative and quantitative data were collected through sentences from stimuli, questionnaires, observation, interviews, and documentation. Data analysis involved the referential and orthographic equivalence methods. The study revealed 29 instances of intralingual interference and 65 of interlingual interference, totaling 94 specific errors: 50 omissions, 3 additions, 3 misinformation errors, 9 substitutions, and 29 sentence construction errors. Additionally, the research identified triggers for these errors, highlighting the impact of the Kaili language and a moderate level of low student motivation, as determined by the questionnaire results.

KEYWORDS

Indonesian;
Interference;
Kaili Rai;
Students;
Syntax.

ABSTRAK

Penelitian ini bertujuan untuk mengidentifikasi bentuk interferensi dialek Kaili Rai terhadap penyusunan kalimat dalam Bahasa Indonesia di kalangan siswa SMA Negeri 2 Sirenja dan mendeskripsikan faktor pemicunya. Metode penelitian yang digunakan adalah campuran kualitatif dan kuantitatif. Data diperoleh melalui kalimat yang dikumpulkan dari stimulus dan angket, serta teknik observasi, wawancara, dokumentasi, dan trianggulasi. Teknik analisis data melibatkan metode padan referensial dan padan ortografi. Hasil penelitian menunjukkan 29 kasus interferensi intralingual dan 65 kasus interferensi interlingual, dengan total 94 kesalahan spesifik: 50 penghilangan, 3 penambahan, 3 kesalahan informasi, 9 substitusi, dan 29 kesalahan konstruksi kalimat. Selain pengaruh dialek Kaili, faktor lain seperti motivasi siswa yang rendah juga teridentifikasi sebagai pemicu kesalahan, dengan tingkat motivasi yang cukup rendah berdasarkan hasil kuesioner.

KATAKUNCI

Bahasa Indonesia;
Interferensi;
Kaili Rai;
Siswa;
Sintaksis.

1. Introduction

As one of the countries with the highest levels of multilingualism (particularly plurilingualism) in the world, most Indonesians are also able to speak their local or national languages. The presence of regional languages alongside Indonesian enables them to master more than one language. The first language is the regional or mother tongue, the first language a person learns from birth and the one used in the home environment. The second language is Indonesian, which is taught in schools and used in official communication as it serves as a unifying language or lingua franca.

Every human interacts with one another using language, which allows them to adapt to their physical and social environment. Effective use of language is crucial for successful adaptation. Thus, language and humans are inseparable as they are closely related. This contact between languages can lead to various interaction phenomena. The Kaili language is one of the languages used by the people of Central Sulawesi among the many languages in Indonesia. The Kaili language is found in Central Sulawesi among the Kaili ethnic group. According to Kruja, the Kaili language has several dialects, such as the *Ledo*, *Rai*, *Unde*, *Daa*, *Ija*, *Tara*, and *Doi* dialects. According to Karim (2012) a dialect is a set of regional language forms distinguished by general characteristics and more similar to forms of other languages within the same language. Therefore, these dialects differentiate the Kaili people living in certain regions.

The coexistence of regional languages within Indonesian society is an effort to preserve regional languages while promoting Indonesian. However, the bilingual environment is vulnerable to language errors, one of which is interference. Interference can cause deviations from the rules due to the influence of another language. Even the smallest transfer or entry of elements from the first language into the second language can result in interference. Interference between languages can lead to the mixing of phonological, morphological, syntactic, and semantic features in a particular language. Unbalanced bilingualism can result in one language becoming less important than the other. In other words, a bilingual person may choose which language to use depending on its applicability, and the language not chosen may be neglected over time. In Indonesia, people are generally bilingual, and within bilingual societies, regional languages tend to be placed in a negative position. Regional languages are increasingly marginalized because the fields of interaction require the use of Indonesian, both in terms of suitability and communicative effectiveness.

Syntax is an essential element in sentence structure for understanding the role of grammar in linking ideas and recognizing how syntax contributes to expression and clarity in communication. By analyzing these syntactic concepts, we can gain deeper insights into how language is used to convey ideas, describe narratives, and build arguments in sentences.

The tendency of students at Sirenja's State Senior High School 2in using two languages often results in problems with constructing sentences in Indonesian due to interference. These errors can hinder students in sentence construction, as language interference can lead to many structural mistakes in sentences. For instance, the following table illustrates such errors.

