

The Effect of Mother Language Toward the Mastery of English Language Acquisition; Case of Indonesian Students in English Learning Process

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Abstract

Second Language to foreign language acquisition is needed to achieve success in education, work or career and other goals. However, reading a text in a foreign language for non-native speakers requires language transfer from a foreign language to the mother tongue and then only the meaning and content can be understood. Mother tongue is a language that is absorbed by children up to the age of 3 years. The language transition process requires an appropriate strategy with access to language absorption that is able to facilitate language transfer in the reader's mindset. Analyzing the strategy and process of language transfer from a foreign language to a mother tongue requires a measurable and explainable concept or pattern. Analysis of the process of understanding a foreign language is not an easy thing. Due to the difficulty of observing and analyzing the process of understanding a foreign language, the researcher tries to reveal what the role of the mother tongue is in learning and understanding a foreign language. Retrospective interviews with 5 Chinese students, 5 Japanese students, 5 Arab students and 5 Indonesian students were carried out by the researcher accompanied by a translator/interpreter by asking some questions about when foreign language readers use their mother tongue cognitively and how to use their mother tongue in a cognitive way. This cognitive function can help understand the meaning of foreign language texts. The results of this finding contribute to the theory of the process of understanding foreign languages from a sociocultural point of view.

Keywords: Mother language, Language acquisition, English Learning Process

Introduction

Language is a mean of communication, delivering opinion, idea and expression. It makes an interaction one another in human life. A growing of globalization era demands one to another nation needing each other. It means that the need to have good relation between one nation and another is really necessary to fill up since creating good relation among nations can improve the development and prosperity of country. All nations have their own characteristics in the system of government, politic, economy, culture and even language. Surely, people will not be able to make good relationship, communicate with people in different nation also different language if the language used is only their local language. Therefore, people need to learn any other nation's language to be able to communicate across different nations as well as different language.

English is considered as foreign language for some nations like Japanese, Chinese, and Indonesians.

Considered as foreign language means that it is only learnt or used at schools or at certain jobs. The increasing number of students learning in English department in state university of Malang, Islamic university of Malang and Kanjuruhan University of Malang attract interesting attention as an issues of the increasing number of ESL students in Indonesia. Based on the interview with the association of Indonesian English lecturer, some university in Malang were getting increasing number of English students department in 3 years late.

ESL students in university are targeted to master English which cover English language teaching, English literary and English linguistic. The standard of English mastery are applied through standard curriculum of English department foundation. However, field of English users show different mastery and capability in English academic quality especially in writing. These different mastery can be caused by linguistic factor.

As we know that English university students are taught by the ability to translate Indonesian text into English text well or writing English well based on the standard of English writing. However, based on researcher's observation to the students work on translating task, it seems that students have not translated English well yet. There appears some errors and mistakes. The errors and mistakes are caused by interference of mother tongue when translating and writing English text. Grosjean¹ stated "the term interference refer to any difference that may exist between the speech of a monolingual and that of a bilingual."

Interference happens when there is an insert of phonology, grammar, lexicon, and semantics from one language into another language. Language interference occurred to the fifth semester students Kanjuruhan University of Malang. Commonly, when students are instructed to translate Indonesian text into English text, they transfer the Indonesian expression, meaning or pattern into English word by word.

One of the example for first language interference in writing English: they write "I see television every night before sleeping" instead of 'I watch a movie in Television every night before sleeping'. The example of above sentence is an interference in the level of semantic where the learners use new semantic structure in writing English as we know that we will never find the sentence above in any kinds of English text. The word 'see' is not appropriate to use in the sentence above. It is more appropriate using word 'watch'.

¹ Francois Grosjean, *Life with two Language*, (USA: Harvard University Press, 1992), p. 46

The phenomena of interference is experienced by individuals who have lack of information about the knowledge of language. Based on Bhela², it was said: “interference as errors in learner’s use of the foreign language that can be traced back to the mother tongue”.

Experts of Language Teaching believe that first language or the language which is acquired before effect to the mastery of second language³. Even, the first language is considered as interferer in second language acquisition process. This view is reasoned that whether it is realized or not, the language learners do transfer or move the patterns or components of first language to the second language. As a result, the change of structure, code and components of first language to the second language happened. If the structure of first language is almost alike with the second language, the learner will transfer the language easier. Whereas, if the different structure of those two languages are much different, learners will transfer the language by getting many mistakes caused by the interference of first language. The interference is negative interference which contribute to the errors or mistakes.

That’s why, the more different structure between what there in first language and what there in second language, the harder struggle that learners have to do to acquire and master the second language compared with if those two languages have more similarities pattern and structures. Thus, it can be said that first language influence to the process of second language mastery. The linguistic condition on the first language is really necessary to know in order to determine an effective teaching learning strategy in the process of transfer language. Learning second language is learning to transfer new language on the preceding language.

