THE STUDENTS NATIVE LANGUAGE INTERFERENCE IN SPOKEN ENGLISH AT THE SECOND SEMESTER STUDENTS OF ENGLISH DEPARTMENT STUDENTS OF STKIP PGRI BANJARMASIN ACADEMIC YEAR 2013-2014

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Abstract

English Department of STKIP PGRI Banjarmasin is a private college for future English teachers, in which the students have to take speaking classes and attend English Conversation club to enhance their speaking ability. However, their pronunciation is sometimes incorrect compared to the appropriate English. It is caused by the interference of Bahasa Indonesia as native language which is used in formal communication. Bahasa indonesia is also used to communicate between various ethnics in Indonesia. The population of this research is 80 students of the second semester students of English Department STKIP PGRI Banjarmasin Academic Year 2013/2014. The researcher uses descriptive method and total sampling technique. The researcher also uses primary data obtained from the the recording of spoken English of second semester students of English Department STKIP PGRI Banjarmasin Academic Year 2013/2014. The data of this research are collected using indirect observation (recording). Students tend to use their linguistic knowledge of the mother tongue (and may be knowledge of other languages they have learned.) so both teacher and students must broaden their linguistic knowledge of both language.Students try to transfer their cultural knowledge to make assumption when communicating in the target language so more teaching material that represent both culture must be presented. In line with this, teachers must spot and highlight those shared features that may contribute to the target language learning.Teachers must be cautious in error correction because errors may be the result of negative language transfer or incorrect assumptions held about the target culture.

Key words : Speaking Ability, Students, Native Language Interference, STKIP PGRI Banjarmasin.

I.   INTRODUCTION

English is one of the international languages that is used to communicate all over the world. It is a very important language for its usage to become more and more widely spread today. English is admitted to be the first foreign language to be taught in Indonesia. As a foreign language, its functions are not as wide as its functions as a second language. As a foreign language, English is not used as a mean of daily communication. It is only used by a certain community in a certain situation.

As a private college, English Department of STKIP PGRI Banjarmasin is a college for future teachers, one of its , majoring in English education, For the students themselves, they have to take speaking classes and to attend English Conversation Club to

enhance their speaking ability, however the fluency of their spoken English is sometimes not correct to the appropriate English.

One that cause is the native language interference to their spoken language, Bahasa Indonesia is the native language that use as a communication in formal situation, it is also used as the language to communicate between the diversity of ethnics in Indonesia. Students of English department come from the diversity of ethnics eventhough that Banjarese is most common ethnic. So the interference is a matter in spoken English.

Students use English as their spoken language. They use English, but with first languange interference. Spoken English is included to the speaking skill. Turk suggested that speaking is the direct route from one mind to another, and is the way we usually choose when we want to ask a question, or give an explanation (Turk:2003).

Based on the researcher's experience, when the students' spoken English was listened, it seemed that it was correct, after it was analyzed carefully, actually there were still many mistakes he students made errors on the word selection and tenses, for instance, they say," Excuse me, I go to the back " But the sentence should be said , "Excuse me, I want to wash my han. Students tend to use their linguistic knowledge of the mother tongue (and may be knowledge of other languages they have learned.) Students try to transfer their cultural knowledge to make assumption when communicating in the target language.

Based on the description, the result of this study is expected to be able to improve the students' spoken English to be better. Then, the researcher expects that this research will be able to make the students more excited in increasing their interest in learning speaking.Thus, the researcher would like to describe **"The Students Native Language Interference in Spoken English AtThe Second Semester Students of English Department Students of STKIP PGRI Banjarmasin Academic Year 2013-2014"**

II.   REVIEW OF RELATED LITERATURE

2.1   Spoken English

English is one of the foreign languages which is taught in Indonesia. It becomes the most important foreign language which is taught from the elementary level up to the university. Oxford Dictionary (2005: 108,) stated,"daily is meant that something which happens everyday or every weekday." English is the language which is used by people in England and people in the world either as the second language or as the foreign language such as in Indonesia. Based on the definitions, it can be concluded that daily English is English language which is used by people everywhere as their daily language to communicate to each others.

The students learn English more intensively since they must stay in the dormitories and use English as their compulsory language in daily communication.

