

L1 Grammatical Inferences on English of Students in Four Senior High Schools in *Mataram*

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Abstract: In the learning process of English language, there are some obstacles faced by the learners and teachers, such as; the problems dealing with grammatical order, vocabulary and English pronunciation that are slightly different from students' L1. This study is aimed to examine the interferences of students' L1 on their English language in senior high school in Mataram and how strong those interferences influence students in constructing English structure. The method is qualitative. The data consist of words and phrases. The first-grade students of four senior high schools in Mataram serve as the participants of the research. The study observed and analyzed the data based on the steps as follows - 1) data transcript 2) pre-coding and coding, 3) developing ideas, 4) interpreting and making conclusion. As a result, it shows that the interferences of students' L1 can be seen in two points - 1) in the word order of English sentences, and 2) how students interpret the sentences. As an influence of L1, students often make mistakes in making sentences and thus the composition of their L1 sentence rivets it.

1 INTRODUCTION

In the learning process, like other English learners in the world, the English learners in Indonesia also face obstacles and difficulties in the English learning process. In particular aspect, it was found that learning SLA is more difficult than the others (DeKeyser, 2005; Marsden et al., 2013). These constraints include vocabulary, pronunciation and grammar. The L2 difficulty is not a monolithic and static notion but rather a multifaceted and dynamic construct that results from some factors that interact in determining L2 difficulty (Housen and Simoens, 2016, p. 166). As what stated in Ronowicz and Yallop (2007), "The main problem facing by teacher and learner is cross-cultural elements." This describes that aspects of culture become the determinant of the success of learner in mastering a foreign language.

In response to how the second language is learned is through understanding the factor associated with it. Since the difficulties in learning L2 has rarely been thoroughly theorized (Collins et al., 2009; DeKeyser, 2005; Ellis, 2016; Long and Robinson, 1998), for that reason, many researchers

focus on looking for problems that cause those difficulties instead. One of the current issues in the second language learning is research dealing with the influence/interferences of L1.

Recent studies about L1 influences in morpheme acquisition were conducted by Luk and Shirai (2009) and Murakami and Alexopoulou (2016). Those two studies proved that the L1 influences the acquisition of L2. Hawkins and Buttery (2010) investigated how the lack of equivalent feature in the L1 leads to the low accuracy for the acquisition of the L2. In this study, they focused on the acquisition of articles. Dulay and Burt (1973) first did the research dealing with the difference between L1 and L2 grammatical acquisition in 1973.

The primary purpose of this study is to examine students' L1 interferences students' language acquisition of English and in which part of speech or grammatical rule that this interference appears in the way they construct English sentences. In particular, this study used first-grade students from four senior high schools in Mataram as a subject from the Sasaknese tribe only.

Sasaknese is indigenous people who live in Lombok West Nusa Tenggara. The people speak

Sasak language. Sasak language has different word order from English or even from Bahasa Mataram. For example, in the sentence "Yakkoo mandik juluk ne nane, karing semendak jok kantor" which is translated literally in Indonesia becomes "akan saya mandi dulu sekarang, lagi sebentar ke kantor" or in English it is "Will I take a bath first, now. A moment to the office".

2 LITERATURE REVIEW

2.1 Interferences

Interference, according to Hartman and Stonk in Jendra (2010), is a mistake caused by the tendency to accustom speech of a language to other languages that include sound pronunciation, grammar, and vocabulary. It is clear that the mother tongue in the second language learning is a barrier in the language acquisition and the use of a second language. When a speaker speaks using their L2, they often bring and depend on their L1. When the difference between L2 and L1 is significant, the possibility of making a mistake is higher.

Chaer (2009) stated that interference was first used by Weinrich to refer to a change in a language system concerning the contact of language with other language elements performed by speakers. Brown (2000, pp. 94-95) states that "it has been common in the second language teaching to stress the role of interference - that is, the interfering effects of the native language on the target (L2)." Interference appears in all elements of language such as phonology, morphemes, grammar, lexical and spelling. Interference phonologically involves the process of distributing the phonology system from the first language (L1) to the second language (L2) where some sounds of the first language were also included. e.g. emphasis, rhythm, and intonation. This type of interference occurs where the physical sound features of the two languages differ from each other or if one element are not found in another language. According to Chaer (2009), interference is categorized into:

- a. Grammatical interference that refers to the syntactic form, a sentence structure or sentence arrangement, the use of a pronoun, conjunction, etc. In Sasak language, the word "yak" or "will" in English will be placed in the beginning of the sentence. Thus, the sentence "I will go" becomes "yakku/ yakko lalo" in Sasak.
- b. Lexical interference has two types of interference at the word level and semantic

meaning. Interference at the word level arises when learners use the vocabulary in the first language (L1) when they do not know the word equation in the second language (L2). Interference in the level of semantic arises when the meaning of a word in the first language is used for the corresponding meaning of a second language.

- c. The last is spelling interference. This interference usually occurs when the learner is unfamiliar with another language which then causes him to use his first language perception in the spelling of the second language.