Learning second language sometimes is conducted in formal ways and sometimes it does not give strong motivation to learn. Here, what it is called by second language is English, Javanese, France, Arabic, Chinese, Germany, or Indonesian for local language speaker. While first language is java language for Javanese speaker, Sundanese language for Sundanese speaker, Batak Language for batak Speaker or Indonesian language for those whose parents are Indonesian speaker. One thing that become the problem of second language learning is that there is an assumption which think that second language like English is not used well or applied seldomly in their local region or their living.

² Bhela & Baljit, *Native Language Interference in Learning a Second Language*, (Australia: International Educational Journal vol 1 no.1, 1999) p. 18

³ Rod Ellis, *Second Language Acquisition*, (NewYork: Oxford University Press, 1997) p. 120

Some linguistic theories explained different ways of SLA developed. Some research report discuss the findings of the study on the perspectives of the effect of L1 on L2. Research discussing about the issues of how LSA theories elaborate the miscues caused by the interference of native language. Cook⁴ state that all second language learners use their first language while acquiring or processing the second language. He suggests that “second language learners do not switch of the access to first language when acquiring the second language, yet they still access it”⁵. Cook also insist that when teacher teach second language, teacher cannot leave the use of L1 in teaching and learning activity event. Based on cook, first language must always there in L2 learners’ think when they try to acquire the second language. No matter although the teacher as possible as they can make the atmosphere of the class into English mind. Learners knowledge when learning second language is coming from the knowledge on the first language⁶.

In teaching English language in classroom, whether it is right or not, the memory and pattern of mother tongue interfere to the process of foreign language acquisition. And the interference can be positive or negative. The role of mother tongue here in the process of English teaching and learning is necessary to discuss since the history of English language acquisition is related well with the foreign language acquisition. Various previous research argue the different theories on the roles of mother tongue in learning English language. Hence, the roles of mother tongue is really necessary to bring out into a research. This research would like to know the roles of mother tongue, in what occasion it interference the process of learning English language. Also what decrease and what increase the use of mother tongue when learning English language.

Then, it is believed that the role of mother tongue can help learning English positively based on some current research while this theory is in contrast with the nineteenth century theory where the role of mother tongue in learning English were not supported by them which said that mother tongue did not have positive role on the process of English language acquisition where English as a foreign language⁷.

It is expected that this study will give a new horizon about the perspective of mother tongue for the readers, learners as well as English teacher especially on the use of mother tongue in learning English as a foreign language. A very rarely used technique in teaching English as foreign

⁴ Vivian Cook, *Evidence for multicompetence*, Journal Language Learning, Vol. 4 No. 42, 1996, p. 557

⁵ *ibid*

⁶ *ibid*

⁷ Vivian Cook, *Evidence for multicompetence*, Journal Language Learning, Vol. 4 No. 42, 1996, p. 559

language for the teacher or instructor is translation from first language into foreign language as well. This technique however, actually was supported by some researcher as prove that the role of first language in acquiring foreign language is significant enough. Bhela⁸ state that when the learners feel gaps in their L2 syntactical structures for writing in L2, they use syntactical structures of their first language. Then she also explain that where there are similarities between the structures of L1 and L2 because of lack of understanding of the learners in L1 an error occurs in L2.

Research instrument

The first instrument is interview guideline. Researcher conduct the interview using the guideline in order to minimize the lack of information needed on the respondents. In writing the interview guideline, researcher do some steps: finding the theory related to the language use and language acquisition, writing outline, writing draft, consulting to the expert, revision the draft, validating with the expert, and writing the interview guideline

The second instrument is Task or Worksheet. In this task, students are instructed to translate Indonesian text into English text well. The text covers some kinds of text includes recount, narrative, report, and descriptive. The result students' translations are the primary data in this research. The participants of this research is Kanjuruhan University students who study in fifth semester. The participants have already passed some lectures or lessons which are considered as the basic English skill. It means that this participants are categorized as the competence students. The subjects materials which have already passed by participants are Structure I-IV, phonology, Listening I-IV, Speaking I-IV, Reading I-IV and Writing I-IV. And the data collection in this research are conducted in Translation and interpretation subject where the students are doing some exercise to practice translate from Indonesia into English and vice versa.

Considering students track record in passing some basic competences in the previous subjects which they have already learnt, it can be assumed that students have good ability in translating text. Among 30 students in class A, 10 students' worksheet are taken as samples of this research randomly. The technique of samples taking are based on the category of its interference.

The samples of this research are taken from the students of Kanjuruhan University as a population of the subject. Kanjuruhan University is a multicultural campus which is located in Jl.

