MOTHER TONGUE’S INTERFERENCE IN MANGGARAIAN STUDENTS’ ENGLISH WRITING OF SENIOR HIGH SCHOOLS STUDENTS IN LANGKE REMBONG SUBDISTRICT

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Abstract: Mother Tongue’s Interference in Manggarai Students’ English Writing of Senior High Schools Students in Langke Rembong Subdistrict. The purpose of this writing is to see the common interferences of mother tongue in students’ English writing, determine the factors cause those interferences and describe the quality of students’ writing. This research is done through descriptive qualitative method. It was conducted in five senior high schools in Langke Rembong Sub district. The data for the research were words, phrases or sentences which contain the interference of Manggarai language in students’ writing. In doing the research, the researchers used some instruments to collect the data. Those instruments are questionnaire and students’ task. After collecting the data, the researchers analyzed the data by doing some procedures: (a) identify the common interferences in students’ writing by comparing students writing version to the correct English version; (b) identify the common interferences in students’ writing; (c) describe the common interferences found in students’ writing; (d) determine the factors cause the interference; and (e) describe the quality of students’ writing. The result shows that the common interference occurs in phrase (VP) and tenses (present tense). Those interferences happen because the contribution of students’ environment, narrative culture and lack of English knowledge. Furthermore, those factors of interferences give impact to the quality of students’ writing which is unacceptable. Based on the result of the research, it is very suggested for the teachers of senior high school to provide enough chance for the students to practice English in written form.

Keywords: mother tongue interference, factors cause interference, quality of students’ writing

Abstrak: Tujuan dari penelitian ini adalah melihat interferensi Bahasa ibu dalam tulisan siswa, menentukan faktor yang mempengaruhi interferensi dan mendeskripsikan kualitas tulisan siswa. Penelitian ini dilakukan di lima Sekolah Menengah Atas (SMA) di wilayah Kecamatan Langke Rembong dengan menggunakan metode deskripsi kualitatif. Data dalam penelitian ini adalah kata-kata, frase-frase atau kalimat-kalimat yang mengandung interferensi Bahasa Manggarai dalam tulisan siswa. Dalam melakukan penelitian, para peneliti menggunakan beberapa instrument untuk mengumpulkan data. Instrumen-instrumen tersebut adalah kuesioner dan pekerjaan siswa. Setelah mengumpulkan data, peneliti menganalisis data dengan cara (a) mengidentifikasi interferensi Bahasa ibu dalam tulisan siswa dengan cara membandingkan tulisan versi siswa dengan versi Bahasa inggris yang benar; (b) mengidentifikasi interferensi umum dalam tulisan siswa; (c) mendeskripsikan interferensi yang terdapat dalam tulisan siswa; (d) menentukan faktor yang menyebabkan interferensi tersebut terjadi; dan (e) mendeskripsikan kualitas tulisan siswa. Hasil penelitian menunjukkan bahwa interferensi umumnya terjadi pada frasa kata kerja dan tenses (present tense). Hal itu disebabkan beberapa hal seperti lingkungan siswa yang tidak menunjang, situasi naratif, ikatan budaya dan rendahnya pengetahuan berbahasa Inggris siswa. Selanjutnya, faktor-faktor penyebab tersebut memberikan dampak terhadap kualitas tulisan siswa di mana sebagian besar tulisan siswa berada pada level tidak berterima. Berdasarkan hasil penelitian tersebut, para peneliti menyarankan para guru Bahasa Inggris di sekolah menengah atas untuk memberikan lebih banyak kesempatan bagi siswa menulis dalam Bahasa Inggris.

Kata Kunci: interferensi Bahasa ibu, faktor penyebab interferensi, kualitas tulisan siswa
INTRODUCTION

Learning English at school may bring new atmosphere for students. As English is not their daily language, students may experience difficulties during the teaching and learning process. Those difficulties come due to the differences that students find between English and their mother tongue in this case Manggarai Language.

Manggarai language is a language which spoken by Manggarai people in western part of Flores island. They are divided into three dialects namely Western Manggarai dialect, Central Manggarai dialect, and Eastern Manggarai dialect (Verheijen, 1967). These three dialects are spoken by Manggaraian people who live in three different regencies: West Manggarai, Central Manggarai and East Manggarai Regency.

