

# CHAPTER 1

## INTRODUCTION

### A. Research Context

English is one of the most studied languages in the world and is an international language. On Madura Island, many people learn English. English has 4 skills, namely reading, listening, speaking and writing. Writing is a language skill that requires persistence to master because it requires practice and teaching.<sup>1</sup> The writing process is more complicated and takes longer than speaking.<sup>2</sup> Writing is the ability to express thoughts in written form in a second or foreign language. The structural differences between Madurese and English are one of the causes of language interference which has an impact on students' writing errors.

Madurese and English have different structures. Sentences in Madurese are a collection of words that have complete meaning and consist of a subject, predicate and object. Madurese and Indonesian people generally adhere to the SPO (Subject-Predicate-Object) pattern.<sup>3</sup> Meanwhile, English has rules or grammar for constructing correct sentences. One important rule is tense, which is used to indicate when an event occurs. There are many types of tenses, each with different rules and

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<sup>1</sup> Siti Azizah, *Writing 3 The Process of Writing An Essay* (Surabaya: Pena Salsabila, 2013), 2.

<sup>2</sup> T. Safwatullah Iskandar, *Improving Students' Writing Skills By Using Practice And Progress Book* (Banda Aceh: State Islamic University Darussalam, 2018).

<sup>3</sup> "Sintaksis Bahasa Madura | PERPUSTAKAAN UNIVERSITAS BENGKULU," accessed October 23, 2024, [https://lib.unib.ac.id/index.php?p=show\\_detail&id=42082&keywords=](https://lib.unib.ac.id/index.php?p=show_detail&id=42082&keywords=).

uses.<sup>4</sup> This structural difference can cause interference, where students use Madurese language structures in writing English. This can result in grammatical errors. These errors include in tenses, for example the use of "present tense" in Madurese "Eppa' macah korran" by using the SPO sentence formula. In fact, the correct sentence following the English formula is "Father reads newspaper.". This is because in Madurese there are no special rules in sentences that differentiate between first, second or third person subjects. This is different from English, where the differences in verb forms in the first, second and third person subjects in the present tense in English are one of the characteristic features of the English conjugation system. Another example is "I cook every day." and "Mother cooks every day." For the subjects "I, you, we and they" the verb form is the same, namely the basic form (infinitive). While the subject is third person singular (he, she, it), the verb form usually adds -s or -es. Apart from that, the word order in sentences in Madurese is that nouns are placed at the beginning of the sentence, followed by verbs and adjectives. Example "Sapeh potè" (white cow) whereas in English adjectives are usually placed before nouns. Example "White cow" (white cow) another example *gold ring* (L2) / *sello' emmas* (L1).<sup>5</sup>

A person's ability in English is influenced by various factors. These factors include the ability to learn English, motivation to learn, age, career goals, time to use English, and English for fun. English acceptance factors

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<sup>4</sup> Yuswardi Yuswardi, Iskandar Zulkarnaini, and Fitri Rizani, "Fitur Tata Bahasa Tenses Bahasa Inggris Menggunakan Web," *Jurnal Tika* 6, no. 01 (April 14, 2021): 35–43, <https://doi.org/10.51179/tika.v6i01.411>.

<sup>5</sup> Sodaqoh Zainudin, *Bahasa Madura* (Jakarta: Departemen Pendidikan dan Kebudayaan, 1978), 48.

not only depend on learning methods and motivation, but also on basic language skills, including the mother tongue. Differences in grammatical structure and rules can cause errors in writing for students. This error is one that is influenced by the mother tongue. These errors can be identified by grammatical factors in the mother tongue. For example, language errors usually occur for someone who is learning a second language, because that person will be influenced by the rules of their first language. For example, a Madurese who is studying English writes "I have two book" which should be written "I have two books" this error may be influenced by Madurese language rules which do not change the plural form. The influence of the mother tongue can be observed in the English language products produced by learners with speaking and writing skills. The influence of the mother tongue appears in the areas of phonology, vocabulary and grammar.

