

Article

# First language interference in speaking and writing Indonesian language of Azerbaijani students in Indonesian language course at Azerbaijan University of Languages

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## CITATION

Zarbali N, Suroso S, Syamsi K. (2024). First language interference in speaking and writing Indonesian language of Azerbaijani students in Indonesian language course at Azerbaijan University of Language. *Forum for Linguistic Studies*. 6(2): 2137.  
<https://doi.org/10.59400/fls.v6i2.2137>

## ARTICLE INFO

Received: 16 January 2024  
Accepted: 7 February 2024  
Available online: 29 February 2024

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**Abstract:** This study examines the issue of first language interference in spoken and written Indonesian by Azerbaijani students who are taking an Indonesian language course at Azerbaijan University of Languages. The study is framed within the context of bilingualism, where first language interference occurs when individuals learn a foreign language. The aim of this research is to identify the types and causes of interference displayed by Azerbaijani-speaking students when using Indonesian language, with a focus on speaking and writing during classroom activities. A descriptive qualitative approach was used to collect data through observation and documentation, including oral recordings and written assignments. Analysis revealed that Azerbaijani students face pronunciation, morphology, and syntax challenges due to interference based on Weinreich's theory. Pronunciation challenges arise from the lack of the phonetic sound [ê] in Azerbaijani, resulting in substitutions with [é]. Morphological complexities arise from the unfamiliarity with prefixes in Azerbaijani, making it difficult to transform active sentences into passive structures. Syntactic challenges arise due to the differing sentence structures between Azerbaijani (S-O-P-C) and Indonesian (S-P-O-C). To mitigate interference, it is recommended to include targeted phonological drills, increased morphological exercises, and enhanced syntactic practice to facilitate a smoother language acquisition journey for Azerbaijani students who are mastering Indonesian language.

**Keywords:** Azerbaijani language; Indonesian language; interference; phonological interference; morphological interference; syntactic interference

## 1. Introduction

Indonesian government has been promoting their national language internationally through various policies for years. Since the launch of the ASEAN Economic Community (AEC) or MEA (Masyarakat Ekonomi Asean) in late 2015, global workers now have more opportunities to seek employment in various countries, including Indonesia. The implementation of the AEC is expected to create many job openings for foreigners in Indonesia. Therefore, individuals interested in learning Bahasa Indonesia are likely to come to the language's country of origin. Foreign workers in Indonesia must possess proficient communication skills in Bahasa Indonesia to excel in their professional endeavors and effectively integrate with local social and cultural aspects (Lutfiana, 2021).

Additionally, the Indonesian Ministry of Manpower's regulation, Permenaker (Peraturan Menteri Tenaga Kerja) No. 12 of 2013, mandates that foreigners working in Indonesia must be able to speak Indonesian. Although Permenaker No. 16 of 2015 revised the requirement in June 2015, stating that foreign workers are not obligated to

master Indonesian, having a high level of proficiency in Bahasa Indonesia can significantly improve their social interactions. (Lutfiana, 2021) also stated that this facilitates more meaningful and easier communication, strengthening their business networks with local stakeholders and fellow businessmen. Therefore, before starting work in Indonesia, many foreigners choose to invest time in learning Bahasa Indonesia.

In 2023, Indonesian language has been recognized as an official language of the UNESCO General Conference. This was decided by the adoption of Resolution 42 C/28 by consensus at the plenary session of the 42nd General Conference of UNESCO on 20 November at UNESCO headquarters in Paris, France. Indonesian became the 10th language to be recognized as an official language of the UNESCO General Conference, joining the six official languages of the United Nations (English, Arabic, Mandarin, French, Spanish, Russian), as well as Hindi, Italian, and Portuguese (UNESCO, 2023).

According to UNESCO (2023), Indonesia, the world's fourth most populous nation, has a significant global presence. Bahasa Indonesia is spoken by approximately 3.52% of the world's population and has been successfully integrated into educational programs in 52 countries. This has had a positive impact, engaging around 150,000 active foreign learners worldwide.