Tabel 1. Preliminary Data in Sirenja's State Senior High School 2

No.	Sentences	Inaccurate Sentence Structure	Identification
1.	Student A. *No mpovia njapa komiu hei?* Meaning: What are you doing	P: *ba bikin apa* S: *kamu ini*	The sentence does not conform to the syntactic structure of Indonesian and can be revised to a clearer sentence as "Kamu bikin apa ini?" with the sentence structure.: S: *kamu* P: *sedang apa?*
2.	Student B. *Pangane bunondona aku loku sokolana toaiku no antara bekal pokumoniana tongoeyo.* Meaning: This morning, I went to my sister's school to bring her lunch box.	S: *saya* P: *pigi ke sekolahnya adikku baantar bekal makan siangnya* C: *kemarin*	The sentence does not conform to the syntactic rules of Indonesian and can be revised to a standard sentence according to syntactic rules as "*Saya pergi ke sekolahnya adikku mengantarkan bekal makan siangnya*."

This interference is caused by the influence of Kaili language structure on Indonesian. Indonesian language learners transfer habits from Kaili to Indonesian. If the characteristics of the first language align with the second language, it is assumed that positive transfer has occurred. Conversely, if there is a transfer from Kaili that differs from the characteristics of Indonesian, it is considered to be negative transfer. This negative transfer is called interference. Interference is considered one of the causes of errors in the second language. Interference can occur at the phonological, morphological, grammatical, and lexical levels. It happens when proficiency in one language is greater than in another.

Errors caused by interference arise because a language is spoken with the structure of another language. Interference is a linguistic phenomenon that occurs in bilingual or multilingual communities. Exposure to the first language results in deviations from language rules, absorption, and use of foreign vocabulary. Deviations from language rules and absorption of foreign language elements are all referred to as interference.

1.1. Error Analysis

Error analysis is a method used in foreign language learning that focuses on the mistakes learners make while constructing the language. It offers several benefits, including: (1) helping teachers determine what material needs to be taught, and (2) providing insight into the language learning process. This text will clarify the concepts related to error analysis.

Previously, there was an approach that examined and compared two or more languages or their subsystems. This study compared the learner's native language with the target language. It was found that learners' errors often result from attempting to transfer rules from their native language to the target language. Error analysis emerged to study these mistakes in foreign language learning. The primary focus of error analysis is the errors made by learners while constructing the target language. According to

> "The EA movement can be characterized as an attempt to account for learner error that could not be explained or predicted by CA or behaviorist theory and to bring the field of applied linguistics into step with the current climate of theoretical opinion."
>
> (Dulay et al., 1982)

Error Analysis is a method of linguistic examination that centers on the mistakes made by learners. It involves comparing errors in the target language with the target language's rules. This approach highlights the importance of learners' errors in acquiring a second language. It is crucial to understand that errors in the target language are not solely due to interference from the learner's native language (Khansir, 2012).

Errors and mistakes are differentiated based on their underlying causes. Dulay et al. (1982) explain that researchers distinguish between errors caused by performance issues such as fatigue and inattention—referred to as "performance" factors by (Chomsky, 1969)—and errors arising from a lack of knowledge of language rules, termed "competence" by (Chomsky, 1969). In the context of second language acquisition, performance-related errors are typically categorized as "mistakes," while systematic deviations due to incomplete understanding of the target language's rule system are labeled as "errors".

> "A mistake is a sporadic performance slip due to factors like fatigue or excitement, which can be easily self-corrected, whereas an error represents a systematic deviation made by learners who have not yet fully grasped the L2 rules."
>
> (Corder, 1981)

Yang (2010) further clarifies that If a learner can correct a fault in their output, it indicates that the chosen form was not the intended one, thereby categorizing the fault as a mistake.

1.2. Type of Errors

Dulay et al. (1982) categorize errors into four main types: linguistic categories, surface strategies, comparative analysis, and communicative effects. Their discussion focuses on presenting error categories based on observable features rather than inferred ones and summarizing previous research on error types Dulay et al. (1982). This classification helps in understanding how learners modify the surface structure of language as they acquire new language skills. Analyzing errors within this framework demonstrates that mistakes are not simply the result of laziness or carelessness but are instead logical steps in the language acquisition process (Dulay et al., 1982). The surface strategy taxonomy includes several types of errors.

