

Language Development Design Based on Analysis of Sundanese Language Interference in Indonesian Language Learning

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Abstract: This research is motivated by the large number of students who use the Sundanese language in the Indonesian language learning process. Learning is a formal process that requires students to use a wide variety of Indonesian languages. Based on this, it is necessary to design a framework for Indonesian language development so that the use of the language in learning follows established rules. This is important to study so that the Indonesian learning process, especially the process of fostering the leading Indonesian language, can create students who have a positive attitude and awareness of language. A considerable amount of intervention research has been conducted, but what distinguishes this research from previous studies is its discussion of the design of Indonesian language development. The research method employed is a qualitative descriptive approach, utilizing observation, interviews, and documentation techniques. The results of the analysis showed the dominance of morphological interference in the form of the use of prefixes, suffixes, and typical Sundanese confixes such as "nge-", "-keun", and "ka-an" in the Indonesian of students. These forms deviate from the standard Indonesian rules and impact the quality of language use in the formal learning process. Based on these findings, a draft coaching strategy was prepared, which included the introduction of the assisted community, goal setting, material determination, application of smart competition as a coaching method, and continuous evaluation. This draft is intended to serve as a reference for the development of contextual Indonesian language coaching, aiming to reduce interference and enhance students' language skills.

Keywords: affixation, language development, language interference, morphology

Abstrak: Penelitian ini dilatarbelakangi oleh banyaknya siswa yang menggunakan bahasa Sunda dalam proses pembelajaran bahasa Indonesia. Pembelajaran merupakan proses formal yang mengharuskan siswa menggunakan bahasa Indonesia ragam tinggi. Berdasarkan hal tersebut perlu dibuat desain pembinaan bahasa Indonesia agar penggunaan bahasa dalam pembelajaran sesuai dengan aturan. Hal ini penting dikaji agar proses pembelajaran bahasa Indonesia khususnya menjadi proses pembinaan bahasa Indonesia terdepan untuk menciptakan siswa yang memiliki sikap dan kesadaran berbahasa yang positif. Penelitian tentang interferensi sudah banyak dilakukan, namun yang membedakan penelitian ini dengan penelitian sebelumnya adalah adanya bahasan tentang desain pembinaan bahasa Indonesia di dalamnya. Metode penelitian yang digunakan adalah metode deskriptif kualitatif dengan teknik observasi, wawancara, dan dokumentasi. Hasil analisis menunjukkan dominasi interferensi morfologi berupa penggunaan prefiks, sufiks, dan konfiks khas bahasa Sunda seperti "nge-", "-keun", dan "ka-an" dalam bahasa Indonesia siswa. Bentuk-bentuk ini menyebabkan penyimpangan dari kaidah bahasa Indonesia baku dan memengaruhi kualitas penggunaan bahasa dalam proses pembelajaran formal. Berdasarkan temuan tersebut, disusun rancangan strategi pembinaan yang meliputi pengenalan masyarakat binaan, penetapan tujuan, penentuan materi, penerapan lomba cerdas cermat sebagai metode pembinaan, dan evaluasi berkelanjutan. Rancangan ini diharapkan menjadi acuan pengembangan pembinaan bahasa Indonesia yang kontekstual guna mengurangi interferensi dan meningkatkan kemampuan berbahasa siswa.

Kata kunci: afiksasi; interferensi bahasa; morfologi; pembinaan bahasa

1. INTRODUCTION

The Indonesian language plays a significant role in the learning process in Indonesia. In addition to functioning as a means of communication, Indonesian is also the official language of the state, as regulated in the 1945 Constitution, Chapter XV, Article 36, which states that "The State Language is Indonesian (Erwin, 2021)." The Context of education requires the use of Indonesian as the language of instruction to support students' understanding of the material and strengthen their national identity (Wahyuni & Samad, 2021).