In Azerbaijan, Indonesian language courses are taught at the Azerbaijan University of Languages (AUL) at the Faculty of International Relations. AUL also has dedicated research center called Indonesia Research Center or Pusat Studi Indonesia (PSI). The Indonesia Research Center (PSI) was founded in 2010 as a result of a mutual agreement between the Azerbaijan University of Languages and the Embassy of the Republic of Indonesia (KBRI) in Iran. The center was established after the initiation of the Indonesian Studies Program under the Faculty of International Relations and Management in 2007.

PSI frequently organizes various activities to promote Indonesian culture. Additionally, they conduct classes on angklung and traditional Indonesian dance. Indonesian academics, KBRI staff, and Indonesian citizens residing in Baku often visit PSI to meet with students of the Indonesian Studies Program and deliver public lectures.

Despite the effort given by PSI to make students learn Indonesian language easily, they still face difficulties such as errors in both spoken and written expression which often arise due to differences between the students' first language. Azerbaijani students are generally still at the elementary class stage so there is a very large possibility of interference in the lecture process. According to Franco Aixela (in Agustia, 2017, p. 101), interference is the process of obtaining different lexical, syntactic, cultural, grammatical structures, and semiotic system structures into the target language. Interference is the forced use of unusual word layers which are the result of the formulation of word order in the target language.

Weinreich (2010) explains language interference occurs when distinct patterns from the first language affect the pronunciation or usage of the second language, potentially leading to misunderstandings or errors. This phenomenon is referred to as language interference and illustrates how the characteristics of the first language can affect the use of the second language.

Psychological factors can contribute to language interference when individuals habitually use their first language or mother tongue, which can create challenges in acquiring a second language. Sociolinguistic factors also play a part in language interference when individuals habitually use their first language or mother tongue, creating a challenge in acquiring a second language. Consequently, individuals or students may face challenges in acquiring a second language due to these sociolinguistic dynamics (Wood and Runger, 2015, as cited in Syafutri and Saputra, 2021).

During the Indonesian language course at AUL given by PSI, based on the researcher's observation, it was identified that students often experienced interference, especially in the areas of phonemes, morphemes, and syntax. Specifically, students encountered challenges in pronouncing words with nasal sounds, such as /ŋ/ (ng), and often made mistakes in the morphology section related to the use of prefixes due to the Azerbaijani language lacking them. In the syntax section, students often confuse word meanings due to the distinct structures of Azerbaijani and Indonesian. Azerbaijani follows the S-C-O-P pattern in which the predicate comes last (Babayev, 2023), while Indonesian adheres to the S-P-O-C pattern.

From a typological perspective, both Indonesian and Azerbaijani are agglutinative languages. However, syntactically, Indonesian is analytical while Azerbaijani is synthetic. This means that in Indonesian sentences, word order and the use of auxiliary words are important, while in Azerbaijani sentences, words are typically connected through grammatical categories such as affixes, personal categories, time categories, number categories, and case categories (Babayev, 2023).

According to Richards (in Bayram, 2022, p. 142), mistakes made by students during the language learning process can originate from either the mother tongue or the target language. Errors that stem from the mother tongue are referred to as interlingual errors, while those that are not related to linguistic background are called developmental or intralinguistic errors. In linguistics, errors can be classified into four types: excessive generalization, inability to constrain rules, incomplete application of rules, and inaccuracies in concept development. Intralinguistic errors were also originally interpreted as errors that were only caused by interference.

This research focuses on phonological, morphological, and syntactic interference in foreign language learning. The phonological interference section focuses on the presence of various Indonesian language sounds, including semi-vowels, vowels, and consonants that are not present in the Azerbaijani phonological system. For instance, the nasal /ŋ/ is one such sound. These differences can cause phonological interference. Therefore, it is important to investigate the interference of first language of Azerbaijani students in learning Indonesian language and the result will be a valuable information for both students and teachers to improve the acquisition process in the future.

## **2. Methodology**

This research adopts a descriptive qualitative method to investigate the first language interference of Azerbaijani students who learn to speak and write in Indonesian language. The research aims to systematically describe the phonological,

morphological, and syntactic interference patterns observed in assignments submitted by Azerbaijani students at AUL. The research respondents were all the students of the Indonesian Language Course at AUL which were six elementary grade students.

Primary data sources for this study include oral recordings and written test assignments submitted by Azerbaijani students. The data was shared by the Indonesian language instructor at AUL and focuses on phonological, morphological, and syntactic interference.