Omission occurs when necessary elements are missing from an utterance, which can involve either content or grammatical morphemes. Addition involves the presence of unnecessary elements in an utterance, indicating that learners may insert redundant components. Misinformation is characterized by the incorrect use of morphemes or structures, and it can be further divided into regularization, arciform, and alternating form errors. Mis ordering involves the incorrect placement of morphemes within speech.
The importance of this study is based on the needs of the language education context, where good language is language that adheres to rules. The reason for avoiding or minimizing interference is that it results in suboptimal language use. Any form of interference is a phenomenon that leads to inaccurate language use.

Teachers play a crucial role in minimizing interference. Teachers can serve as role models for using language accurately and effectively. When teachers use proper language, students are likely to follow their example. Interference is focused on the individual. Syntax is certainly one form of disruption that occurs both in spoken and written language. As a result, interference happens in the process of both oral and written production.

Based on the above issues, the researcher aims to investigate the interference of the Kaili language on sentence construction in Indonesian, specifically in writing activities by students of Sirenja's State Senior High School 2. The researcher assumes that knowledge of the mother tongue can affect the process of producing the second language (Indonesian), especially if language learners have not yet fully mastered the linguistic system of Indonesian. This can occur because the Kaili community always prioritizes their regional language and often preserves it in social interactions.
Unlike previous research, this study uses a diagnostic test as a stimulus to collect data. This stimulus is designed in the form of writing prompts that invite students to write, and their written outputs will be analyzed to assess whether there are anomalies reflecting interference events.

2. Method

This research employs a mixed-method approach, combining quantitative and qualitative methods to thoroughly investigate the research problem. According to Creswell (2014) a mixed-method design integrates the collection, analysis, and blending of both approaches to provide a comprehensive understanding of complex issues. The focus of this study is to examine the interference of the Kaili language on sentence construction in Indonesian among students at Sirenja's State Senior High School 2, specifically from a syntactic perspective. The primary data comes from sentence construction tasks and interviews, aimed at identifying writing errors and uncovering the factors contributing to this interference.

Language interference, which may occur at the phonological, morphological, or syntactic levels, is viewed as a phenomenon that can compromise linguistic purity and should be minimized. Simple sentences constructed by high school students serve as the primary data source, with the researcher acting as a key instrument. Authentic objects are utilized, ensuring the data remains unbiased by the researcher's presence. Data collection methods include observation, interviews, documentation, and triangulation, following Sugiono's (2022) guidelines.

Diagnostic tests, as described by Knoch (2009) & Pratiwi et al. (2021) are administered to identify students' strengths and weaknesses, providing essential feedback. The research also employs referential and orthographic matching methods to pinpoint linguistic discrepancies. Content analysis, as defined by Krippendorff (2004) is used to interpret textual data reliably and validly. This qualitative analysis involves examining texts within their context, supported by contextual knowledge and structured research questions.

To ensure data validity, triangulation techniques are employed, comparing results from various methods such as interviews, observations, and documentation. This multi-method approach, supported by Olsen et al. (2004) enhances the reliability and accountability of the findings. The study spans three months during the odd semester at Sirenja's State Senior High School 2, providing an in-depth analysis of Kaili language interference in Indonesian sentence construction.

3. Results and Discussion

The research results are presented based on two main issues, with the collected data analyzed to achieve the desired outcomes. The findings are then discussed. The research identified instances of interference errors, which were classified according to their types. From the data collected from 52 respondents, 44 made errors, while 8 answered correctly to the given stimuli. The analysis showed 29 intralingual errors and 65 interlingual errors. The data were organized by the researcher, who used diagnostic tests and surveys as stimuli, resulting in 52 participants. A total of 520 responses were

collected. These responses were classified into errors and non-errors. After this classification, 94 errors were identified among the 520 responses. Of these 94 errors, 29 were intralingual and 65 were interlingual.
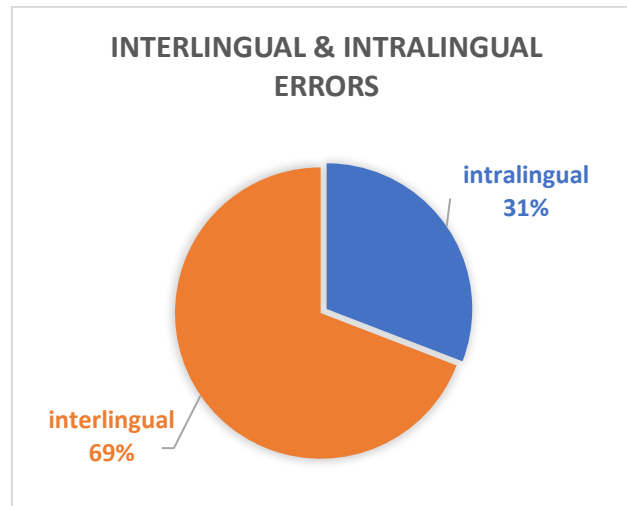