The good and correct use of the Indonesian language in the formal learning process has a significant impact on the quality of learning. The Indonesian language, which serves as the language of instruction at various levels of education, facilitates effective communication between teachers and students, enabling learning materials to be delivered accurately and clearly. Therefore, the habituation of using Indonesian in the context of formal education must continue to be improved to create a conducive learning environment and support good language development.

However, the reality is that the phenomenon of using regional languages in the formal learning process is still prevalent, especially in areas with a diversity of mother tongues, such as the Cidahu District in Kuningan Regency. The use of regional languages, such as Sundanese, often arises when students communicate in teaching and learning activities, both when asking questions and discussing, which results in interference with the use of

Indonesian morphology, syntax, and vocabulary that do not conform to standard Indonesian rules. An example is the use of the prefix "nge-" and the suffix "-in", which are non-standard forms in Indonesian but are influenced by the Sundanese language.

The factors that cause regional language interference in students are very diverse. One of the leading causes is the habit of communicating in one's mother tongue in social and family environments, which is then carried into the formal realm, such as the classroom (Weinreich, 2011). In addition, the limited mastery of Indonesian vocabulary also encourages students to use elements of regional languages that they are more proficient in, which indirectly strengthens interference (Firmansyah, 2021).

The influence of regional language interference has an impact on students' lack of optimal Indonesian mastery, which has implications for their communication skills, understanding of subject matter, and contributes to the development of national character through language. Therefore, the need for structured and sustainable Indonesian language development efforts is significant in addressing this problem (Heriyadi, 2014).

Indonesian language development is a systematic and planned process to improve the quality of Indonesian language use through enhancing people's knowledge, attitudes, and language skills (Chaer, 2015). In the school context, this coaching can be carried out through various strategies, including teacher training, promoting the use of Indonesian in the classroom, and providing engaging and relevant learning materials.

Several previous studies on regional language interference have shown that phonological, morphological, and syntactic interference are common among students with bilingual backgrounds (Paidia, 2021; Sukarno & Abasa, 2022). However, this study has the peculiarity of not only identifying the phenomenon of interference but also designing a coaching strategy that is appropriate for the context of SMPN 2 Cidahu to improve the quality of Indonesian language use in a formal learning environment.

In the context of formal education, the use of Indonesian as the language of instruction faces various challenges, one of which is the strong influence of regional languages, particularly in the aspect of morphology. In schools where most students are native Sundanese speakers, such as SMPN 2 Cidahu, the phenomenon of language interference becomes a significant issue. This morphological interference involves the use of affixes or word formation patterns from the Sundanese language in Indonesian, resulting in deviations from standard grammatical rules (Mariyam & Triwahyuni, 2025; Rusyana & Rohmah, 2024).

Previous studies have primarily focused on mapping the forms of interference in general without developing practical solutions based on empirical field data. Therefore, the main objective of this study is to describe the morphological interference of Sundanese in the Indonesian used by seventh-grade students at SMPN 2 Cidahu and to design a contextual and applicable Indonesian language development strategy.

The urgency of this research lies in the pressing need to develop a learning strategy that

takes into account local linguistic factors. This is crucial because the mother tongue has been shown to significantly influence the acquisition of a second language or an official language in educational contexts.

The novelty of this study lies in the development of an Indonesian language development strategy that is not only based on linguistic theory but also derived from empirical analysis of actual interference found in the field. By focusing on morphological interference involving affixes such as *nge-*, *-keun*, and *ka--an*, the proposed intervention is targeted at specific weaknesses identified through observation and documentation.

This research also adopts a sociolinguistic approach, which views language interference as a natural consequence of bilingualism in society (Adnyana, 2018; Firmansyah 2021). Yet, it emphasizes the importance of addressing such interference through systematic language development strategies. These strategies are expected to provide practical contributions for teachers in addressing similar phenomena in other regions with comparable sociolinguistic contexts.

