

## CHAPTER I

### INTRODUCTION

#### A. Background Of Study

The ability to master two languages that do not same often cause deviations or interference symptoms. In mastering a foreign language or a second language, a learner cannot be separated from the influence of the first language or mother tongue.

Language is always developing and changing. This can cause a language to be affected by the presence of another language. This process is unavoidable. Language is a culture that cannot be separated from interference the other languages. Examples are in dialect, vocabulary, wording and new vocabulary acquisition. In the process of language development and change, there is language contact during the language transfer process.

Language diversity causes a lot of language transfer processes. Islam is a religion that has detailed everything in life, one of which is language diversity. This is contained in the Holy Quran and Hadits of the Prophet Muhammad P.B.U.H regarding learning foreign languages,

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

(Q. S. Al-Hujurat : 13). The Qur'an commands us to learn language. In the process of learning another language, of course, there will be various interferences. Studying a foreign language has been welcomed by the Prophet to know the language of another country so that he understands the meaning of the nation. In addition, there are other hadiths that are in accordance with this research, that is:

حَدَّثَنَا عَلِيُّ بْنُ حُجْرٍ أَخْبَرَنَا عَبْدُ الرَّحْمَنِ بْنُ أَبِي الزِّنَادِ عَنْ أَبِيهِ عَنْ خَارِجَةَ بْنِ زَيْدِ بْنِ ثَابِتٍ عَنْ أَبِيهِ زَيْدِ بْنِ ثَابِتٍ قَالَ أَمَرَنِي رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ أَنْ أَتَعَلَّمَ لَهُ كَلِمَاتٍ مِنْ كِتَابِ يَهُودَ قَالَ إِنِّي وَاللَّهِ مَا أَمَنْ يَهُودَ عَلَى كِتَابِي قَالَ فَمَا مَرَّ بِي نِصْفُ شَهْرٍ حَتَّى تَعَلَّمْتُهُ لَهُ قَالَ فَلَمَّا تَعَلَّمْتُهُ كَانَ إِذَا كَتَبَ إِلَى يَهُودَ كَتَبْتُ إِلَيْهِمْ وَإِذَا كَتَبُوا إِلَيْهِ قَرَأْتُ لَهُ كِتَابَهُمْ قَالَ أَبُو عِيسَى هَذَا حَدِيثٌ حَسَنٌ صَحِيحٌ وَقَدْ رَوَى مِنْ غَيْرِ هَذَا الْوَجْهِ عَنْ زَيْدِ بْنِ ثَابِتٍ رَوَاهُ الْأَعْمَشُ عَنْ ثَابِتِ بْنِ عُبَيْدٍ الْأَنْصَارِيِّ عَنْ زَيْدِ بْنِ ثَابِتٍ قَالَ

أَمَرَنِي رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ أَنْ أَتَعَلَّمَ السَّرْيَانِيَّةَ

(HH. At-Tirmidhi: 2639). In the hadith Rasulullah also ordered to learn a foreign language for his da'wah process. Islam also encourages its people to learn a foreign language, namely Arabic. This is to make it easier for other nations to understand the hadith and the holy Quran. There are several theoretical opinions regarding language interference. One of the leading figures in this regard is Weinrich's interference theory.

The term of interference was first introduced by Weinrich (2008) states that interference is a deviation from the rules of language that occurs in the use of two

languages against other languages. Moreover, interference is a change in linguistic order and seems to be this deviation in linguistic rules. Interference is seen as an error in applying the first language system to the target language. Learning a foreign language is indeed more challenging than the first language. This is because foreign languages do not have a wide place among the people. So to use a foreign language cannot become a habit. Then some of this interference is caused by the mastery of the mother tongue which can affect students' abilities in other languages, for example, English.

Interference in the acquisition of a second language is strongly influenced by the first language and mother tongue. In Indonesia, there are various mother tongues depending on where students get their first language since they were born. This language interference has positive and negative things for students. In this study to reveal negative language interference for students.