Figure 1. Intralingual & Interlingual Error in Students' Sentence Construction

Based on the percentage diagram, there are 31% intralingual errors and 69% interlingual errors. The data collected by the researcher will be categorized and analyzed. The study involved 52 respondents who were given two stimuli in the form of diagnostic tests and surveys/questionnaires. From these 52 respondents, 520 responses were gathered. The researcher then re-categorized the data to distinguish between errors and non-errors. After this classification, 94 errors were identified out of the 520 responses. Among these 94 errors, 29 were intralingual and 65 were interlingual. The data show a predominance of interlingual errors, leading the researcher to conclude that there are interference errors in sentence construction by students at Sirenja's State Senior High School 2. The interference data will be displayed in the following table:

Table 2. Intralingual Errors made by Students

No	Error made by Respondents	Identification	Description of Error	Accurate Sentence Structure
1.	*Alamat kamu dimana?* (*Where are you?*)	The sentence adheres to Indonesian grammar, but the interrogative word "dimana" in the sentence does not conform to the standard interrogative form. The words "di" and "mana" should be "di mana" because it is the correct form for asking about a location, according to the ESS (Enhanced Spelling System)	Misordering	*Di mana Alamat rumahmu?*

No	Error made by Respondents	Identification	Description of Error	Accurate Sentence Structure
2.	*kamu tau rumahnya dia ini?* (Where is his/her house?)	The sentence is not fully compliant with Indonesian grammar in interrogative sentences because it lacks an interrogative word that indicates the intended meaning and information.	Misordering	*Di mana rumahnya?*
3.	*Depe harga sekitar 3 juta* (The price is around 3 million)	The word is incorrect because it uses a non-standard term. "Depe" is a processive marker in the Sulawesi dialect of Indonesian. Additionally, the number "3" should be written in words.	Misordering/Subtitusion	"Harganya tiga juta rupiah."

The data above shows that mis-ordering errors occur due to a lack of understanding of the Enhanced Spelling System. Students make mistakes in spelling words, using punctuation, or structuring sentences in ways that do not adhere to EYD rules. They choose inappropriate words to convey meaning, which makes the sentences unclear or out of context. Additionally, students often use unnecessary or ineffective words, leading to long and confusing sentences. Some sentences only express feelings, where students convey their emotions without clear instructions in situations that require commands.

Table 3. Interlingual Errors made by Students

No	Error made by Respondents	Identification	Description of Error	Accurate Sentence Structure
1.	*Yasuda beli saja* (Alright, just buy it)	The sentence does not conform to Indonesian grammar due to the absence of a subject in the sentence.	Omission	*Ya sudah, kamu beli saja*
2.	*perna tida d terima cewe* (I have been rejected by a woman.)	The sentence does not conform to Indonesian grammar because the word order is unclear and the subject is missing. A proper sentence should have a clear subject and predicate.	Omission	*Saya pernah ditolak cewek*
3.	*So hilang hapenya dia* (His phone is already missing.)	It does not conform to Indonesian grammar because the sentence structure is incorrect, and the terms "so" and "hpnya" are non-standard.	Omission & Misordering	*Gawainya sudah hilang*

Based on the interlingual error table above, the sentence "Yasuda beli saja" does not conform to Indonesian grammar because the subject is missing, making the sentence incomplete. The researcher corrected the sentence to "Yasuda, kamu beli saja," where "Yasuda" serves to give approval and end the conversation. Next, in the sentence "perna tida d terima cewe," the sentence structure is incorrect due to the omission of the subject. The researcher corrected it to "saya pernah ditolak cewek," which follows the correct sentence structure. Similarly, in the sentence "So hilang hapenya dia," the structure is incorrect due to unclear subject placement. The researcher corrected it to "gawainya sudah hilang," which adheres to proper structure. In the sentence "Kasi mati dulu lampu it," the lack of a subject makes the sentence incorrect. The researcher corrected it to "kamu matikan lampunya dulu," following the proper sentence structure. Lastly, "Pigilah minum es the" does not follow the correct structure due to the absence of a subject. The researcher corrected it to "kamu pergilah minum es teh," which follows the rules of sentence structure.