2. RESEARCH METHODOLOGY

2.1. Research Methods

This study employs a descriptive qualitative method to describe the phenomenon of regional language interference in the formal learning process and to design an Indonesian language development strategy following the context of SMPN 2 Cidahu. This method was chosen because it allows researchers to gain a

deep understanding of the interaction between language and culture that occurs in the school environment and the causal factors (Moleong, 2017). A descriptive qualitative approach is suitable for capturing complex social and linguistic phenomena naturally and contextually (Sugiyono, 2018).

2.2. Research Location

The research location was chosen at SMPN 2 Cidahu, which represents an area with a diverse range of regional languages, particularly Sundanese, which is still widely spoken by students. The research subjects consisted of grade VII students who experienced the use of Indonesian and regional languages in the learning process, as well as teachers who played a role in fostering Indonesian in the classroom.

2.3. Data Collection Techniques

The data in this study were collected through three main techniques: participatory observation, in-depth interviews, and documentation. Each method was carefully designed and implemented through specific instruments and procedures to ensure the validity and reliability of the data.

2.3.1 Participatory Observation

Participatory observation was conducted during Indonesian language learning activities in the classroom. This technique enabled the researcher to directly observe the natural use of language by both students and teachers, particularly the influence of Sundanese language features on Indonesian communication.

The observation was conducted over four weeks, with two visits per week to each selected classroom. A structured observation guide was developed in advance, containing specific

indicators such as phonological, morphological, and lexical interference. The researcher took field notes and used an audio recorder, after obtaining consent, to capture authentic verbal interactions. This observation aimed to identify the types and frequency of language interference as they occurred in real-time classroom contexts.

2.3.2 In-Depth Interviews

To complement the observational data, in-depth interviews were conducted with selected students and teachers. The purpose was to explore their perceptions, experiences, and challenges in using Indonesian, and to understand their awareness of language interference (Miles et al., 2014).

The interview instrument consisted of a semi-structured interview guide developed by the researcher based on the preliminary themes from the literature and observational findings. The guide included open-ended questions allowing flexibility to probe deeper based on participants' responses.

Interviews were conducted after the third week of classroom observations to ensure the researcher had sufficient contextual understanding. Each interview lasted between 30–45 minutes and was audio-recorded with permission. Interview sessions were conducted individually in a quiet setting to ensure comfort and address privacy concerns.

2.3.3 Documentation

The third technique involved collecting various forms of documentation to support and triangulate data from observations and interviews (Moleong, 2017). This included:

- a.** Audio recordings of classroom interactions

- b. Written assignments or worksheets from students
- c. Teachers' lesson plans and teaching materials
- d. Researcher's field notes

Documentation was collected throughout the entire data collection phase, from week one to week six. All documents were coded and stored systematically for analysis.

2.4. Data Analysis and Validation

The data in this study were analyzed qualitatively using the interactive model of analysis proposed by (Miles et al., 2014), which consists of three core components: data reduction, data display, and conclusion drawing/verification. This analytical framework was chosen because it aligns with the descriptive and contextual nature of qualitative data, allowing the researcher to engage in simultaneous data collection and analysis.

2.4.1 Data Reduction

Data reduction involved selecting, focusing, and simplifying the raw data obtained from observations, interviews, and documentation. Specifically, the researcher identified and extracted information related to morphological interference from Sundanese to Indonesian. Audio recordings were transcribed, and meaningful data segments were coded and categorized based on linguistic interference features. This process helped to concentrate on the most relevant aspects of the phenomenon under study.

2.4.2 Data Display

The reduced data were then organized and displayed coherently to facilitate interpretation. The findings were presented in descriptive

narratives, supported by tables and direct quotes from participants. This step was essential for identifying emerging patterns and relationships between categories, enabling a clearer understanding of the data.

2.4.3 Conclusion Drawing and Verification

Conclusions were drawn from the patterns and themes that emerged during the data analysis. To ensure credibility and trustworthiness, the findings were continually verified through data triangulation (comparing data from observations, interviews, and documents) and member checking with participants. These strategies enhanced the validity of the findings and minimized researcher bias.

