

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

Human being is closely related to language, both of them are an entity in society. Language is a part of culture in society. In a language study, there are three kinds of language namely; written language, spoken language and sign language, but the more dominant in the society is the spoken language. Spoken language is communication of tool for society.

There are many ethnics in Indonesia. Each of them has their own language, such as in Bima. As everybody knows, Bima is a part of West Nusa Tenggara (NTB) where the ethnic of that spot have a particular language namely “***Bahasa Mbojo***”. Bima language (*Bahasa Mbojo*) is the mother tongue for Bimanese. Generally, this language is used as the communication means for *Mbojo* ethnic itself. On the other hand, this language does not simply display as a tool of communication, but *Bahasa Mbojo* is also established as the local identity.

But not all of Bimanese use Bima language, approximately 80% of them use Bima language as the means of communication to one another. Besides Bima language, there is English, Bahasa Indonesia, and some other local language. Bimanese are able to use them, however Bima language (*Bahasa Mbojo*) is predominantly used by Bimanese.

Bima language (*Bahasa Mbojo*) is first language for Bimanese, while others are the second language (foreign language) for them. If someone uses mother tongue (Bima language) dominantly, then he/she will always interfering the English with local language and find it very difficult to improve their foreign language ability. The other reason Bimanese find it difficult to speak foreign language is because each language has their own system.

For illustration, both of Bima language and English have a fundamental difference. The difference emerges because both of the languages have their own system such as phonology, morphology, and syntax. Understanding the system of language is very important, because it is impossible for the learners to master the language perfectly without understanding the system of the language learned.

Several differences between Bima Language and English can be seen in the following example; the word */mboto/*. */Mboto/* in Bima language is embodying of */many/*. So, it is very clear that different Bima language (*Bahasa Mbojo*) and English. As the results, interference of mother tongue into target language is naturally. On the other hand, the students/learners cannot be avoided of language background interference.

Parker, (in Humairah, 2009: 10), has argued that “the influence of mother tongue on foreign language cannot be avoided”. According to that statement, mother tongue can influence or interference foreign language because the mother tongue is the first language for society. The mother tongue may influence the

foreign language when the learners try to produce pronunciation, and words, and sentences in foreign language.

According to Krosso, (in Humairah, 2009: 12), the learners will find difficulties in learning the foreign language which is caused by interference of native language. The learners are well aware of the fact the majority of their learning will have difficulty in producing some target language". While, Elias (2005: 2), revealed that foreign language learners cannot avoid that social culture milieu in which learner grows up. According to that statement, the learners cannot be separated to their culture. "Culture" in this study is mother tongue.

The mother tongue mastered by people since their born and it is not provided through the learning process, but then, it is constructed through the language acquisition process. Krashen (1988: 10) has distinguished between "language acquisition and language learning". Language acquisition concerned with mother tongue and language learning concerned with foreign language. He has argued that "language acquisition is a subconscious process; language acquirers are not usually aware of the fact that they are using the language for communication". It means that the mother tongue can be acquired by subconscious process and then also mother tongue is implicit learning, informational learning and natural learning.

Language learning refers to conscious knowledge of second language, knowing the rules, being aware of them, and being able to talk about them (Kreshen 1988: 10). It means that the foreign language includes formal learning

and then conscious learning. Furthermore, language learning is a process of understanding the language included the grammar, and the rules.

Writing is very significant for human being. Among the four language skills (speaking, writing, listening, and reading), writing seems to be the significant. Everybody can express their minds, ideas, and opinions through speaking or writing. Writing skill is very crucial for human, without writing people cannot express their concepts, minds, and opinions.

Chomsky (2007; 103) has distinguished between what he has called competence and performance. Competence refers to the ability of the idealized speaker-hearer to associate sounds and meaning strictly in accordance with the rules of this language, while performance refers to cognitive structure (for instance, by memory restrictions) that are not properly speaking the aspects of language.

Competence that Chomsky meant is the ability of human language to knowing about their language rules or grammar (phonetic, syntax, sound, morphology, etc). To know about competence is very important so that the learners can be improving their language.

In Bima, there are many college institutions or universities; one of them is STKIP Taman Siswa Bima. It was established in 2004. STKIP Taman Siswa has four departments: mathematic department, physics department, historical department and English department. English department has about 434 students.

The majorities of its students are from Bima district. Thus, they will automatically use Bima language to communicate with their colleagues.

From the explanation above, the writer is interested to observe the issue about **“ERROR ANALYSIS IN MOTHER TONGUE (BIMA LANGUAGE) INTERFERENCE IN WRITING SKILL: (A Case Study in the Third Semester of STKIP TAMAN SISWA BIMA in Academic Year 2011”**; in this case, Bima language interference in students’ writing skill. The writer wants to describe whether Bima language (*Bahasa Mbojo*) can influence or interference the learners towards foreign language. In this study, the writer use case study. In the context of this investigation project, the researcher conduct observe, research and search of the data concerning on Bima language interference in students’ speaking skill. The object of the research will be the students of STKIP TAMAN SISWA BIMA, particularly the students of English department.

The writer thinks that the topic is really interesting to observe because it is not only noting interference of mother tongue but also noting the student’s culture. Because mother language and culture always influence a foreign language learner. The culture and language as an entity cannot be avoided of human being. And then, language and culture may influence each other.

The writer does not observe all of the students’ culture but focus mainly on the students learning. The issue is not only important for the people, but it will also be very important reference for the teacher, so that the English teacher can improve their teaching methods.

## **B. Problem Statement**

The problem statements of the research are:

1. What are the types of error made by the students in students' writing skill of the third semester in academic year 2011-2012?
2. What are the dominances of error made by the students of STKIP Taman Siswa Bima in academic year 2011-2012?
3. What are the pedagogical consequences in language teaching in writing skill?

## **C. Limitation of the Study**

To make the study easier to understand, the writer will make limitation of the study. The writer will only focus on the interferences of English learner in speaking skill. The purpose of this limitation based on the students' competence in understanding and mastering speaking skill.

## **D. Objective of the Study**

By conducting this study, the writer purposes the objectives as follows;

1. To describe the types of error made by the students in students' writing skill.
2. To know what the dominant of error made by the students in students' writing skill.
3. To describe the pedagogical consequences in language teaching in writing skill.

## **E. Benefit of the Study**

There are two benefit of this study, they are;

### **1. Practical benefit**

The practical benefit in this research is to give understanding and motivation for the writer himself, the lecturers of STKIP Taman Siswa Bima, and the other researchers about of error or mother tongue influence especially Bima language influence. So far, the writer only knows mother tongue influence from the books but does not understand how mother tongue interfere written skill empirically.

### **2. Theoretical benefit**

The theoretical benefit of this study is the research will give enlightenment and will be the guidance of the future researchers which conducts researches on the topic error analysis.