



Error Analysis in Mother Tongue (Bima Language) Interference In Writing Skill

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ABSTRAK

The objectives of the study are to describe the types of error made by the students in third semester students of STKIP Taman Siswa Bima in academic year 2011-2012, what are the dominances of error and what are the pedagogical consequence in language teaching of writing skill. The method used by the writer in this thesis is case study. The writer used case study because the writer observes activities by students of STKIP Taman Siswa Bima when they conducted the teaching-learning process. In this study, the researcher does not take all of students of STKIP Taman Siswa Bima but the researcher only takes the students of STKIP Taman Siswa Bima especially English department at the third semester in academic year 2011-2012. The techniques of collecting the data are observation, interview, record and transcription. The data collected in this research are the

form recording and transcription of students conversation conducted by the students' and lecturer, and students' and other. The processes in data analysis are reduction of data, discussion of findings, and conclusion. The results of this study show three types of error made by the students' of STKIP Taman Siswa Bima at third semester in academic year 2011-2012, it is contains **morphological level, lexical level and syntax level**. **Morphological level** consists of omit of prefix {-un}, omit of suffix {-d} or {-ed}, {-s} or {-es} and omit of {-ly}. **Lexical level** contains of verbs, articles, pronouns, adverbs, noun, and conjunction. And **syntactical level** include of tenses and To Be. In this level, the students omit of To Be in the sentence.

1. Introduction

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. 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 is predominantly used by Bima people. Bima language is first language for Bimanese, while others are the second language (foreign language) for them. The mother tongue may influence the foreign language when the learners try to produce pronunciation, and words, and sentences in foreign language. According to Hanna (2009: 2), said 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. 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 region. Thus, they will automatically use Bima language to communicate with their colleagues.

From the demonstration above, the writer is interested to observe the issue about **"error analysis in mother tongue (Bima language) interference in writing skill"**. The writer wants to describe whether Bima language can influence or interference the learners towards foreign language. 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 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 pedagogical consequences in language teaching in writing skill?

Inter-language is the type of language produced by the second and foreign language learners who are in the process of learning a new language, Engelska, (2006 : 6). While Selinker, (1997: 231) argued that "inter-language" may be linguistically described using as data the observable output resulting from a speaker's attempt to produce a foreign norm, i.e., both his errors and non errors. According to that statements above, can be concluded that the inter-language is type of language by the second language learners who are interesting of learning a new language or learning of any foreign language. Inter--language is part of linguistic which study about development of second language learner who learning any language. Interference encompasses in phonology, morphology and syntax. Language is a system, it means that language has certain rules that are learned and used by human when they are speaking or writing. The rules of the language can be seen in phonology, morphology, and syntax. According to Phonology is the level at which the linguistic describe the sound system of particular language, Lyon (1997: 21). From the statement above, phonology is the level of linguistic which study sound system of language. The phonological system of a language consists of the phonemic and phonetic representation of morphemes. Language has different accents; their pronunciation differs according to the geographical location, ages, social status and education background. If someone utter of the letters with use his dialect, so it called "interference" in the level phonology. As everybody knows, Bima language has own sound system; for illustrate such like /ba'yk/ mean /good/ or /r-ynd-w/ means /miss/, etc.

Blomfield, (1995 : 200), argued that morphology is relate constructions of words and part of words. According to opinions, can be concluding that morphology is scientific study about words structure and formation rules. As everybody knows, in Bima language, there is not classification plural and singular, there is form in Bima language is same form, but in



English language is very difference. For case as follow; if the Bima has a word “*siwe*” that mean is “*woman*” and “*mone*” that mean is “*man*”, but if the plural, “*mboto siwe*” that mean is “*women*” and “*mboto mone*” that mean is “*men*”. Syntax is a part of linguistic that is scientific study about rule of language. Noam Chomsky (in Maniam : 2010 : 129) see syntax as a branch of biology, since they conceive of syntax as the study of linguistic knowledge as embodied in the human mind. From the some statements above, can be concluding that syntax is scientific study about grammatical and rule of language.

The source of EA is a mother tongue (L1). Brown (in Saadiyah: 54 vol 8) classifies sources of error into; 1) interlingua transfer, 2) intralingua transfer, 3) context of learning, 4) communication strategies. According to Erdoğan (2005; 265 Vol 1) said that the source of error analysis have two domains, they are; (a), Interlingua transfer, and (ii) intralingua transfer. Interlingua transfer is a significant source for language learner. Inter-language error as being as results of the language transfer, which is cause by the learner's first language. Inter-language transfer may occur at different levels such as transfer of phonology, morphology and grammar elements of the native language. According to previous opinions, source of error analysis is consisting two dominant, they are; Interlingua transfer and intralingua transfer. Interlingua transfer caused the learners tends to transferring surface structure of native language into target language.