The use of Miles and Huberman's model is methodologically justified, as it offers a systematic yet flexible structure for analyzing complex qualitative data. Its iterative nature supports in-depth exploration of language interference phenomena in educational settings, thus making it an appropriate choice for addressing the research questions of this study.

This study was conducted by a single researcher. To ensure the validity and credibility of the data, the researcher employed source and method triangulation techniques. This involved comparing and cross-checking the findings from classroom observations, in-depth interviews, and supporting documentation to ensure the consistency and accountability of the results (Moleong, 2017).

In addition, the researcher re-checked the data by revisiting the original field notes and recordings and consulted relevant source materials to confirm the accuracy of the information. These efforts aimed to minimize bias

and enhance the trustworthiness of the research findings.

2.5. Theoretical Framework

This research is grounded in several prominent theories that support the understanding of morphological interference between the Sundanese language and the Indonesian language, as well as the development of contextual Indonesian strategies. First, the theory of language interference by Weinreich (2011). He states that interference is a deviation of second language norms caused by the influence of the first language in the context of bilingualism. Interference occurs when linguistic elements from the mother tongue are transferred to the second language, resulting in structural errors or usage that deviates from the target language's rules. This theory serves as the basis for understanding the morphological forms of the Sundanese language that appear in students' speech or writing when they use Indonesian in formal learning contexts.

Furthermore, the concept of morphological interference is explained by Kuswari & Hernawan (2015). The fact that in the process of interlinguistic communication, interference can occur at the level of word formation, especially when the morphological structure between the two languages differs. In this context, Sundanese language affixes such as *nge-*, *-keun*, or *ka--an* are often carried over into the Indonesian form used by students.

The Indonesian morphological theory by Chaer (2015), is also used as the primary reference. He stated that morphology is a part of grammar that studies the structure of words and how they are formed, including the use of affixes

according to their grammatical functions. In Indonesian, prefixes such as *meN-*, *di-*, and the suffixes *-kan*, *-i*, and *-an* has different functions and is essential to understand so that there are no deviations in the formation of words.

Meanwhile, the explanation of the morphology of the Sundanese language is supported by (Tamsyah, 2010), who writes that in Sundanese, the process of affixation has a structure and function that is not always in line with the Indonesian language. As a result, students who are used to using Sundanese often mix these structures when using Indonesian, both orally and in writing.

In terms of language improvement, this study refers to the theory of Indonesian language development, proposed by Heriyadi (2014), which states that language development is a conscious and systematic process to enhance people's language skills through knowledge, attitudes, and skills that adhere to Indonesian norms and rules. The coaching is carried out by designing the stages of activities contextually and sustainably, to overcome obstacles to the use of Indonesian amid the influence of regional languages.

In addition, the theory of active learning strategies, which involves students' active participation in the learning process, such as engaging in careful, thoughtful discussions, competitions, and hands-on practice in the classroom, is believed to improve motivation and language skills. This strategy is used to address language interference in a fun way and encourage full participation of learners. Finally, the theory of data validity in qualitative research by Miles et al. (2014) emphasizes the importance of using

triangulation of sources and methods to ensure the validity of the data obtained. This is crucial to produce a trustworthy analysis and a targeted coaching strategy. With the support of these theories, this study not only provides a detailed description of the phenomenon of Sundanese language interference but also develops an Indonesian language coaching design that is contextual, effective, and tailored to the needs of students in the formal education environment.

3. RESULT

3.1. Morphological Interference of Sundanese Language in the Learning Process

Based on the results of observations and documentation carried out in grades VII D and VII F at SMPN 2 Cidahu, it was found that students often use morphological forms influenced by Sundanese in their Indonesian language use during the formal learning process. This phenomenon is evident in the form of word formation through the process of affixation, including prefixes, suffixes, and confixes that do not adhere to the standard rules of the Indonesian language.