2.2   Grammatical Error in Spoken English

Perhaps, one of the first and most important studies conducted in the field of Error Analysis was the one done by Richards (1971). His study involved learners from different language background (Japanese, Chinese, Burmese, French, Czech, Polish, Tagalog, Maori, Maltese, and Indian and West African Languages) and showed the different types

of errors relating to production and distribution of verb groups, prepositions, articles, and the use of questions. Based on this, he distinguished three sources of errors:

1. Interference errors: errors resulting from the use of elements from one language while speaking/writing another.
2. Intralingual errors: errors reflecting general characteristics of the rule learning such as faulty generalization, incomplete application of rules and failure to learn conditions under which rules apply, and
3. Developmental errors: errors occurring when learners attempt to build up hypothesis about the target language on the basis of limited experiences.

According to Richards (1971), intralingual errors are also subdivided to the following categories:

1. Overgeneralization errors: the learner creates a deviant structure on the basis of other structures in the target language (e.g. "He can sings" where English allows "He can sing" and "He sings").
2. Ignorance of rule restrictions: the learner applies rules to context where they are not applicable (e.g. He made me to go rest" through extension of the pattern "He asked/wanted me to go").
3. Incomplete application of rules: the learner fails to use a fully developed structure (e.g. "You like to sing?" in place of "Do you like to sing?")
4. False hypothesis: the learners do not fully understand a distinction in the target language (e.g. the use of "was" as a marker of past tense in "One day it was happened").

However, as Schacheter and Celce-Murcia (1977) point out the distinction between intralingual and developmental errors is rather fuzzy in their term. As a result, Richards (1974) classified errors, according to their causes, into two categories later on. The two categories are as follows:

1. Interlingual errors: these errors are caused by mother tongue interference.
2. Intralingual and developmental errors: these kind of errors occur during the learning process of the second language at a stage when the learners have not really acquired the knowledge. In addition, errors are also caused by the difficulty or the problem of language itself.

Bataineh (2005: 56) claimed, "unlike earlier Error Analyses, native language transfer is found to play a role which is at best minimal". Of course, his study exclusively aimed at identifying the kinds of errors Jordanian first, second, third, and fourth year university EFL students made in the use of the indefinite article. The nine types of errors were as follows:

(1) deletion of the indefinite article,
(2) writing as part of the noun/adjective following it,
(3) substitution of the indefinite for the definite article,
(4) substitution of the definite for the indefinite article,
(5) substitution of *a* for *an*,
(6) use of the indefinite article with unmarked plurals,
(7) use of the indefinite article with marked plurals,
(8) use of the indefinite article with uncountable nouns, and

(9) use of the indefinite article with adjectives.

Sattayatham and Honsa (2007), in their study which are focused on Error Analysis of first year medical students at Mahidol University. They were asked to translate sentences from Thai into English. The data collected from the sentence-level translation were analyzed to find the most frequent errors of these medical students by using the distribution of frequency.

2.3. Lost in Translation

The difficulties faced by students learning English as a foreign language, including issues such as semantic problems, structure and word-for-word translation. Based upon a study of material produced by students taking composition and translation courses (comprising chains of individual / isolated sentences in English and Arabic), this research represents a broad investigation of inappropriate renderings. Language and Culture.

The influence of the mother tongue (Arabic or Berber) on students' learning of English is a common concern for teachers at the English department in Agadir. One of the most difficult skills for students is writing. They find themselves unable to express their ideas as accurately and convincingly in English as they would in Arabic because they are not yet sufficiently familiar with the rules and standards of the English language. Students do not yet appreciate that different languages and their cultures express ideas in different ways through different means. They do not know that texts "become signs or semiotic constructs which embody the assumptions, presuppositions and conventions that reflect the ways a given culture constructs and partitions reality" (Hatim: 1997, 30).

For example, Arabic argumentation uses repetition for emphasis and stylistic effectiveness, whereas in English, repetition weakens the argument. Therefore, "differences in persuasive strategy within the same language or between languages must be seen in both social and linguistic terms" (Hatim & Mason: 1997, 127). In addition, problems emerge when students try to import the linguistic structures of their native tongue because of a lack of knowledge of the structure strategies of the foreign language. Consider the following examples, in which the influence of Arabic mechanisms and structures can be seen on the English renderings.

Examples:
He came everyday to sleep with me.
Since many years ago,
Believe or don't believe it.

These examples would be better written as:
He spent every night with me
Many years ago
Believe it or not

It is obvious that there are lexical and stylistic differences between English and Arabic. Such differences should be brought to the students' mind in order to avoid making such mistakes.

