

CHAPTER I

INTRODUCTION

Introduction is the first chapter of the thesis that introduces the readers to the study, the objective and why it is important to be investigated. This chapter consists of (1) Background of the Research, (2) Research Problem, (3) Objective of the Research, (4) Significance of the Research, and (5) Definition of Key Terms.

A. Background of the Research

Communication is an essential part of human life. People need to communicate since they are social creatures, and language is an excellent tool to help them socialize. The role of language is important as a means of daily communication in order to know each other. As Allah mentioned in the Holy Qur'an Al-Hujurat verse 13.

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۗ
إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاكُمْ ۗ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ

Based on the verse above, it is important for human to know each other. One of the ways to make it true is through language. Language is a fundamental communication tool to connect people. Thus, language is needed to ensure that people are able to communicate and get to know each other.

Mostly, regions or countries in the world are occupied by people who speak different languages. However, regions and different languages now become problems in communication (Martanti, 2011). Therefore, it needs a language to bridge people to communicate with others which is widely known as Lingua Franca or unifying language (Chaer & Agustina, 2004).

Nowadays, the presence of *lingua franca* becomes crucial. One of the languages of the world which is considered as global lingua franca is English. English is selected as the unifying language of the entire world instead of Latin in the heyday of Europe (Fromkin & Rodman, 2003). English as a universal language is commonly used in all around the world either as a native, second, or foreign language. In Indonesia, English is considered as a foreign language along with Arabic, Korean, Chinese, and many more.

Currently, most of Indonesian people intend to master English or at least understand about it. Most of them are able to write and speak in English. However, not all of their English speech and written form is based on English standard. They may find some difficulties to learn some aspects such as the grammar, vocabularies, even phonetic in English. Consequently, they are often influenced by Indonesian structure when they use English. It happens because they think the major purpose of communication is just for understanding. In other words, if communicators

can capture what the speaker says or writes then it is enough, even though its English grammar is mistreated (Martanti, 2011).

In other case, when using or speaking in English, sometimes the speaker sounds uncommon in English, especially from grammatical aspects. People can find this when someone is debating or giving their speech in English. One of the examples is “*People has something in their mind.*” This example contains a mistake since the use of word *has* does not match with the subject *people* which is plural. As an essential part of culture, language including Indonesian cannot be separated by the problems mentioned above. Interchanging between languages always happens, especially in the other speech community which is called language contact (Martanti, 2011).

Language contact occurs in every community. It will initiate interchanging between Indonesian and foreign language, and one of them is English. English as used by the bilingual or multilingual people is commonly influenced by many factors, and one of them is the first language (L1). It can be in form of positive or negative transfer (Lekova, 2010). The use of correct grammatical patterns of English is the result of positive transfer. Fortunately, this transfer directs people to understand the meaning of the language interaction. Unfortunately, the problems become a result of negative transfer whenever the misuse of grammar rules happens in the implementation of using English. This negative transfer is commonly known as language interference.

Language interference is a language transfer which commonly happens due to the influence of first language (L1) (Nurhayati, 2017). The effect of first language in second language can occur in different language systems because the speakers or writers use the systems or elements such as the sound systems, the meaning of words, structures, and styles from first language into second language. Thus, when they use second language, they have a tendency to mix aspects of the second language with aspects of their own language.

Language interference is often found in bilingual or multilingual countries. Errors on various aspects such as phonology, morphology, syntax, and lexical may happen either in speaking or writing (Troike, 2006). Those can be found in movie dialogue, interviews, articles, debate speech, and so forth. Here, the researcher is going to analyze the language interference that occurs in English debate speech of LiDS Educia members, especially from morphological and syntactical aspects.

The reason why the researcher is interested to conduct a research about interference from morphological and syntactical aspects in English debate speech of LiDS Educia members is inspired by the prior studies. The first study is from Syarif (2014) entitled “Grammatical Interference Found in the English Departments Students’ Writing: Indonesian to English Grammar” which has the conclusion that language interference in English department students falls on the three main linguistic elements (syntactical, morphological, and lexicon), but the dominated ones are

syntactical and morphological elements (Syarif, 2014). Another study is from Wati (2015). She conducted a research about “Grammatical Interference of Javanese Language in Indonesia Language by Kindergarten’s Children”. In this research, Wati (2015) also concluded that there are two kinds of interference happening in Indonesia language used by kindergarten children which are morphological and syntactical interference. Hence, the researcher has an initiative to conduct further investigation about interference from morphological and syntactical elements. However, the specific difference which differs the researcher’s research from those previous studies is that the researcher conducted this research about how morphological and syntactical interference occur in speaking, especially in English debate speech of LiDS Educia members since the researcher also finds that there is a language interference when LiDS Educia members are debating. Meanwhile, the previous studies mainly discuss about how morphological and syntactical interference occur in writing.

For those reasons above, the researcher is interested to conduct a research entitled:

“Morphological and Syntactical Interference Found in English Debate Speech of LiDS Educia Members”.

B. Research Problem

Based on the background of the research, the research problem is formulated as:

1. What are the forms of morphological interference in English debate speech of LiDS Educia members?
2. What are the forms of syntactical interference in English debate speech of LiDS Educia members?
3. What are the forms of morphological-syntactical interference in English debate speech of LiDS Educia members?

C. Objective of the Research

Based on the research questions above, the objective of this research is aimed:

1. To find out the forms of morphological interference in English debate speech of LiDS Educia members.
2. To find out the forms of syntactical interference in English debate speech of LiDS Educia members.
3. To find out the forms of morphological-syntactical interference in English debate speech of LiDS Educia members.

D. Significance of the Research

The results of this research are expected to have benefit to enhance the researcher's knowledge about linguistics, especially in the field of

Morphology and Syntax. Hopefully, it also can be benefit for the readers or even the debaters as bilingual or multilingual users who like speaking in English in order to minimalize and anticipate the errors in their debate speech as an effect of language interference.

E. Definition of Key Terms

For the purpose of avoiding misunderstanding or misinterpretation, the following important terms need to be defined.

1. Morphological Interference

Morphological interference covers the use of morpheme, inflection and affixation (Troike, 2006). In this research, the researcher only focuses on the English morpheme and affixation found in English debate speech of LiDS Educia members.

2. Syntactical Interference

Syntactical interference involves some aspects, such as word order, agreement in sentence structure, and formulation of statements and questions (Syarif, 2014). In this research, the researcher decides to focus on word order, agreement, and formulation of question in sentence structure which commonly happen in English debate speech of LiDS Educia members.

3. Debate Speech

Debate speech here refers to every words uttered in English debate by each debater of LiDS Educia which they are starting their thoughts about a motion or a topic. In their debate speech, they can put some arguments, rebuttal, or conclusion about a topic debated.

4. LiDS Educia

LiDS Educia stands for Linguistics and Debating Society Educia. It is the only one debate community in Tarbiyah and Teachers Training Faculty in UIN Antasari. There are two main divisions in this community, English and Arabic. Here, the researcher only focuses on the English division members of LiDS Educia.