CHAPTER I
INTRODUCTION

A. Background of the Study

Human beings cannot live without each other. We are social creatures. When we are in contact with others we are communicating. Communication is the very basic of our existence. Without communication we cannot interact with our peers, we cannot learn language and at a very basic level we cannot even think. One of media of communication used by human beings to communicate or interact with others is a language.

Language is a system of sounds which are produced by vocal apparatus and received by auditory apparatus (Hall, 1993: 4). The existence of language is very important for human life. It is assumed that language has many functions. According to Keraf (1970: 3) language is beneficial as media of expressing, communicating, holding integration and social adaptation, and holding social control. There are lots of kinds of languages used for local communication, national communication, regional communication, and even international communication such as English. In general, the most famous language is English, because it is the most widely spoken language in the world.

As the most well-known language in the world, English is used by lots of people from different countries which have divergent language as well. It is used as a lingua franca. Apart from being used as a means of international communication, people often use English in their international relationship,

business, politics, and education. This language is learnt by pupils, even non pupils all over the world including Indonesia since it can be both spoken and written form.

As the time goes by, language is developed very fast. Fast language development occurs mostly in fields of science and technology (Win, 2011: 100). This phenomenon then triggers people to learn the most often used language, English, since it has spread all over the world.

In Indonesia English is learnt as the first foreign language. Learning a foreign language requires accuracy, especially when both native and foreign languages have different structure. The differentiation of structure may cause errors or mistakes in learning a foreign language. In learning a foreign language learners are usually interfered by the elements of first or native language. Interference happens most of the time, and it has a big role in foreign language learning.

When the language learners' knowledge of first language has a profound effect on their understanding of a second or foreign language, they are experiencing language transfer. There can be negative transfer, which is also known as interference, when the understanding of first language complicates the understanding of another language. Alternatively, there can be positive transfers such that knowing first language can do a favor in developing skills for a target language. Language interference is the influence of language learners' first language on their production of the language they

are learning. It means that the speaker's first language influences his/her foreign language.

Interference is the change of language system used in other element of language which is regarded as a mistake because it deviates from the rules of language used (Chaer and Agustina, 1995: 158). Weinreich (in Napitupulu, 1994: 14), asserts interference is the deviation of language norm in usage as the effect of bilingual toward another language. The term of interference is firstly used by Weinreich to name the existence of different language system spoken by bilingual speaker in using a language. Interference happens when the speaker uses second language and ones which is interfered into second language is the first language or mother tongue.

According to Dulay et al (1982: 98) interference is the automatic transfer, due to habit, of the surface structure of the first language onto the surface of the target language. Interference is the deviation of target language as a result of their familiarity with more than one language. They differentiate interference into two parts, the psychological and sociolinguistic. The psychological refers to the influence of old habits when new ones are being learned, whereas sociolinguistic refers to interactions of language when two language communities are in contact. Therefore students will find it difficult in mastering the second language due to the interference, which is influenced by old habit, familiar with mother tongue and interaction of two languages in the communities.

Lott (1983: 256) defines interference as errors in the learner's use of the foreign language that can be traced back to the mother tongue. In other word, language learners use the structure of first language in target language.

Ellis (1997: 51) refers to interference as 'transfer', which he says is the impact that the learner's native language pressures over the acquisition of target language. He asserts that transfer is governed by learners' perceptions about what is transferable and by their stage of development in target language learning. He raises the need to distinguish between errors and mistakes and makes an important divergence between the two. He says that errors reflect gaps in the learners' knowledge; they occur because the learners do not figure out what is right. Mistakes reflect occasional lapses in performance; they occur because, in a particular instance, the learners are unable to perform what they know.

Nababan (1991: 35) says interference only happens to speakers when they use second or foreign language in their speaking or writing. It can be receipted interference (the use of second language receipted by the elements of first language) and productive interference (the use of first language by using element and structure of second language), exactly when they use both languages. A person who is bilingual may be said to be one who is able to communicate, to varying extents in a second language.

Every country has different language used as a mother tongue or language which is used daily. Every language has different structure or grammar, likewise Indonesian and English. Both of them have different

grammar in composing a sentence. In English every action is always related to the time when it happens and the time determines the correctness of sentence based on English grammar rule. While Indonesia language whenever action happens, it doesn't influence the correctness of sentence because it has no time difference in determining a deed. For instance "Andi ate rice yesterday". It designates an event done in the past. While the present time is "Andi eats rice every day". This is the English grammar rule. There is a verbal change depending on the tense. While in Indonesia language there is no verbal change whenever action happens. For instance *Andi makan nasi kemarin* (past tense) and *Andi makan nasi setiap hari* (present tense).

Indonesia as one of English Foreign Language (EFL) countries in the world applies English as a compulsory subject at certain schools. Some students have difficulties to master it, and they sometimes get difficulties to create correct sentences. Generally it is caused by interference of first language or native language which is much different from English

State Institute for Islamic Studies (IAIN) Salatiga is one of state universities located in Salatiga, Central Java, Indonesia. It has English as one of fields of study. There are lots of students study at this university as English Foreign Language (EFL) students. Even though they have studied English for 6 years before getting into university, they still make some mistakes in their writing.

