

Chapter 1: Introduction

This chapter introduces the linguistic interference issue in Student's Writing. It is commenced by expounding the background of the study in which the context for this present research is highlighted. The presentation of the formulated research questions is followed by the research objective. The research scope is also presented in this chapter. In the final section, the research significances are outlined.

Background of the study

In foreign language learning, English Foreign Language (EFL) students will always confront some difficulties/problems in mastering English. When they are learning English, they regularly make mistakes whether in their speaking or writing.

Therefore, in learning English as a foreign language, learners need to learn about the system and rules of writing well, because the system and the rules for both English and Indonesian are different. The difference may cause of errors or mistakes. Based on Ahmad (2016), in his research foreign language learners sometimes get difficulty in mastering English. It happens because of the interference of first language learning (FLL) into English. Furthermore, what they have found when studying English will depend on the degree and ability of what they have obtained in English. It means when a Lerner have the ability to understand English well, the possibility of mistakes in writing English will be less compared to a Lerner who has not fully understood English. Many factors influence the problems in getting to know English; one of them is because of the interference of first language learning.

Interference is the exchange of language systems used in other elements of language which is viewed as a mistake because it deviates from the rules of the language used (Chaer & Agustina, 1995). Weinreich (in Napitupulu, 1994), asserts interference is the deviation of language norm in usage as the effect of multilingual toward some other languages. Interference happens when the students using the target language (English) and ones which is interfered into target language (language that will be studied) is the first language (FLL) (Lao, 2017).

Grammatical interference is divided into two types; morphological interference and syntactical interference. This study will be focused only on morphological interference. Indonesia and English are different in some language features, one such differences are the construction of noun and verb. For instance, when an Indonesian language student uses the word “go”, it's not a mistake he use one word go but when use it in a simple sentence in Indonesian language “dia pergi” instead of” he goes” or “she goes”. A student who learns English might say “he go”. This is caused of no system of agreement or concord between noun and verb (subject and predicate) in Indonesian language; all the subjects are followed by the same predicate (verb) such as “I go”, ”She go”, “They go” (Mu'in, 2008, p. 7). However, when Indonesian students who are lack of practice in English, they often make mistakes in the form of interference from the first language (FLL) and they do not even realize the differences.

Sometimes the situations appear to be much more difficult, that it opens change for students to input first language learning in learning EFL (English as a

Foreign Language), the interference of Indonesian to English can be occurred. So that the students can use Indonesian writing rules to English writing rules. The Indonesian students are familiar with their study habits of writing in Indonesia, so that they often use the Indonesian word order into English writing practice. The result is a mixture in which ideas in Indonesian are ungrammatically expressed in English writing. The main cause is linguistic interference of the first language learning in learning English as a foreign language.

In English Department, the students that take major in this department indeed do not only originate from Gorontalo, but they also come from various regions across Sulawesi peninsula such as Bolaang Mongondow, Bugis, Jawa, Buol, and so forth. In terms of language spoken, all students are able to speak in a number of dialects apart from Bahasa Indonesia. Moreover, in the case of vernacular languages, most of the students are also able to speak on their local languages. In view of this fact, students in the department are considered as multilingual. More importantly, within multilingual setting, needless to say, every language that speakers have command of has been a viable tool for communication around the environment and thus the languages must be potential for being used by the speakers depending upon which purpose (Baumgarten, 2016).

Furthermore, based on Nani (2019), Bahasa Indonesia seems to have an enormous influence over the construction of the English sentences, as his participants avowed that both Bahasa Indonesia and English are commonly used within a formal situation. In that regard, participants in his study tended to consider their Bahasa

Indonesia (FLL) rather than their L1 before wiring in English since both Bahasa Indonesia and English, as affirmed by Lao (2017), are utilized in the state of formal setting.

In the case of writing, that object was chosen to determine linguistic interference in this study in that it has widely been acknowledged that the most challenging skill for EFL learners to master has to do with writing (Sermsook, et al., 2017). Several aspects affect students' writing. First, writing requires a set of complex skills. The students need to be able to spell English words and to master English grammar and punctuation rules. They also need to be able to construct the words into sentences and arrange the sentences into neat arrangements and coherent paragraphs. The second aspect is that the students do not re-read the text that they have just written. They do not revise their writing products. When they do not respond and revise the text, they will not find out the lapses and illogical sequences in their paragraphs. As a result, they cannot improve the quality of their texts.

From the statement above, it can be said that writing is complicated because it involves a complex cognitive activity and requires many other skills. One who wants to write has to think of the content, form, structure, vocabulary, and mechanics as the variables of writing. Therefore, the students must also be able to organize and combine information into cohesive and coherent paragraphs and texts. Writing abilities are taught to the students of the English Department of Gorontalo State University. It is taught from the first semester to the fifth semester. The five subjects

are taught to the students gradually so that the students are supposed not to have difficulties in writing.