2. Research Method

In this study, the writer used qualitative research (case study approach) because this study needs information about students' error. Creswell, (2007 : 73), Case study research is a cases approach in which the investigation explores a bounded system (a case) or multiple bounded systems (cases) over time, trough detailed, in-depth data collection involving multiple sources of information. While, Ratna, (2010 : 192), argued that “*study casus berfokus pada kasus tertentu di antara kasus-kasus yang lain*”. It means that case study concern on a case or multicases of phenomena. In this study, the researcher used case study because the writer need information about phenomena. On the other hand, the researcher needs information about mother tongue interference into target language which conducted by students of STKIP Taman Siswa Bima of third semester in academic year 2011-2012. For gathering information about that phenomenon, the researcher used direct observation, in de-depth interview, documentation and record

While, conduct technique of data analysis, the writer used Hurberman's concept. Technique of data analysis Hurberman's concept including; Data collection, data reduction, data display and draw/conclusion. For triangulation of data, the researcher used triangulation theory, method and technique, the researcher could compare with the other theory and the researcher consults the data finding to him consultants and discusses the data finding with hem friends in the Master of language study. Triangulation is used for check the data trustworthiness. While, Ratna (2010 : 241), triangulation is *seperangkat heuristic pembantu bagi seorang peneliti untuk memahami sesuatu yang baru*. The aspect of triangulation's technique are; (a) the data, (b) researchers, and (c) theory, method and technique.

3. Research Finding and Discussion

a. Research Finding

This part, the researchers tries to present research finding that researcher analyzes based on the theory. Here the research discusses to answer the problems study in the previous chapter. The researcher finds 331 cases of error. The error made by the students



of STKIP Taman Siswa Bima in third semester in academic year 2011-2012 consist of three types of errors, they are **morphological level, lexical level and syntactical level**. It very clear, the researcher could discuss such like, **firstly** Morpheme is study of the mental knowledge and processes involved in the structure and the creation of new of words, Andrew (2009 : 1). Morpheme is referred to as affixation. In this case, morpheme is one of the errors made by the students of STKIP Taman Siswa Bima in third semester. As everybody knows, there is no morpheme used in Bima language, but in English, there are many kind of morpheme. As the result, the students dominantly feel confused to produce a sentence perfectly. So, the students bring the habit in English language. In morphological level, there are two types or error made by the students, they are;

A prefix is a syllable or syllables which appear in from of the root or base word and can alter the meaning of the root base word, Sharon (2010: 4). The prefix is one of the error types that made by the students, but in this type is smallest error dominant. The students tend to omit prefix in the sentence. The error made by the students in target language such like; "Experience **don't forgettable**". The data above show that the students tend to omit prefix {-un} in that sentence and the students could be change it with "don't", it is occur caused the students has familiar with their language (mother tongue). Those sentences as following in Bima language sentence suck like; Experience **don't forgettable** (*Pengalaman ma wati loa di nefa/pengalaman yang tidak bisa dilupakan*), **Don't hurried** (*aina ka buru-buru/jangan keburu-buru*). Based on the data which analyze by the writer, that sentence appear that the students omit prefix {-un}. The sentence should be change "unhurried" and "unforgettable". In this kind there are three (3) cases of error.

A suffix is one of them error made by the students of STKIP Taman Siswa Bima in academic year 2011-2012. In this case, the students feel confused to produce a sentence grammatically. Probably, it is caused by the structure of Bima language itself, where there is no suffix in the sentence of that language. The students tend to omit suffix in those sentence. The error made by the students in the suffixes are **omit of suffix {-d} or {-ed}, omit of {-s} or {-es} and omit of suffix {-ly}**. The error made by the students at the suffix {ed} is "visit him". The sentence it very clearly that the students omit of suffix {-ed}. The writer assumed that students' error when the write compare with Bima language. The followings are example of Bima language sentence is suck like; (*nahu ra laoku tio sia*). "**ra laoku**" in Bima language is representation on past tense. It is very clearly that the students made error in the sentence. The sentence should be added by {-ed} because the sentence is past tense. The sentence should be change "**I visited him**". According to data which conducted by the researcher, in this level there are 65 cases. Based on the case above, the students made error of **Omit of suffix {-s} or {-es}**. The students made error in this part such like "There are many modern **building**". Refers to data, it is clearly that the students omit of suffix {-s} in the sentence. The sentence is plural form, but the students unaware it. The researcher assumed that the students probably transfer their mother tongue (Bima language), because in Bima language, there are no suffix {-s or -es} in the sentence plural form. If the researcher compare with Bima language, there are clearly that the students tend to their mother tongue. As follow Bima language; "*ta aka mboto bunga*", "*mboto*" in Bima language, there are represented of "many" in English. As the results, the students bring that habit into target language.

