

## CHAPTER IV

### FINDING AND DISCUSSION

#### A. Finding

On this data presentation, the writer describes about the result of research on the field based on the interview, documentary, and questionnaire. The data are arranged and presented in table form, and then writer gives them some analysis and conclusion globally.

1. The data about interference of Banjarese elements by students in daily English conversation practice at Darul Istiqamah Islamic Boarding School Barabai.
  
2. The writer got all data about the interference on Banjarese students during daily English conversation practice from the documentary of language Improvement Department. Writer collected the documents about records of students, mistakes and errors in breaking language discipline which is caused them in attending to language court.

Table 4. 1. Record of Students' Interference Banjarese Elements

Date	Code	Interference	Correction
19-05-2014	JA	Ask your baby powder <i>lah?</i>	May I ask your baby powder?
19-05-2014	HR	You are the best, no body can defeat you <i>pang!</i>	You are the best, no body can defeat you

20-05-2014	AN	I'm sorry friend! If I mistake for you <i>lah</i>	I'm sorry friend, if I make mistake
Date	Code	Interference	Correction
20-05-2014	AB	That's her mother <i>kalo</i> ?	That's her mother, isn't she?
21-05-2014	IM	Hurry up <i>pang</i> !	Hurry up please!
21-05-2014	JM	Help me <i>pang</i> !	Help me please!
23-05-2014	HE	May be they have some cake lo?	May they have some cakes?
23-05-2014	NK	Give me the yellow book <i>pang</i>	Give me the yellow book, please!
23-05-2014	HM	<i>Nih</i> , I have three red books and a green one	Here, I have three red books and a green one
24-05-2014	AW	Two or three <i>ja</i> give your card	Give two or three of your card
24-05-2014	AR	You go to follow ustazah <i>gin</i>	Just go after Ustadzah
24-05-2014	SF	The thick eyebrow student <i>tunah</i> !	The students with luxuriant eyebrow
25-05-2014	AM	I ask her a lot of question <i>lah</i>	I ask her a lot of questions
25-05-2014	LN	Actually, he's love him <i>jer</i>	Actually, he loves him
26-05-2014	MT	Please give me <i>lah</i> a piece of pie	Please give me a piece of pie
26-05-2014	AA	Sure <i>ae</i> , you can do it	Sure, you can do it
27-05-2014	AU	Beautiful <i>nya</i> , your calligraphy paintig!	How beautiful your calligraphy painting is
27-05-2014	ARA	Can you mangursus me playing guitar?	Can you teach me how to play guitar?
28-05-2014	AR	You don't have a luch <i>kalo</i> ?	You don't have lunch, do you?
30-05-2014	HRY	Wait me a moment <i>pang</i> !	wait a minute, please!
31-05-2014	HE	<i>Marasnya</i> like that only you can't answer	What a pity you are, you are the only one who can't answer the question.

31-05-2014	HN	Your favorite colour pink <i>kah</i> ?	Is pink your favorite colour?
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Continuing Table 4. 1. Record of Students' Interference Banjarese Elements

Date	Code	Interference	Correction
31-05-2014	MF	Right <i>ae</i> , about yor answer	Your answer is correct
31-05-2014	IM	Ok <i>ja</i> , two thousand	Ok, two thousand

3. The Data about some factors that influence the interference that occur in the English conversation at the boarding School.

a. Students' First Language (mother tongue)

In practicing English speaking, students' first language or Banjarese has a possibility to make interference. Before they studied at Darul Istiqamah Islamic boarding School, they used to speak Banjarese at home. Theoritically, this influence cannot be avoided, because Banjarese language has a very circumstantial impression for the learner. But by a countinuous *habitualization* with English speaking, the influence can be decreased.

To know the frequency of studets of Darul Istiqamah Islamis Boarding School in practicing English Speaking on daily conversation, it can be seen at the following table:

Table 4. 2. Distribution of Frequency of Students of Darul Istiqamah Islamic Boarding School in Speaking English in Daily Conversation

No	Category	F	%
1	Always speak English	59	67.05
2	Often speak English	20	22.73
3	Sometimes speak English	9	10.22
4	Never speak English	0	0.00
	Total	88	100

The table above shows that the total number of students who stated that they always speak English in Daily conversation have amount about 59 students or 67.05%, and the category is very high or too small to have possibility to make language interference. The total number of students who stated that they often speak English are about 20 students or 22.73%, they have high to have possibility to make language interference. The students who stated that they sometimes speak English are about 9 students or 10.22%, and they have big possibility to make language interference, and the category is low. No one of students who stated they never speak English, and there aren't any students who have very low category or big possibility to make language interference Banjarese elements.