⁸ Bhela & Baljit, *Native Language Interference in Learning a Second Language*, (Australia: International Educational Journal vol 1 no.1, 1999) p. 20

Supriyadi Sukun Malang. This campus has English education department that this major is the oldest department among private university in Malang region. The population is 300 students which still on fifth semester. Researcher chooses class A as the subject of the research since students in class A are fond by many lecturers who teach in this class. They are motivated and enthusiastic in following the lessons. Here, the students' characteristics are the good condition which is supportable in conducting the research in this class.

Result and discussion

Many students think the structure of English and Indonesian language are same. This is shown from the primary data which is taken from the students' work of translation task that there are so many interferences of Indonesian language toward English language.

In Indonesia, one word can become Noun or verb and the change would be different like "menyelenggarakan" as Verb and "Penyelenggara" as Noun. But in English, one base word can form into two or more words which have different meaning. For example, "ride" function as verb and "rider" function as Noun. The word "ride" and "rider" are two words which is almost alike in its form but it has different meaning and function. One word of English can have some meaning and when it is getting a change, its class of word also change. The understanding of word formation is really necessary for English learners. The ability of students in modifying the words must be improved well.

The different use of words and its formation give different meaning. Let's see the following examples of sentences: someone want to say that he is not willing to eat or to buy Guava, then he use the sentence: "I am not like Guava". In fact, that sentence means that he is not as same as Guava. The miss use of such that sentence is not appropriate syntactically. The appropriate sentence should be "I do not like Guava".

Noun

Part of speech have different use on noun, verb and adjective. However, some students cannot differentiate it. They use verb or adjective to function noun. This misunderstanding indicate that improving English skill is really necessary. Teaching and learning process should be effective. The habituation to practice English writing should be implemented. It is possible if students have used to write English, the interference of mother tongue can decrease or even loose.

(1) *Saya mendapatkan undangan untuk menghadiri pernikahan teman saya.....(SL)*

I get an invite to attend my friend's marry.....(TL)

In the sentence above the word invite and marry are verb. Yet, they function as noun. The word "invite" and "marry" should be changed into noun form. So, the sentence should be "I get an invitation to attend my friend's marriage"

(2) *Saya tidak suka tindakannya. Itu menunjukkan kesombongan (SL)*

I do not like his act. It shows arrogant.. (TL)

The word "act" on the sentence above is not appropriate on its sentence structure. The word "act" is kind of verb. However, on the sentence above, the position of "act" play a role as noun. So, the right one should be "I do not like his action. It shows arrogant"

(3) *penemuan tentang listrik oleh Thomas Edison mendapatkan penghargaan yang luar biasa dari dunia.....(SL)*

The invent of electric by Thomas Edison get great reward from world....(TL)

The word "invent" on the sentence above is not appropriate on the perspective of sentence structure. The word "invent" place the position as noun. Yet, the word "invent" itself is not noun. It is verb instead. So, the word "invent" should be changed into noun form. The noun form of "invent" is "invention". Thus, the correct sentence should be "The invention of electric by Thomas Edison get great reward from world".

(4) *Teman-teman sekelas seringkali menikmati memancing di sungai ketika liburan.....(SL)*

My classmates often enjoy fish in a river when holiday.....(TL)

Lexically, the word "fish" is not appropriate since the position of fish on the structure above is gerund. While the word "fish" it self is in form of verb or noun. So, "fish" should be in form

gerund (fishing). Thus, the correct one should be “My classmates often enjoy fishing in a river when holiday”.

(5) *Apakah kamu tau kematian dari guru di sekolah kita? Kematian itu membawa duka bagi seluruh siswa dan guru di sekolah* (SL)

Do you know the *die* of our schools’ teacher? The *die* bring deep sad for teacher and students in our school. (TL)

The word “die” on the sentence above is not appropriate on the perspective of sentence structure. The word “die” place the position as noun. Yet, “die” itself is not noun. It is verb instead. So, the word “die” should be changed into noun form. The noun form of “die” is “dead”. Thus, the correct sentence should be “Do you know the *dead* of our schools’ teacher? The *dead* bring deep sad for teacher and students in our school.”.

Verb

Belows are some data found on the students’ work which is syntactically inappropriate on the use of verb.

(1) *Ketika aku bertengkar dengan saudara kecil ku, orang tua ku selalu menyalahkanku* (SL).

When I squirrel with my little brother, my parents always *mistake* me (TL)

Lexically, the position of the word “mistake” is verb. Yet, the word “mistake” cannot be categorized as verb. It is noun instead. The appropriate word to place the position of “mistake” on the sentence above is “blame”. So, the correct sentence should be “When I squirrel with my little brother, my parents always *blame* me”.

(2) *Setelah kian lama dia terluka, kemudian dia pun meninggal dunia.* (SL)

After long time he get injured, he *dead* then (TL)

Lexically, the word “dead” stand on the position of verb. Yet, the word “dead” cannot be categorized as verb. It is noun instead. The appropriate word to place the position of “dead” on the sentence above is “die”. So, the correct sentence should be “After long time he get injured, he *die* then”.