They use it as their means of communication when talking to family at home or friends in their daily conversation. They are then accustomed by the grammatical pattern, vocabulary and pronunciation of Manggarai language. Those grammatical pattern, vocabulary and pronunciation of English that they learn at school. Take for example in area of grammar: English has specific tense patterns to describe past, present or future events. However, Manggarai does not have those patterns in their sentences construction. It also goes to singular and plural markers, in which English has plural markers but Manggarai does not have.

Those differences then influence students’ performance in learning English as the target language in which they will be captured by the pattern of Manggarai when learning English. It is in line with Bhela’s idea (1999: 22) who said that the second language learners tend to rely on their native language (L1) structures to produce a respond, when writing or speaking the target language (L2). Furthermore, Duly, Burt, and Krashen (1982: 96) argue that the villain in second language learning is the first language; it is the major cause of a learner’s problem with the new language.

Realizing the fact that there are differences from the grammatical pattern of Manggarai language and English, the problems of study are formulated as follows:

1. What are the common interferences that students make in their English writing?
2. What are the factors cause those interferences?
3. To what extent do those interferences affect the quality of students’ English writing?

Interferences have been viewed as psychological and sociolinguistics phenomena. From psychological perspective it refers to the influence of old habits when new one are being learned; however from the sociolinguistics perspective it refers to language interaction when two languages are in contact (Dulay et al., 1982).

Moreover Weinreich the influence of old habits when new one are being learned; however from the sociolinguistics perspective it refers to language interaction when two languages are in contact (Dulay et al., 1982) mentions interference as those instances of deviation from the norms of either language which occur in the speech of bilinguals as a result of their familiarity with more than one language, i.e., as a result of language in contact.

On the other hand Haugen (in Dulay et al., 1982: 99) defines interference as linguistics borrowing which means an example of cultural diffusion, the spread of an item of culture form people to people. Borrowing is linguistics diffusion, and can be unambiguously defined as the attempt by a speaker to reproduce in one language, patterns which he has learned in another.

Here, Weinreich and Haugen want to emphasize that interference or linguistics borrowing occur when the speakers are bilinguals. It stresses that without the existence of bilingual speakers, the interference or linguistics borrowing will not present. This happen because since the bilingual speakers have two languages in which one of them is interference structures get involved in an interaction, it is very possible for them to switch the code during the interaction.

However Lott (Bhela, 1999: 101) said that error in learner’s use of the foreign language that can be traced back to the mother tongue is called interference. While Ellis (in Bhela, 1999: defined interference as transfer which refers to the influence that the learner’s of L1 apply over the acquisition of an L2. Based on those definitions, it can be said that
interference is the intervention of the first language towards the second language that can cause error when two languages are in contact.

Furthermore, Rusyana (in Rosmiati, 2003:39-40) mentions four factors causing interference:

1. The lack of mastery of language norm
   Mastery the norm of the rule of the first language is very highly influential the second language learning. The lack of ability in acquiring the second language is very likely influenced by the first language rule. Thus that condition influences students to use the rule of their first language towards the second language being learned.

2. Cultural ties
   The nature and value of culture in society will determine the person in the language. Local language is a form of language that is often used by native speakers in their daily life. Therefore language as one aspect of culture the greatly influence the presence of the second language in the community.

3. Student environment
   Students environment is an important aspect in determine the presence of interference. Students who live in environment in which most of the speaker speak in their native language are difficult in acquiring the second language.

4. Narrative situation
   When students are in informal situation, they tend to use their mother tongue to communicate to each other. It is because they will feel very close to each when speak in their other tongue. However, when they are in formal situation they prefer to use the second language (when they speak to their teacher or lecturer).

Actually, there were some studies done to investigate the interferences of L1 into L2. The first is the study done by Ridha (2012). Ridha (2012) has been done a research on the effect of EFL learner’s mother tongue on their writing in English: an error analysis study. Her study focused on some linguistics element like grammatical, semantics, word order and mechanics. Her finding shows clearly that the dominant error category is the grammatical category and it is due to the interference of L1.

Another study has been done by Hasan and Mohammed Sawalmeh (2013) under the title Error Analysis on Written English Essays: The Case of Students of the Preparatory Year Program in Saudi Arabia. Their participants were male only and relative small. The result of their study showed that students committed ten errors, verb tense, word order, singular/plural form, subject-verb agreement, double negatives, spellings, capitalizations, articles, sentence fragment and prepositions.

Bhela in 1999 did the research on Native Language Interference in learning second language: exploratory case studies of native language interference with target language usage. She found that learners find difficulties in organizing ideas into an acceptable structure because they always bring the structure of their first in language in learning the second language. Even though, Bhela focused her study on syntax, she ignored some important element of syntax like article, adverbs, past tense, and plural form.