A clear example of this interference is the use of the word "duaan" to express the meaning of "berdua." In standard Indonesian, this word should use the prefix "ber-" to be "berdua" which means a collection of two people who do something together. However, in Sundanese, the formation of a word like this uses the suffix "-an", which functions to form the meaning of 'group' in the root word of numbers, for example "tiluan"

(tiga orang), "limaan" (lima orang). Therefore, the use of the word "duaan" by students represents interference from the morphological process of the Sundanese language that is still firmly embedded in their use of Indonesian during learning (Kuswari & Hernawan, 2015); (Tamsyah, 2010).

In addition, the use of the confix "ka-an" in words such as "kahujan" is also an interference from the Sundanese language. In Indonesian, this word is the result of the formation of the prefix "ke-" and the suffix "-an", which functions to express the state of affairs" exposed to rain". However, morphologically, the form "ka-an" is a characteristic of Sundanese affixation, which is used to form passive verbs, nouns, and adjectives. In this context, the use of the word "kahujan" by students indicates that they automatically incorporate the pattern of Sundanese affixation into the Indonesian language, resulting in deviations from the rules of the Indonesian language.

The phenomenon of morphological interference is also evident in the use of various typical Sundanese suffixes, such as "-keun", and prefixes, like "nge-", in words like "pangizinkeun", "masukkeun", "kumpulkeun", "rapikeun", and "bacakeun". These forms are morphological adaptations of Sundanese that do not conform to the rules of word formation in Indonesian, which typically use the prefix "meN-" or "di-" and the suffix "-kan" to indicate the active or passive function of the verb. Students who use this form of words are still heavily influenced by their mother tongue so that there is repeated interference in the formal Indonesian language process at school (Firmansyah, 2021).

In addition to suffixes, morphological interference is also evident in the use of the prefix "ke-", which in Sundanese serves to form passive verbs, as seen in the word "kebawa", used instead of the Indonesian standard word "terbawa". This reveals a distinct pattern of affixation between the two languages, which causes errors in the formation of passive words among Indonesian students.

One of the aspects that was noted in this study is that although affixations such as "ke-" and "nge-" are also found in the informal variety of Indonesian, the use of these affixes in SMPN 2 Cidahu students is categorized as interference because the context of its use is still strongly influenced by Sundanese as their mother tongue and their main daily environment (Adnyana, 2018); (Firmansyah, 2021).

The observation data also showed that verbs with the prefix "nge-" often appear in students' conversations in class, such as "ngebantu", "ngebahas", and "ngelihat". These forms do not follow the standard rules for forming verbs in Indonesian, which use the prefix "meN-", resulting in morphological interference from Sundanese into Indonesian. This needs to be corrected in language development.

In addition, when using nouns and passive verbs, students employ forms such as "buatkeun" and "tanyakeun," which are passive verb forms with a suffix "-keun" that is not recognized in standard Indonesian. These forms are a direct influence of the Sundanese language affixation pattern, which causes deviations in morphological rules in the Indonesian language. Students' systematic Indonesian language coaching, based on morphological interference analysis, is

essential to apply to improve students' awareness and language skills.

By paying attention to interference in affixes such as the prefix ke-, nge-, suffix -keun, -an, and the confix ka--an, the coaching strategy can be more focused on mastering the use of Indonesian affixes under the rules and being able to minimize morphological errors that students often make (Heriyadi, 2014).

The findings of this study reveal a significant presence of morphological interference from the Sundanese language in the use of Indonesian among students at SMPN 2 Cidahu. This interference is evident in the incorrect use of affixes, such as prefixes, suffixes, and confixes, which deviate from the standard morphological rules of Indonesian. These results are consistent with recent studies that have documented the impact of regional crucial on Indonesian language errors, especially in morphological aspects. For instance, (Adiningsih et al., 2025) researchers found similar patterns of Sundanese influence in the writing of grade five students in Bandung, indicating that the interference of local languages remains a persistent issue in Indonesian language learning.

