

CHAPTER I

INTRODUCTION

This chapter contains the research background, problem statement, research objectives, research significance, conceptual framework and clarification of key terms.

1.1 Research Background

Language contact is the phenomena where a speaker uses two or more languages alternately, the use of more than one language is based on the speaker's need to communicate. According to Auer language contact is usually seen as the result of social factors that enable, encourage, or force speakers of different languages to communicate with each other (Auer, 2020, p. 147). Language contact itself is a case of sociolinguistics caused by contact between languages. As for the case of sociolinguistics, there are five phenomena that caused language contact: bilingualism, code switching, code mixing, interference and integration.

In practice, the use of two languages alternately will be called bilingualism, this can be caused by the speakers familiarity with the two languages. People who use two languages are called "bilinguals".

In a bilingual or multilingual society, it is very prone to language interference caused by contact between languages when they communicate with each other where the speakers transfer or borrow language elements from one language and then use it in a different language. In practice, interference is often considered as a negative transfer of elements. The contrast when compared to other similar language borrowing cases is language integration, these two language phenomena also occur because of contact between one language and another. The interference and integration are both cases of borrowing and absorbing elements of the first language into the second language. The difference is, if the absorption of elements

from the mother tongue to the learned language is different in the speech so that it causes the native listener to not understand i.e causes errors in language, then this is called interference. While integration occurs if the borrowing of language elements is beneficial for both languages, such as enriching the language, adding vocabulary, and expanding meaning, etc.

Language interference is the effect of language learners' first language on their production of the language they are learning. Dulay et al define interference as the automatic transfer (due to habit) of the surface structure from the first language onto the surface structure of the second language (Arifin, 2011, p. 92).

When an individual's understanding of first language has an impact on his understanding of second language, the individual's experiences language transfer. There may be a negative transfer, otherwise known as interference, when understanding one language complicates understanding another. Alternatively, there is a positive transfer so that knowing one language can help develop skills for a second language.

In Indonesia itself, English is an important language to be learned and mastered by the people, and certainly as a developing country, mastery of English is important for international community interactions as well as for many other interests that require English. Therefore, many students from elementary school to college who learn English. There are even some schools that implement bilingualism/multilingualism that use two or more languages in their daily conversations at school.

Certainly, in mastering a second language especially English is not as easy as they master their mother tongue. Moreover, The ability to master two/more languages are unbalanced and often cause irregularities. In the mastery of a foreign language or a second language, a learner can not be separated from the influence of the first language or mother tongue. In this study, Sundanese influence English because the learners also use Sundanese in their communicating in habituality.

In mastery, components of English such as grammar, lexical and phonological are learned through learning four language skills: listening, reading, speaking and writing. By mastering the four skills in the English learning process, students will have good skills in English, but in fact, even though learning all the components of the language and the English skills in it requires long-term and consistent practice. Therefore in general, students have not been able to speak English fluently without making mistakes as well as being influenced by their mother tongue which is more often used in daily life than using English. This error that causes first language interference when using English. This form of interferences can affect several aspects of language grammar, vocabulary, accent, pronunciation, spelling, meaning and so on.

Weinreich (1953), in his book, divides interference into three types; they are phonological interference, grammatical interference and lexical interference. While according to Yusuf, the grammatical interference covers syntactical interference and morphological interference (Yusuf, 1994, p. 71).

Grammatical interference occurs when language learners identify grammatical pattern or form from their mother tongue and applied in the target language, due to some mistakes when using English, grammatical interference is unavoidable. Grammatical interference can also occur because it is influenced by the mother tongue used by the students, at Nurul Wafa Boarding school most of the students use Sundanese as their mother tongue because it is located in the Sundanese area. In this school there are so many Sundanese language particles used by students which are very difficult not to mix into English because of habit and there is no English translation that is commensurate with the Sundanese language particle. The mixing of the Sundanese particle into English sentences is often found in their speech (spoken sentences) or in their conversation. These language particles can affect the grammar in English so that grammatical interference occurs. In addition, the difference in the structure between the two languages, Sundanese and English also causes students to have difficulty using the correct structure of

English, resulting in syntactic interference. This also often happens in both spoken and written sentences.