However in this study the main concern is the grammatical aspect of the language. It wants to investigate types of grammatical interference of the mother tongue in students’ writing. It is different with what other researchers have done. The difference is on the part of linguistics aspect wants to explore, the sex of the participant, and the cultural background of the participant (all of them will be Manggaraian who have Manggarai language as their mother tongue). As Ridha investigated all the linguistics aspect, it was not clear when she described the error in grammar and word order. What she explained about error in word order is blurring when she discussed about language pattern (subject-predicate-object) in which is close to the part of grammar.

While Hassan and Mohammed Sawalmeh’s research just had few male participants. Their result of research will be different if they also involved female as their participant. While Bhela’s research focused only on four participants who came from different linguistic background (Spanish, Italian, Vietnam and Cambodian). Her focused was also not clear whether it is Spanish, Italian, Vietnam or Cambodian. It is not fair for her to provide some result since she has very limited participant from
different cultural background. Her result will not be the same if she focused on one language among those four languages and had more participants.

By looking at those previous studies, it can be concluded that the role of mother tongue in learning a new language (in this case is English) cannot be ignored. It influences students’ performance when they are learning a new language. It happens in all linguistics such as phonology, morphology, syntax, etc. In terms of syntax the mother tongue’s pattern influences the pattern of learners’ sentences when they are learning the target language. Interferences happen in all language components (phonology, morphology, syntax, lexical and semantic). Parawangsa (in Rosmiati, 2003, p. 9) said that phonological interference appears when the pronunciation of the speaker is influenced by another language. Take for an example: a Germany may make /w/ with teeth and lip, leading to confusion with /v/: vile for while (Swan & Smith, 2001:3). Lexical interference occurs when a compound bilingual learner irritates his or her first language to mean the same thing in the target language (Parawangsa in Rosmiati, 2003: 9). For example is: English irritated to mean the same word in German (book- buch).

However, the syntactical interference occurs when the compound bilingual learner identifies the use of tenses. And the semantic interference involves when a compound bilingual who has learned the meaning of word in another language attaches those words to the words of his or her first language (Spolsky, 1998: 49).

In this writing, the interference is close to sociolinguistics aspect because it is used to describe how the syntactical pattern of L1 (Manggarai language) interfere with the syntactical pattern of L2 (English) in their paragraphs. It wants to see the role of Manggarai language when students are learning English. It also wants to investigate the acceptability of sentences constructed by students in their paragraphs.

It is an important aspect to investigate due to its effect on students’ communicative competence. Communicative competence refers to capability of a person, it depends upon both knowledge and ability for use (Hymes, 1972: 282). Here, Hymes wants to emphasis that communicative competence is not only about the linguistic system or grammatical rule which deals with grammatical competence but also covers another competence in this case is sociolinguistics competence.

It is supported by (Canale & Swain, 2014:4) who said that Hymes’ notion about communicative competence is intended not only about the implicit and explicit knowledge of the rules of grammar but also contextual or sociolinguistic competence which refers to the knowledge of the rules of language use. It means that for Hymes, the rules of grammar would be useless without rules of language use or vice versa (Canale & Swain, 2014: 5).

METHOD

A descriptive qualitative method had been used as the research method in doing this study. The research type is chosen due to the uniqueness of the setting: it is a real-setting world; the people and situation are also real. While the data for this study were words, phrases or sentences which contain syntactical interferences in students’ writing. Those data were taken from senior high school students’ writing in Langke Rembong to help researchers answering the research questions.

In this research the subjects were the senior high students from five schools in Langke Rembong sub district (SMAN 1 Langke Rembong, SMAN 2 Langke Rembong, SMAK St. Fransisikus Xaverius Ruteng, SMAK Setia Bhakti Ruteng and SMAK Widiya Bhakti Ruteng). They are the second grade students and having Manggaraian language as their first language. It was done in February-April.

Furthermore, to collect data for the research, some instruments were used to help the researchers. Those instruments are the researchers as the main instrument, questionnaire and students’ task. The function of questionnaire is to detect the mother tongue of the subjects of study. Their mother tongue should be Manggarai because this study wants to see the interference process of Manggaraian language towards English. The form of questionnaire is like a check list as follow:
QUESTIONNAIRE

Name: ____________________________________________

Place/date of birth: ____________________________________________

Direction: Answer the following questions by giving (✓) to the appropriate column/s!