- (3) *Wasit memperpanjang waktu pertandingan karena skor sementara masih seimbang* (SL)

The referee long the time of match since the score is still same. (TL)

Lexically, the word “long” stand on the position of verb. Yet, the word “long” cannot be categorized as verb. It is noun instead. The appropriate word to place the position of “long” on the sentence above is “lengthen”. So, the correct sentence should be “After long time he get injured, he *die* then”.

- (4) *Bibi saya baru melahirkan seorang bayi di rumah sakit* (SL)

My aunt born a new baby in the hospital (TL)

Lexically, the word “born” stand on the position of verb. Yet, the word “born” cannot be categorized as verb. It is noun instead. The appropriate word to place the position of “born” on the sentence above is “give birth to”. So, the correct sentence should be “My aunt give birth to a new baby in the hospital”.

- (5) *Nelayan mengikuti arah anginnya ketika mereka berlayar* (SL)

Sailors following wind direction when they sail (TL)

Lexically, the word “following” stand on the position of active verb. Yet, the word “following” cannot play role as a verb. It is gerund instead. The appropriate word to place the position of “following” on the sentence above is “follow”. So, the correct sentence should be “Sailors follow wind direction when they sail”.

- (6) *Para pendukung berdatangan ke stadion untuk meramaikan pertandingan* (SL)

Many supporters come to the stadion to *crowded* the competition (TL)

The word “crowded” on the sentence above is not appropriate on the perspective of sentence structure. The word “crowded” place the position as verb. Yet, “crowded” itself is not verb. It is adjective instead. So, the word “crowded” should be changed into another verb form. The appropriate verb form to change “crowded” is “enliven”. Thus, the correct sentence should be “Many supporters come to the stadion to *enliven* the competition.

Adjective

Belows are some data found on the students’ work which is syntactically inappropriate on the use of adjective.

- (1) *Siswa-siswa pada diam ketika mereka menghadapi ujian (SL).*

The students are *silence* when they have a test (TL).

The word “silence” on the sentence above is not appropriate on its sentence structure. The word “silence” is kind of noun. However, on the sentence above, the position of “silence” play a role as adjective. So, the right one should be “The students are *silent* when they have a test”

- (2) *Jika besi dipanaskan dengan suhu yang tinggi, dia akan meleleh (SL)*

If iron is heated in high temperature, it will be melt (TL)

Lexically, the word “melt” is not appropriate since the position of “melt” on the structure above is adjective. While the word “melt” it self is in form of verb. So, “melt” should be in form of adjective. Thus, the correct one should be “If iron is heated in high temperature, it will be melted”

- (3) *Teman saya meninggalkan dompetnya di kelas dan dompet nya hilang (SL)*

My friend left his wallet in a classroom and it is lose (TL)

The word “lose” on the sentence above is not appropriate on its sentence structure. The word “lose” is kind of verb. However, on the sentence above, the position of “lose” play a role as adjective. So, the right one should be “My friend left his wallet in a classroom and it is lost”

(4) *Di era penjajahan, peperangan terjadi dimana-mana, dan sekarang kita semua aman*
(SL)

In collonials era, war is everywhere, and now all of us are save (TL)

The word “save” on the sentence above is not appropriate on its sentence structure. The word “save” is kind of verb. However, on the sentence above, the position of “save” place the position of adjective. So, the right one should be “In collonials era, war is everywhere, and now all of us are *safe*”

Adverb

The use of adverb is not well understandable by the students. They apply the missuse concept on the use of adverb. All adverbs are written by adding –ly in the end. Infact, not all adverb is ended by –ly. Like the following data is the examples of the missuse of adverb.

(1) *Siswa siswa kelas A mengerjakan tugas bahasa inggris dengan cepat* (SL)

Students of class A finish the English test fastly. (TL)

Morphologically, the word “fastly” on the sentence above is not correct. The right form is “fast”. So, the sentence should be “Students of class A finish the English test fast”.

(2) *Tank berjalan secara pelan karena tank bukan kendaraan balap* (SL)

The tank run slow because tank is not for race. (TL)

Morphologically, the word “slow” on the sentence above is not correct. The right form is “slowly”. So, the sentence should be “The tank run slowly because tank is not for race”.

(3) *Para pemandu wisata memandu tamu tamu mereka dengan baik.*(SL)

The guiders in tourism place guide their visitors *goodly*.(TL)

Morphologically, the word “goodly” on the sentence above is not correct since the word “good” is categorized as adjective which cannot be added by –ly in the end of its word. The right adverb is “well”. So, the sentence should be “The guiders in tourism place guide their visitors *well*”

- (4) *Ayah ku setiap hari bekerja dengan giat untuk memenuhi kebutuhan rumah tangga* (SL)
My father works *hardly* everyday to fill up the necessity of family (TL)

Morphologically, the word “hardly” on the sentence above is not correct since the word “hardly” is categorized as adjective which cannot be added by –ly in the end of its word. The right adverb is “hard”. So, the sentence should be “My father works *hard* everyday to fill up the necessity of family”.