2.2 Grammatical Order

English grammar is the way in which meanings are encoded into wordings in English. This includes the structure of words, phrases, clauses, and sentences, right up to the structure of whole texts. In linguistics, a grammatical order is the fundamental order of a clause – the relative order of subject, object, and verb; the order of modifiers (adjectives, numerals, demonstratives, possessives, and adjuncts) in a noun phrase; and the order of adverbials (Halliday, 1985).

2.3 Interferences

Sasak is a member of the Malayo - Sumbawan branch of the Austronesian language family. It is spoken by about 2.1 million people in West Nusa Tenggara province in Lombok, Mataram and it is closely related to the language spoken in Bali and Sumbawa. They are five dialects of Sasak varying mutually intelligibility among them: Kuto-Kute (north Sasak), Nggeto-Nggete (northeast Sasak), Meno-Mene (central Sasak), Ngeno-Ngene (central east Sasak and central west Sasak), and Meriaq-Meriku (south central Sasak) (Austin, 2008).

Sasak was originally written with a script called Aksara Sasak, a version of the Balinese script with influences from the Javanese script. It was first written on lontar palm leaves, and since 1970s paper was used. These days, the awareness of Sasak script is limited to a very small group of people because nowadays people tend to use the Latin alphabet rather than the Sasak script. It is known that parts of the Bible were translated into Sasak in 1948, and there was some literature in Sasak in the 19th century, which was influenced greatly by Javanese (Austin, 2008).

3 METHODS

3.1 Research Design

Qualitative research is a category of social science study that gathers non-numerical information to find meaning from the accumulated information. The study will provide us with further data reference about social life over and done with the study of targeted populations. Most people are likely to recognize it with the opposition to qualitative research.

In this study, the researcher acts as an observer and the main instruments. The object of research is based on the events that become the topic of research and to avoid the occurrence of bias researcher. During the study period, the researcher did not tell the subject of research on the ongoing research.

3.2 Research Subject

The subject of this research is first-grade students who are Sasaknese from four senior high schools in Mataram. There are 125 Sasaknese students involved in this research.

3.3 Data

The data of this research is the result of the exam script written by the students. The writing tasks cover a range of text types, include an essay, a letter, and a story. Other data include L1 background collected through a short questionnaire administered to students when they are taking the exam.

3.4 Data Collection Technique

The observation technique data were taken from the observations made by the researcher during learning English in the class. Tagliamonte (2006, p. 20) reveals "the fundamental approaches to variation analysis are participant observations and large-scale surveys. Furthermore, he also revealed that "Participant observation is requiring the researchers' integrate them within the community under the investigation" (Tagliamonte, 2006, p. 20). The participant observation technique is used in order to obtain the level of objectivity and the authenticity of the data.

Test is given to students to examine and to give more concrete data that help the researcher to gain the findings of the research.

3.5 Data Analysis Technique

In the process of data analysis, the study followed steps by Dörnyei and Narcy-Combes (2008):

1. Data Transcription.

The first phase is to transfer the recording into the script. This step is used in order to collect data dealing with information needed about the background of the students' L1.

2. Pre-coding and coding.

The second phase is pre-coding and coding. The process provides specific code on the transcribed data. Dörnyei and Narcy-Combes (2008) says, "a code in qualitative inquiry is most often a word or phrase that symbolically assigns a summative, salient, essence-capturing and -or evocative attribute for a portion of language-based or visual data". This is a process of encoding data obtained from the previous process.

3. Developing ideas.

The third process is developing ideas; the researcher transcribed the results of collected data to provide secondary data that will complement the previously collected data. In this process, the data are obtained from the results of the records. The researcher collects the data and records them in memos or field notes during the observation process.

4. Interpretation and conclusion.

In this final phase, the data in a series of analysis are gathered, interpreted and concluded to provide the researcher with final data results.

3.6 Data Validation

To obtain valid data, the researcher performs the validation phase. The method used in this validation process is the triangulation method (Bogdan and Biklen, 2006) where they proposed that triangulation is a technique that facilitates data validation through cross-validation techniques from two or more sources.

4 FINDINGS AND DISCUSSION

4.1 Research Findings

The researcher proposes two research questions 1) does students' L1 interfere the acquisition of students' English language? and 2) in which part of

speech or grammatical rules does this interference appear?

In conducting this study, the researcher used a qualitative method. The observation data are used as supporting data. The rest data are collected then analyzed using the following three steps. First, at the data reduction stage, to reduce the data, the researcher selected, simplified and transformed the raw data that consist of words which are claimed to reflect the L1 interference on students' English sentences. Second, at data display, the researcher organized the collected data of language interference. Third, after all data have been reduced and displayed, the next step is verification.

