

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents and discusses the finding of the research. First of all, the researcher would report the data classification of grammatical interference. Since there are several types of morphological and syntactic interference, the researcher analyzed the data one by one and categorized each other. Having finished analyzing the morphological interference, the exploring of syntactic interference and their type went through the same procedures as morphological ones.

1. Findings

The researcher got all data from observation and records their activities six times. In the observation and recording, the researcher found 80 sentences of grammatical interference that is made by the students. However, not all students made the grammatical interference in speaking. The grammatical interference that is found in this case is divided into grammatical interference and syntactical ineterference. The researcher also found the factors that influence the interference based on their spaeaking.

After conducting the observation, the reseacher did interview and some students and found that the most of the students use Banjarese Mother Tongue in their house than others Mother Tongue.

**Table 4.1:
The Number of Object**

No	Class	Mother Tongue		Total
		Banjarese	Javanese	
1.	Class Fourth or Tenth	27	8	35

After interviewed the students, the researcher analyzed, underlined, and identified student's sentences that contained morphological and syntactical interference. The classification and identified sentences of morphological and syntactical interference were figured out in the table below:

a. Morphological Interference

**Table 4.2:
Record of Students' Mother Tongue Interference in Morphological Interference**

1. Indefinite article incorrect

In a audio	<i>a</i> used for <i>an</i> before vowels
She is an unique person	<i>an</i> used for <i>a</i>

2. Possessive case incorrect

My friend name hayatun nufus	Omission of 's
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3. Third person singular incorrect

Sarah borrow your water scoop	Failure to attach -s
My mother older me to enter this college	
Sarah listen my story with full spirit	
She follow us	
She believe in me	

4. Simple past tense incorrect

Siti had eated rice	Regularization by adding <i>-ed</i>
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5. Comparative adjective/adverb incorrect

The lesson is good but more harder	Comparative adjective/adverb incorrect
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6. False Friend

My house face to face with my grandmother	similar in meaning
She people Ilong (name of city)	
Sarah listen my story with full spirit	
I do my homework goodly	
With spiritly	
Why you not use veil	
Suwai up to throw the rubbish	

b. Syntactical Interference

Table 4.3:
Record of Students' Mother Tongue Interference in Syntactical Interference

1. Noun phrase

a. Determiners

I wash plate	Omission of the article
Teacher novia is excellent teacher	
I want to take maetras	
In room or in class	
I go to kitchen	
I need good book	
In the my boarding school	Use of possessive with the article
They just think about they self	Use of wrong possessive
We take the photos with they	

b. Nominalization

Are you eat?	Simple verb used instead –ing
Beg me pardon	
Lisa, wait me please!	

c. Number

Most of us has known	Substitution of singular for plurals
I'm not alone, I'm with my friend	
Suwai, Miah and Laila	

d. Use of pronouns

Where?	Omission of the subject
Don't know	
Hurry up, eating	
Don't go anywhere	

e. Use of preposition

In everywhere	misuse of preposition
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2. Verb phrase

a. Omission of verb

We want to around the collage	Omission of the verb
You to guest room	Omission of the main verb
I to market	
I turn last time	
Crazy you	Omission of <i>to be</i>
You so arrogant	
I hungry	
I sick head	
I so proud of you	

I just silent	
My friendship is Febriani, Rizki Utami, Sri Hendriyani	Wrong form of <i>to be</i>

b. Use of progressive tense

I running from garden	Omission of be
Teacher fitri coming	
Imah your mother coming, hurry up!	Substitution of the progressive for the simple past
The meeting will beginning	Substitution of the progressive for the future
She is give me money	Replacement of <i>-ing</i> by the simple verb form
I always updating status in bbm	Misformation of simple and progressive aspect
I don't want coming late	

c. Agreement of subject and verb

Rahmah have a new sandal	Disagreement of subject and tenses
Siti don't know	
My father don't know speaking English	

3. Verb-and-verb construction

I don't want coming late	Omission of <i>to</i> in identical subject construction
Forget tell	
Are you want give me the soap?	
We have to studied for our exam	Attachment of the past marker to the dependent verb

