

CHAPTER I

INTRODUCTION

A. Background of Study

Communication is the requirement of life. As social creatures, people need it and language is perfect tool to communicate. By using language, we can communicate each other, express our feelings, thoughts, and ideas. In holy Qur'an, Al-Hujurat verse 13 Allah says;

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

This verse tells that Allah creates many tribes and nations in order to know each other. The way for knowing each other is by communicating. Thus, language plays important tool for communication. Recently learning language, especially more than one language is important for people in the world, because it can be the bridge to communicate with others in different places, even different countries. In holy Qur'an, Ibrahim verse 4 Allah says;

وَمَا أَرْسَلْنَا مِنْ رَّسُولٍ إِلَّا بِلِسَانٍ قَوْمِهِ لِيُبَيِّنَ لَهُمْ^ط فَيُضِلُّ اللَّهُ مَنْ يَشَاءُ وَيَهْدِي مَنْ
يَشَاءُ^ع وَهُوَ الْعَزِيزُ الْحَكِيمُ

Based on the verse above, it showed how important language is, even Allah sent His prophet to his people whose the language his master. Thus, learning more than one language is very important for communication. In the world which consist of different languages, there should be one language that can bridge the

communication between different language communities called unifying language (Lingua Franca).

According to Chaer & Agustina (2004, p.109), in areas where many languages are spoken, one language may become a lingua franca to ease communication among the people. Now, English is chosen as lingua franca of the whole world, because it used all over the world as a native language or second language and almost information on any subject presented in English, so that the rest of the world knows what is news. For this reason, scholars and educated people need to be able to use English

As lingua franca, In Indonesia, English is learnt as foreign language. Many Indonesian people are able to speak and write English but not all of them do it in the right way and grammatically. When using English, Indonesian people are often influenced by Indonesian structure as their native language and they are not aware of the influence. It occurred because they thought the main purpose of their communication is just for understanding. In other words, if communicators understand about what the speakers say or write, it is enough, even if English grammar is neglected. Interplaying between languages must have happened, especially in the other speech community which is called language contact with all linguistic phenomenon as a result.

Language contact occurs in the community. It will create interplaying between Indonesian and foreign language, and one of them is English. It means that the first language can affect the second language or vice versa. According to Weinreich (1953, p.1), in the present study two or more language will be said to

be in contact if they are used alternately by the same persons. The language-using individuals are thus the locus of the contact. The effect of first language in second language or vice versa can occur in the different language systems because the speakers or writers use the systems or elements from the first language into second language or vice versa.

The using of certain language system in other language is called the transfer of the language system. The language system can be used in phonology, morphology, and syntax. The language transfer occurs both in speaking and writing. This happening exists in every human being that has a native language and knows another language. According to Dulay (1982, p.101), the transfer is divided into two parts. Positive transfer and negative transfer. Transfer that is helpful because of the similarity or alignment is called “positive transfer”. Otherwise, if the transfer caused confusion in the language which result in error because old habitual behavior is different from the new behavior being learned and it is called “negative transfer”. Negative transfer which is known as language interference.

Language interference is a natural phenomenon that occurs in bilingual or multilingual countries. The first scholar who introduces interference is Weinreich in 1953. He used interference to clarify the systemic change in language because of contiguity between that language and the other language that made by bilingual speaker (Chaer & Agustina, 2004, p.120). Language interference is often found in bilingual or multilingual countries, errors on various aspects such as phonology, morphology, syntax, lexical and others may occur in speaking or writing, and it

will be found in newspapers, magazines, movies, interviews, bulletins, books and so on.

