

CHAPTER I

INTRODUCTION

A. Research Background

Nowadays, English plays a very important role. In fact, future generations of Indonesia should learn this language in order to be able to compete in this era. It is an international language used by everyone as lingua franca which indicates its usage to communicate with others who come from different countries and it is very important for the development of education. In Indonesia, English is regarded as a foreign language. It is only taught in formal education, but Indonesia has a big motivation to learn English. Students in Indonesia have to start to learn English intensively from now, so in the future they can speak and master English well.

In Indonesia, English is taught as foreign language at schools. Even though the students are provided with English subject, they are still confused on how to speak in English properly. Most of the time, the students are unconsciously use pattern of their source language when communicating in English as the target language. Both Indonesian and English are used in alphabetical system, but there are difference in structure and pronunciation. For example, in English, “c” can be pronounced in two different ways, it can be hard c or [k] sound and soft c or [s] sound. The students aren’t familiar with these sounds since there are

some sounds in English which doesn't available in the source language. Another obstacle faced by the students is structure. Students' source language doesn't have tenses which imply to certain of time represented through verb used in the sentence. In addition, students' source language doesn't have similar concept like "to be" which functions to differ whether the subject in the sentence is singular or plural. In some cases, there are students who can spell the word properly but doesn't know how appropriate way of pronouncing it, and vice versa. This linguistic phenomenon is called language contact which happens as the result of interplaying between source language and English.

Language contact creates interplaying between the source language and target language which will be discussed in this research is English. It means that the source language may have impact toward the target language or vice versa. It suggests that two or more language which are used alternately by the same person will be considered to be in contact. The language-using individuals are thus the locus of the contact. The impact of source language toward target language can occur in the different language systems because the speakers or writers use the systems or elements from the source language into target language.

When the system of certain language is used in other language, it is called the transfer of the language system. Application of the language system is possible in phonology, morphology, and syntax. The language transfer happens through productive skill, which are speaking and writing.

For everyone who is master more than one language must have experienced language transfer. Based on Dulay, there are two types of language transfer. First, positive transfer is the type which happens because there is an aspect from source language that is similar to target language. Second, negative transfer is the type which confuses the speaker then leads to error in using the target language. This type is also known as language interference. As Allah says in An Nuur verse 17:

يَعِظُكُمُ اللَّهُ أَنْ تَعُودُوا لِمِثْلِهِ أَبَدًا إِنْ كُنْتُمْ مُؤْمِنِينَ

Based on that verse, we are told that we can learn not only from the positive transfer, but also the negative one. These transfers provide us what aspects that actually we find difficult. If where the problem comes from has been detected, we need to take it seriously. Therefore, the process of acquiring the language will be effective despite the interferences possible to occur.

Language interference is a concept that is introduced by Weinrich. This term refers to change in the system of a language that is caused by the contact between one language and another. According to Chaer & Agustina (2004, p.120), language interference is possibly done by people who know more than one language. In bilingual or multilingual countries, language interference is found in several aspects such as phonology, morphology, syntax, lexical and others. Thus, it can be found in

newspapers, magazines, movies, interviews, bulletins, books and even English learning process at school.

Among several areas of language interference, this study will specifically discuss source language interference. In the point of view of Gutierrez et.al (2012), it is also known as first language interference, linguistic interference, and cross meaning. Additionally, as a part of language interference, they agree that this transfer is the result of speakers' native language knowledge application while they convey their ideas in target language. Furthermore, the involvement of source language's features is possibly caused by learner's language background. In addition, the issue arises due to mastery of more than one language which may influence the usage of these languages in communication.

In English Education Department of Antasari State Islamic University, English is one of the subjects taught. The teacher provides several activities in order to develop students' language skill. To be precise, this research will be focusing on one of specific attempt used to enhance students speaking skill.

One of the activities to improve students' ability in spoken English is by making dialogue. The students will be told to work in pair or group to create a dialogue based on certain theme. For example, the students are given "Holiday" as the theme. After they discussed and finished the dialogue, they will be asked to memorize it and perform together in front of the class. In this task, the students face some obstacles, such as lack of

vocabulary, differ opinion within the group, and most importantly the language interference. As stated in Al-Maidah verse 2

وَلَا تَعَاوَنُوا عَلَى الْإِثْمِ وَالْعُدْوَانِ ۚ وَاتَّقُوا اللَّهَ ۖ إِنَّ اللَّهَ شَدِيدُ الْعِقَابِ

Additionally, in Tirmidzi, Rasulullah saw says

لَا يَكُونُ الْعَبْدُ تَقِيًّا حَتَّى يُحَاسِبَ نَفْسَهُ كَمَا يُحَاسِبُ شَرِيكَهُ

As the verse and hadis above, in dialogue activity, language learners need to exchange their opinion in order to achieve the goal they have designed. In fact, the performance will show the whole team effort if all of the members decide to take part throughout the activity. Therefore, dialogue activity serves the students various perspectives in expressing ideas related to certain theme. Furthermore, each others can remind whoever being interfered by their source language.

The researcher found that the students commonly are being interfered by their source language. The interference indicates the influence of the process of acquiring the target language itself. There are several components in speaking skills; there are vocabulary, grammar, fluency, and pronunciation that will be taken into account while investigating the interferences happen during the dialogue activity. Additionally, this research will also reveal the stimulus of the source language interference into the language learners' speaking skill.

B. Research Questions

Based on to the explanation above, the questions that would be interested to be discussed as follows:

1. What are the types of source language interferences found in English Education Department Students' speaking skill?
2. What stimulates the occurrence of the source language interferences found on English Education Department Students' speaking skill?

C. Objective of Study

Specifically, the objectives of this study are:

1. To find out the type of source language interferences found in English Education Department students' speaking skill.
2. To identify stimulus of the source language interferences occurrence found on English Education Department students' speaking skill.

D. Significance of Study

Through this research, the researcher hopes that this study will be useful as follows:

1. To help the teacher to determine effective strategy to decrease source language interference on student's speaking skill.
2. To give clearer picture on how the source language interference happen during the dialogue activity for the students themselves.
3. To broaden researcher's knowledge related to source language interference.
4. To be reference for further research.

E. Definition of Key Terms

1. Source Language Interference

It refers to a part of the language transfer which happens when the students are attempting to make use of English, in dialogue activity. This study will put a spotlight on negative transfer which influences the ideas the students want to express so that its content is weakened and results inappropriate communicative function of the target language.

2. Speaking Skill

It refers to skill the language learners acquired to transfer certain idea to others orally, especially in themed dialogue. The speaking skill will be focused on the dialogue activity. Therefore, in this research, the components of speaking skills of this research which involve vocabulary, grammar, fluency, and pronunciation will be explored.

3. English Education Department Students

It refers to students of English Education Department of Antasari State Islamic University. It consists of students who come mainly from South of Kalimantan. In this study, students of seventh semester will be investigated.