4. Word Order

Crazy you	Word Order
My sarong loose always	
The canteen not yet open	
We study in where	
Look at the magazine wall	Adjectival modifiers placed after noun

5. Some transformation

a. Negative transformation

You not pray	Formation of <i>no</i> or <i>not</i> without the auxiliary <i>do</i>
Why you not use veil?	
Why you not eating?	
Why you not borrow books in the library?	

b. Question transformation

Who in the toilet?	Omission of auxiliary
Where my shoes?	
What you speak?	
Hurry up, eating	
Who turn today?	
Are you see my sandal?	Use of wrong auxiliary

6. Adverb Phrase

I do my homework goodly	Regularization by adding <i>-ly</i>
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7. Others

a. Perfect Tense

I already take bath	Substitution of the simple present for the perfect tense
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b. Passive Voice

My sandal is steal	The use of verb 1 instead of verb 3 in passive voice
The party will be holding tomorrow	The use of verb ing instead of verb 3 in passive voice

B. Discussion

After the data were processed and presented in descriptive form, the next step is to analyze the data. In analysis systematically, the researcher describes them in according to the problem statements.

1. The interferences that made by the Tenth Graders of “*Darul Istiqomah*” Islamic Boarding School For Girls Barabai in Mother Tongue.

After processing the data, the researcher found 80 interferences that made by the Tenth Graders of “*Darul Istiqomah*” Islamic Boarding School For Girls Barabai in grammatical interference. They are consist of morphological interference and syntactical interference.

a. Morphological Interference

In analyzing error types further based on the linguistics category taxonomy, using Politzer and Ramizers’ model classification as a guideline. Moreover, the following table shows that based in linguistics category taxonomy on morphology interference, there are six common interference that made by the students. They are indefinite article incorrect, possessive case incorrect, third person singular incorrect, simple past tense incorrect, and the last, adjective/adverb incorrect.

1) *Indefinite article incorrect*

- a used for *an* before vowels

➤ Data : In a audio

The Correct sentence: In an audio

➤ Data : She is an unique person

The Correct sentence: She is a unique person

There are two kinds of morpheme in order to mark indefinite in English, which are {a} and {an}. The morpheme {a} is used before consonant, while {an} is used before the word with the initial of is vowel.

In the indefinite article case, the error type occurred is misformation of {an} as indefinite article maker. For examples, in the two sentences above, *In a audio*. The correct one should be *In an audio*.

2) *Possessive case incorrect*

- Omission of 's

➤ Data : My friend name Hayatun Nufus

The Correct sentence: My friend's name is Hayatun Nufus

Where possessive determiners are concerned, the forms of the Banjarese possessive determiners are similar to that of the noun in question. In mentioning "my ball", a person would express it in Banjarese as 'bolaulun', with 'ulun' in the similar form as the nominative case for 'I'. The forms of the Banjarese possessive determiners also remain the same when a proper name is used.

For example, for 'Ali's ball', the grammatical Bajarese form would be 'bola Ali', with no inflections of any forms are required. Possessive determiners in the

form of common nouns would also remain the way a common noun would look like and these common nouns also come after the head noun. In contrast, the forms of English possessive determiners are dissimilar to that of the noun in question. ‘My ball’, for example, would take a genitive form as it is a genitive case, while ‘Ali’ would have to be inflected to ‘Ali’s’ to show that Ali is the possessor of the ball. Common nouns also have to be inflected to ‘teacher’s ball’ to show that the ball belongs to the ‘teacher’ and all of them come before the head noun.

3) *Third person singular incorrect*

- Failure to attach –s

The rule of a third person singular inflection in English causes confusion among Banjarese learners of English whose first language (L1) does not inflect a verb based on the status of the subject. Thus the third person singular marker in English is often omitted by the learners as shown in the sentences below:

- Data : Sarah borrow your water scoop

The Correct sentence: Sarah borrow your water scoop

- Data : My mother older me to enter this college

The Correct sentence: My mother olders me to enter this college

- Data : She follow us

The Correct sentence: She follows us

As there is a difference in the SVA rule in English and Banjarese, where verbs in Banjarese do not need to agree with the number or status of the subject, the omission of –s in sentences above may be due to the interference from the learners’ first language.