To know the frequency of students in speaking Banjarese in daily conversation at the boarding school, it can be seen at the table below:

Table 4. 3. Distribution of Frequency Students of Darul Istiqamah Islamic Boarding School in Speaking Banjarese in Daily Conversation

No	Category	F	%
1	Always speak Banjarese	0	0,00
2	Often speak Banjarese	0	0,00
3	Sometimes speak Banjarese	20	22.73
4	Never speak Banjarese	68	77.27
	Total	88	100

According to the table, there aren't any students who stated that they always and often speak Banjarese in daily conversation. So, there are no students who have high and very high category or big and very big possibility to make interference. There are 20 students or 23.73 % who stated that they sometimes speak Banjarese , and they have low category or small possibility to make interference Banjarese. 68 students or 77.27% stated they never speak Banjarese in daily conversation, and they have very low category or very small possibility to make interference Banjarese.

#### b. Students' Language Social Environment

Language social environment especially partner in conversation or talking has influence in language habitualization. Human has a habit to imitate what she see and hear. If students used to hear people around them speak Banjarese, they will get some trouble when they try to speak English. On the other hand, if they always hear and see people around them speak English, they will be easy to practice English. To know the requency of students' friends in conversation at Darul Istiqamah Islamic Boarding school in practicing English speaking in daily conversation, it can be seen at the following table:

Table 4. 4. Distribution of Frequency of Students' Friends in Conversation at Darul Istiqamah Islamic Boarding School in Speaking English Conversation

No	Category	F	%
1	Always speak English	57	64.77
2	Often speak English	21	23.86
3	Sometimes speak English	10	11,37
4	Never speak English	0	0,00
	Total	88	100

The table indicates that there are 57 students who stated that their friends in conversation always speak English, so there are 64.77% of them in very high category. There are 21 students who told that their friends in conversation often speak English. So, there are 23.86% of students in high category. There are 10 students who stated that their friends sometimes speak English, it means that 11.37% of students in

low category. By the way, there aren't any students who told that her friends never speak English which means there aren't any students very low category.

To know the frequency of students' friends in conversation in speaking Banjarese elements in daily conversation at the boarding school, it can be seen at the table below:

Table 4. 5. Distribution of Frequency of Students' Friends in Conversation ar Darul Istiqamah Islamic Boarding School in Speaking Banjarese in Daily Conversation

No	Category	F	%
1	Always speak Banjarese	0	0.00
2	Often speak Banjarese	0	0.00
3	Sometimes speak Banjarese	28	31.82
4	Never speak Banjarese	60	68.18
	Total	88	100

Based on the table, there aren't any students who stated that their friends always and often speak Banjarese in daily conversation. So, there aren't any students in high and very high category. There are 28 students or 31.82% who stated that their friends sometimes spaeak Bnajarese, and they are in low category. 60 students or 68.18% stated their friends never speak Banjarese in daily conversation, and they have very low category or very small possibility to make interference.

At Darul Istiqamah Islamic Boarding school, students are obligated to practice English speaking in daily conversation. So, the category of language social environment at the boarding school is formal environment, which focuses to the acquisition in structures of English consciously. In formal environment, if students make mistake in language, they will be corrected. To know the frequency of students being corrected in making English mistakes, it can be seen at the table below:

Table 4. 6. Distribution of Frequency of Students' Correction in Making English Mistakes at Darul Istiqamah Islamic Boarding School in Speaking Banjarese Elements in Daily Conversation

No	Category	F	%
1	Always be corrected	54	61.36
2	Often be corrected	23	26.14
3	Sometimes be corrected	11	12.5
4	Never be corrected	0	0
	Total	88	100

The table above indicates that there are 54 students stated they always corrected if they make English mistakes, so there are 61.36% of them are in very high category. There are 23 students who told that they are often corrected if they make English mistake, and it means 26.14% of them are high category. There are 11 students who stated that they sometimes corrected in making English mistake, so



12.5% of them are in low category. There aren't any students told that they always corrected in making english mistake, which means there aren't any students in very low category.