<table>
<thead>
<tr>
<th>No</th>
<th>Questions</th>
<th>Manggarai</th>
<th>Indonesia</th>
<th>English</th>
<th>Other Languages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What is your first language when you start speaking at the first time?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>What is your language when you speak with your parents and family at home?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>What is your language when you speak with your friends or neighbors?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>What is your language when you speak with your friends outside the classroom at school?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>What is your language when you speak with your friends inside the classroom at school?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>What is your language when you speak with your teachers at school?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: if you speak in other languages, please write down the name of the language!

However, the students’ tasks are needed to find and collect students’ English sentences which are interfered by the pattern of Manggarai language as students’ first language. After collecting those data, the researchers then analyze data through the following procedures: (a) identify the students’ first language. It is done by looking at the questionnaires which have been answered by the students; (b) find the students’ task which have Manggarai language as their first language; (c) read and identify the common interferences in students’ writing; (d) describe the common interferences found in students’ writing; (e) determine the factors cause the interference; and (f) describe the quality of students’ writing.

FINDING AND DISCUSSION

Based on the data of the syntactical interferences in students’ writings, it can be said that the syntactical interferences of Manggarai language occur in some syntactical elements such as phrase and tenses. In level of phrases, the inference occurs much in VP in which most of students’ omitted to be in their sentences. For example in Task 25, the student constructed sentence like: “My friends very nice, they always help me”. Here, the student did not include to be after the subject as the predicate of the sentence. This sentence should be: “My friends are very nice; they always help me”.

Furthermore, in level of tenses, the syntactical pattern of Manggarai language is dominated by the interference in area of present tense. Some students who wrote their daily activities did not use present tense. Even though, it is not many in number but it is still important to be considered is the word choice. Here, the student was really influenced by the syntactical pattern of her mother tongue; in which she took the pattern of her mother tongue when she constructed a sentence “.. cook water (Task 15)”.

How the Manggarai Syntactical Pattern Interfere with the Syntax of students’ Writing

This part wants to see the way how the syntactical pattern of Manggarai language interferes with the syntax of students’ writings. It is done by comparing the syntactical pattern of Manggarai language and students’ sentences. It is important to see how far the syntactical pattern of Manggarai
language influences the students’ syntactical ability in acquiring English which is reflected in their writing.

It was done through two activities (1) comparing the syntactical pattern of Manggarai language and the syntax of the students’ sentences; and (2) describing and evaluating the nature and complexity of mother tongue syntactical pattern.

Here are the comparisons between the syntax of Manggarai language and the students’ sentences:

<table>
<thead>
<tr>
<th>Constituent structure</th>
<th>Manggarai</th>
<th>Example of students’ writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Phrases</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VP</td>
<td>œ to be</td>
<td>T25: My friends (are) very nice, they always help me.</td>
</tr>
<tr>
<td></td>
<td>œ to have</td>
<td>T21: I usually (have) breakfast.</td>
</tr>
<tr>
<td>PP</td>
<td>Does not attach to specific word/s</td>
<td>T24: I wake up (at) 06.30, every morning.</td>
</tr>
<tr>
<td><strong>B. Word Choice</strong></td>
<td>Does not have specific verbs for specific activity</td>
<td>T10: I cook (boil) water.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T16: The family eat (has) dinner together at 19.00pm.</td>
</tr>
</tbody>
</table>

The description of the nature and complexity of Manggarai syntactical pattern

Focusing on the syntactical pattern of Manggarai language above, it can be said that this language has a unique syntactical pattern in building phrases, tenses, plural marker, passive construction and comparative.

Phrases in Manggarai language are not different with English’s phrases in which they consist of five types of phrase (NP, VP, AdjP, PP and AdvP). However, the way how those phrases are built make this language seems to be complex. The complexity of this language is described in these following points.

**Phrases**

There are two phrases which are very important to be explained because those two phrases were found as the dominant phrases which influenced students’ sentences in their writing. Their influences can be seen through the way how the students’ built phrases in their English essay.

The first is VP. The main concern of this phrase is on its auxiliaries. In this language syntactical pattern, we will not find any auxiliaries (to be or to do). That’s why in this language an adjective can be the VP of the sentence. Let’s take a look at this example: Nora molas (Nora is beautiful). This pattern is reflected in students’ writing like in Task 25: My friends (are) very nice, they always help me.