4) *Simple past tense incorrect*

- Regularization by adding *-ed*
 - Data : Siti had eated rice

The Correct sentence: Siti had eaten the rice

There is one sentence of verb misformation occurring in the students' composition, which is irregular verb from simple present form adding *-ed*. In the dictionary was written for verb 2& 3 verb is ate and eaten.

5) *Comparative adjective/adverb incorrect*

Comparative adjectives are used to compare differences between the two objects they modify (larger, smaller, faster, higher). They are used in sentences where two nouns are compared.

Forming comparatives is easy. The form depends on the number of syllables in the original adjective. If the sentence one syllable adjectives add *-er* for the compared. If the adjectives with two syllables can form the comparative either by adding *-er* or by preceding the adjective with *more*.

- Data : The lesson is good but more harder

The Correct sentence: The lesson is good but harder

Then, the examples above the student forgot the rule in forming the comparatives. In the sentence above, that word of one syllable take one of the inflectional suffixes, either *-er* or *-est*.

6) *False Friend*

- Similar in meaning
 - Data : My house face to face with my grandmother

The Correct sentence: My house opposite with my grandmother

- Data : She people Ilung (name of city)

The Correct sentence: She comes from Ilung

- Data : Sarah listen my story with full spirit

The Correct sentence: Sarah listens my story enthusiastically

In this case, the students choose inappropriate words to express what they have in mind. The words *face to face*, *people Ilung* and *with full spirit* in those three sentences should be substituted by suitable words, they are *opposite*, *comes from Ilung* and *enthusiastically*. Here, the students see the words similar in meaning but actually they are different. In this case the researcher found 7 sentences that made by the students.

b. Syntactical Interference

The analysis of syntactic interference is the same in morphological one. They are classified into six points based on linguistic category by Polizter and Ramirez. They are interference in noun phrase, verb phrase, verb-and-verb construction, word order, some transformation, and others.

1) *Noun phrase*

a. *Determiners*

- Omission of the article

Determiner is a modifier of noun which can describe the noun more specific. In this research, interference in using determiners are related to the use of articles. Article interference cover the use of indefinite article *a* and *an*, and definite article *the*. Those kinds of interference can be seen in the following sentence:

- Data : I wash plate

The Correct sentence: I wash the plate

- Data : Teacher novia is excellent teacher

The Correct sentence: Teacher novia is the excellent teacher

Then, the examples above the student forgot to add definite article *the* to show the specific grade. Banjarese grammar also does not require one to have any form of determiner in front of instruments like plate, class, room. English grammar, however, requires the instruments mentioned above (plate, class, room) to be preceded by determiners and if neither a possessive determiner nor a demonstrative determiner is used, the use of either a definite article or an indefinite article is necessary. In this case the researcher found 6 sentences that made by the students.

- Use of possessive with the article

- Data : In the my boarding school

The Correct sentence: In my boarding school

The above sentence is inappropriate due to the addition of article *the* before the word *my*. It sounds weird and grammatically incorrect.

- Use of wrong possessive

For the examples:

- They just think about they self

The Correct sentence: They just think about themselves

- We take the photos with they

The Correct sentence: We take the photos with them

Use of wrong possessive article occurs in the above sentences. The students create interference by using improper pronoun. In the first sentence, they should actually use *them* not *they* because it indicates possessive pronoun.. The second sentence is incorrect because the students use the word *they*. They should use the word *them* which indicates the object.

b. Nominalization

- Simple verb used instead –ing

Sometimes in English, a verb is used as a noun. When the verb form is altered and it serves the same function as a noun in the sentence, it is called a gerund. Gerund is a noun created from the –ing form of a verb can act as a subject or an object in a sentence.

- Data : Are you eat?

The Correct sentence: are you eating?

- Data : Beg me pardon

The Correct sentence: Begging me pardon

- Data : Lisa, wait me please!