The background of the problem in this research is based on the conversations and utterance in English sentences by some students who were considered to be language interference because Sundanese language affected the English sentences. The example of the data found by the researcher is “this is *téh* my blouse which *nga-small-an* or my body which *nga-big-an*, don't understand *da I'm mah*”. From this sample data, the writer then analyzed how interference occurs in this sentence, and then found that this is an interference in the grammatical element. In the sentence, there is the word "*téh, da, mah*" where these words are particles in Sundanese called "*kecap Panganteb*", in the sentence, the type of grammatical interference that occurs is functions or meaning of grammatical forms. Then, in The sentence also contains the word "*nga-small-an, nga-big-an*" where the English word is mixed with the Sundanese affix */rarangkén* in Sundanese "*nga-an*". The sentences that consist *rarangkén* represent the type of grammatical interference, namely: the transfer of morpheme from the first language to the second language. Then in the example sentence there is also a sentence that is misplaced or grammatical errors in "*don't understand da I'm mah*". In this clause, the type of grammatical interference is application of grammatical element in a particular word order, this is because usually in English sentences, the subject is placed before the verb, but in the sentence above it is affected by Sundanese grammar so the Subject is placed last, and also errors in the use of the pronoun "I'm" which should be placed at the beginning by the word "I" without "am". Based on the results of the sample data that have been analyzed previously, researcher consider discussing the case of grammatical interference with the aim of knowing the factors that cause Sundanese grammatical interference, then to find out what types of Sundanese grammatical interference often occur in Nurul Wafa, and also to analyze how the Sundanese structure affects the structure of English sentences.

The main background of the researcher who finally decided to take this topic is because many linguists have proven that this case of language interference has occurred from the past even today, and certainly will continue to exist in the future. Therefore, the researcher considers that the topic of language interference will always exist as long as the phenomenon of contact between languages continues to occur. Moreover, the contact between the mother tongue and the foreign language. For this reason, the researcher believes that this research will still be needed as a model for further research.

As a continuation of the background that has been presented, the researcher then looked for previous studies that also discuss similar topics and research, which seeks to find out the truth of the influence of one language to another. One of them is Wati's journal (2015) "*Grammatical Interference of Javanese Language in Indonesian Language by Kinder Garten's Children*". He found grammatical interference in the speech used by kindergarten students. This case of interference occurs from Javanese into Indonesian both in morphology and syntax. Morphological interference occurs in the affixation process from Javanese to Indonesian while syntactic interference occurs in the use of particles and verbs from Javanese to Indonesian. This journal becomes a reference for researchers in analyzing grammatical interference that covers morphology and syntax by selecting data from English sentences that contain affixes, particles and also tenses errors that are influenced by Sundanese.

Another study that discusses the same topic is "*Grammatical Interference in English Communication Used by Nurul Jadid Students*". In their research, Hikmah et.al (2021) attempted to identify the grammatical interference of Maduranese language in English sentences when communicating. The results of this study indicate that the language interference that occurs includes the form of morphology and also its syntactic structure.

These two studies both discuss grammatical interference, but certainly, there are many differences in the discussion between the two studies and this study, and the researcher has confirmed that no one has discussed Sundanese grammatical

interference in English sentences which includes morphological interference in Sundanese affixed words and syntactical interference. in data whose English sentences are mixed with particles in Sundanese.

As for the phenomenon of language interference that occurred at the Nurul Wafa Islamic Boarding School where the use of English as a second language and as a language that must be mastered in their daily life caused many changes in the elements of the English language, especially in structural or morphological elements which were affected by elements in Sundanese that certainly resulted the errors in English. Based on this explanation, the writer is interested in conducting an in-depth study of the interference that occurs in the boarding school, considering that the linguistic phenomenon (language interference) must occur in a bilingual society. As for the limitation of the discussion of the topic, the researcher will limit it to the grammatical interference cases, which the grammatical interference also covers syntactical interference and morphological interference cases that occurred in Nurul Wafa Islamic Boarding school.

1.2 Problem Statement

In this research, the writer tried to describe Sundanese grammatical interference in English sentences in Bilingual students at Nurul Wafa Islamic Boarding School. Thus, the research questions are formulated as follows:

- 1) What is the dominant types of Sundanese grammatical interference in English Sentences at Nurul Wafa Islamic boarding school?
- 2) How does Sundanese grammatical interference affect the structure of English sentences?
- 3) What factors cause Sundanese grammatical interference in English Sentences at Nurul Wafa Islamic Boarding School?