The data for this research was collected through observation and documentation. The research employs the interactive or flow model for data analysis, which consists of four stages: data collection, data reduction, data presentation, and drawing conclusions, as proposed by Miles and Huberman (2019).

### 3. Results and discussion

Lantika and Cholsy (2023) has explained in their article that the Indonesian language has 10 vowels as seen in **Table 1**. These ten vowels are [i], [I], [e], [ε], [a], [ə], [ɔ], [o], [U], [u]; and six vowel phonemes: /e/, /a/, /ə/, /u/, /o/, /i/. Additionally, there are 22 consonants in the Indonesian language, namely: /b/, /p/, /m/, /w/, /f/, /d/, /t/, /n/, /l/, /r/, /z/, /s/, /ʃ/, /ɲ/, /j/, /c/, /y/, /g/, /k/, /ŋ/, /x/, and /h/ as seen in **Tables 2** and **5**. When viewed from the place of articulation, there are three factors underlying the categorization of Indonesian consonants, namely (1) vocal cord conditions, (2) place of articulation, and (3) manner of articulation (Moeliono et al., 2017).

**Table 1.** The Indonesian vowels.

Vowel	Sound	Examples	English Approximation
<b>a</b>	/a/	<b>apa</b> (what)	father
<b>i</b>	/i/	<b>bibi</b> (aunty)	bin
<b>u</b>	/u/	<b>buku</b> (book)	foot
<b>e</b>	/e/	<b>enak</b> (delicious)	clay
<b>ə</b>	/ə/	<b>ke mana</b> (to where)	about
<b>o</b>	/o/	<b>toko</b> (shop)	sole

Source: Jembatan Bahasa Indonesian Language School (2024).

**Table 2.** The Indonesian consonants.

Consonant	Sound	Examples	English Approximation
<b>B</b>	/b/	<b>babi</b> (pig)	bee
<b>D</b>	/d/	<b>dadu</b> (dice)	do
<b>F</b>	/f/	<b>fosil</b> (fossil)	fossil
<b>*G</b>	/g/	<b>guru</b> (teacher)	gain
<b>*H</b>	/h/	<b>halo</b> (hello)	hello
<b>J</b>	/dʒ/	<b>jalan</b> (to walk, road)	job
<b>L</b>	/l/	<b>lele</b> (catfish)	lean
<b>M</b>	/m/	<b>minum</b> (to drink)	mine
<b>N</b>	/n/	<b>nanas</b> (pineapple)	nice
<b>S</b>	/s/	<b>susah</b> (difficult)	six

**Table 3.** (Continued).

Consonant	Sound	Examples	English Approximation
<b>W</b>	/w/	<b>Wawan</b> (a person's name)	<b>wise</b>
<b>Y</b>	/j/	<b>yoyo</b> (yo-yo)	<b>yes</b>
<b>X</b>	/x/	<b>khas</b> (special, exclusive)	<b>Scottish loch</b>
<b>Z</b>	/z/	<b>zaman</b> (era/time)	<b>zoo</b>

Source: Jembatan Bahasa Indonesian Language School (2024).

\* **G** always sound /g/, never /j/ as “giant”.

\* **H** is sometimes silent, especially in colloquial Indonesian.

**Table 4.** The Indonesian consonants sounds that are pronounced the same as in English but never aspirated.

Consonants	Sounds	Examples	English Approximation
<b>K</b>	/k/	<b>kakak</b> (older sibling)	<b>sky</b>
<b>P</b>	/p/	<b>hadap</b> (to face)	<b>spy</b>
<b>T</b>	/t/	<b>padat</b> (dense)	<b>stye</b>

Source: Jembatan Bahasa Indonesian Language School (2024).

**Table 5.** The Indonesian consonant sounds that are not the same in English.

Consonants	Sounds	Examples	English Approximation
<b>R</b>	/r/	<b>rumah</b> (house)	Spanish <b>rio</b>
* <b>C</b>	/tʃ/	<b>cari</b> (to look for)	<b>itchy</b>
<b>V</b>	/f/	<b>virus</b> (virus)	<b>feet</b>

Source: Jembatan Bahasa Indonesian Language School (2024).