The following is an example of piece of writing taken from EFL student's paragraph illustrates the challenge of comprehensibility:

"Disagree, yeah because if we learning English just from internet that not effective. If we not understand with learning it, so will make we feel difficult, of course confused too. Their learning in the classroom will make we comfort. And the face to face with lecturer will train confidence for we. Because indirectly learning of English not only material but action too. Active in the classroom so important. To learning in the classroom will make we think about the material. If we not understand about the material we can ask directly with lecturer. To learning in the classroom there will be communication with lecturer, and we can discussion about the material from lecturer that will make us become be better".

(A paragraph on "My opinion about learning English from internet is more effective than that from a teacher in the classroom" written by EFL student of IAIN Salatiga)

The example of student's work above is very clear that he/she made some mistakes. It seems that he/she translated the sentences from Indonesian into English word by word. From the above paragraph, it can be seen that there are lots of misuses of vocabulary and grammatical structures.

In foreign language learning, EFL students will always encounter some difficulties/problems in mastering it. When they are learning it, they often make mistakes whether in their speaking or writing. Exactly, these problems are caused by the different systems of mother tongue and those of foreign language especially English. Foreign language learners sometimes get difficulty in mastering English. It happens because of the interference of first language into English. So, what they find difficult will depend on the degree and mature of what they have obtained on English. There are many factors which influence the problems in learning English; one of them is because of interference of first language.

Based on the explanation above, the writer would like to carry out a research to the English Foreign Language (EFL) students of IAIN Salatiga in

the Academic Year of 2014/2015, under the title **"FIRST LANGUAGE INTERFERENCE IN EFL STUDENTS' COMPOSITION".**

B. Limitation of the Problem

In order to focus on this research and the result will be valid; there must be limitation of the problem. The topic must be limited in order to investigate the problem more accurately, precisely, and correctly. Therefore, the writer would like to limit on this study as follows:

1. The types of interference in EFL students' composition of IAIN Salatiga in the Academic Year of 2014/2015.

2. The research focuses on frequency of each type of first language interference in EFL students' composition of IAIN Salatiga in the Academic Year of 2014/2015.

3. The most dominant type of interference error in EFL students' composition of IAIN Salatiga in the Academic year of 2014/2015.

4. The factors contribute to first language interference in EFL students' composition of IAIN Salatiga in the Academic Year of 2014/2015.

C. Statement of the Problem

To analyze the problem of first language interference, the writer formulates the problem as follows:

1. What are the types of interference in EFL students' composition of IAIN Salatiga in the Academic Year of 2014/2015?

2. What is the frequency of each type of first language interfere in EFL students' composition of IAIN Salatiga in the Academic Year of 2014/2015?

3. What is the most dominant type of interference error in EFL students' composition of IAIN Salatiga in the Academic Year of 2014/2015?

4. What do the factors contribute to first language interference in EFL students' composition of IAIN Salatiga in the Academic Year of 2014/2015?

D. Objectives of the Study

The objectives of the study of this research are as follows:

1. To find out the types of interference in EFL students' composition of IAIN Salatiga in the Academic Year of 2014/2015.

2. To find out the frequency of each type of first language interference in EFL students' composition of IAIN Salatiga in the Academic Year of 2014/2015.

3. To find out the most dominant type of interference error in EFL students' composition of IAIN Salatiga in the Academic Year of 2014/2015.

4. To find out the factors contribute to first language interference in EFL students' composition of IAIN Salatiga in the Academic Year of 2014/2015.

E. Benefits of the Study

The result of this research is expected to be useful for the readers and language teachers. The benefit may be in two dimensions, theoretically and practically:

1. Practically

    The result of this research is beneficial for the students as reference in learning language related to the interference of two different languages. Apart from that, this research is also beneficial for knowing some common mistakes caused by two different languages because of one language interference. The result of this research is very important to be known by English teachers. It can help them in language teaching learning process. By studying the result of this research, hopefully they will know about language interference commonly happened.

2. Theoretically

    The result of this research will enrich the theory for English teacher in teaching language and for the student in learning language. This study contains language materials that are useful to learn about language.

F. Definition of the Key Terms

To avoid misinterpretation and make easy to understand the title of this research, the writer would like to clarify and explain the terms used in this study as follows:

1. First language

   First language here is both Javanese and Indonesia. Javanese is used especially by people of java, while Indonesian is a unity language of the Republic of Indonesia.

2. Interference

   Interference here means interference in language. Interference can be meant as the change of language system used in other element of language which is regarded as a mistake because deviates from the rules of language used (Chaer and Agustina, 1995: 158).

3. EFL Student

   EFL is standing for English as a Foreign Language. EFL student is a student who studies English as his/her foreign language.

G. Research Paper Organization

This research paper consists of five chapters. Chapter one is introduction that includes background of the study, limitation of the problem, statement of the problem, objective of the study, benefit of the study, definition of key terms, and research paper organization. Chapter two is review of related literature that includes previous studies and underlying theory that comprises first language interference, the notion of interference, other sister terms, types of interference, the factors contribute to language interference, error analysis, and definition of error analysis, error and mistake, types of error analysis, the source of error, interlanguage, definition of

interlanguage, characteristics of interlanguage, and interlanguage production. Chapter three is research method that includes types of research, research subject, research object, technique of collecting data, and technique of analyzing data. Chapter four is research findings and discussion. Chapter five contains conclusion, pedagogical implication, and suggestion.