- (5) *Lampu di mall-mall bersinar cerah meskipun pada siang hari* (SL)
The lamp in malls shine *bright* although it is at noon (TL)

The word “bright” is incorrect. The correct one is “brightly”. So, the sentence above should be “The lamp in malls shine *brightly* although it is at noon”.

- (6) *Jika kamu berkeramas di Salon, mereka akan memijat kepalamu dengan lembut* (SL)
If you shampoo in salon, they will massase your head *smooth* (TL)

The word *smooth* is incorrect. The correct one is *smoothly*. So, the sentence above should be “If you shampoo in salon, they will massase your head *smoothly*”.

- (7) *Karena si bayi kecil sedang tidur, saya membaca buku saya dalam hati* (SL)
Because the little baby is sleeping, I read my book *quiet* (TL)

The word *quiet* is incorrect. The correct one is *quietly*. So, the sentence above should be “Because the little baby is sleeping, I read my book *quietly*”.

(8) *Ketika pemain arema menghadapi persela, mereka bermain dengan buruk dan mereka kalah* (SL)

When Arema players competed against Persela, they played *bad* and they lost (TL)

The word *bad* is incorrect. The correct one is *badly*. So, the sentence above should be “When Arema players competed against Persela, they played *badly* and they lost

(9) *Saya sangat malu ketika guruku menanyakan sebuah pertanyaan sederhana, tetapi saya tidak bisa menjawab dengan benar* (SL)

I was really shy when my teacher ask me a simple question, but I cannot answer correct (TL)

The word *correct* is incorrect. The correct one is *correctly*. So, the sentence above should be “I was really shy when my teacher ask me a simple question, but I cannot answer *correctly*”

Preposition

(1) *Kita percaya kepada Tuhan bahwa kita bisa melalui ujian* (SL)

We believe to god that we can pass the test (TL)

Students translate “percaya kepada” using “believe to”. In fact, the preposition pair of “believe” is not “to”. It should be “in”. So, the correct sentence is “we believe in god that we can pass the test”.

(2) *Guruku memintaku untuk menceritakan cerita berdasarkan pengalamanku* (SL)

My teacher asked me to tell the story based of my experiences (TL)

The preposition pair of “based” is not “of”. It should be “on”. So, the correct sentence is “My teacher asked me to tell the story based on my experiences”

(3) *Saya tidak bisa konsentrasi pada pekerjaan rumah karena adik ku mengganggu* (SL)

I could not concentrate for my homework since my little brother disturbed me (TL)

The correct preposition pair is “concentrate on”. The sentence should be “I could not concentrate on my homework since my little brother disturbed me”

(4) *Saya setuju dengan apapun yang kamu sampaikan* (SL)

I agree with anything you say (TL)

Students translate “setuju dengan” using “agree with”. This indicates that students translate word by word while the correct preposition pair is “agree on”. The sentence should be “I agree on anything you say”

Semantically Unappropriate Vocabulary

(1) *Bapak Presiden sering menerima tamu dari Amerika di Bali* (SL)

The president often accepted the guest from America in Bali (TL)

This student translate “menerima” using “accept”. The word accept is used for something. If the object is person, the appropriate word is “welcome”. So, the correct sentence is “The president often welcome the guest from America in Bali”.

(2) *Saya ingin zola segera menjawab pesan saya karena ini sedang darurat* (SL)

I want Zola to answer my chat soon because it is urgent (TL)

This student translate “menjawab” by using “answer” while the word “answer” is not appropriate if it is used to respond the message. Answer is used for responding question. If the object is chat, the appropriate word is “reply”.

(3) *Maaf temanku, saya tidak bisa hadir ke sekolah karena saya sedang sakit* (SL)

Sorry my friends, I cannot come to school since I am pain (TL)

This student translate “sakit” by using “pain” while the word “pain” is not appropriate if it is used to explain the bad condition of body. “Pain” is used to show the condition of certain part

of bodies. The appropriate word to show the bad condition of body is “sick”. So, the appropriate sentence is “Sorry my friends, I cannot come to school since I am sick”.

(4) *Bisakah kita memulai diskusi sekarang?* (SL)

Can we begin the discussion now? (TL)

This student translate “mulai” by using “begin” while the word “begin” is not appropriate if it is used to start the discussion. The appropriate sentence is “Can we start the discussion now?”