In English department, there is an association of English students which is called ESA (English Students Association). One of their work plans is making the Bulletin. It can be one in a year or more. The bulletin is interesting to read. Beside the cover, color, formation of writing etc which make the bulletin looks interesting, the structure of grammar also important. The written text is going to be good if it uses the proper grammar and structure, so the reader will enjoy reading it and it is worth to observe whether in their writing contain of language interference or not. The content of the bulletin is very interesting such as about English department, ESA and others, they also take some sources from the internet to make it more enjoyable. Therefore, the researcher will analyze the interference that occurs on the English students' bulletins of IAIN Antasari Banjarmasin, only from the students' writing and this research will only focus on the grammatical interference. About the interference Weinreich as quoted by Chaer in "Linguistik Umum" (2007, p.66), the theory said that interference can occur at all system of language from phonology, morphology, syntax and lexicon. Interference that occurs in morphology and syntax is called grammatical interference.

There were some previous researches which also discussed about language interference. A research about language interference was done by Kesmez (2015) entitled *An Analysis of The L1 Interference Errors of Turkish University Students in Their Written Productions*. The research was focused on all aspect of first

language interference. The research did not point out one aspect in her research instead of explained all language interference aspects in students' writing. The finding of this previous study indicated that the researcher found 298 errors were interference errors. In this context 120 composition sheets of 54 prep-class students (36 females and 18 males). These errors stemming from Turkish were initially categorized into four major categories; morphological, lexical, syntactic and orthographic and then those mentioned major categories were also divided into sub-categories. According to the results, the lexical category-including word for word translation errors, wrong use of uncountable nouns and verb errors-constitutes the largest group among the interference errors in the writing productions of students. The other interference errors were located in syntactic, morphological, and orthographic categories respectively.

Another research was done by Lou (2014), entitled *A Study of Mother Tongue Interference in Pronunciation of College English Learning in China*. This research focused only on the interference of mother tongue interference of the college learners from more than twenty provinces in China. Based on research finding, it can be known that the result of this research showed that many Chinese college students have problem of mother tongue interference. Many of them would unintentionally confuse the phoneme [n] with [l] or [f] with [h] or the aspirated sound with the non-aspirated ones in the course of learning English pronunciation, including some teachers who speak their hometown dialects instead of the standard Chinese. Both students and teachers might hardly avoid the mother interference in teaching and learning a foreign language.

Since the previous researches were about language interference in difference aspects (phonological, lexical and even all aspects of interference), the current research discusses only about grammatical interference occurred in the English students' Bulletins of IAIN Antasari Banjarmasin which have not been done yet by other researchers. Because the researcher found some language interferences of grammatical aspect in the bulletin. Therefore, this current research is important to be done to help both students or ESA to aware of first language interference.

Based on the explanation above, the researcher intends to conduct a research, entitled **“An Analysis of Grammatical Interference in The English Students’ bulletins of Iain Antasari Banjarmasin”**

B. Statement of the Problems

1. What are the types of grammatical interference in the English students’ bulletins of IAIN Antasari Banjarmasin?
2. What is the most dominant type of grammatical interference in the English students’ bulletins of IAIN Antasari Banjarmasin?

C. Objective of the Research

The objectives of this research are:

1. To know the types of grammatical interference in the English students’ bulletins of IAIN Antasari Banjarmasin
2. To know the most dominant type of grammatical interference in the English students’ bulletins of IAIN Antasari Banjarmasin

D. Significance of the Research

Through this research, the researcher hopes that;

1. This research will be useful to enrich the researcher's knowledge about linguistic, especially in morphology and syntax.
2. This research can be benefit for the readers as bilingual users who like speaking and writing in order to minimize the errors in their speech and writing.
3. This research can be reference to do further research and also can maximize the quality of the English students' bulletin itself.

E. Definition of Key Terms

1. Grammatical Interference

The interference that occurs when bilinguals identify morpheme or grammatical of first language, then use it in the second language. The grammatical interference that occur on the English students' bulletin (morphological and syntactical errors)

2. English Students' Bulletins

The bulletin is made by English Students Association (ESA) to give information about English department and so on. Making the bulletin is one of ESA's work plans. Beside they write it by their own writing, they also take some sources from the internet to make it more enjoyable. In this research, the researcher will analyze the sentences are utilized by the students of English department or ESA's members who use English as their foreign language in the bulletins.