**Table 6.** Indonesian diphthongs—two vowels that make a single sound.

Diphthongs	Sounds	Examples	English Approximation
<b>ai</b>	/ai/	<b>pantai</b> (beach)	<b>bye</b>
<b>au</b>	/au/	<b>pulau</b> (island)	<b>how</b>
<b>oi</b>	/oi/	<b>tomboi</b> (tomboy)	<b>boy</b>

Source: Jembatan Bahasa Indonesian Language School (2024).

On the other hand, the Azerbaijani language is made up of 15 vowel phonemes and 25 consonant phonemes. 25 consonant phonemes, which are represented by 32 letters in the Azerbaijani alphabet. Azerbaijani has 9 short vowels (i, ü, e, ö, ə, a, o, u) and 6 long vowels (i:, e:, ö:, ə:, a:, u:), which are primarily found in loan words. The phonetic accent typically falls on the last syllable, and the phonemic accent is not dependent on the word's lexical meaning (Ghaffarvand-Mokari and Werner, 2016). The alphabets, sound, and pronunciation examples can be seen in **Table 6**.

**Table 7.** The Azerbaijani alphabets, sound, and pronunciation example.

Azerbaijani Alphabet	English Sound	Pronunciation Example
<b>A a</b>	[ɑ]	as in <b>army</b>
<b>B b</b>	[b]	as in <b>bank</b>
<b>C c</b>	[dʒ]	as in <b>japan</b>

**Table 8.** (Continued).

Azerbaijani Alphabet	English Sound	Pronunciation Example
Ç ç	[tʃ]	as in <b>child</b>
D d	[d]	as in <b>dam</b>
E e	[ɛ]	as in <b>embassy</b>
Ə ə	[æ]	as in <b>cat</b>
F f	[f]	as in <b>fate</b>
G g	[g]	as in <b>gold</b>
Ğ ğ	[ɣ]	not similar sound in English
H h	[h]	as in <b>heart</b>
X x	[x]	as in <b>loch</b>
I ı	[ɯ]	as in <b>timber</b>
İ i	[ɪ]	no similar sound in English
J j	[ʒ]	as in <b>déjà vu</b>
K k	[k]	as in <b>kit</b> or as in <b>charming</b>
Q q	[g]	as in <b>gold</b>
L l	[l]	as in <b>lip</b>
M m	[m]	as in <b>Malta</b>
N n	[n]	as in <b>new</b>
O o	[ɔ]	as in <b>October</b>
Ö ö	[œ]	as in <b>Coln (German city)</b>
P p	[p]	as in <b>Portugal</b>
R r	[r]	as in <b>Renate</b>
S s	[s]	as in <b>Sam</b>
Ş ş	[ʃ]	as in <b>shake</b>
T t	[t]	as in <b>time</b>
U u	[u]	as in <b>put</b>
Ü ü	[y]	as in <b>mute</b>
V v	[v]	as in <b>victory</b>
Y y	[j]	as in <b>yes</b>
Z z	[z]	as in <b>Zanzibar</b>

Source: (Mylanguages.org, 2019).

### 3.1. Phonological interference

There are three types of phonological interference found on Azerbaijani students when they produce the sound of Indonesian words.

#### 3.1.1. Vocals

The Azerbaijani students had a difficulty to decide when they should produce /e/ and when they must produce the sound /ə/ or /ɛ/ because in Indonesian language the letter “e” can sound as /e/, /ə/, or /ɛ/ as seen in **Table 7**.