(5) *Saya sudah memutuskan bahwa saya akan melanjutkan pendidikan saya di perguruan tinggi* (SL)

I have determined that I will continue my study in university (TL)

This student translate “memutuskan” by using “determined” while the word “determined” is not appropriate if it is used to make decision. The appropriate word is using “decide”. So, The appropriate sentence is “I have decided that I will continue my study in university”

(6) *Maaf ma, a menjatuhkan gelas dan gelasnya pecah* (SL)

Sorry ma, I falled the glass and it was broken (TL)

This student translate “menjatuhkan” by using “fall” while the word “fall” is not appropriate if the object is glass. The appropriate word should be “drop”. So, the appropriate sentence is “Sorry ma, I dropped the glass and it was broken”

Lack of grammar knowledge

(1) *Dia makan nasi goreng di kantin* (SL)

He is eat fried rice in the canteen (TL)

Grammatically, the word “eat” is incorrect since the position of “eat” is present continuous. The pattern of present continuous is “to be + Ving”. So, the correct sentence is “He is eating fried rice in the canteen”

(2) *Saya sudah menunggu begitu lama sebelum dia tiba* (SL)

I have wait so long before she arrived (TL)

Grammatically, the word “wait” is incorrect since the position of “wait” is present perfect. The pattern of present perfect is “have + V3”. So, the correct sentence is “I have waited so long before she arrived”

(3) *Dia sangat menikmati pesta* (SL)

He was very much enjoy the party (TL)

Grammatically, the word “enjoy” is incorrect since the position of “enjoy” is past continous. The pattern of past continous is “was + Ving”. So, the correct sentence is “He was enjoying the party very much”. Then, in this sentence, students do direct translation. The word “very much” in English rule should be located in the end. The right sentence should be “he was enjoying the party very much”.

(4) *Setelah itu, saya memandikan anak saya kemudian kita sholat dhuhur* (SL)

After that, I bathe my son then we're pray dhuhur (TL)

Grammatically, the word “pray” is incorrect since the position of “pray” is past continous. The pattern of past continous is “were + Ving”. So, the correct sentence is “After that, I bathe my son and we're praying dhuhur”

Lack of English writing skill

Simple sentences:

(1) *Ibuku adalah seorang guru dan ayahku adalah seorang karyawan di pabrik gula.* (SL)

My mother a teacher and my father an employer in sugar factory. (TL)

In the rule of simple sentence in English writing knowledge, a sentence nominal must contain to be. However, in the nominal sentence above, there is no to be. So, the correct sentence should be “My mother is a teacher and my father is an employer in sugar factory”.

(2) *Ayahku mendukung Prabowo dan ibuku mendukung Jokowi* (SL)

My father is supports Prabowo and my mother is supports Jokowi (TL)

Syntactically, verbal sentence of simple present tense do not need to be. So, the correct sentence should be “My father supports Prabowo and my mother supports Jokowi”.

compound sentence:

(1) *Singa yang berlari cepat itu mencabik kerbau di punggungnya* (SL)

The lion who runs fast tears the buffalo on its back (TL)

Grammatically, the use of “who” is for human, not for animal. The correct adjective clause for animal is “which”. So, the sentence should be “The lion which runs fast tears the buffalo on its back”.

(2) *Banyak siswa yang belajar di kelas merasa terganggu dengan suara gaduh di jalan* (SL)

Many students which study in the class feel disturbed with the noise on the street. (TL)

Grammatically, the use of “which” is not for human. The correct adjective clause for human is “who”. So, the sentence should be “Many students who study in the class feel disturbed with the crowded on the street”.

(3) *Orang-orang yang datang ke pesta membawa hadiah* (SL)

People which come to the party bring present (TL)

Similar like the previous finding, the use of “which” is not for human. The correct adjective clause for human is “who”. So, the sentence should be “People who come to the party bring present”.

Lack of cohesive tie knowledge.

Personal pronoun:

(1) *pengendara seharusnya mengenakan helm untuk keselamatan mereka sendiri* (SL)

Rider should wear helmet for the safety of theirsself (TL)

Morphologically, the word “theirsself” is incorrect. The right one is “theirselves”. So, the correct sentence will be “ rider should wear helmet for the safety of theirselves”.

(2) *Abdulloh memberikan bunga kepadanya* (SL)

Abdulloh gave the flower to she (TL)

The word “she” function as subject. But, in the sentence above, “she” is located as object. Object third singular pronoun for girl is “her”. So, the correct sentence will be “Abdulloh gave the flower to her.

Degree of comparison

(1) *Menurutku, Fatimah lebih pandai dari pada Teguh meskipun teguh peringkat 1* (SL)

I think, Fatimah is more smart than teguh although teguh is rank 1. (TL)

This students generalize the word “more” meaning “lebih” for all word. While “smart” for comparative degree is becoming “smarter” meaning “lebih pandai”.

Direct Translation

Students translating from Indonesia to English tends to translate word to word. The lack of understanding in English written expression cause direct translation occur without seeing on the context of sentence. They use the norms and rules of their first language in writing the foreign language. Since students rarely practice doing English translation, direct translation cannot be avoided in their work.