### c. Students' Knowledge About English Vocabulary

English vocabulary enrichment is important for students in practicing English in daily conversation. It will decrease the interference or borrowing Banjarese word in English speaking. To know frequency of students being given English vocabulary enrichment at Darul Istiqamah Islamic Boarding School, it can be seen at the below:

Table 4. 7. Distribution of Frequency of Students' being Given English Vocabulary Enrichment at Darul Istiqamah Islamic Boarding School in Speaking Banjarese Elements in Daily Conversation

No	Category	F	%
1	Always be given	62	70.45
2	Often be given	26	29.55
3	Sometimes be given	0	0
4	Never be given	0	0
	Total	88	100

The table above shows that there are 62 students stated that they always given an English vocabulary enrichment, so there 70.45% of them in very high category. There are 26 students who told that they often given English vocabulary enrichment,

and it means 29.55% of them are included in high category. There aren't any students who stated that they sometimes and never be given English vocabulary enrichment, so there aren't any student in very low category.

#### d. Students' Knowledge about the Difference Between Banjarese and English Language System

Knowing the difference of language system between banjarese and English are best in learning english for Banjarese students. It is necessary to do for students to avoid tranferring Banjarese into English only in vocabulary meaning when they practice English. For that, in English teaching and learning activity, students should be told the difference of language system between the English and their mother tongue, Banjarese. To know the frequency of students being told the difference of English and Banjarese system in English teaching at Darul Istiqomah boarding school, it can be seen at the table below:

Table 4. 8. Distribution of Frequency of Students' being Told The Difference of English and Banjarese System in English Teaching at Darul Istiqamah Islamic Boarding School in Speaking Banjarese in Daily Conversation

No	Category	F	%
1	Always be told	0	0,00
2	Often be told	16	18.18
3	Sometimes be told	19	21.59
4	Never be told	53	60.23

	Total	88	100
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The table above shows that there aren't any students stated they always told about the difference of English and Banjarese system in English teaching, so there isn't any of the students in very high category. There are 16 students often told about the difference of English and Banjarese system in English teaching, and it means 18.18% of them are in high category. There are 19 students who stated that they sometime are told about the difference of English and Banjarese system in English teaching, so 21.59% of them are included in low category. 53 students told that they are never told about the difference of English and banjarese system in English teaching, which means 60.23% of them in very low category.

## **B. Discussion**

After the data were processed and presented in descriptive form, the next step is to analyze the data. To more systematical analysis process, the writer describes them in according to the problem formulation, such as:

1. The occurrence of Interference on Banjarese Elements by Students in Daily English Conversation Practice at Darul Istiqomah Islamic Boarding School for Girl Barabai.

Tabel 4. 9. Interference of Banjarese Elements

The interference Banjarese Elements	The Correct English	Analysis
Ask your baby powder <i>lah!</i>	May I ask your baby powder!	Banjarese has affix <i>lah</i> that is used for identifying asking for something, and it is put at the end of sentence in rising intonation. Beginner Banjarese students usually borrow it in English speaking
You are the best, no body can defeat you <i>pang!</i>	You are the best, no body can defeat you	The word <i>pang</i> , clarify to confirmation or justified, which can be given a meaning “indeed” it is put at the end of sentence in rising intonation.
I’m sorry friend! If I made mistake for you <i>lah</i>	I’m sorry friend, if I made mistake	Banjarese has affix <i>lah</i> that is for polite request and expression dilution solicitation, and it is put at the end of sentence in rising intonation. Beginner Banjarese students usually borrow it in English speaking
That’s her mother <i>kalo?</i>	That’s her mother, isn’t she?	Really, <i>kalo</i> is used to identify question tag in Banjarese. If students do not know about question tag in English, they probably borrow it in English speaking.

Hurry up <i>pang!</i>	Hurry up please !	The word <i>pang</i> as politeness in the sentence request. Actually, it can be placed with <i>please</i> in English. But, the students are used to use it, so the interference cannot be avoid
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Continuing Tabel 4. 9. Interference of Banjarese Elements

The interference Banjarese Elements	The Correct English	Analysis
<i>Nih</i> , I have three red books and green one	Here, I have three red books and a green one	The word <i>nih</i> is used for "this" in Banjarese , and students always borrow it in English speaking
Two or three <i>ja</i> give your card	Give two or three of your card	The word <i>ja</i> the same meaning <i>saja</i> in Indonesian language. And students also borrow it in their conversation.
You go to follow ustazah <i>gin</i>	Just go after Ustadzah	In Banjarese the word <i>gin</i> is used to order people in Banjarese and it is also at the end of sentence, and students borrow in their conversation
The thick eyebrow student <i>tunah!</i>	The student with luxuriant eyebrow	<i>Tunah</i> is used to identifying "that " in Banjarese and it is put at the end of sentence in rising into nation, then students usually borrow it in English speaking
I ask her a lot of question <i>lah</i>	I ask her a lot of question	Banjarese has affix <i>lah</i> that is used for identifying asking for something, and it is put at the end of sentence in rising intonation. Beginner Banjarese students usually borrow it in English speaking
Actually, she's love him <i>jer</i>	Actually, she loves him	The word <i>jer</i> is used for aproximation something

		such as <i>maybe</i> and students also borrow it in their conversation
Please give me <i>lah</i> a piece of pie	Please give me a piece of pie	The word <i>lah</i> is also as the confirmation in question sentence and polite request, and also put at the center in falling intonation.