Secondly, the students made error at the lexical level. In the lexical level, the students also make error in the lexical level. Most of the students confused in this level. The students made error in this level **verbs, prepositions, articles, pronouns, and conjunctions**. The



students made error at the level verbs such like; “People make it for **need** water”. Based on the data, the students feel difficult to create a sentence. The other error made by the students is prepositions. The students omit of preposition in several sentence. The error made by the students as follow; “**Those....**the rural area”. The sentence must be added by {-in}, but the students unrealized it. The sentence should be change “ **Those in** the rural area”. Refers to data which analyzed by the writer, the error made by the students at the lexical level are 101 cases of cases. It is contains are verbs are 10 cases, prepositions are 20 cases, articles are 20 cases, pronouns are 13 cases and conjunctions are 20 cases.

The other error made by the students is **syntactical level**. In this level, consist of tense and To Be. The students made error in tense form is “Yesterday, I go to Rudy’s home”. The sentence is past tense form, but the students create it present tense. The researcher assumed that the students made error because the students apply of their mother tongue. As everybody knows, in Bima language there are not tense. As follow Bima language is “*awina nahu ra laoku aka uma la Rudy*”. “**awina**” in Bima language is represent of past tense. As the results, the students bring that habit into target language. So, the sentence should be change “Yesterday, I went to Rudy’s home” because that sentence is past tense. Refers to data which analyzed by the researcher, in syntactical level are 45 cases, it is consist of past tense 33 cases and “To Be” are 12 cases.

Based on the data which conducted by the researcher, it indicate that the level of error displayed by students into the target language has had counted in significant number. There are 331 cases, which could be classified into; **morphological level** is 181 cases, it is consist of omission of prefix {-un}, omission of suffix {-d} or {ed}, omission of suffix {-s} or {es} and omission of suffix {ly}. The **next** case is lexical level; in the lexical level the students also make error. In this case, there are 105 cases, it is consist of verbs contains 10 of cases, prepositions of consist 20 of cases, articles contains of 20 cases, pronouns consist 13 cases, adverbs consist of 7 cases, noun consist of 10 cases, and conjunctions contains of 20 cases. The last errors made by the students of STKIP Taman Siswa Bima are “**syntactical level**”. It is consist in “past tense” and “To Be”. In syntactical level there are 45 cases of error; could clarified past tense are 33 cases. The students tend to apply of their mother tongue into target language, and “**to be** there are 12 cases off error made by the students of STKIP Taman Siswa Bima in third semester in academic year 2011-2012. The students tend to omit “to be” in several sentence. It is occurring might be the students rely on their mother tongue. According to data which analyzed by the researcher, the dominant of error made by the students it **morphological level**; the next dominant is **lexical level**, while the smallest error made by the students is **syntactical level**.

According to data finding above, it very clear that Bima language has influence into target language, in this case, English language. The students tend to transfer their mother tongue structure into target language. Most of the students do not distinguish between singular and plural form, and past tense and present tense, etc. Transfer is a reality in the process of second language acquisition, teachers of second languages should be able to identify this phenomenon in order to prevent the errors which may arise or use them in a constructive way, Yolanda (2009 ; 1). According to statement above, the transfer of mother tongue into target language do not avoid by the students or learners, so, the teachers of second language should be avoid the influence which may arise or use them in a constructive way. The teacher will be active to avoid students’ error, in order that, the students can improve their writing skill.

According to Cohen, (1998: 5), teachers should be identifying the material that needs to be learning, distinguishing it from other material if need be and grouping it for easier learned. Grouping the material including grouping vocabulary by category into nouns, verbs, adjective adverbs, etc. and then also, the teachers can repeated that materials, therefore, the students can memorizing that materials. On the other hand, the teacher could ask students about those materials. If the students still feel difficult or confuse, the teacher should be repeated those materials. Based on demonstrate above, the researcher give several suggestions related to issue of mother tongue interference in students speaking skill. Those suggestions are as follow;

Teaching and method strategy are very important for foreign language learning. Language learning strategies are conscious thoughts and behaviors used by learners with the explicit goal of improving their knowledge and understanding of a target language, Cohen (1998 : 68). Language learning strategies is very significant for the teachers of second language, in order that the teachers have to have strategies and method if their interest for improving their students' skill. According to Cohen, (1998 : 68), reveal that there are several of language learning strategies; they are (a), cognitive strategies, (b), metacognitive strategies, (c), affective strategies, and (d), social strategies.