(1) *Beberapa bulan yang lalu, saya dan teman-teman saya pergi ke Gunung Bromo* (SL)

Few month ago, I and my friend go to Bromo Mountain. (TL)

This student translate “saya dan teman saya” by using the “I and my friend” where this construction is syntactically incorrect because the word “I” in English writing is always located at the end. The correct sentence will be

“Few months ago, my friend and I went to Bromo Mountain.”

(2) *Ibuku menyampaikan pekerjaan Jokowi itu bagus* (SL)

My mother said work Jokowi is good. (TL)

This students do not understand how to write adjective phrase. In English, “pekerjaan Jokowi” can be translated by “Jokowi’s work”. So, the correct sentence will be “My mother said that Jokowi’s work is good.”

(3) *Saya kira Jokowi itu orang yang baik* (SL)

I think jokowi is person good. (TL)

“Orang baik” is adjective phrase. It should be translated using the pattern “adjective+Noun”. So, the correct sentence is “I think jokowi is good person.”

(4) *Terkadang, ketika orang tuaku mendekati tidur, ayahku cerita kepada ibuku.* (SL)

Sometimes, when my parents approached sleep, my father told to my mother”. (TL)

“mendekati tidur” is the expression of intention. In English writing, to express intention, we can use “want to”. So, the correct sentence will be “Sometimes, when my parents want to sleep, my father told to my mother that ...”

(5) *Prabowo didukung oleh Amerika dan Israel.* (SL)

Prabowo on supported by America and Israel. (TL)

“di dukung” is passive voice. The formula is “to be + V3”. So, the correct sentence is “Prabowo is supported by America and Israel”. This student assume that “on” means “di”.

(6) *Saya pergi kesana sekitar jam 9 mengendarai sepeda motor dengan beberapa temanku.*

(SL)

I went to there around clock 9 a.m ride a motorcross with several my friends. (TL)

“ke sana” semantically is translated by “there” without “to”. Yet, this student use “to there”. He assume that “to” always means “ke” and must be used in the sentence above.

(7) *Saya merasa dingin disana.* (SL)

It feel cold in there. (TL)

“di sana” semantically is translated by “there” without “in”. Yet, this student use “in there”. He assume that “in” always means “di” and must be used in the sentence above.

(8) *Azka menemui Zulfi untuk mengatakan jangan lagi mendekati istrinya.* (SL)

Azka met Zulfi to say no again approaching his wife. (TL)

“no again” is direct translation from Indonesian language “jangan lagi”. while in english language, “again” is used for positive intention. Then, to get the meaning of negative intention, should use the sentence “Azka met Zulfi to say “don’t approach his wife anymore”.

Result of interview

Some students who were experiencing errors and mistakes in their writing are interviewed by the researcher to explore the reasons and the problems faced by students in writing English text. As a result, they said that they read English seldomly. Therefore, they tends to use Indonesian style in writing English text. So, the sentences are not good in the perspective of English sentence rules. Further, they elaborate that they are not motivated in practicing writing English. They still keep the paradigm that English is foreign language. Foreign language means not use in daily life, not use in main communication and not considered important because their environments are not supportable in communicating using English alythough only as a practice. On researcher’s view, the problems are on the students it self. They cannot change their mind to consider English as an important

language. They cannot adapt and find good environment to improve English ability. They cannot afford to trigger their motivation to practice English more and more so that their ability will improve well.

Discussion

Based on the result of data analysis gathered by researcher, it can be concluded that it was found some aspects of English language which is getting interference on the students writing. The first aspect is diction or appropriate vocabularies. Semantically, the word in English can have some meaning in Indonesia and each meaning can have different context. If the context is different, the meaning also can be different. However, some students generalize some vocabularies like “accept” means “menerima” can be used for “accept the guest”, while accept is used for thing not for human. Students tend to use inappropriate vocabularies in their writing since they are not familiar and not trained well in using the appropriate word. Students do not have good skill in analysis which one should be used and which one should not use since they do not have large knowledge on it where this knowledge on the use of appropriate vocabularies can be got by reading English text a lot. However, students do not used to do reading activity, this is the problem. As a result, errors in choosing vocabulary always they experience. The second aspect is language aspect. Some students use inappropriate part of speech. They use Verb for Noun and vice versa, adjective for adverb and vice versa. The third aspect is the use of preposition. This misuse happen as the effect of direct translation from mother language into target language. In Indonesia, the word “di” can be translated into English with various words like “in, on, at”. But some students cannot differentiate it. They just use one of them and apply it for all meaning of “di”.