1.3 Research objective

Based on the research questions above, the objectives of this research are:

- 1) To find out the dominant type of Sundanese grammatical interference in English Sentences that is often occurred at Nurul Wafa boarding school
- 2) To find out the sentence structure of English after affected by Sundanese Grammatical interference
- 3) To find out the factors cause Sundanese grammatical interference in English Sentences at Nurul Wafa Boarding School

1.4 Research significance

This study is expected to have a good contribution in theoretics and practices. Theoretically, this research is expected to be used as a reference for next similar research about sociolinguistics field, especially in grammatical interference cases. This study also expected to help teachers to know the alternative ways to teach English to master four English skills; reading, listening, writing and also speaking. Mainly, to produce new and relevant knowledge to improve the learning-teaching process in their class.

As for practically, it can be used as a model to improve the ability of the students in English without the influence of mother language, and it can help, guide and encourage students to talk with their friends or teachers in daily conversations to express their ideas, opinions and their thoughts in the process of learning-teaching by speaking and writing English well without any influence from their first language.

1.5 Conceptual framework

This research aims to determine the dominant types of grammatical interference that are often occurred, the cause of grammatical interference, and also to analyze the structure of English after affected by Sundanese grammatical interference as well as to find out what Sundanese language particles are often used and mixed in the use of English, which occurred when bilingual students speaking at Nurul Wafa Islamic Boarding school.

The research employs sociolinguistic approach because this study discusses linguistic cases that occur in language communities, in other words, this study examines the relationship between language and the society, especially the language interference that occurs in society the object of sociolinguistic study is the students who apply two languages (bilingual) in their school (Nurul Wafa Islamic Boarding School). Sociolinguistics approach is also used because the source data is taken from the student's conversation or their utterance when they speak, where there are many errors in their sentences which use in their social environment and daily activity to cause language interference.

To find out the first question, the researcher also uses Weinreich's theory in his book "*Languages in Contact*". Weinreich distinguishes three types of grammatical interference: **1) The transfer of morphemes**, this interference occurs because the transfer of morphemes from the mother tongue in second language usage; **2) Application of grammatical elements**, This interference is related to syntax which mostly occurs when there is a misplaced application of the first language into the second language. **3) Changes in function/meaning in grammatical forms**, this occurs when the speakers identifies the specific morpheme of second language grammatical with specific of first language. in other words, there is a change process in the morpheme function of second language when it is applied to the grammatical model of first language.

Likewise, to answer the factors that causes Sundanese grammatical interference, the researcher employs Weinreich's theory as basic reference to find out the cause of grammatical interference in Nurul Wafa Boarding school. There are five factors that contribute interference; Speaker bilingualism background, Disloyalty to target language, the limited vocabularies of learned language, needs of synonym, prestige and style.

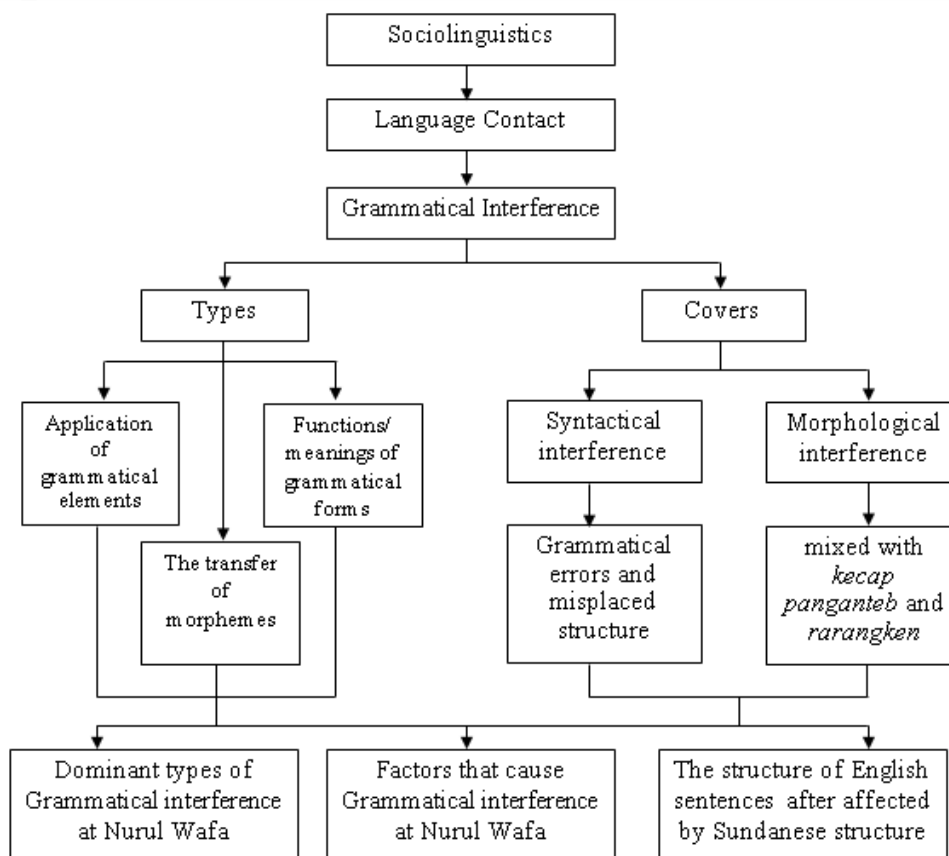
Meanwhile, in order to analyze how the structure of English is after affected by Sundanese particles, the researcher uses standard English grammar theory to analyze the changes that occur in the structure of the language. Grammar refers to the system of rules that govern the ways in which words are combined in the