Interlingual errors are language mistakes caused by the influence of another language on the use of Indonesian. This influence may come from students frequently replacing Indonesian words and phrases with those from regional languages, omissions where certain graphemic elements are dropped, additions of unnecessary words and phrases not found in Indonesian but present in other languages, and incorrect sentence structures not adhering to Indonesian linguistic rules.

The categories chosen are from Dulay et al. (1982) which include omission errors, addition errors, misinformation errors, and mis-ordering errors. In this classification, the researcher found 94 errors from the stimuli provided to the students, resulting from omissions, additions, misinformation, substitutions, and mis-ordering. The researcher identified 50 omission errors, 3 addition errors, 3 misinformation errors, 9 substitution errors, and 29 mis-ordering errors.
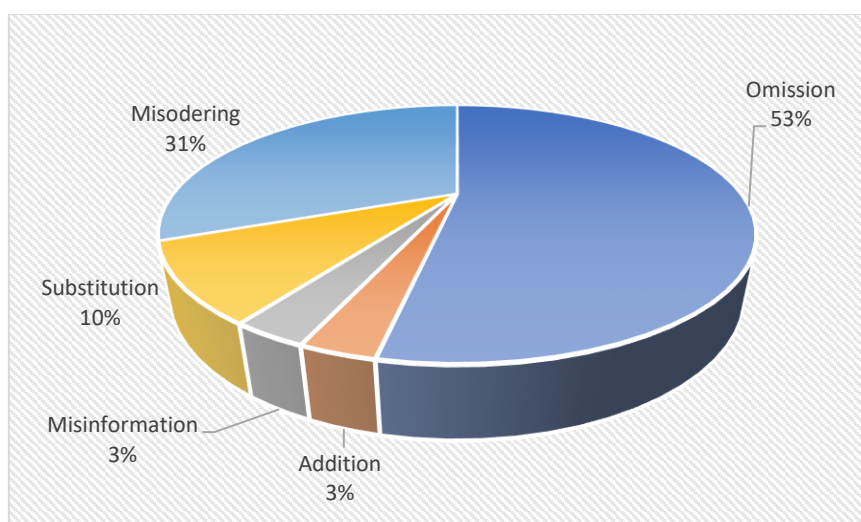

Figure 2. The classification of Students' Error based on Dulay

In this study, the researcher found sentences that do not adhere to proper sentence structure. For example, the sentence "pergi bikin dulu es teh" does not follow grammatical rules due to the lack of a subject, which is common in the *Kaili Rai* language. The researcher corrected it to "kamu pergi dulu buat es teh!" to match proper sentence structure. Similarly, "sudah kamu bikin es teh" was revised to "kamu sudah buat es teh?" to correctly place the subject at the beginning since the sentence is directed at someone. The sentence "keren motor mu" was corrected to "motormu keren" to ensure proper structure, with the subject correctly positioned. For "pernah aku jatuh dari motor," the researcher corrected it to "saya pernah jatuh dari motor" to comply with Indonesian grammar rules. The sentence "pergi minum es" was revised to "saya pergi kesana mau minum es" to complete the sentence structure.

Substitution errors, where local language terms replace standard Indonesian words, indicate a strong influence of regional languages on students' Indonesian usage. This is evident from mistakes such as replacing local terms with standard Indonesian phrases. Using regional language in formal settings like schools can hinder effective communication.

Sentence formation errors were also found. For instance, "Dorang te terima maafku" was corrected to "mereka tidak menerima maafku" to adhere to grammatical rules. The sentence "sa pi cari dorang di rumahnya" was revised to "saya pergi mencari mereka di rumahnya" to ensure a clear subject and predicate. The sentence "Kenapa tida ko bawa" was corrected to "kenapa kamu tidak bawa?" to clarify the subject. The sentence "Bemana, panas toh? Mo kau air es?" was reconstructed to "apakah kamu merasa panas? Maukah kamu minum air es?" to complete the sentence elements and provide a clear question. The sentence "Jan duduk di situ" was corrected to "kamu jangan duduk disitu" to include a clear subject and follow correct structure.