Influence of mother tongue into target language cannot avoid by the students, because they used native language for their communication with other friends, in order that, the students bring that habit when they speak or written into target language. However, the teachers do not let it. The teachers must be help the students who difficult to learn, in order that, the students can improve their speaking or written. In the education, syllabus is very important point of teaching-learning process. Syllabus is a guided by the teachers or lectures when they teaching in classroom. Teachers are expected to teach to the syllabus and to test students in and out of program based on the learners' mastery of the content of the syllabus, Richards, (1997 :11). In syllabus design there many factors to be considered, one of them is context. It meant that syllabus design must be consider the students' cultural. According to Erdoğan, (2005 : 268), argued that, there many factors to be considered to decide on what to teach to what level and age group, interferences are crucial data for syllabus designers as they show what items are important to be included or which items needs to be recycled in the syllabus. It is meant that interference is one of them to be considered to choose for syllabus design on second language teaching.

b. Discussion

After the researcher analyzes the data, the researcher discusses the research finding. The researcher should be conducted of 20 students of STKIP Taman Siswa Bima. There are 331 cases of error made by the students of STKIP Taman Siswa Bima in academic year 2011-2012, it contains which could be classified into; **grammatical level** are 181 cases, **lexical level** are 105 cases, and syntactical level are 45 cases. It is very clear the researcher could demonstrate as follow; Morphological level is one of the errors made by the students. The students do not avoided of their mother tongue when they speak or written a foreign language sentence. In this case, there are 181 cases of error made by the students. The error made by the students such like “there are many flower”. The sentence must be added by {-s} because that sentence is plural form. This phenomenon cannot avoid by the teachers especially teachers of foreign language. The teachers of foreign language should help the students which difficult to produce of target language structure. Really or not mother tongue interference cannot avoid of the learners or students who are learn foreign language learning. It is occurring naturally for the learners because mother tongue



is a first language for them, and then they are has familiar of their mother tongue structure. According to Dadang, (2008 : 90), argued that *“mereka sudah terbiasa dengan pola-pola bahasa pertamanya yang selama ini mereka gunakan di rumah”*. It meant that the students cannot avoid of their mother tongue, because mother tongue is first language.

However, the teachers cannot let it; the teachers can help the students who difficult to learning a second language, in other that, the students can improve their speaking skill. And then also, the students should be practice continuously in the classroom. According to Dadang, (2008 : 94), revealed that;

Untuk dapat menguasai bahasa kedua, jalan yang paling tepat adalah dengan latihan secara terus menerus, tanpa henti sehinga pada suatu saat akan terbentuk kebiasaan seperti yang telah terjadi ketika mempelajari bahasa pertama”.

According to statement above, the practice continuously is very important for the learner or students. Practice not only to do in the classroom but also, the practice can to do in outside classroom. For example; practice with other friends, practice with foreign language (native language), in the home, etc.

While, at the **lexical level**, there are 105 cases of error made. It is contains are verbs are 10 cases, prepositions are 20 cases, articles are 20 cases, pronouns are 13 cases, adverbs are 7 cases, noun are 10 cases and conjunction are 20 cases. Based on data which analyze by the researcher, the students feel difficult to using of lexical level. Most of the students omit of articles in several sentence. For illustration; “Bima is ..small independent city”. According to that data, it is very clear that students omit of article in that sentence. The sentence should be change “Bima is **a** small independent city”. And **syntactical level**, there are 45 cases of error that made by the students. It is consist of past tense and To Be. In past tense, there are 33 cases of error made by the students of STKIP Taman Siswa Bima in academic year 2011-2012. The error made by the students is “yesterday, I **go** to the theater”. Based on that illustration, it is very clear that error made by the students. That sentence should be change “yesterday, I **go** to the theater” because that sentence is past tense form. It is occurs, the researcher believes that the students made error into target language because it is influence of their mother tongue. However, the phenomenon cannot avoid by the teachers, especially of foreign language. The teacher of foreign language should be teach systematically. It is meat that the teachers could introduce of foreign language’ structure and given dissimilarity with their mother tongue’ structure.

4. Conclusion

To sum up what has been demonstrating above, the researcher construct several conclusions regards the mother tongue influence issues in the context of language error established by students especially in speaking skill. The researcher found on that the students made error into target language. The error made by the students on the **morphological level, lexical level and syntactical level**. The researcher assumed that the students made error because have interference on their mother tongue. Refers on this phenomenon, the writer give several recommendations, they are, for the **teachers/lectures**; the teachers of second language can identify students’ error, in order that, the students can improve their knowledge. And then also, the teachers of second language also should be give motivation for the students to practice of second language or foreign language. The **next** recommendation is **for the Students**, The students have to practice continuously about writing skill. The last recommendation is **for the other**

researchers, this research gives much information for the other researchers which construct research on error analysis from different perspective.

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