

# ***THE INTERFERENCE OF L1 ON STUDENTS' ESSAY WRITING AT THE ENGLISH STUDY PROGRAM OF FKIP UNIVERSITAS RIAU***

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**Abstract :** *This descriptive research aimed to know L1 interference on English Study Program FKIP – Universitas Riau students' essay writing and to find out the types of interferences that are commonly made by the students of English Study Program FKIP – Universitas Riau. This study used a descriptive research designed to examine the interference of L1 on English Study Program students' writing. The population of this research was the 5<sup>th</sup> semester students of English Department (2015), Universitas Riau which consisted of 3 classes with the total of 90 students. The sample of this study was 25% from 90 students or 22 students. The instrument of the research was a writing test. The participants were asked to choose one of the five topics and write an essay about the topics that is given. The aspects of writing which were evaluated in this research were grammar, spelling, dictions and organizations. There were 61.09% students that were found making error in grammar, 15.89% that were found making error in spelling, 18.63% that were found making error in Diction, and 4.16% that were found making error in Organization. Based on the data calculation, the results showed the significant interference of students' mother tongue (L1) towards the students' essay writing at English Study Program FKIP - Universitas Riau.*

**Keywords :** *Interference, L1, essay, writing*

# **PENGARUH BAHASA PERTAMA TERHADAP MENULIS ESAI MAHASISWA PENDIDIKAN BAHASA INGGRIS FKIP UNIVERSITAS RIAU**

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**Abstrak:** Penelitian deskriptif ini bertujuan untuk mengetahui pengaruh bahasa pertama terhadap penulisan esai mahasiswa pendidikan bahasa Inggris FKIP Universitas Riau. Penelitian ini menggunakan rancangan penelitian deskriptif untuk membahas pengaruh bahasa pertama terhadap tulisan mahasiswa Pendidikan Bahasa Inggris. Populasi penelitian ini adalah mahasiswa Pendidikan Bahasa Inggris semester 5 (2015) Universitas Riau yang terdiri dari 3 kelas dengan total 90 mahasiswa. Adapun sampel penelitian ini di ambil sebanyak 25% dari total 90 mahasiswa atau sebanyak 22 mahasiswa. Instrumen yang digunakan dalam penelitian ini adalah tes menulis. Para peserta diminta untuk memilih satu dari 5 topik yang disediakan dan diminta untuk menulis berdasarkan topik yang sudah dipilih tersebut. Aspek menulis yang dinilai dalam penelitian ini adalah tata bahasa, pengejaan, pemilihan kata, serta organisasi dari esai tersebut. Dalam penelitian ini ditemukan sebesar 61.09% mahasiswa membuat kesalahan pada tata bahasa, 15.89% pada pengejaan, 18.63% pada pemilihan kata, dan 4.16% pada organisasi. Berdasarkan perhitungan data tersebut, hasil menunjukkan pengaruh signifikan bahasa pertama terhadap penulisan esai mahasiswa Pendidikan Bahasa Inggris FKIP Universitas Riau.

**Kata Kunci :** Pengaruh, Bahasa Pertama, Esai, Menulis

## INTRODUCTION

In Indonesia, English is known as a foreign language that is taught in school, but it does not play a crucial role in national or social life. In fact, writing in English is different from writing in our own language (Indonesian language). English is a foreign language for the students. English is a new language that they have trouble while they try to learn it because English has tenses, regular and irregular verbs that are not found in our language. Therefore, students are expected to be able to master the writing because writing is one of the skills of communication.

Many students are facing the difficulties in learning English as a foreign language because of their L1. Abrego (2013) says that English writing for EFL students is one of the most difficult language skills for language learners. According to Khaider (2015) states that EFL Learners errors are caused by negative transfer such as errors in prepositions, articles, and pronouns and the others can be attributed to intralingual reasons. Salih (2012) also says that most of the students' errors is due to the L1 transfer.

Based on the writer's experience while studying English at English Study Program of University of Riau, most of the students still make mistake in writing English paragraph. Their Indonesian language as L1 is really close to their writing habits. Majority of the students were worried too much about their grammar. They are still lacking of vocabulary that makes them not confident to write in English. They also have problem in choosing the right word for some situation. For example, the students wrote "I want to be success" rather than "I want to be successful" for the sentence "saya ingin menjadi sukses". Next, they wrote "A paragraph contains of several sentences" rather than "A paragraph consists of several sentences" for the sentence "Paragraf mengandung beberapa kalimat". The words 'contains' in English is not exactly used to translate the word 'mengandung' in Indonesian sentence above. The word "contain" is more precise used to declare that "the box contains money".