**Table 9.** The Azerbaijani students' vocal errors on letter "e".

Words	Azerbaijani	Correct Pronunciation
Berbincang (Conversing)	ber' bintʃan	/bər' bintʃan/
Menolong (Help)	/mɛ' nolon/	/mə' nolon/
Tersenyum (Smiling)	/tər' sen.jum/	/tər' sen.jum/
Mengerti (Understand)	/məŋ' erti/	/məŋ' erti/
Meskipun (Although)	/mɛs' kipun/	/mɛs' kipun/
Cerewet (Talkative)	/'tʃɛrɔwɛt/	/'tʃɛrɔwɛt/
Senang (Happy)	/sɛ' nan/	/sə' nan/
Berjudul (Entitled)	/bər' dʒudul/	/bər' dʒudul/
Keluarga (Family)	/kɛ' luarga/	/kə' luarga/
Celana (Pants)	/tʃɛ' lana/	/tʃə' lana/
Seperti (Like)	/sɛ' pɛrti/	/sə' pɛrti/
Berbukit (Hilly)	/ber' bukit/	/bər' bukit/
Gemuk (Fat)	/'gɛmɛuk/	/'gəmək/
Berjalan-jalan (Strolls)	/ber' dʒalan-' dʒalan/	/bər' dʒalan-' dʒalan/
Kecil (Small)	/'kɛtʃil/	/'kətʃil/
Belakang (Back)	/bɛ' la.kan/	/bə' la.kan/
Jendela (Window)	/'dʒɛndəla/	/'dʒɛndəla/

### 3.1.2. Diphthongs

The Azerbaijani students had different way to pronounce words with diphthongs. They will say /ayi/ instead of /ai/ and say the Indonesian /au/ separately into /a/ and /u/ as seen in **Table 8**.

**Table 10.** The Azerbaijani students' diphthongs Errors on /ai/ and /au/.

Words	Azerbaijani	Correct Pronunciation
Harimau (Tiger)	/ha' ri.ma.u/	/ha' ri.mau/
Kerbau (Water Buffalo)	/kər' ba.u/	/kər' bau/
Merantau (Wander)	/mɛ' ran.ta.u/	/mɛ' ran.tau/
Sebagai (As)	/sə' ba.ga.yi/	/sə' ba.gai/
Atau (Or)	/a' ta.u/	/a' tau/
Pandai (Smart)	/'pan.da.yi/	/'pan.dai/
Gulai (Stew)	/gu' la.yi/	/gu' lai/
Andai (If)	/an' da.yi/	/an' dai/
Kacau (Chaos)	/ka' tʃa.u/	/ka' tʃau/

### 3.1.3. Consonant

The Azerbaijani students keep making errors on the nasal sounds /ŋ/. They add prolonged nasal sounds at the end of words with [ng]. The correct pronunciation involves a single occurrence of these nasal sounds /ŋ/. They also double the sound /k/ and has difficulty on determining when they have to produce /k/ or /q/ and /j/ or palatal /c/ as seen in **Table 9**.

**Table 11.** The Azerbaijani students' consonants errors.

Words	Azerbaijani	Correct Pronunciation
Berbincang-bincang (Conversing)	/bər'bin.tʃaŋ bin.tʃaŋ:/	/bər'bin.tʃaŋ bin.tʃaŋ/
Menolong (Help)	/mə'no.loŋ:/	/mə'no.loŋ/
Senang (Happy)	/sə'naŋ:/	/sə'naŋ/
Panjang (Long)	/'pa.ŋaŋ:/	/'pa.ŋaŋ/
Orang-orang (People)	/o'raŋ o'raŋ:/	/o'raŋ o'raŋ/
Barang-barang (Stuff)	/ba'raŋ ba'raŋ:/	/ba'raŋ ba'raŋ/
Belakang (Back)	/bə'la.kaŋ:/	/bə'la.kaŋ/
Tidak (No)	/'saŋ.gat/	/'ti.dak/
Sangat (Very)	/dʒə'la.na/	/'saŋ.at/
Kecil (Small)	/'dʒə.tʃil/	/'kət.sil/
Cantik (Beautiful)	/'dʒan.tik/	/'tʃan.tik/
Celana (Pants)	/'saŋ.gat/	/tʃə'la.na/

### 3.2. Morphological interference

There are two types of morphological interference found on Azerbaijani students when they write the Indonesian sentences.

#### 3.2.1. Affix morpheme

The Azerbaijani students has a hard time learning prefix such as “di-”, “ter-”, “ber-”, and “me-” because the most common used affix in their first language is suffix and has difficulty in the passive form sentences but they can distinguish the “me-” prefix in an active sentence. This can be seen from **Table 10**.