Continuing Tabel 4. 9. Interference of Banjarese Elements

The interference Banjarese Elements	The Correct English	Analysis
Sure <i>ae</i> , you can do it	Sure, you can do it	<i>Ae</i> is used to state the justification. Students put at the center intonation. And students borrot it in the their conversation.
Beautiful <i>nya</i> , your calligraphy painting!	How beautiful your calligraphy painting is	The affix <i>nya</i> sometimes is used to express great felling in Banjarese. If students do not know the correct expession phrase in English, they will borrow in English speaking.
Can you <i>mangursus</i> me playing guitar?	Can you teach me how to play guitar?	In fact, <i>mangursus</i> can be translated into English <i>to give a lesson</i> But if students have lack of vocabullary knowledge, they will be perforced to mix the vocabulary.
You don't have a luch <i>kalo</i> ?	You don't have lunch, do you?	Really, <i>kalo</i> is used to identify question tag in Banjarese. If students do not know about question tag in English, they probably borrow it in English speaking
Wait me a moment <i>pang</i> !	Wait a minute, please!	The word <i>pang</i> as politeness in the sentence request. Actually, it can be placed with <i>please</i> in

		English. But, the students are used to use it, so the interference cannot be avoid
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Continuing Tabel 4. 9. Interference of Banjarese Elements

The interference Banjarese Elements	The Correct English	Analysis
<i>Marasnya</i> like that only you can't answer	What a pity you are. You are the the only one who can't answer the question.	<i>Marasnya</i> is an expression phrase to jeer someone for joking in Banjarese. It can be translated into English poor you are. But if students do not know about it, they will borrow it in speaking.
Your favorite colour pink <i>kah</i> ?	Is pink your favorite colour ?	In Banjarese, affixe <i>kah</i> is used for identifying agreement question, and it is put at the end of sentence in rising intonation. Involuntarily, Banjarese students will borrow word <i>kah</i> in asking question
Right <i>ae</i> , about your answer	Your answer is correct	<i>Ae</i> is used to state the justification. Students put at the center intonation. And students borrot it in the their conversation
Ok <i>ja</i> , two thousand	Ok, two thousands	The word <i>ja</i> the same meaning <i>saja</i> in Indonesian language. And students also borrow it in their conversation

2. The Factors that Influence the Interference in the English Conversation Made by Students Darul Istiqamah Islamic Boarding School Barabai.

a. Students' First Language or  
 Mother Tongue

Students' in their first language can make some influences in practicing second language speaking. They will have a great possibility to make some interferences. In practicing English speaking, Banjarese students may unconsciously transfer Banjarese language system in their English speaking. To avoid the interference, students have to be accustomed to speak English continuously. If students' frequency in speaking the correct English is higher than Banjarese, they can decrease the possibility to make interference. At the table 4.2 it shows that the 59 students who stated that they always speak English at daily English conversation (67.05%), 20 students who stated that they often speak English (22.73%), 9 students who stated that they so metime speak English (10.22%), and aren't any students who stated that they never speak English (0%). The data are also clarified by writer observation that most of students of Darul Istiqamah Islamic Boarding School always speak English in daily conversation. Thus, the frequency of students of Darul Istiqamah Islamic Boarding school in speaking English in daily conversation is very high.

On the other hand, if students' first language or Banjarese is still appeared or even spoken more frequently in daily conversation, the interference will have a great possibiity to be occured. Based on the data presentation, the table 4.3 it shows that the



students of Darul Istiqamah Islamic Boarding School who stated that they always speak Banjarese in daily conversation are 0%, students who stated they often speak Banjarese are also 0%, the students who stated that they sometime speak Banjarese are 22.73%, and students who stated they never speak Banjarese are 77.27%. The data is also clarified by writer observation that the most of students at Darul Istiqamah Islamic Boarding School never speak Banjarese. Based on the data above, the frequency of students in speaking Banjarese in daily conversation at the boarding school is very low. Students' first language or Banjarese almost disappeared in Daily English Conversation practice. The students have very small possibility to make interference because of habit in speaking Banjarese.

b. Students' Language Social Environment.