These mistakes can, of course, be justified by the fact that Moroccan students are rarely exposed to a native English-speaking environment. However, "a good sentence does not write itself. A good paragraph does not just 'happen" (Mallery: 1944, 1). Therefore, I suggest that students should read widely in English, in order to familiarize themselves with the structures of English writing. This will enable them to write good compositions in English, though not in a 'third language'.

Since students are communicating across two linguistic and cultural fields, radio and television can be a valuable source of input as students can discover (through speeches, talk shows, news bulletins and so on) how English is used appropriately by its native speakers in their own environment.

2.4. Semantic and Equivalence Problems

Now turn to explore the many problems encountered in translation. These can be separated into *semantic* and *equivalence* problems.

It interest lies in showing students that translation is not simply a process of transferring individual words from one language to another, and that a text can achieve a specific communicative purpose for a particular audience in a particular environment. This might help them to establish a link between source language and target language and avoid using literal translation which "does not secure referential and pragmatic equivalence to the original" (Newmark: 1981, 9).

For instance, semantic problems occur when students disassociate the meaning of the word from the context in which it occurs. For instance, bilingual dictionaries can provide a student with the different meanings for the word s/he is looking up, but ultimately s/he must make the decision as to which one fits the context of the text. Consider the following example, where the word 'West Bank' in Palestine was translated as a west bank. The student did not pay attention to the capitalization which could have helped him/her to recognize that it was a proper noun. In addition, other words in the text create a context which should have helped him/her to choose the best word in Arabic.

S.L.: The Israeli troops entered two West Bank Towns yesterday. Faulty translation: Dakhalat al qowat alisrailia madinatay al bank algharbi amss. (The Israeli troops entered two towns of the west bank yesterday.)

Improved translation: The Israeli troops entered two West Bank Towns yesterday. Rissalat raiss alwozarae al britani wadiha fi hada alkhitab. The letter is clear in this discourse of the British prime minister.

In the second example, the dictionary gives two translations for the word 'rissala' - 'letter' or 'message' and two translations for the word ''khitab' - 'discourse' or 'speech', but the student chose the wrong words. An improved translation would be: The message of the British prime minister is clear in this speech.

Mistakes such as these are very common in English departments in Morocco, because students think that the aim of translation is simply to express the sense of a word, sentence or speech in another language, and that having a bilingual dictionary is enough. I feel it is my job to teach them that language skills and linguistic and cultural knowledge

are essential tools for a translator. Translation can therefore be used "to consolidate constructions for active use and monitor and improve comprehension of the L2" (Sewell 1996 in Malmkjaer 1998, 45).

Translation equivalence is an important problem that students face when they go beyond the linguistic and the semantic levels. Our primary aim, at this point, is to make students aware of the theory of equivalence which "is usually intended in a relative sense – that of closest approximation to ST [source text] meaning" (Hatim & Mason: 1990, 8). This will help them decide what to keep, change, add, or omit in the target language in order to make it appropriate for the target audience. Hence the "use of common target patterns which are familiar to the target reader plays an important role in keeping the communication channels open" (Baker 1992, 57). To illustrate, while translating proverbs, students have to use 'a cultural substitute' that will be familiar to the target audience and will have the same impact. For example, one student translated the proverb:

akal aljamal bima hamal
as
to eat a camel with all what it carries.

This literal translation reflects the superficial meaning, but cannot achieve the communicative effect that the source text does, because the proverb is absent from the cultural repertoire of the English language and the camel is not an animal that is sufficiently familiar to the target language audience. A better option would be: 'to eat someone out of house and home'.

Another English proverb given to students was: 'longer than a month of Sundays'. it was translated literally by the majority, as

atwal min shahrin koulouhou ahad
whereas we would use the equivalent
atwal min shahri assawmi

- literally 'longer than the fasting month'. Here the use of a word with religious connotations is better rendered for an Arabic audience as the month of fasting - Ramadan. RAMADAN is one of the five pillars of Islam and this is the dominant religion in most Arab countries. So, students must be familiar with key expressions in their language in order to achieve a socio-functionally adequate translation

To sum up, when we are teaching a foreign language we must teach students to use the tools we give them in a skillful and appropriate way, by always bearing in mind that languages do not use identical forms to express the same reality, a "language is essentially rooted in the reality of the culture [...] it cannot be explained without constant reference to these broader contexts of verbal utterance" (Malinowski 1938:305 in Katan 2004:99)