Based on the explanation above, this research is intended to discuss about The Interference of L1 on Students' Essay Writing at English Study Program of FKIP Universitas Riau.

## RESEARCH METHODOLOGY

The descriptive research was used to conduct this study. This study was conducted towards the 5<sup>th</sup> semester students of English Study Program FKIP Universitas Riau from October to November 2017. The population was 90 students from the 5<sup>th</sup> semester (2015). There are three classes. Each class consisted 30 students. The sample of this study was 25% or 22 students from the total of the students of English Study Program FKIP Universitas Riau.

The quantitative data was used to collect the data during the study. In this study, writing test was used as the instrument. The participants were asked to choose and write an essay about the topics that were given. Before the participants did the test, the writer gave the explanation and direction about what the participants had to do with the test. After that, the writer distributed the blank papers and the test papers to all participants. The time allocation for students to do the test was 90 minutes.

## FINDINGS AND DISCUSSION

### 1. The Results and The Discussion

The data were collected by administering a test. The students were asked to choose and write an essay. After gathering the data, the writer counted the error by using the table and calculated the number of the errors. Next, the writer processed the calculation of the data by using percentage. Then the writer made a graphic of writing errors based on the calculation.

Recapitulation of the data					
No	Students	The Aspects			
		Grammar	Spelling	Dictions	Organizations
1	Student 1	15	5	5	-
2	Student 2	9	4	1	1
3	Student 3	7	-	5	1
4	Student 4	7	1	3	1
5	Student 5	10	2	1	1
6	Student 6	16	8	1	-
7	Student 7	16	4	5	1
8	Student 8	6	1	1	1
9	Student 9	4	2	4	1
10	Student 10	7	3	7	1
11	Student 11	16	2	7	1
12	Student 12	17	5	4	1
13	Student 13	8	1	2	1
14	Student 14	9	3	-	-
15	Student 15	8	1	-	1
16	Student 16	9	2	10	1
17	Student 17	6	3	3	1
18	Student 18	8	2	5	-
19	Student 19	15	1	1	-
20	Student 20	9	4	1	-
21	Student 21	9	1	5	1
22	Student 22	12	3	-	1
Total = 365		223	58	68	16

The data above shows that L1 gives some interferences in English writing' grammar, spelling, diction and organization.

### **Students' Ability in Each Aspect of Reading Comprehension in Pre-test**

<b>No</b>	<b>Aspects of Writing</b>	<b>Percentage (%)</b>
1	Grammar	61.09
2	Spelling	15.89
3	Diction	18.63
4	Organizations	4.38

The data above displays that 22 students out of 22 students or 61.09% (223 errors out of 365 total of errors) are found making error in grammar. There are 21 out of 22 students or 15.89% (58 errors out of 365 total of errors) found making error in spelling. There are 19 out of 22 students or 18.63% (68 errors out of 365 total of errors) that found making error in Diction. There are 16 out of 22 students or 4.16% (16 errors out of 365 total of errors) that was found making error in Organization.

## **CONCLUSIONS AND RECOMMENDATION**

### **Conclusions**

This research describes the interference of L1 on students' English writing. After analyzing the data in chapter IV, the writer found that the students' writing is interfered by their L1. Based on the description above, the writer draws the following conclusions

The students have associated and used their L1 structure to write in English. The students dominantly have difficulties about the grammar and vocabulary. The grammar is the most difficult aspect in writing because of the different grammar between L1 and L2. The students tend to translate word by word from L1 to English writing.

### **Recommendation**

Based on the conclusion above, the writer would like to give some suggestions. The lecturers could give some motivation to the students so the students have positive energy while learning English. The lecturers could also apply communicative teaching method especially in teaching grammar and vocabulary. The students should master the grammar and vocabulary by doing writing exercises to help them improve their writing and make English writing easier. The students should be encouraged to use the target language as often as possible and read some English books to make them familiar with the English grammar and vocabulary..

## REFERENCES

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