Omission errors involve missing graphemes in sentence structure, leading to meaning changes and ambiguities. The *Kaili* language's vowel-centric nature often leads to dropping consonants, as reflected in Table 4. Additionally, the sentence "eh kalau boleh tau dimana u tinggal?" was revised to "maaf, bolehkah saya tahu di mana kamu tinggal" to address issues with sentence layout and clarity. "Le, kau kan berdiri to, tolong matikan itu lampu" was corrected to "tolong, kamu matikan lampu itu" to remove unnecessary words and ensure correct structure. The sentence "banting tulang rusuk kita belajar dia pe enak jo cmn tinggal menyontek, mana nilainya tinggi lagi" was simplified to "kita sudah belajar dengan giat sedangkan dia hanya menyontek, nilainya pun tinggi" to improve clarity and structure. Insertion errors involve adding non-standard graphemes influenced by regional dialects. Such errors can change the meaning of words or sentences, make communication confusing, and cause misunderstandings.

The sentence "Bunuh dulu lampu itu" was corrected to "Kamu matikan lampu itu" due to incorrect word usage and unclear subject. "Kemari sudah" was revised to "kamu kemarilah!" to complete the sentence structure. "Kenapa murah mahal sekali?" was corrected to "mengapa harganya mahal sekali?" to avoid repetition and ensure clarity. Misformation errors occur when non-standard words create confusion and misinterpretation. Non-standard language use often leads to ambiguity and misunderstanding.

The sentence "Alamat kamu dimana?" was revised to "Bolehkah saya tahu alamat rumah kamu?" to place the question word correctly and clarify the subject. "kamu tau rumahnya dia ini?" was corrected to "apakah kamu tahu rumahnya?" to clarify the predicate-object relationship. "Enak le ditiup angin saya mauku mau makan gorengan" was revised to "Saya mau makan gorengan, enak sekali rasanya saat ditiup angin" for clearer structure. "Jangan sering sering minum es teh nanti kena diabetes!" was corrected to "kamu jangan sering minum es teh, nanti kena diabetes" to avoid unnecessary repetition and ensure proper punctuation. "cobah kw bunuh dulu lampu itu" was revised to "kamu matikan lampunya" to use appropriate commands and structure. Misordering errors lead to sentences that are difficult to understand due to incorrect word placement. Proper sentence construction is essential for clear communication, as improper syntax can result in ambiguity and confusion.

In addition to providing stimuli in the form of questions, the researcher also provided stimuli in the form of surveys. The purpose of administering the survey was to assess student motivation and determine whether motivation is a factor influencing the students' errors.

Table 4. List of survey questionnaire questions.

No	Questionaires	SD	D	FA	A	SA
1.	I consistently attend school, particularly for the subjects I enjoy.	1	2	3	4	5
2.	I have no doubts about my ability to understand the teacher's explanations.	1	2	3	4	5
3.	I always pay attention to lessons, even if they are not subjects, I enjoy.	1	2	3	4	5
4.	I enjoy studying independently when the teacher is not present.	1	2	3	4	5
5.	I do not feel discouraged when facing difficulties in studying a subject.	1	2	3	4	5
6.	I believe I can complete every task assigned by the teacher.	1	2	3	4	5
7.	If I am unable to complete a difficult task, I choose not to look at my classmates' work.	1	2	3	4	5
8.	I am not *afrai*d of failing when trying and learning new things.	1	2	3	4	5
9.	The material provided by the teacher is easy to understand.	1	2	3	4	5
10.	When I don't understand what the teacher is explaining, I will ask questions.	1	2	3	4	5

*SD = Strongly Disagree, D = Disagree, FA = Fairly Agree, A = Agree, SA = Strongly Agree

Based on the questions above, students were given a survey, which was analyzed to assess their motivation in studying subjects, their learning goals, their enjoyment of the learning process, and the educational value they perceive. The researcher then assigned scores to each motivational indicator and calculated the total scores to determine the students' motivation levels. The average motivation scores were then computed.