Errors influenced by the mother tongue can be found in various aspects. Morphology is the identification of the basic units of language as grammatical units.<sup>6</sup> For example, For example, in the sentence "She always do her homework" the correct morphology is "She always does her homework". The verb "do" requires the ending "es" to express the third person singular form, not "do". while Madurese verbs do not undergo conjugation based on the subject. Meanwhile, syntax is grammar which discusses the relationships between words in rules. Grammar consists of morphology and syntax, morphology concerns the grammatical structure

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<sup>6</sup> J.W.M Verhaar, *Asas-Asas Linguistik Umum* (Yogyakarta: Gadjah Mada University Press, 2008), 97.

within words and syntax concerns the grammar between words, in speech. An example of a grammatical error in the syntax "I went to store yesterday" which is correct in English is "I went to the store yesterday". The noun "store" requires the article "the" because it refers to a specific place. In Madurese, the article "the" is not needed. To find out the types of grammatical errors that occur, we need to analyze students' writing.

This has also been researched by researchers Yana Qomariana, Ida Ayu Made Puspani, and Ni Ketut Sri Rahayuni with the title "Kesalahan Gramatikal Karena Pengaruh Bahasa Ibu Dalam Tulisan Mahasiswa Program Studi Sastra Inggris Fakultas Ilmu Budaya Universitas Udayana".<sup>7</sup> Previous research and this research have something in common, namely writing errors in linguistic categories. This previous research used Indonesian in writing scientific papers, and was carried out at Udayana University using Balinese as the mother tongue. The data source in this previous study was second semester students' English narrative essays because it was assumed they could still demonstrate their initial English language skills. However, the research this time was studied by researcher was different from previous research because it used English in writing scientific papers, and Madurese was the mother tongue. The researcher's data source will be to examine the writing of 5th semester students who took the Writing 3 course and have completed Writing 1.

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<sup>7</sup> Yana Qomariana, Ida Puspani, and Ni Ketut Rahayuni, "Kesalahan Gramatikal Karena Pengaruh Bahasa Ibu Dalam Tulisan Mahasiswa Program Studi Sastra Inggris Fakultas Ilmu Budaya Universitas Udayana," *Pustaka* 19, no. 2 (2019): 112–17.

The researcher is interested in researching grammatical errors, because many students of the English Teaching Learning Program at IAIN Madura make grammatical errors in their writing. During the test at the English language club in 2023, around 80% (see on appendix ) of second semester students who took the writing 1 course still made mistakes in writing caused by their mother tongue. This research aims to analyze the influence of mother tongue on the English language of English language study program students, Tarbiyah Faculty, IAIN Madura, Madurese is considered the students' mother tongue. The two languages will be compared to analyze the differences and similarities between them. Respondents in the research are fifth semester students of the English Study Program whose writing skills in English will be analyzed. Student writing will be analyzed based on the errors that have been found, especially in morphology and syntax. Next, these errors are analyzed based on the differences between the mother tongue and English that cause the errors. Based on research context above, the researcher will study a research entitled “The Grammatical Errors due to the Influence of Mother Tongue in Students' Writing at Fourth Semester Students of English Department in IAIN Madura”

## **B. Research Focus**

Based on the research problems that have been explained. The researcher believes that the research problems are as follows;

1. What are the grammatical errors in the writing of English Teaching Learning Program students, Tarbiyah Faculty of IAIN Madura due to the influence of their mother tongue?
2. How does the mother tongue influence the English of English Teaching Learning Program, students, Tarbiyah Faculty of IAIN Madura?