The Correct sentence: Lisa, waiting me please!

The problem of the sentences in the Data is because the students omitted *-ing* which should exist in the progressive tense. In the Data , the students confused to use gerund correctly in a sentences.

c. *Number*

- Substitution of singular for plurals

In the examples below, the student misformed the plural noun by omitting plural maker {s}/ {es}.

- Data : Most of us has known

The Correct sentence: Most of us have known

- Data : I'm not alone, I'm with my friend Suwai, Miah and Laila

The Correct sentence: I'm not alone, I'm with my friends Suwai, Miah and Laila

The sentences above have incorrect noun phrase since the using singular noun instead of plural.

d. *Use of pronouns*

- Omission of the subject

Omission in using subject pronoun can be seen in the following sentences:

- Data : Where?

The Correct sentence: Where it is?

- Data : Don't know

The Correct sentence: I don't know

- Data : Dont'go anywhere

The Correct sentence: I don't do anywhere

Syifa wanted to see which one was Rahmah's brooch. She answered Rahmah's statement with the structure of Bahasa Indonesia: *mana? Aku mau lihat*. Syntactically, her utterances need subject and predicate, such as *where is it?*

When Siti was asked, she answered with short answers that indicate meaning in Bahasa Indonesia. The utterance *don't know* shows Bahasa Indonesia *tidak tahu*, in which it is no need to put a subject.

e. Use of preposition

- Misuse of preposition

The researcher also found unnecessary preposition added in the context which does not require a preposition. This case can be seen in the following sentence:

- Data : In everywhere

The Correct sentence: Everywhere

2) Verb phrase

a. Omission of verb

- Omission of the main verb
- Data : You to guest room

The Correct sentence: You go to the guest room

Main verb is the verb that relates subject and object of the sentence. In this research, the researcher found several main verbs such as show omitted in the sentence above.

- Omission of *to be*

The word 'copula' originates from the Latin noun for a 'link or tie' that connects two different things. In linguistics, a copula is a word that is used to link the subject of a sentence with a predicate (a subject complement or an adverbial). Though it might not itself express any action or condition, it serves to equate (or associate) the subject with the predicate.

The copula 'be' is among the English copula verbs that is most problematic to a Banjarese learner of English because of its multiplicity of forms and its non-existence in the Banjarese language.

Be as a main verb links the subject and its complement. There are some students forgot to use *to be*. For examples, data . *You so arrogant* and *I hungry*. In these sentences be form is omitted in using to be. Suggested correction for these sentences are *You are so arrogant* and *I am hungry*.

➤ Data : I sick head

The Correct sentence: I am sick in the head

➤ Data : I so proud of you

The Correct sentence: I am so proud of you

➤ Data : I just silent

The Correct sentence: I am just silent

In Banjarese, ialah is used in equative sentences when both subjects and predicate have the same meaning. In English, copula 'be' is also used to show equivalence.

- Wrong form of copula (to be)

Another reason for the occurring errors is the fact that the copula 'be' has more distinct forms with respect to person, number, and tense than any other verb in English. The verb 'be' has three distinct present tense and two past tense.

➤ Data : My friedship is Febriani, Siti baidah and Nur Kumala

The Correct sentence: My friedship are Febriani, Siti baidah and Nur Kumala

The forms of copula 'be' in Banjarese and English are a case of divergent phenomena where one form in Banjarese appears in many forms in English. Given the complexity of the forms that the copula 'be' can appear in English, learners sometimes tend to use the incorrect forms in place of the correct ones.

b. Use of progressive tense

- Omission of be

- Data : I running from garden

The correct sentence: I am running from garden

- Data : Teacher fitri coming

The correct sentence: Teacher fitri is coming

In the above sentences, the words *running* and *coming* must use *to be* in progressive tense, because in those sentences express the action is in progress during a particular time.

- Substitution of the progressive for the simple past

- Data : Imah your mother coming, hurry up!

The correct sentence: Imah your mother came, hurry up!