The root causes of this interference can be traced to the dominance of the Sundanese language in the students' daily environment, both at home and in the community. This pervasive use fosters a strong familiarity and automatic transfer of Sundanese morphological patterns into Indonesian, as the students are still in the process of mastering the formal rules of the national language. Moreover, the students' limited understanding of Indonesian affixation rules contributes to their reliance on Sundanese

morphological structures, leading to errors such as the use of “duaan” instead of “berdua” or “kahujanan” instead of the standard form. This observation aligns with the findings of (Sabrina et al., 2018), who highlighted that interference from mother tongues significantly affects students’ Indonesian language proficiency, especially in morphology and syntax.

The implications of these findings for Indonesian language education are substantial. Persistent morphological interference can hinder students’ ability to communicate effectively and may obstruct their academic progress. This underscores the necessity for targeted instructional strategies that explicitly address the differences between the Sundanese and Indonesian morphological systems. Teaching approaches based on contrastive analysis, which compare and clarify structural differences between the two languages, have been shown to reduce interference-related errors (Giatno et al., 2019). Incorporating such approaches in classroom instruction can raise students’ awareness of linguistic differences and improve their mastery of Indonesian affixation.

Despite the valuable insights gained from this research, its scope is limited to a single school with a specific linguistic background. Consequently, the findings may not be generalizable across different regions or linguistic communities. Future research should expand this inquiry by conducting comparative studies in other areas where different regional languages influence Indonesian language learning. Additionally, further studies are encouraged to develop and evaluate intervention programs that focus on mitigating morphological interference

through structured language coaching. Longitudinal research could also provide a deeper understanding of how students’ Indonesian language proficiency evolves after receiving such interventions.

In conclusion, this study confirms that morphological interference from Sundanese into Indonesian among SMPN 2 Cidahu students is a prominent challenge that requires sustained pedagogical attention. Addressing this interference through well-designed educational programs will be crucial to enhancing students’ language competence and supporting their success in formal Indonesian language learning.

3.2. Draft Strategy for Indonesian Language Development

Indonesian language development is a systematic and continuous process designed to improve the quality of students’ language skills, enabling them to use Indonesian appropriately, both orally and in writing, according to standard rules. In the context of SMPN 2 Cidahu, this coach further emphasizes the interference of the morphological Sundanese language, which is very dominant in the use of Indonesian by grade 7 students. This interference results in deviations in word forms and word formation patterns that do not follow the rules; therefore, language development is the primary key to supporting the success of the formal learning process.

Indonesian language coaching not only teaches linguistic aspects but also plays a role in shaping positive attitudes and motivation among students to use the national language as a tool of daily communication, both in the school environment and in the wider community. Therefore, the design of coaching strategies must

consider the psychological, social, and cultural aspects of students to create a conducive and effective learning environment.

3.2.1 Getting to Know the Built Community

The initial stage of coaching involves getting to know the built community deeply and comprehensively. In this case, the fostered community consists of students from grades VII D and VII F at SMPN 2 Cidahu, who are native speakers of the Sundanese language. Introduction was carried out through participatory observation, in-depth interviews, and collection of document data related to the use of the Indonesian language and the patterns of interference that occurred. This is important so that the coaching program can be designed according to the needs, characteristics, and obstacles faced by students in using the Indonesian language. This approach, which is responsive to the socio-cultural conditions of students, follows the principles of contextual learning that emphasize the relevance of the material to students' real-life experiences (Heriyadi, 2014).

3.2.2 Determining the Purpose of the Construction

After recognizing the needs and characteristics of students, the next step is to formulate specific and measurable coaching goals. The primary objective of this design is to enhance students' mastery of Indonesian vocabulary and affixation according to the rules, enabling them to use Indonesian appropriately and consistently in formal learning contexts. This goal also aims to reduce and minimize the use of word forms that are interference from the Sundanese language, so that the quality of communication and understanding of learning

materials becomes better. Setting clear goals is the foundation for compiling materials, choosing methods, and determining effective evaluations (Erwin, 2021).

