**THE INTERFERENCE OF INDONESIAN GRAMMAR IN WRITING ENGLISH DIALOGUE: A CONTRASTIVE**

**ANALYSIS OF THE TENTH GRADE STUDENTS**

**OF MAN PURWOREJO IN THE ACADEMIC**

**YEAR 2012/2013**

by

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Abstract

 The purpose of this research is to find out the types of errors as the result of the interference of Indonesian grammar found in students’ writing of English dialogue and their efforts to minimize the interference. This research is a descriptive qualitative research. The researcher collects the data by taking the documentation and giving questionnaire. The result of this study shows that there are eight types of errors caused by Indonesian grammatical interference, they are errors in the use of: tenses (13.33%), word order (13.33%), articles (11.11%), pronouns (13.33%), linking verbs (26.68%), plurality (4.44%), prepositions (8.89%), and subject-verb agreement (8.89%). The most dominant error is linking verb. From the questionnaire, there are some efforts the students do to minimize the interference such as reading English novels; watching English films; listening to English songs, etc. From the result, it could be seen that Indonesian grammar interferes the students’ writing a lot.

(Keywords: Grammatical interference, writing, dialogue, and contrastive analysis)

1. Introduction

English is an international language. There are over 900 million users of English in the world, of whom the majority are non-native speakers including our country, Indonesia. As an international language, English is really important to learn. In learning English there are some skills that learners have to accomplish; those are reading, listening, speaking, and writing. Of the four skills in English, writing is considered to be the most complex and difficult skill to master because it needs many aspects to be mastered, for example vocabulary, idea and grammar. In tenth grade of State Madrasah Aliah of Purworejo syllabus, there are some standard of competencies of writing that the students must achieve such as genre text, short functional text, transaction and interpersonal dialogue, etc. In this research the researcher chooses dialogue because dialogue is easier to write than the others. However, Many tenth grade students of MAN Purworejo still have difficulties in writing English dialogue. The difficulty lies in using correct grammar. Many of the difficulties the tenth grade students of MAN Purworejo have with the English grammar are due to the interference of Indonesian language as their mother tongue. Such condition indicates ‘language interference’. Ellis (1994: 51) refers to language interference as ‘transfer,’ which he says as “the influence that the learner’s L1 exerts over the acquisition of an L2.” This language interference is most often discussed as a source of errors (negative transfer).That is why the researcher is really interested to know the types of interference of Indonesian grammar found in students’ English writing and their efforts to minimize the interference.

1. Method

In this research the researcher uses a descriptive qualitative method. It is mentioned as a descriptive since this study aims to describe the obtained data in the field. The researcher conducts her study in MAN Purworejo that is located on Jl. Kartini No. 17 Purworejo. This research was carried out on April 6th, 2013. The object of this study is the tenth grade students of MAN Purworejo in the academic year 2012/2013**.** the unit analysis of this research is the students’ writing of English dialogue which are interfered by Indonesian grammar. The students’ efforts to minimize the interference of Indonesian grammar were also analyzed to know how the tenth grade students of MAN Purworejo improve their ability in writing English dialogue. The instrument for collecting data, the researher uses documentation and questionnaire. After collecting the data, the researcher analyzed the data based on these steps:

1. Describing the way Indonesian grammar interferes the student’s writing of English dialogue.
2. Analyzing the questionnaire given to the students.
3. Interpreting the data both documentation and questionnaire, then correlated it to the theory.
4. Finding and Discussion

After collecting and analyzing the data, the researcher found that there were a lot of grammatical errors. There are 8 classifications of the errors. Sixty (60) errors of various kinds were found. Fourty-five (45) errors are included in interlingual errors which are caused by the interference of Indonesian grammar. It means 75 percents of the errors are as the result of the interference of Indonesian grammar. They are classified as follows:

Table 1

Types of Errors Caused by the Interference of Indonesian Grammar

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Types of Error** | **Number****of****Errors** | **Percentage** |
| 1 | Errors in the use of tenses | 6 | 13.33% |
| 2 | Errors in the use of word order | 6 | 13.33% |
| 3 | Errors in the use of articles | 5 | 11.11% |
| 4 | Errors in the use of pronouns | 6 | 13.33% |
| 5 | Errors in the use of linking verbs | 12 | 26.68% |
| 6 | Errors in the use of plurality | 2 | 4.44% |
| 7 | Errors in the use of prepositions | 4 | 8.89% |
| 8 | Errors in subject and verb agreement | 4 | 8.89% |
| **Total** | **45** | **100 %** |

 From the table above, it can be seen that there are eight types of errors caused by the interference of Indonesian grammar, they are errors in the use of: tenses (13.33%), word order (13.33%), articles (11.11%), pronouns (13.33%), linking verbs (26.68%), plurality (4.44%), prepositions (8.89%), and subject-verb agreement (8.89%). The most dominant error the students made is linking verb (26.68%). From the questionnaire, there are some efforts the students do to minimize the interference such as reading English novels; chatting to a native speaker; writing a diary in English; watching English films; translating English texts into Indonesian; listening to English songs; joining English course; setting electronic tools using English; and paying attention to the teacher’s explanation in English class.

1. Conclusion

After collecting and analyzing the data, the researcher found that there are eight types of errors caused by the interference of Indonesian grammar, they are errors in the use of tenses, word order, articles, pronouns, linking verbs, plurality, prepositions, and subject-verb agreement. The most dominant errors the students made is in using linking verb. From the questionnaire, there are some efforts the students do to minimize the interference such as reading English novels; watching English films; and listening to English songs. However, the students still often get confused to understand English grammar because they do not have good understanding on English grammar

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