**Table 12.** The Azerbaijani students' prefix errors.

The Correct Sentence	Azerbaijani Student's Version
Mereka sudah <b>die</b> vakuaasi ke Ambon untuk pemulihan kondisi fisik dan psikis.	Mereka sudah <b>menge</b> vakuaasi ke Ambon untuk pemulihan kondisi fisik dan psikis.
Adebu Rahanlua dan Sami Jabar <b>men</b> emukan nelayan di perairan Pulau Trangan.	Adebu Rahanlua dan Sami Jabar <b>men</b> emukan nelayan di perairan Pulau Trangan.
Kemudian keenam korban itu <b>die</b> vakuaasi ke Ambon dengan <b>meng</b> gunakan pesawat.	Kemudian keenam korban itu <b>menge</b> vakuaasi ke Ambon dengan <b>meng</b> gunakan pesawat.
Ada banyak mahasiswa asing yang sudah lancar <b>memb</b> aca koran.	Ada banyak mahasiswa asing yang sudah lancar <b>dib</b> aca koran.
Meskipun Patrick belum lancar <b>ber</b> bahasa Indonesia dia <b>menc</b> oba untuk <b>memb</b> aca koran	Meskipun Patrick belum lancar <b>ber</b> bahasa Indonesia dia <b>dic</b> oba untuk <b>memb</b> aca koran
Juliana yang <b>men</b> unggunya sejak pagi di Bandara <b>dipel</b> uk saudaranya itu sambil <b>men</b> angis.	Juliana yang <b>dit</b> unggunya sejak pagi di Bandara <b>mem</b> eluk saudaranya itu sambil menangis.
Anak-anak sedang <b>ber</b> main bola di tanah lapang	Anak-anak sedang <b>mem</b> ain bola di tanah lapang
Dahan pohon itu <b>dis</b> ambar oleh petir	Dahan pohon itu <b>dis</b> ambar oleh petir
Kedua pria itu tengah <b>ber</b> kelahi di pinggir jalan	Kedua pria itu tengah <b>dik</b> elahi di pinggir jalan
Kambing-kambing itu telah <b>dis</b> embelih saat Idul Adha kemarin	Kambing-kambing itu telah <b>ter</b> sembelih saat Idul Adha kemarin
Kami sempat <b>ber</b> bincang dengannya kurang lebih 15 menit	Kami sempat <b>memb</b> incang dengannya kurang lebih 15 menit

### 3.2.2. Difficulty distinguishing passive forms

In **Table 11**, the findings indicate that Azerbaijani students face significant challenges in distinguishing the passive form in Indonesian sentences. The correct use of the passive form with the prefix ‘di-’ was replaced by the active form prefix ‘me-’ by Azerbaijani students.

**Table 13.** The Azerbaijani students’ difficulty in distinguishing passive form.

The Correct Sentence	Azerbaijani Student’s Version
Kedatangan rombongan di Bandara Patimura <b>disambut</b> rasa bahagia dan haru oleh keluarga.	Kedatangan rombongan di Bandara Patimura <b>menyambut</b> rasa bahagia dan haru oleh keluarga.
Korban <b>diperiksa</b> dokter dan <b>diizinkan beristirahat</b> di penginapan.	Korban <b>memeriksa</b> dokter dan <b>dizinkan beristirahat</b> di penginapan.

In addition to the data above, other syntactical interferences were also found:

*Anjing-anjing suka tulang.* (Azerbaijani student’s version)

*Anjing suka tulang.* (Correct Indonesian Sentence)

In Indonesian, a single word can have a plural meaning. Therefore, there is no need to use the word in the plural, whereas in the Azerbaijani language when using a word with a plural meaning, a plural suffix must always be added. This habit causes interference when translating Azerbaijani into Indonesian.

### 3.3. Syntactic interference

Azerbaijani students often use the S-C-O-P pattern from their first language when writing in Indonesian language, resulting in predicates being placed at the end of sentences. While some sentences may still be understandable, they are not written in the S-P-O-C format as seen in **Table 12**.