2.5. Second Language Learning Difficulties

Second Language learners face so many difficulties mainly because of the negative interference of the mother tongue and the cultural differences.

a. Language transfer

Language transfer designates the interference of the mother tongue in second language learning. Learners apply knowledge from their native language to learn a second language. While this can help in understanding and using the target language, this can also hinder the proper internalization of the L2 (target language) rules, producing errors of syntax, vocabulary, and pronunciation. Learners are influenced by their L1 (mother tongue) in the following manners:

- They map their L1 grammatical patterns inappropriately onto the L2 as a result of syntactic differences between L1 and L2.
- They pronounce certain sounds incorrectly or with difficulty as a result of the difference in phonological systems.
- They confuse vocabulary items because they are misled by false friends (e.i. words or phrases that look or sound similar in both the mother tongue and the target language, but differ significantly in meaning.)

Linguistic interference can lead to correct language production when the mother tongue and the target language share many linguistic features. However, the transfer can result in errors when both languages differ.

b. Cultural differences

Learners' culture can be a barrier to second or foreign language learning. Cultural differences may cause confusion and cultural misunderstandings. Learners may have problems communicating with target native speakers because of cultural differences.

Learning a second language means learning to speak and comprehend it. But learners can't reach a high level of proficiency unless they are able to use the target language appropriately in the context of the target culture. To reach a pragmatic and socio linguistic competence, learners should be able to make correct assumptions about what interlocutors are saying. When the L1 and L2 cultures share similar features the assumptions made contribute to the learning. However, when both cultures differ in so many aspects learning is at risk.

2.6. Implications in the classroom

Teachers must take into considerations the strategies learners use to learn a second language.

- Learners tend to use their linguistic knowledge of the mother tongue (and may be knowledge of other languages they have learned.)
- Learners try to transfer their cultural knowledge to make assumption when communicating in the target language.
- Teachers must spot and highlight those shared features that may contribute to the target language learning.

- Teachers must be cautious in error correction because errors may be the result of negative language transfer or incorrect assumptions held about the target culture.

In research on language learning and multilingualism, the terms *crosslinguistic influence* or *transfer* are used to describe the often unconscious, but potentially conscious cognitive process of applying (elements of) the knowledge of previously learned languages in using a later acquired language.

Every language learning process *after* the acquisition of the first language builds on prior linguistic knowledge and competence. Crosslinguistic influence is currently investigated as an important psycholinguistic phenomenon in second and third language acquisition which is itself influenced and shaped by language-specific, contextual, and other factors.

III. RESEARCH METHODS

The location of this research at the second semester students of English Department STKIP PGRI Banjarmasin Academic Year 2013/2014. The researcher uses descriptive method that concerned with providing the description or phenomenon that occurs naturally without intervention of an artificially contrived treatment by gathering data in order to answer the question related to the current condition of the subject of research and it uses a qualitative approach.

This research uses primary data. The sources of the data areat the second semester students of English Department STKIP PGRI Banjarmasin Academic Year 2013/2014.The data will be taken from the records of students' spoken English.

Type of data in this research is qualitative. Qualitative data are collected in the form of words or pictures rather than numbers. Rozhani's quoted from patton, that qualitative approach researcher uses a naturalistic approach that seeks to understand phenomens in context-specific settings, such as "real world setting (where) the researcher does not attempt to manipulate the phenomenon of interest".(Rozhani:2010).

To collect the data, the researcher uses direct observation (with observation sheet) and indirect observation (recording).The instrument of this research is observation in intralingual errors. In addition, the researcher also uses an observation sheet whereas the students must translate some English sentences into Indonesian language to identify the language interference of their translation spoken results.

Due to the number of students is 40 students less than 100, so the researcher takes all of them as the research sample by using total sampling technique. It is in line to the theory of Arikunto, she stated, "*Apabila subjeknya kurang dari 100, lebih baik diambil semua sehingga penelitiannya merupakan penelitian populasi.*" (Arikunto, 2006: 136).