The word *is coming* above imprecise syntactically used in this sentence. The above sentence stated that his mother has come, not still on the way. The above sentence should use past tense because it indicates the situation and ended at a certain time in the past with the phrase: came. So, the correct sentence is "Imah, your mother came, hurry up!".

- Substitution of the progressive for the future

- Data : The meeting will beginning

The correct sentence: The meeting will begin

The word '*beginning*' above is not syntactically used in this sentence. Before the word *beginning* there is *to be will* and it is express for future time, so after *to be will* must use the first verb.

- Replacement of *-ing* by the simple verb form

➤ Data : She is give me money

The correct sentence: She is giving me money

- Misformation of simple and progressive aspect

➤ Data : I always updating status in bbm

The correct sentence: I always update status in bbm

In the above sentence the interference happens because the student uses verb *ing updating* instead of verb *update* which indicates a simple present tense.

c. Agreement of subject and verb

- Disagreement of subject and tenses

➤ Data : Rahmah have a new sandal

The correct sentence: Rahmah has a new sandal

➤ Data : Siti don't know

The correct sentence: Siti doesn't know

➤ Data : My father don't know speaking English

The correct sentence: My father doesn't know speaking English

In the above sentences, all of Data that found by using singular subject. Therefore, the verb/ to be *have*, and *don't* should be replaced by a singular verb *has* and *doesn't*. These interference happen because the students over generalizes the

verb *have* and *don't*. The students assume that the verb *have* and *don't* can be used even though the subject is singular.

3) *Verb-and-verb construction*

- Omission of *to* in identical subject construction

The Infinitive is an indefinite form of the verb and particle *to* being its preceding formal sign. In some cases the Infinitive is used without the particle *to*, for example, after the verbs of physical perception (*to see, to hear, to know*), the verbs of inducement (*to let, to make, to have* etc.), modal verbs (*can, may, must*), in some phraseological combinations (*I'd better, I'd rather*) . However, usually the students often omit the particle *to* even if it is needed in such sentences below:

- Data : I don't want coming late

The correct sentence: I don't want to come late

- Data : Forget tell

The correct sentence: Forget to tell

- Data : Are you want give me the soap?

The correct sentence: Do you want to give me the soap?

- Attachment of the past marker to the dependent verb

- Data : We have to studied for our exam

The correct sentence: We have to study for our exam

As we know, the infinitive of a verb has two forms: the *to*-infinitive and the infinitive without *to*. To form the infinitive we use *to* between the verb. These interference happen because the students over generalizes *to* infinitive.

4) *Word order*

Word order refers to the syntactic arrangement of words in a sentence, clause or phrase. There were a total of 5 word order interference.

- Data : We study in where

The correct sentence: Where we Study?

- Data : The canteen not yet open

The correct sentence: The canteen not open yet

Rizki's utterance, *the canteen not yet open*, indicates the structure of Mother Tongue. It means *kantin itu belum buka* in Mother Tongue. Thus, it should be "the canteen not open yet".

- Adjectival modifiers placed after noun

- Data : Look at the magazine wall

The correct sentence: Look at the wall magazine

The pattern of *Magazine Wall* is *head word + modifier*. It is clear that the speaker used Mother tongue phrase construction. The correct pattern is *modifier + head word*. It should be, "*Look at the wall magazine*".

5) *Some transformation*

a. *Negative transformation*

- Formation of *no* or *not* without the auxiliary *do*

- Data : You not pray

The correct sentence: You don't pray

- Data : Why you not use veil?

The correct sentence: Why don't you wear a veil?

- Data : Why you not borrow books in the library?

The correct sentence: Why don't you borrow books in the library?

In the sentences above, the students use the negative with interrogative sentences that are formed with certain question words (*who*, *what*, *where*, and *why*). These kinds of questions are sometimes called “**Wh-**” questions, because of the common beginning of each of the question words. In the negative sentences, the students use *not* but the students didn't contract it with the linking or auxiliary verb.

b. Question transformation

- Omission of auxiliary

- Data : Who in the thoiilet?

The correct sentence: Who is in the thoiilet?

- Data : Where my shoes?

The correct sentence: Where is my shoes?

- Data : Who turn today?