**Table 14.** The Azerbaijani students’ syntactic interference.

The Correct Sentence	Azerbaijani Student’s Version
Mereka menerima gaji tinggi di Jakarta	Gaji tinggi di jakarta mereka diterima
Orang banyak mencari pekerjaan di luar kota	Pekerjaan di luar kota banyak orang dicari
Keinginannya untuk menjadi pedagang akhirnya ia batalkan	Keinginannya untuk menjadi pedagang akhirnya ia dibatalkan
Santi menguraikan pengalamannya kerja di malaysia	Pengalamannya kerja di malaysia Santi diuraikan
Memperoleh kesempatan bertemu dengan teman kerja dari berbagai negara.	Kesempatan bertemu dengan teman pekerja dari berbagai negara diperoleh
Dia mendapat gaji sekitar 1000 ringgit Malaysia di bulan-bulan pertama di Malaysia	Gaji sekitar 1000 ringgit Malaysia bulan-bulan pertama di malaysia dia didapat
Namun, ia tidak memiliki bakat dagang	Namun, bakat dagang ia tidak dimiliki
Dia harus memilih pekerjaan sebagai petugas administrasi di sebuah pabrik barang.	Pekerjaan sebagai petugas administrasi di sebuah pabrik barang dia harus dipilih
Ipah memulai kehidupan baru sebagai pengusaha kecil-kecilan sepulang dari Malaysia.	Kehidupan baru sebagai pengusaha kecil-kecilan sepulang dari malaysia Ipah dimulai

Azerbaijani Syntactical Interference in Indonesian stated that the syntactical or

grammatical structure of Azerbaijani is different from Indonesian. The syntactic structure of the Azerbaijani language is S-C-O-P, while the syntactic structure of the Indonesian language is S-P-O-C, this causes difficulties for Azerbaijani students in composing Indonesian sentences and causes syntactic interference. This is corroborated according to Jafaroya (2017) revealing that Interference is an exchange of language systems used in other language elements which are seen as errors because they deviate from the rules of the language used. The different sentence pattern between Azerbaijani and Indonesian is the main problem of syntactic interference.

*Tua ingin seekor cangkir air.* (Azerbaijani student's version)

*Nenek tua itu ingin secangkir air.* (Correct Indonesian Sentence)

In Azerbaijani adjectives can be used as nouns without adding any suffixes or auxiliary words. For example, *qoca* which means old and people have an older age. In Indonesian, when using the word old (*tua*), it can only be used as an adjective, while in Azerbaijani it can function as a noun and an adjective. This is because number words are rarely used in Azerbaijani, so when translating Azerbaijani into Indonesian students can cause interference.

*Adil tidak membaca buku.* (Azerbaijani student's version)

*Adil tidak membaca buku itu.* (Correct Indonesian Sentence)

The reason for the interference is because in Azerbaijani the word book can be used without a reference word whereas in Indonesian when not using a reference word it can have a different meaning.

*Tanaman itu ada dua jenis asam delima dan manis delima.* (Azerbaijani student's version)

*Tanaman itu ada dua jenis: delima asam dan delima manis.* (Correct Indonesian Sentence)

The sentence is wrong because in the sentence structure in Azerbaijani the adverb comes before the object.

*Apel merah di keranjang adalah untuk nenekku.* (Azerbaijani student's version)

*Apel merah di keranjang itu untuk nenekku.* (Correct Indonesian Sentence)

In Azerbaijani, you always have to use a predicate suffix, the absence of a predicate suffix in Indonesian causes students to replace the predicate suffix with 'adalah' and this causes interference.

*Karena penumpang suka bersih mobil.* (Azerbaijani student's version)

*Karena penumpang suka mobil yang bersih.* (Correct Indonesian Sentence)

The sentence is wrong because in the sentence structure in Azerbaijani the adverb comes before the object.

#### **4. Discussion**

The linguistic challenges that Azerbaijani students face when learning Bahasa Indonesia align with Weinreich's Theory of Language Interference. This theory suggests that elements from one's native language can influence the production of the target language. The observed interference patterns can be categorized into phonological, morphological, and syntactic aspects, which shed light on the intricacies of language acquisition.

Azerbaijani students face notable phonological obstacles when trying to articulate

Indonesian words. The interference is particularly evident due to discrepancies in vowel phonemes between Azerbaijani and Indonesian. Azerbaijani does not have the vowel phoneme /e/ but has /é/, leading to mispronunciations in words such as “Menolong (Help)” and “Tidak (No)”. Furthermore, the lack of the /ng/ sound in Azerbaijani can lead to mispronunciation of words with this nasal sound in Indonesian. According to Al-Hamzi (2021), bilingual speakers may apply the sound unit system of their native language to the target language, resulting in deviations in the phonemic system of the recipient language.