form of phrases, clauses and sentences. The researcher uses general English grammar as a theoretical basis in analyzing grammatical interference. So, structural changes can be easier to find when analyzing phrases, clauses or sentences in English used. After knowing how the structure of English changes after being affected by Sundanese elements, the researcher will also find out what Sundanese particles are often mixed with English, the researcher uses the explanation about Sundanese particles which are often called "*kecap panganteb*" which is in Sundanese morphology is part of "*kecap panambah*" (adverb), and the words are "*baé, mah, téh, tea, ogé, waé, kéténg, nya, heug, deui, atuh, tuh*" etc (Gumilar, 2021a). in addition, there is also *kecap rarangkén* which in morphology is called a bound morpheme which consists of prefixes, confixes, and suffixes in Sundanese The particles and the bound morpheme of Sundanese.

Thus, the main theory used in this study is Weinreich's theory and the supporting theory to analyze the structure is theory of standard English grammar. The researcher combines these two theories because of the interconnectedness of grammatical interference with the structure of English which is influenced by Sundanese, causing errors in grammar. The combination of these two theories is conducted in stages where the researcher first uses Weinreich's theory to answer the grammatical interference factor that occurs and the type of grammatical interference used, after knowing how the case of grammatical interference is, the researcher then uses the theory of Standard English Grammar to analyze the data which is found as a result of the case of grammatical interference.

Figure 1. 1

Conceptual Framework



1.6 Clarification of Key Terms

1.6.1 Interference

Interference is a linguistic case caused by language contact which results the process of transferring elements from one language to another.

1.6.2 Grammatical Interference

Grammatical interference is a linguistic case that occurs when a language absorbs grammatical patterns from other languages. This may include absorption of morphemes, tenses, Subject-Verb agreements, singular-plural agreements, pronouns, conjunctions etc.

1.6.3 Sundanese

Sundanese is the language used by the Sundanese people, where the majority of the population inhabits the provinces of Banten and West Java.

1.6.4 Bilingual students

Bilingual students are students who use two languages, this could be due to the family background of these students or because of demands from educational institutions that require them to use foreign languages so that their language skills can improve. The case is called bilingualism, which means a speaker uses two languages alternately.

1.6.5 Islamic Boarding School

Boarding school is where students live in school and they stay at school during the academic year. Usually at Islamic boarding school, students besides studying general knowledge they also study various sciences in the Islamic religion.

1.6.6 Language Staff

The language staff who became interviewers in this study were those who were chosen to serve as administrators of all matters relating to language at the Nurul Wafa boarding school. Their main duty is to monitor the development of the students' foreign language skills.

1.6.7 Mother Tongue

Mother tongue is another term for first language, which means the first language that speakers learn from birth. Mother tongue also sometimes called native tongue, parent language, native language etc.

1.6.8 Sundanese particle

Sundanese particles are the words that has a grammatical function but does not fit into any part of speech in Sundanese, in other words, this particle is a range of words that are outside the part of speech.

1.6.9 *Kecap panganteb* and *rarangkén*

Kecap Panganteb and *rarangkén* are included in Sundanese particles. *Kecap Panganteb* is an emphasizing words in Sundanese. While, *Rarangkén* is known as an affix in English morphology. It can be as prefixes, confixes and suffixes in Sundanese.