The correct sentence: Who is turn today?

Based on the Data above, Wh-questions that express for information and do not expect a yes-no answer to a wh-question. We expect an answer which gives information. In forming the wh-question usually use with an auxiliary verb but, in the sentences above the students didn't use an auxiliary verb. The students assume that they can make a good students without an auxiliary verb.

- Use of wrong auxiliary

➤ Data : Are you see my sandal?

The correct sentence: do you see my sandal?

In many languages, changing a statement to a question is as easy as changing your inflection or punctuation. In Banjarese, for example, “Kamu bisa mengatakan” or “you can say” The word order does not change. In English, however, the statement is, “She speaks English,” whereas the question changes to, “Does she speak English?” English questions almost always use an auxiliary verb.

In the sentence above, the students use an auxiliary verb in a question but, the auxiliary verb incorrect with the sence. The auxiliary verb *are* should be change with *do*.

6) *Adverb Phrase*

- Regularization by adding *-ly*

➤ Data : I do my homework goodly

The correct sentence: I do my homework well

This is because students create a new category where all English words plus the suffix *-ly* can be an adverb word class, but in fact the class of categorized adverbs in English is not all using *-ly*. The above sentence can be translated correctly is: "I do my homework well". *Goodly* word is also not present in English that are categorized as adverb. *Good* is categorized as an adjective cannot be added suffix *-ly* into adverb. The exact phrase above is *well*, then the correct sentence is: "I do my homework well"

7) Others

a. Perfect Tense

- Substitution of the simple present for the perfect tense

➤ Data : I already take bath

The correct sentence : I have taken bath

The word *already take* above is not syntactically used in this sentence. The above sentence is the same as the case with sentence number two. The above sentence use present perfect tense, because the sentence express the action that something happened before now, at an unspecified time in the past.

b. Passive Voice

- The use of verb 1 instead of verb 3 in passive voice

➤ Data : My sandal is steal

The correct sentence: My sandal had been stolen

Steal is a verb of passive sentence. However, it is still in basic form and therefore it requires to become Past Perfect form. The interference happens because the student doesn't apply the rules of passive sentence completely. A passive sentence consist of S + Auxiliary (had been) + Past Participle.

- The use of verb ing instead of verb 3 in passive voice

➤ Data : The party will be holding tomorrow

The correct sentence: The party will be held tomorrow

The above *holding* word is not exactly used in this sentence. The above sentence using passive voice, the word *to be* is correct but the verb is not in accordance with the formulated. The above sentence use passive voice of simple futures tense whose verbs must use verb III that is "held".

2. The factors that influence the interference that occur in students' speaking by Students "Darul Istiqomah" Islamic Boarding School For Girl Barabai.

After conducting observations and records with some students and teachers can be presented the result the factors that influence the occurrence of interference can be divided into 2 cases, they are: Students' knowledge about English vocabulary and Students' knowledge about the difference between Mother Tongue and English language system. This is obtained based on the results of the analysis and records on the students. So that, the rules of the Mother Tongue applied directly into the English language.

a. Students' knowledge about English vocabulary

When second language learners use their mother tongue as the utterance initiator in the target language communication, it can hint on two conditions. First, they are in the condition where they have to produce the target language but have not acquired enough of the L2 to do that (Krashen, 1981:67), which indicates that the learning task was not yet complete. First language influence may therefore be an indicator of low acquisition. That is why first language influence most often occurs on the beginning learners. The beginning learners use old knowledge, supplying what is known to make up for what is not known. Hence (1966 in Krashen, 198, p. 167) suggests that the cure for this interference is simply the cure for ignorance: learning.

Second, the second learners' act of carrying over the habits of the mother tongue into their second language can also implies that their mother tongue habits prevent them in some way from acquiring the habits of the second

language. It means the correct automatic habits of the target language had not yet been acquired (Corder, 1981, p. 25), while oral production is not just about learning; it is a matter of automatic habits. Intensive drilling in correct forms, thus, is necessary while the learners are processing to acquire thorough second language acquisition.