IV. FINDINGS AND DISCUSSION

After collecting data source from the students' spoken language, the data were recorded and transcribed. Then, the data were analyzed one by one to find the students native language interference from the observation sheet. The primary data showing the findings :

Table 4.1. Students Spoken Language With Native Language Interference

NO.	Correct Expected Utterance	Students Utterances in spoken language	Students Native Language Interference
1.	**The floor is yours !** *(waktu dan tempat kami persilakan!)*	1. Time and place we please 2. Time and place we deliver	The students don't know that English has different way to say.
2.	**Bung**a is **the most beautiful** girl in her village. *(**Bunga** adalah **bunga** di desanya)*	1. Bunga is flower in her village 2. Bunga is a flower in her village 3. Bunga is flower in his village	- The students say the term " Bunga" as direct translation as flower in English while actually it is said as the most beautiful or the most favorite girl. - The students use **his** instead of **her** in English which in bahasa Indonesia there is no differences between pronoun for female or male.
3.	Credit in Bank Mandiri is **low interest.** *(Kredit di Bank Mandiri **bunganya kecil)***	1. Credit in Bank Mandiri is small **flower**	The students say the term " Bunga" as direct translation as flower in English while actually it is said as interst in banking term
4.	Budi is **my relative**, he is my **second cousin**. (Budi keluargaku, dia **sepupu dua kali**ku**)**	1. Budi is my **family**, he is my **twice** cousin.	-There is no significant difference between family and relative in Bahasa Indonesia, where family is not only parents and the children. -Twice cousin is second cousin in English
5.	Don't **shut** the door ! (Pintu itu jangan **dibanting**!)	1. That door not **kick**! 2. Don't **kick** the door !	- The students make direct translation as that door instead of the door - for the door, it is enough to say " shut" rather than "kick" which means not properly and good manner way to close a door.
6.	**Like father like son** **(Buah jatuh tidak jauh dari pohonnya)**	**fruit fall not far from tree**	The students don't know that English has different way to say for this proverb
7.	I'd like to order two cups of coffee, **black** and **white** ,please. (Saya pesan dua kopi, **kopi hitam** dan **kopi susu**)	I order two coffee, **black coffee** and **milk coffee**	Instead of saying black and white for coffee, students say black coffee and milk coffee and students don't make correct grammar for the amount of uncountable noun coffee
8.	It is already **summer** in Europe (Ini sudah **musim panas** di Eropa)	It is already **hot season** in Europe	**Summer** is correct word for **hot season** as in four seasons country
9.	Excuse me, I want **to wash my**	Excuse me, I want to **go to back**	The students don't know that

	hand (permisi, saya mau **ke belakang**)	Excuse me, I want to **go to toilet**	English has different way to say that to make it better word for toilet as in Bahasa Indonesia **ke belakang**, English as **wash the hand**
10.	Some one is knocking the door, **knok..knock..knock..** (seseorang sedang mengetok pintu..**tok..tok..tok**..!)	Some one is knocking the door, **tok..tok..tok**	The sound **tok ..tok..tok..**is still used by the students, its supposed to be **knock..knock…knock**

Students' culture can be a barrier to second or foreign language learning. Cultural differences of the students may cause confusion and cultural misunderstandings. Students have problems communicating with target native speakers because of cultural differences. This can be seen from the data above.

Learning a second language means learning to speak and comprehend it but students can't reach a high level of proficiency unless they are able to use the target language appropriately in the context of the target culture. It can be sum up as:

- Studends tend to use their linguistic knowledge of the mother tongue (and may be knowledge of other languages they have learned.)
- Students try to transfer their cultural knowledge to make assumption when communicating in the target language.

V.CONCLUSION AND SUGGESTION

When we are teaching a foreign language we must teach students to use the tools we give them in a skillful and appropriate way, by always bearing in mind that languages do not use identical forms to express the same reality, a "language is essentially rooted in the reality of the culture [...] it cannot be explained without constant reference to these broader contexts of verbal utterance" (Malinowski 1938:305 in Katan 2004:99). In sum, studends tend to use their linguistic knowledge of the mother tongue (and may be knowledge of other languages they have learned.) Students also try to transfer their cultural knowledge to make assumption when communicating in the target language.

Teachers must take into considerations the strategies learners use to learn a second language.

- Students tend to use their linguistic knowledge of the mother tongue (and may be knowledge of other languages they have learned.) so both teacher and students must broaden their linguistic knowledge of both language.
- Students try to transfer their cultural knowledge to make assumption when communicating in the target language so more teaching material that represent both culture must be presented.
- Teachers must spot and highlight those shared features that may contribute to the target language learning.
- Teachers must be cautious in error correction because errors may be the result of negative language transfer or incorrect assumptions held about the target culture.

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