Thus, to answer the research questions, the researcher collected and analyzed the data and found some findings as follows:

Table 1: Sample data Indonesian language towards Sasak language

No	Indonesian Language	Sasak Language
1.	Rumahnya Fakih, bagus.	<i>Ye bagus balene Fakih.</i>
2.	Sepatu kalian basah.	<i>Ye basaq sepatum pade.</i>
3.	Mainan itu dibeli di toko.	<i>Kedekan no ye tebeli lek took.</i>
4.	Kita tidak terlalu suka makanan itu.	<i>Ndek te sak demen laloq kakenan no.</i>
5.	Setelah pulang sekolah, kalian akan kemana?	<i>mbe padem laik seuwahan ulek sekolah?</i>
6.	Setelah selesai memanen, saya dan teman-teman saya akan pergi ke pasar.	<i>Seuwahan engkah merampek, aku kance baturku jakte lalo jok peken.</i>
7.	Saya diberikan kado oleh ibu saya.	<i>Aku tebeng kadi sik inakku</i>
8.	Mereka memiliki dua anak.	<i>Ye pade bedoa anak due.</i>
9.	Anak-anak mereka tinggal di Jakarta.	<i>Anak-anakne ndot lek Jakarta.</i>
10.	Mereka jarang sekali mengunjungi orang tua mereka di Lombok.	<i>Ye Langahne pade janguk dengan toak ne.</i>

Table 2: Sentences constructed by students.

No	Sentences
1	It is good Fakih's house.
2	It is wet, your shoes.
3	The toy it is bought in the store.
4	Not we really like that food.
5	Where you go after come to school.
6	After finished harvesting, I come along with my friend, will we go to market.
7	I am given a present by my mom.

8	He has two kids.
9	The kids of they live in Jakarta.
10	They rarely visit they parent.

4.1.1 The Use of Pronoun

The following sample in table 2, some pronouns use the same word "Ye". In the example 8-10, the word "ye" is used to refer to "they". This is then different from the example number 5 and 2. In the example, number 5 and 2, the pronoun "they" is "pade". This "double usage" of "ye" somehow interferes students when they construct the English sentences. The following table shows the sentences constructed by students.

Table 3: Pronouns in Sasaknese language

No	English Language	Sasak Language
1.	You	'em/ 'e/ mek/ bi
2.	I	Aku/ tiang
3.	She/he	Iye/ en/ ne
4.	They	pade
5.	We	Ite/ te

4.1.2 Neegative Sentences

There is a clear distinction between the formulas of negative sentence in English language with the sentence in Sasak language. In English, the formula used in expresses negative sentence is S + to be + not + C (for non-verbal sentences) or S+ do/does+not + V while in Sasak language the formula is ndek + S+ Verb/C. Since in Sasak language there is no difference between verbal and non-verbal sentence, the formula above is used for both types of sentence. The following data will show the interferences of Sasak language in the negative sentence of English made by the students.

Table 4: Interferences of Sasak language in the negative sentence of English made by students

No	Sasak Language	English Language
1.	<i>Ndekq demen kance side (I don't like you).</i>	Not I like you.
2.	<i>Ndekye mele jok kampus nane.</i>	Do not she want to go to campus now.
3.	<i>Ndekq taok.</i>	Do not I know.
4.	<i>Ndekm onek lek te.</i>	Not you too long to be here.

4.1.3 Future Tense

In a future form of Sasak language sentence is expressed using the word "jak/yak". In a formal sentence, Sasaknese says "yak" after subject as "aku yak lalo jok peken" (I will go to market) but this kind of sentence is rarely used. Sasaknese is used to using "Yak ku lalo jok peken" instead. The following data will show the interferences of Sasak language in the negative sentence of English made by the students.

Table 5: Interferences of *Sasak* language in the future tense of English made by students

No	Sasak Language	English Language
1.	<i>Jak ku bait kepeng no bareh.</i>	Will I take that money later.
2.	<i>Jakne lalo jok mbe kanak tiye?</i>	Will he go to where that boy?
3.	<i>Ape jakm gawek bareh?</i>	What will you do later?
4.	<i>Yakku mandi juluk.</i>	Will I take a bath first.

4.2 Discussion

Based on the table above the researcher found that the students' L1 interferes their English sentence construction. It is caused by negative transfer from Bahasa Indonesia-Sasak to English language. Sasak language structure is interfered in English language students. They are using the incorrect grammatical rules instead of using the correct grammatical rules.

The interferences of students' L1 can be seen in three types, such as:

- In the use of pronoun.
- In the use of negative sentences.
- In composing future tense.

The interference also occurs when they are using Bahasa Indonesia. They use Bahasa Indonesia with the structure of Sasak language. For example, in Indonesian "Where are you going?", The sentence is not an Indonesian sentence under the standard rules, but the Indonesian language with Sasak language structure. Another influence shows that students are afraid to express their ideas using English because they are too terrified of making mistakes.

5 CONCLUSIONS

From the data and discussion above, we can conclude that the majority of the students who have

the ability and proficiency in Sasak language in their daily communication will find it difficult in acquiring a new language, in this case, both Bahasa Indonesia and English. The teacher will have to put their attention when it comes to a grammar lesson in the topics of pronoun, negative sentence and future tense.

Teachers will also have to insert in one of their teaching strategies on how to provide students with an encouraging learning method since students tend to be afraid of communicating their ideas using English.

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