The last is PP. PP in this language is not constructed as an obligation part for specific words like in English. If in English we can find the construction of PP like focus on, believe in, lack of, consist of, etc; in Manggarai language, it is very impossible to find that kind of PP construction. PP in this language just consists of one word like eta, awo, one, sili, etc.

**Tenses**

As what it is already stated in chapter II, Manggarai language does not consist of any type of tenses like in English. The only way how to identify the past, present, perfect of future tenses in this language is by looking at the adverb of time of the sentences. Because of this characteristic, there are...
lots of students failed in constructing an acceptable sentence construction in English past, present, perfect and future. For example: the student who writes Task 14. She writes about her daily activities.

When someone wants to write his/her daily activities, it means he/she wants to write something which always happens every day as a habit. That’s why the appropriate tenses to be used in this case are present tense. However, the students used past tense to describe her daily activities. It can be influenced by the pattern of her mother tongue in which there is no specific tense for specific purposes of writing. Her mother tongue does not provide any tenses to describe activities in specific time.

Factors Cause that Interference

After examining students’ questionnaire, it can be said that there are some factors causing the interferences in students writing. Those factors are: narrative situation, student environment, cultural ties and even lack of knowledge of English.

The Impact of Manggarai Syntactical Interferences toward the Quality of Students’ Writing

To see the impact of syntactical pattern of Manggarai language towards the quality of students’ writing, the researcher used an analytic rating scale. This analytic rating skill just focuses on the grammatical aspects of students’ writing. The quality of their writings is in form of rating scale which is ranging from unacceptable-excellent.

After reading the students task one by one and focusing on the description of the analytic rating scale, the researcher ranged the quality of students’ writing as follows:

<table>
<thead>
<tr>
<th>No. of task</th>
<th>Students’ name</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>H. P</td>
<td>Unacceptable</td>
</tr>
<tr>
<td>10</td>
<td>F. S. N</td>
<td>Unacceptable</td>
</tr>
<tr>
<td>11</td>
<td>F. S</td>
<td>Unacceptable</td>
</tr>
<tr>
<td>12</td>
<td>H. J</td>
<td>Unacceptable</td>
</tr>
<tr>
<td>13</td>
<td>E. D. M</td>
<td>Good</td>
</tr>
<tr>
<td>14</td>
<td>M. A. I</td>
<td>Adequate</td>
</tr>
<tr>
<td>15</td>
<td>Z. A. A</td>
<td>Unacceptable</td>
</tr>
<tr>
<td>16</td>
<td>A. C. R</td>
<td>Adequate</td>
</tr>
<tr>
<td>17</td>
<td>D. K. E</td>
<td>Unacceptable</td>
</tr>
<tr>
<td>18</td>
<td>E. D</td>
<td>Adequate</td>
</tr>
<tr>
<td>19</td>
<td>E. T. J</td>
<td>Unacceptable</td>
</tr>
<tr>
<td>20</td>
<td>M. G. N</td>
<td>Adequate</td>
</tr>
<tr>
<td>21</td>
<td>M. D. J</td>
<td>Unacceptable</td>
</tr>
<tr>
<td>22</td>
<td>O. J</td>
<td>Unacceptable</td>
</tr>
<tr>
<td>23</td>
<td>H. A</td>
<td>Unacceptable</td>
</tr>
<tr>
<td>24</td>
<td>M. N</td>
<td>Unacceptable</td>
</tr>
<tr>
<td>25</td>
<td>O. H. N</td>
<td>Unacceptable</td>
</tr>
</tbody>
</table>

Focusing on the result of the analytic rating scale above, it can be said that the quality of students’ writing is in the level of unacceptable. Their writings are difficult to be understood despite the fact that there are still some writings which are understandable even good. Those unacceptable writings make the message of the writing difficult to be caught by the reader.

DISCUSSION

The discussion is divided into three categories based on the findings above. The purpose of discussing these three categories is to get a clear picture of the answers of the research questions.

The Common Syntactical Interferences

Based on the finding of data analysis, it can be seen that the common syntactical interferences of Manggarai language are in the level of phrases and tenses.

In the level of phrases, the inferences mostly occur in VP in which most Manggarai students did not include auxiliaries, to be/ to have when they constructed their sentences. The syntactical pattern of Manggarai language also influenced PP. There were some sentences in which the students did not attach any preposition to its PP like focus which
Interference in PP is also in the type of preposition to be used. They did not know what type of preposition to be used in word lack. This word should be followed by of, however they constructed it as lack in.