The fourth aspect is Lack of grammar knowledge. Some students cannot make the sentences which is grammatically right. They do not really understand the tenses of English. So, misuse of verb form happen here. Then, the fifth aspect is Lack of English writing skill. Some students make sentences which is syntactically incorrect. They do not really understand about kinds of sentences like simple sentences, compound sentences and complex sentences. The sixth aspect is lack of cohesive tie. They use incorrect pronoun. They think that one word of pronoun like “she” can be used as subject as well as object. While in English rule, different position, must be different form of pronoun. “She” as subject must be changed into “her” as object or possessive. Another misuse of cohesive tie also found in students writing is the use of degree of comparison. Some students

generalize “more” meaning “lebih”. And this word can be used as meaning “lebih” for all adjective like “smart”; so become “more smart” while the appropriate phrase in English is “smarter”, using suffix “-er” in the end as the rule of degree of comparison. The last aspect is Direct Translation. Word to word translation really appears in this case. Students use Indonesian pattern to change word by word from Indonesia to English without considering on whether this sentence meet native English expression or not.

This review was done to reveal the role of second language acquisition and the role of first language on it. It was found that first language has interference in second language. It is in accordance with Cook⁹ which states that all second language learners use their first language while acquiring or processing the second language. A lot of factors that cause interference were considered such as the similarities and differences in the structures of two languages, background knowledge of the learner, proficiency of learners on second languages, and the structures of consonant clusters in L1 and L2. If there are similarities in L1 and L2 the learners have less problems in acquisition of L2 and fewer errors may occur in L2, but if there are no or little similarities of the structure of first language and second language, learner is faced with a lot of problems in L2 acquisition and it is not easy for them to learn. The previous studies showed that first language can have a negative or positive transfer on second languages. Where the structures of two languages are different, negative transfer occurs, and where the structures of two languages are similar, the positive transfer occurs and L1 facilitate the L2 acquisition. But as Lord¹⁰ pointed out, it was found that the acquisition of L2 can have an effect on L1. He stated when learners learn L2, they cannot speak their L1 as a native. L1 information is active by reading or listening in L2 by bilinguals¹¹.

⁹ Vivian Cook, *Evidence for multicompetence*, Journal Language Learning, Vol. 4 No. 42, 1996, p. 557

¹⁰ Grenville Lord, *Second language acquisition and first language phonological modification*, Proceedings of the 10th Hispanic linguistics symposium, Somerville, MA: Cascadilla proceedings project 2008, pp. 184-193.

¹¹ Gretchen Sunderman & Kroll, *First language activation during second language: Lexical processing*. Journal SSLA Vol. 28, 2006, pp. 387-422.

Conclusion dan Suggestion

Conclusion

From the explanation above, it can be assumed that Mother tongue of First Language which means here is Indonesian language play a great role in the process of acquiring foreign language. The role of first language here is as interference. The interference can be positive interference and negative interference, based on how much its similarity is. The more first language has similar construction with foreign language, the more positive interference to be. Whereas, the more first language has different construction with foreign language, the more it experience negative interference.

Some language aspects which get interference are dictions like Noun, Verb, adverb, adjective and preposition. Based on interview, this can happen because of the lack of information, lack of skill and lack of habit. Actually, foreign Eenglish learner can avoid the interference from their first language if they know well the knowledge and habituated to write english well. The poin here is on students proficiency. As long as students have good proficiency, the interference of first language will not effect negatively because when they write english, they put their mind into English atmosphere.

Suggestion

Learning is learning a habbit. Learning language needs practicing a lot especially for writing skill. Writing is skill, not only a knowledge. The habbit of English writing skill need to be built in students capacity. The atmosphere of Indonesian language and English language is different from the grammar, syntax, kinds of sentences and morphology. Those many differences need a habbit to understand and to be able to implement it in writing paragraph essay.

The result of this research is obviously shows some interferences phenomena from Indonesian language toward English language. As a teachers and educators, we have to improve our teaching learning. We need to use technology and the best media for teaching where it is expected to help students enjoyable in learning English. Practice a lot for students either at school or at home should be habituate because learning English is learning skill, learning to practice.

Appropriate and comprehensive materials are really necessary to carry out in classroom teaching and learning. The caedas of English writing, sentences structures, morphology, and Part of speech are some materials which are not really understandable by students. Teacher should focus on

materials where students are often making a mistakes. Analyze on most students' lack of materials should always conduct. So, the focus materials will be relevant to what students need.

Translating many simple sentences, compound and complex sentences can be as continuing exercises. Students result should be analyzed, in what level that is not understood by students, whether in the level of semantic, syntax and so on. In line with it, teachers give tactic, strategy and theory on how to translate sentence well, how to avoid interferences that always students get. Besides, reinforcement and support for students can be a motivation for students' improvement.

Lastly, It was found that many studies were done to find out the interference of L1 in L2, but a very few bodies of research was done to unearth the interference of L2 in L1. It is therefore suggested that more studies should be conducted to investigate to what extent the L2 influences L1 or how L2 acquisition can have an effect on the first language.

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