3.2.3 Determining Coaching Materials

The coaching material was systematically prepared and adjusted to reflect the results of morphological interference analysis conducted with students. The primary focus of the material is the learning of affixes in Indonesian, especially the prefixes *meN-*, *di-*, as well as the suffixes *-kan*, *-i*, *-an*, which are essential parts in the formation of active and passive verbs. The material is compiled to help students understand the function and use of the affixation correctly and compare it with the Sundanese affixation pattern that causes interference. Additionally, the coaching material includes vocabulary enrichment, sentence preparation practices, and writing exercises in standard Indonesian. This structured material approach supports the development of students' linguistic competence gradually and continuously (Chaer, 2015; Tamsyah, 2010).

3.2.4 Determining the Construction Strategy

The Indonesian language coaching strategy was chosen by considering the needs of students and learning characteristics at SMPN 2 Cidahu. The Indonesian innovative competition method was selected as the primary strategy because it has been proven to increase students' interest and motivation to learn significantly. This competition offers an interactive, competitive, and engaging learning approach, motivating students to participate and refine their language skills actively. In addition to the academic aspect, the smart competition also trains cooperation, a

sense of responsibility, and sportsmanship, which are very important in developing the character of foster children. This approach also makes it easier for teachers to emphasize the importance of coaching materials, including repetitive practice and a supportive language environment, in forming correct language habits (Firmansyah, 2021).

3.2.5 Construction Implementation

The implementation of coaching is carried out by integrating strategies and materials into formal learning activities and extracurricular activities in schools. Teachers play a central role as facilitators who guide students in participating in smart competitions, conducting language exercises, and providing constructive feedback. In addition, the implementation of coaching is also accompanied by engaging and contextual learning media to help students understand the affixation and vocabulary material. Coaching activities are carefully prepared and designed to be engaging yet challenging, spurring students' motivation to learn and participate.

3.2.6 Monitoring and Evaluation

Monitoring is conducted continuously throughout the coaching process to track the development of students' Indonesian language skills. Evaluation is not only carried out through written tests, but also observations of language behavior in daily interactions, interviews, and analysis of oral and written tasks. This evaluation aims to measure the extent to which students can reduce the use of Sundanese morphological interference and increase the correct use of Indonesian affixation. The results of the evaluation serve as the basis for improving and

refining coaching strategies to enhance their effectiveness (Heriyadi, 2014).

3.2.7 Parent and Community Involvement

As a supporter of coaching success, the involvement of parents and the school community is an important aspect that should not be overlooked. Parents are given an understanding of the importance of Indonesian language development and are invited to support the correct use of Indonesian in the family environment. This involvement aims to create harmony between the school environment and the home, so that the effective use of the Indonesian language becomes an integrated habit in the lives of students.

With the comprehensive and systematic design of the Indonesian language development stages, it is hoped that grade VII students of SMPN 2 Cidahu will gradually and continuously overcome the problem of tampering with the morphology of the Sundanese language, as well as improve their Indonesian language skills following the rules. The success of this coaching will also contribute to enhancing the quality of learning and fostering the character of students as literate citizens in the national education system.

4. CONCLUSION

This study aimed to analyze the morphological interference of the Sundanese language in the Indonesian language use of seventh-grade students at SMPN 2 Cidahu and to design an appropriate Indonesian language development strategy. The findings reveal that Sundanese affixation patterns, such as the prefixes *nge-*, suffixes *-keun*, and confixes *ka-*

an, frequently interfere with standard Indonesian word formation, causing deviations from normative language rules. Based on these results, a targeted coaching strategy was developed, which included community recognition, goal setting, material selection focused on Indonesian affixation, the application of the SMART competition method to boost motivation, and ongoing evaluation.

In conclusion, this study demonstrates that Sundanese morphological interference has a significant impact on students' use of Indonesian in formal education settings. The proposed development strategy offers a practical and effective approach to mitigating these linguistic challenges, thereby enhancing students' mastery of standard Indonesian. Addressing mother tongue interference through well-designed coaching is crucial for improving language proficiency and facilitating successful Indonesian language learning.

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