Furthermore in tenses, the rule of Manggarai language which does not have any tenses influence the students in constructing English paragraphs. The choice of tenses is very important in writing English paragraphs. It is because English tenses have their own purposes for example present tense is used to describe general truth or daily activities which happen every day.

Factors Causing the Interference

Based on the finding through the result of students’ questionnaire, there are some factors that cause interference in students’ writing. First is cultural ties. Those students are Manggarai who have Manggarai language as their mother tongue. They are accustomed with Manggarai culture including the language. They grow up with that language. Manggarai language then is their identity.

Second is students’ environment. Those students live in environment in which most of people around them speak in Manggarai to communicate with each other. It makes them having little chance to communicate in English. The third one is narrative situation. When those students are in school they still use Manggarai language to communicate with their friends. Schools which are believed having formal atmosphere does not make any sense to the students because they are free to speak in Manggarai Language.

The last one is lack of English knowledge. Students’ knowledge on English is still low. It can be seen through their writing. They produce limited English sentences. It shows that their knowledge of English should be developed. They also do not have enough English vocabularies. That is why they just translate directly some sentences from their mother tongue.

Furthermore, those students need to improve their English grammar knowledge. It is because some of their sentences do not use appropriate English verbs as the predicate of the sentences.

The Quality of Students’ Writing

The role of L1 in learning or acquiring L2 affects the quality of learners’ performance. It also happens when Manggarai students who are the native speakers of Manggarai language are learning English. When the syntactical pattern of their mother tongue is borrowed in learning English, it is very potential to commit error due to the differences between them.

The more syntactical pattern of Manggarai language interfere with English, the lower the quality of students’ performance in learning English. In evaluating the quality of students’ writing, the researcher found that most of students are in unacceptable level. It is because most of their writings were understandable even though there were some grammatical problems in sentence constructions which brought negative effect in communication.

Other writings are in level of fair. It is because in students’ writing, there were numerous serious grammatical problems. Those grammatical problems interfere with communication of student’s idea. They have to review their grammar in some areas like in tenses, building phrases or passive construction. Their sentences were difficult to read.

Another level of quality is unacceptable. Students’ writing in this level contains grammatical problem which interfere greatly with the message. Reader was not able to catch what the writers were trying to communicate or say due to the unintelligible sentence structure.

However, there are still writings which are good. Although it is not many in number, but it gives different atmosphere to the teaching learning process especially in teaching writing. It means that Mother tongue interference is not a big problem in acquiring the target language. Even though, there were sentences which showed the interferences of syntactical pattern of Manggarai language as students’ mother tongue, it does not influence communication. The main purpose of writing a composition is reachable. Writers were able to communicate their ideas and reader caught or understood what the writers wanted to say or communicate through their English paragraphs.
CONCLUSION

After doing analysis to find answers of the three research questions in chapter I, the researcher is drawing conclusions as follows:

The common syntactical interferences of Manggaraian syntactical pattern in Manggaraian students’ English task are in level of phrases and tenses. In level of phrases the interferences mostly happen in verb phrase especially in area of auxiliaries; in which most of Manggaraian students omitted the present of auxiliaries in their sentences. The interferences of Manggaraian syntactical pattern in level of tenses is in present tense where the student did not use appropriate grammar in writing her daily activities.

Factors that cause those interferences are cultural ties, students’ environment, narrative situation and lack of English knowledge.

The quality of students’ English essay is in four levels, namely good, adequate, fair and unacceptable. It is good because students’ sentences which contain the interference of their mother tongue syntactical pattern do not influence communication and reader can understand what the writer wants to communicate. Another level is adequate because students writing can be understood even though there are some grammatical problems which bring negative effect in communication. Some of them are fair, it is because their writing contains numerous grammatical problems; and unacceptable, because students’ writing has some grammatical problem which interfere greatly with the message and it is hard to understand.

Focusing on the research finding, the writer wants to offer some suggestions as follows: students’ ability in learning English grammar should be increased. It can be done through providing some appropriate learning materials which can help them to avoid their difficulties in learning it especially in level of English phrases and tenses.

Students’ way of thinking should be changed. They have to be trained to think in English through English exercises or practices. It is very useful for the students when they produce English paragraphs. It makes them easy to produce meaningful English written text.

English teachers at Senior high school are asked to give chance for their students to do writing activities. Giving much writing task is useful to help students in building idea, constructing good way of thinking.

For further researchers, it is much recommended to do a research in the same area to see the other effect of mother tongue interference in learning the target language. The study can be in other area of language components such as vocabulary.

REFERENCES