Azerbaijani students face challenges in understanding Indonesian affixation systems due to morphological interference. Azerbaijani, which lacks prefixes, has difficulty applying Indonesian affixes such as /di-/, /ter-/, /ber-/, and /me-/. Additionally, the limited use of the passive voice in Azerbaijani further complicates the correct application of passive voice prefixes in Indonesian. Lekova (2010) points out that errors can be caused by the influence of the mother tongue and the foreign language that is being studied. This is especially noticeable in grammatical markers, morphology, and sentence structure.

Syntactic interference can arise due to differences in sentence structure between Azerbaijani and Indonesian. Azerbaijani follows an S-C-O-P structure, while Indonesian adheres to an S-P-O-C pattern. This syntactic incongruity can lead to difficulties for Azerbaijani students when constructing Indonesian sentences, resulting in misplaced predicates and adverbs. Jafarova (2017) emphasizes that interference occurs when language systems from other languages are used inappropriately, resulting in errors that deviate from the rules of the target language.

Phonological interference can be caused by Azerbaijani students' inability to distinguish between the /e/ and /é/ sounds, limited exposure to a wide Indonesian vocabulary, and the pronunciation of the letter /g/ with double intonation due to the absence of the /ng/ sound in Azerbaijani. Morphological interference is caused by the lack of prefixes in Azerbaijani, which can lead to confusion when using affixes. Syntactic interference, on the other hand, is a result of the different sentence structures between Azerbaijani and Indonesian (S-C-O-P vs. S-P-O-C).

To address phonological interference, it is essential to conduct targeted drills and exercises that focus on specific phonemes, such as /e/ and /ng/. To mitigate morphological interference, exercises emphasizing correct affixation can be employed. Similarly, extensive sentence construction activities emphasizing the Indonesian sentence structure (S-P-O-C) can be used to tackle syntactic interference. It is important to provide examples, explanations, and additional practice to reinforce the proper application of linguistic elements.

## **5. Conclusion**

The exploration of phonological, morphological, and syntactic interferences in Azerbaijani students learning Indonesian language reveals the nuanced challenges arising from the influence of their native language. Weinreich's theory of language interference aptly characterizes these struggles, emphasizing the transfer of linguistic elements from Azerbaijani to Indonesian. Phonological mispronunciations, morphological perplexities, and syntactic incongruities underscore the multifaceted

nature of these interferences. Addressing these challenges necessitates a targeted approach involving phonological drills, morphological exercises, and syntactic practices. Culturally contextualized language instruction, peer interaction, and individualized feedback further contribute to a comprehensive strategy for mitigating these interferences and fostering a more seamless language acquisition process.

To enhance the language learning experience for Azerbaijani students, a multifaceted approach is recommended. Incorporating culturally relevant content into language instruction ensures a deeper understanding of linguistic nuances. Additionally, fostering peer interaction and language exchange programs provides practical application opportunities. Implementing individualized feedback and regular assessments allows for tailored guidance, while consistent practice through structured exercises and drills addresses specific phonological, morphological, and syntactic challenges. These strategies collectively contribute to a supportive learning environment that empowers Azerbaijani students in their journey toward mastering Indonesian language.

This study only focuses on three domains, namely phonological interference, morphological interference, and syntactic interference. However, in this study lexical interference was found. In Azerbaijani there is only one word which means to have or to have, namely the word *var*. So, students find it difficult to distinguish the use of these words in Indonesian. Lexical interference because the word *olur* is used in Azerbaijani, which means to be, so students sometimes make lexical interference. This research is the latest research in the field of linguistics which discusses the interference between Azerbaijani and Indonesian. The results obtained in this study are phonological, morphological, and syntactic interference which has not been studied before so that it becomes novelty research.

**Author contributions:** Conceptualization, methodology, dataset analysis, NZ; data curation, review and editing manuscript, SS; methodology, reviews, final version, KS. All authors have read and agreed to the published version of the manuscript.

**Conflict of interest:** The authors declare no conflict of interest.

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