The negative interference from the mother tongue into English as a foreign language is important to study. Especially among students who have different mother tongue backgrounds. This is because interference in the acquisition of the target language is not only one, but there are various types of interference, such as phonology, syntax, and lexical. In addition, Indonesia has various ethnic groups, there will be different mother tongue interference that occurs in students. The interference from the mother tongue that is most often experienced by students is phonological interference, which is about their pronunciation. An example is a

student from the Javanese who has difficulty pronouncing the letter D. In addition, the interference that often occurs is lexical interference, where students mix mother tongue vocabulary with the target language. This can hinder their ability to master the target language. In this study, writer will focus on the Javanese in the school. This is because the Javanese are more dominant than the native Kalimantan tribes.

Indonesia is a country that has 1,340 ethnic groups recorded in a state government census. Students learning to use language starting from the first language or mother tongue that is taught since childhood in the family environment. Masulah (2017) states that the mother tongue is a language used by someone to communicate with others. Currently, the language used to communicate widely or internationally is English. Therefore, learning English has been given since students were in junior high school, even English has become one of the majors in the university.

Javanese mother tongue is traditional language that spoken by Javanese people. The Javanese language comes from the island of Java, in this study, the Javanese is from Central Java. It has unique, strong accent, dialect, intonation and diction. Javanese mother tongue is clearly and stressing in some parts. This is the reason why Javanese students have a separate challenge in learning English. Javanese is a language that is mastered and even used abroad, such as Suriname. The use of the Javanese language is also spread in the South Borneo, especially in

the Angsana which is located in Tanah Bumbu Regency. In the process of learning English, Javanese students have difficulty in using the language, because their mother tongue interference with their performance. Interference is caused by the differences concept between native and target language.

Mother tongue interference occurs in students at SMAN 1 Angsana. Students at the school have various ethnic and linguistic backgrounds. Such as Java, Bali, Sasak, and Banjar. So they have their own characteristics in communicating. Students at this school are more dominant in using Javanese to communicate because the Javanese language is more dominant so that students from other ethnic groups are able to master the Javanese language even though they use their respective accents. In the process of learning English, students prefer to use local languages for discussion rather than the national language, namely Indonesian. This causes the regional language to be very inherent in each student.

Research on mother tongue interference is always interesting to study. This is because there are so many mother tongues in this world. So that this research on mother tongue can be a new reference in the world of linguistics. In addition, this research also helps teachers to provide more teaching to different ethnic groups, all students can learn the target language.

Phonological interference is one of the most common interferences, especially for vowels and consonants. this happens because there are some

phonetics that do not exist in the Java language., In this study, the writer find out more besides phonological interference that occurs in class XI students at SMAN 1 Angsana. The importance of this research is that in addition to getting forms of interference from Javanese Mother Tongue.

## **B. Research Questions**

In this research, the writer tried to describe interference of mother tongue in student's english performance. The research questions are formulated as follows:

1. What are the types of interference occurs in students english performance?
2. What is the most common phonetics interference in students english performance?

## **C. Objectives of Study**

Based on the research question above, the objectives of the research are:

1. To find out the types of interference occurs in students english performance
2. To find out the most common phonetics interference in students english performance.

## **D. Significance of Study**

Based on the objectives of the research above, the writer provided to purpose the singificance of the study, as follow:

1. The significance of the study refers to give information and knowledge about mother tongue interference in students' english performance
2. It can also be used as a reference for the next researchers to analyze the relevance study.

### **E. Definition of Key Terms**

The key terms, which are necessary to clarify briefly to avoid misunderstanding, can be mention as follow:

#### **1. Interference**

The interference in this research is interferences from the mother tongue into the students' English performance. Interference is the impact of the language contact in another language, where the characteristics of mother tongue still appear in the target language. There are many types of interference Such as phonological, lexical, grammatical, syntactical, and morphological. In this research, the writer focus on phonological interference.

#### **2. Mother tongue**

Mother tongue not only refers to the language learned by the mother, but also refers to the dominant language in the speaker's family. In this research focus on Javanese mother tongue.

#### **3. English Performance**

In this reaserch students' performance focus on speaking skills. Speaking skill are important in the language learning process. This is because a person's

success in mastering a new language is that he is able to speak in that language.