In the second language acquisition vocabulary mastery is a contributing factor in language skills. Limitations of vocabulary mastery also affect to the skills in speaking. The phenomenon encountered among junior high school students is a mistake in word selection. This can cause meaning clutter. That is, when students talk and do not know the words to be conveyed, they are using others words that have the same meaning. Then, what is said, often different from what it is meant. So that, the listener in this case like the teacher or the others student have difficulty in understanding what it is meant and must observe the intent of the sentence.

Limitations of vocabulary mastery possessed by students of “*Darul istiqomah*” Islamic Boarding School for Girls Barabai affected to the speaking process. Furthermore, the mastery of the vocabulary also affected the students' abilities of verb forms corresponding to the type of tense. Because, the student still has not completely discerned the use of vocabulary then, they did not pay attention to the application for all tense and when the incident happened.

According to Bhela (Chaer, 1995, p. 26), the students cannot avoid in borrowing words from first language in practicing the second language, but teachers can teach the students especially in choosing and using the right words

in the context of the sentence in avoiding borrowing words from first language. The exercises that given can be a simple sentence. From the exercises can be known which level is not understood by the students whether the level of syntax or at the level of morphology, etc. While the training process, students are also given correct theory and procedure about translation and how to speak well. In addition, they are given reinforcement with positive verbal language to spur the enthusiasm of learning so that, the goals can be achieved.

b. Students' knowledge about the difference between Mother Tongue and English language system

Thirty five out of Ninety Five students being investigated in this research admitted that the main problem in performing correct English lies in the difference between English and *Bahasa Banjar Hulu's* systems. The limitations of understanding of English rules lead to interference and change the contextual meaning of the sentence. This happens also due to lack of training or maximum learning. In addition, the arrangement of verbs in Mother Tongue is not distinguished between verb forms, but in English is distinguished between verb I, verb II, and verb III in following the difference tense and verb timepiece.

In distinguishing between English rules and Mother Tongue, the accuracy of the application of structures in speech is also very important, but not very significant because when billigual speaker, the correct use of grammar is often overlooked but there are a core grammar for speaking. Such as: A

command of present and past simple, and the ability to use the letter to sequences narratives.

Then, the structure includes how to construct a phrase, clause, sentence to become a good and correct discourse in the grammar. As is known the structure of one language will be different from other language structures, although sometimes found the similarities between the two. In English for example when composing a phrase, for example:

Bahasa Ibu	<i>head word + modifier</i>	<i>majalah dinding</i>
Bahasa Inggris	<i>modifier + head word</i>	<i>wall magazine</i>

According to bhela (1999, p. 12), if the students did not know about the structure of second language they might make interference when practicing the target language. In this case a teacher is indispensable for improving the learning process in order to acquire the correct English language rules through continuous exercises and learning to always improve what is lacking in the students. Furthermore the teaching materials should be in accordance with the needs of students and fully taught as well as feedback on the material that provided. So that, it is right on the target. Teaching grammatical seems to need serious effort. Studying grammatical means that students are studying structure of language. The students try to comprehend the message as good as possible in speaking considering rules of language they use. A good speaking is difficult to be acquired.

It is clear that from analysis, the researcher found that getting a good understanding speaking needs more attention of grammatical situation of

speaking as correct as possible. This gives signal to the reader what is important and what to come. For getting improvement in speaking is that to have advanced context of grammatical, students can do some activities such as; 1) Speak in English, assuming English is the language whose grammar you wish to improve upon. English is understood in most parts of the planet, and its importance is increasing in our daily life. Learning grammar can be hard if we don't really know how to speak English. Improve your grammar by continuous practice. Your speech will reflect patterns you hear, and the rest will fall into place. Find a friend who can speak to you in English, and move on. Whenever you feel stuck, ask for help! 2) Identify common mistakes. People who speak the same language often make the same mistakes in English grammar. For example, many Indonesian speakers have trouble using "a" and "the" in English. Find out what grammar points are often difficult for speakers of your native language. Grammatical errors are unacceptable, and thus they play a very important role in our daily life. A grammatical error can change the meaning and makes a bad impression.