Language social environment is a factor which can influence the result of students' language system. In practicing daily English conversation, Banjarese students cannot accustom them selves to speak English without support from people around them. If students always hear and see people around them speak English, they will be easy to practice what they hear and see. Based on the data presentation, at the table 4.4 the 57 students of Darul Istiqamah Islamic Boarding School stated that their friends in daily conversation always speak English (64.77%), then 21 students who stated that their friends often speak English (23,86%), 10 students who stated that their friend sometime speak English (11.37%), and aren't any students who stated that freinds never speak English (0%). The data are also strengthened by writer

observation that most students at Darul Istiqamah Islamic Boarding School always speak English in daily English conversation practice. Thus, the frequency of students' friends in conversation at Darul Istiqamah Islamic Boarding School in practicing English speaking in daily conversation is very high.

On the contrary, if students always listen and see people around them speak Banjarese, they will get some difficulties in practicing English conversation. They will mix what they have heard in daily English speaking. Surely, the interference will be happened. Table 4.5 shows that aren't any students of Darul Istiqamah Islamic Boarding School who stated that their friends in English conversation practice always speak Banjarese (0%), the aren't any students who stated their friends often speak Banjarese also (0%), 28 students who stated that their friends sometime speak Banjarese (31.82%), and 60 students who stated their friends never speak Banjarese (68.18%). The data is also strengthened by writer observation that most people at Darul Istiqamah Islamic Boarding School never speak Banjarese. So, the frequency of students' friends in conversation in speaking Banjarese in daily conversation at the boarding school is very low category. People in students' language social environment at Darul Istiqamah Islamic Boarding School only have a small possibility in making interference.

In formal language social environment, students are focused to acquire language in correct structure. There are some correction if students make mistakes about it. So that it can decrease the possibility to make interference. In practicing

English in daily conversation, students will need some correction if they make mistakes. Table 4.6 shows that 54 students of Darul Istiqamah Islamic Boarding School who stated that they are always corrected if they make mistake in daily conversation (61.36%), 23 students who stated that they are often corrected (26.14%), 11 students who stated that they are sometime corrected (12.5%), and aren't any students who stated that they are never corrected (0%). The data are also clarified by writer observation that there is punishment for students who make mistake in daily English conversation. So, the frequency of students of Darul Istiqamah Islamic Boarding School being corrected in making English mistakes is very high. The category of language social environment at Darul Istiqamah Islamic Boarding School is formal language social environment which does not allow the interference occurs

c. Students' Knowledge About English Vocabulary.

Lack of knowledge about English vocabulary can make pressure for Banjarese students to borrow some Banjarese elements word in English conversation practice. Then, the interference such as mixing language between Banjarese and English will happen. To avoid it, English vocabulary enrichment is needed. Table 4.7 indicates that 62 students of Darul Istiqamah islamic Boarding School who stated that they are always given English vocabulary enrichment (70.45%), 26 students who stated that they are often given (29.55%), and aren't any students who stated that they are sometime give (0%), and aren't any students also who stated that they are never given (0%). The data is also clarified by writer observation that every student at daru

Istiqamah Islamic Boarding school is scheduled to get 10 English vocabularies after Shubuh prayer routinely and they have to memorize and practice them. Thus, the frequency of students being given English vocabulary enrichment at Darul Istiqamah Islamic Boarding School is very high. They will have very small possibility to make interference because of lack of knowledge about English vocabulary.

d. Students' Knowledge About Difference Between Banjarese and English Language System

Knowing the difference between of language system Banjarese and English is needed in English learning process for Banjarese students. They will be easy to transfer Banjarese responses into the correct English responses if they know both language system. On the other hand, they will make some interference if they only transfer banjarese responses into English word by word without putting the word in correct English system. To avoid that, students should be told about the difference of English and Banjajere system in English teaching. Table 4.8 shows that aren't any students of Darul Istiqamah Islamic Boarding School who stated that they are always told about the difference of English and Banjarese system in English teaching (0%), 16 students who stated they are often told (18.18%), 19 students who stated that they are sometime told (21.59%), and 53 students who stated that they are never told (60.23%). consequently, the frequency of studetns of Darul Istiqamah Islamic Boarding school being told the difference of English and Banjarese system in English teaching is in very low category. So, they will have very big possibility to make

interference because of unknowing the differences between English and Banjarese system.