After administering the survey, the average total score for students with moderate motivation was 46.5, while the average total score for students with high motivation was 53.5. The researcher did not find any students with low motivation. There was only a slight difference between students with high motivation and those with moderate motivation. This explains why syntactic errors were still found by the researcher. The study showed that no students were entirely unmotivated to learn. Instead, the researcher found relatively small variations in motivation among students, indicating that each individual has unique motivation and interest in learning, although at different levels. However, these minor differences can affect student engagement, effort, and academic performance. Students with high motivation are likely to participate actively in class, complete assignments diligently, and work hard to understand the material. Conversely, students with moderate motivation may require additional encouragement and different learning strategies to reach their potential.

Among the 52 students, the average score for the indicators was 33.40. This result suggests that students have a moderate level of motivation in learning Indonesian grammar, which is why motivation is one of the factors contributing to their errors.

Table 5. Students' Learning Motivation

Nilai rata-rata	Deskripsi		
	Low Motivation	Intermediate Motivation	High Motivation
33,40	0 – 16,6	16,7 – 33,4	33,5 – 50

3.1. The Impact of The Kaili Rai Dialect on Indonesian Sentence Construction

This study shows that omission is the most dominant error made by students. Bukit (2020) similarly found that in English language learning, learners tend to make omission errors due to intralingual factors, such as inadequate language mastery, leading students to apply imperfect understanding when constructing sentences. However, in this study, omission is attributed to interlingual factors rather than intralingual ones. In the context of local languages as the mother tongue—specifically, Kaili, which the respondents in this study speak—omission occurs both syntactically and morphologically. In Kaili, subject omission is common at the syntactic level, and there

are also omissions of graphemes and consonant phonemes in words ending in consonant sounds, as Kaili is a vocalic language that typically ends words with vowel sounds. For instance, the Indonesian word "sudah" becomes "suda," and "tidak" becomes "tida" in Kaili.

This finding aligns with Mandarani's finding, which identifies L1 linguistic tRaits as a major trigger for grammatical errors in the context of Indonesian language learning. Thr the mental image of one's first language (L1) plays a significant role in both the production and manifestation of errors when using a second language (Mandarani, 2020). The influence of L1 characteristics can impact how learners apply grammatical rules in their second language, often leading to errors that mirror structures from their native language. Thus, the cognitive representation of L1 affects how language learners process and use L2, highlighting the importance of understanding L1 traits to address and correct these errors effectively. Additionally, Putra (2023) asserts that while L1 exerts a significant influence on error production in language use, it is, in fact, the learners' inadequate understanding of the target language system that triggers overgeneralization. This insufficient grasp of the target language's grammatical system leads learners to apply incorrect rules across various grammatical contexts, resulting in frequent errors. Essentially, the lack of comprehensive understanding of the target language's structures causes learners to generalize and misapply rules, which in turn contributes to the prevalence of grammatical mistakes.

The study identifies four main sources of errors: (1) intralingual transfer, (2) inadequate learning or teaching, (3) partial application of target language rules, and (4) features of the target language system (Tuerah et al., 2017). These findings indicate that errors are not primarily caused by interference from the mother tongue. Instead, addressing errors involves focusing on aspects of the target language system and the language learning and teaching processes, as these factors are major contributors to mistakes. The identified error types and sources are not just endpoints but are useful for enhancing teaching practices. They provide feedback to teachers about the effectiveness of their methods and indicate areas where adjustments are needed to boost student writing performance. Furthermore, errors provide valuable insights for syllabus designers, guiding decisions on curriculum content and the appropriate levels or age groups to target.

3. Conclusion

This study reveals two types of sentence interference errors made by students when constructing simple sentences: intralingual and interlingual interference. Specifically, 29 intralingual errors and 65 interlingual errors were identified, with the latter including 50 omission errors, 3 addition errors, 3 information errors, 9 substitution errors, and 29

arrangement errors. Interlingual interference is influenced by the Kaili language, while intralingual interference results from students' misunderstandings of Indonesian grammar. The study also found that low student motivation, as measured by a survey, contributed to these errors, with students showing a tendency to use their local language more than Indonesian. The research, though insightful, has limitations such as a small sample size and focus on a single school, which affects the generalizability of the findings. Future research should involve a larger and more diverse sample to better understand these interference phenomena and explore the impact of other local languages in multilingual contexts. Overall, this research highlights the need for targeted teaching strategies to address Kaili language interference and improve Indonesian language skills among students, and it aims to increase awareness among teachers and parents to mitigate such issues.

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