In reality, in the process of learning English, the students make mistake. Dulay in Brown (1994) states that mistakes is a deviation from the adult grammar of a native speaker. Although, mistakes made by the learners may give contribution in understanding the process of foreign language, in this case, English. This is also experienced by the writer and other students as foreign language learners. It makes the writer interested in analyzing the interference made by students who are in the fifth semester that has taken intensive course subjects that represent four skill of mastering English as a foreign language of English Education Department at Gorontalo State University. Then, the reason why the writer takes descriptive text is that the writer is eager to know how the first language learning (Bahasa Indonesia) influences their capability in writing. The writer considers that by knowing it, it may help to determine which morphological features should be more stressed than others. Later, it may also give some contributions on teaching English just like another goal of the second language learning as well. By seeing this fact, an analysis is needed in order to know in what are the types of morphological that the students made interference.

Practically, an interference analysis has some contributions to the teaching and learning process. It provides feedback for lecturers on the effectiveness of their teaching materials, teaching techniques and it also makes lecturers asses more accurate, what remedial works will be necessary for the students to prepare an

English language test. By studying the interference made by the fifth-semester student, the writer may be able to reveal the types of interference committed by the students. Consequently, studying interference also has immediate practical applications for the lecturer in which mistakes provide feedback.

In addition, the result of the analysis can be used for researching language acquisition and learners 'strategies in language learning. By analysing students' interference, the lecturer can examine the most common mistake so that they can decide the ways to treat and minimize the mistakes.

The current facts undeniably prove the importance of observing the existence of morphological interference in students' writing (Anwar, 2010). There are some researchers who have conducted the study of interference. Among others are Sudipa (2010), Indri Wirahmi Bay (2010), Ratih Asti Supriyanto (2013) and Irvan Nani (2019). Sudipa (2010) has analyzed interference of English literature students in Bali in words written that they translate directly from the concept of mother tongue into English written. Furthermore, in this research the writer, will analyze morphological interference in writing at the fifth semester students at English Department academic years 2019-2020. Then, Indri Wirahmi Bay (2010) who conducted a research entitled "grammatical interference of bahasa indonesia into English". The similarities of the research are about the object of the study. It is about writing. The difference is, if the research above focused on grammar generally, while this research only focuses on morphological type. The third is Ratih Asti Supriyanto (2013) who conducted a research entitled "A Descriptive Study on Grammatical Interference from English

into Indonesian Language made by English Native Speakers in Salatiga”. The difference is if the research above is based on speaking ability but this research is based on writing ability. The forth is Irvan Nani (2019) who was conducted a research entitled “Syntactic Interference in Multilingual Students' Writing”. The difference is if the research above is based on syntactical interference but this research is based on morphological interference. This study is different from those of previous studies.

Research Question

As explicitly informed in the background of the study is of an attempt to best fill a gap in the phenomenon of language interference that is particularly taken place in the field of morphology in EFL students' writing. This present research is guided by a grand tour question as formulated in the following statement: What are the types of morphological interference committed by the students at the fifth semester of the English department state University of Gorontalo academic year of 2019-2020 in their English writing?

Objective of the study

This research was designed to has a goal as follow: To investigate the types of morphological interference on students' English writing, especially at the fifth semester of the English department state University ofGorontalo academic year of 2019-2020.

Research Significances

This writer has two-fold in significances-they are broken down into theoretical significances and practical significances-as clearly stated in the following subsections:

Theoretical significance.

Theoretically, the result of the study has been expected to enrich knowledge about first language interferences in English as foreign language and to give contribution development of linguistic study.

Practical significance.

Practically, an interference analysis has some contributions to the teaching and learning process. Because it provides feedbacks for lecturers on the effectiveness of their teaching materials, teaching techniques and it also makes lecturers assess more accurately, what remedial works will be necessary for the students to prepare an English language test. By studying the interference made by the fifth semester student, the writer may be able to reveal the types of interference committed by the students. Consequently, studying interference also has immediate practical applications for the lecturer in which mistakes provide feedbacks

Research Scope

This study focuses on English features were indicated as morphological interference. Grammatical interference divided into two categories, such as morphological interference and syntactical interference. This study only focused on the morphological interference that occurs in students writing of descriptive text. This study also has limited the participants which only took one class among five classes in the fifth semester. There were 20 students in the class. From five classes, one class was chosen that was class C (V-C) in academic year of 2019-2020. The participants were selected purposefully by looking at some points such as having a standard GPA score of 3.00 and having passed some subjects that associated with this research such as Writing, Grammar, and morphology. Further, through qualitatively descriptive account, this research was delimited to the data an instrument in which document is involved.