### **C. Research Objectives**

Research objective is a statement of intent that specifies goals that the investigator plans to achieve in a research.<sup>8</sup> Based on the research focus above, the researcher conducted this research with the aim of:

1. To describe what the grammatical errors in the writing of English teaching learning program students, Tarbiyah Faculty of IAIN Madura due to the influence of their mother tongue
2. To describe how the mother tongue influences the English of English teaching learning program students, Tarbiyah Faculty of IAIN Madura

### **D. Research Significance**

Significance of study is explaining the usefulness or urgency of the research, either scientific use (theoretical) as well as social use (practical).<sup>9</sup> In this section the researcher defines the importance of research in the aspects:

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<sup>8</sup> John W. Creswell, *Educational Research, Planning, Conducting, And Evaluating Qualitative And Quantitative*, (Boston; Pearson Education, 2012), 3.

<sup>9</sup> *Pedoman Karya Tulis Ilmiah* (Pamekasan: Institut Agama Islam Negeri Madura, 2020), 19.

1. Practical

- a. For the student

This research can understand the source of errors and help students avoid feelings of despair and carry out the learning process more economically. By recognizing common errors associated with native language influence, students can develop targeted strategies for overcome. For example, a student whose mother's English does not have articles (a/an/the) with which to practice using them with correct English sentences.

- b. For the teachers

This research can provide information to teachers about the most common grammatical errors are caused by the influence of the mother tongue in the students' writing. This allows them to focus their teaching on those specific areas. By using targeted instructions and materials, teachers can help students achieve better results in their learning writing, leading to improved overall communication skills.

## **E. Definition of Key Term**

1. Mother tongue

Mother tongue or what is usually called a first language is a language that humans first master, usually acquired from birth through interaction with parents and the surrounding environment.

## 2. Grammatical errors

Grammatical errors are activities when someone violates normative writing rules in constructing sentences, and causes the sentence to make no sense, other grammatical errors are more subtle and only change the meaning of the sentence.

## 3. Writing

Writing is a complex activity that involves various aspects, such as conveying messages, expressing ideas, communicating, and using written language.

## **F. Previous study**

Researcher previous research that had been studied; the first researchers were Yana Qomariana, Ida Ayu Made Puspani, and Ni Ketut Sri Rahayuni with the title was " Kesalahan Gramatikal Karena Pengaruh Bahasa Ibu Dalam Tulisan Mahasiswa Program Studi Sastra Inggris Fakultas Ilmu Budaya Universitas Udayana ".<sup>10</sup> The first research and this research have similarities, namely errors in writing linguistic categories and qualitative method. However, this first previous scientific work had in that it used Indonesian, and this research uses English. This first research was conducted at Udayana University using Balinese as the mother tongue, while this research conducted in IAIN Madura and Madurese as the mother tongue. The results of this research show that there are seven types of

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<sup>10</sup> Qomariana, Puspani, and Rahayuni, "Kesalahan Gramatikal Karena Pengaruh Bahasa Ibu Dalam Tulisan Mahasiswa Program Studi Sastra Inggris Fakultas Ilmu Budaya Universitas Udayana."



grammatical errors in students' essays. This grammatical error also shows the interference of the mother tongue.

The second researcher is Nur Khamid with the title was " Analisis Kesalahan Gramatikal Dalam Penulisan Ilmiah Mahasiswa: Studi Kasus Pembelajaran Writing Skills Dalam Mata Kuliah Bahasa Inggris Ada Mahasiswa Spi IAIN Salatiga".<sup>11</sup> The second research and this research have similarities, namely qualitative method and writing errors in linguistic categories, especially morphology and syntax. The dissimilarities between this second previous study and this research is that in collecting data in the second previous study, students wrote essays and distributed a list of questions. Meanwhile, this research only uses student writing. The results of the second previous study contained many grammatical errors, namely; difficulty understanding grammar, composing sentences, mastering vocabulary, memorizing formulas, teachers not explaining clearly enough, students not learning enough, class atmosphere less conducive and lack of exercise or practice, even though in this study the focus was only on grammatical errors due to the influence of the mother tongue. And the most prominent morphological error is the error of lack of mastery of English structure, the most prominent syntactic error is the error of inappropriate word choice and the most prominent cause of grammatical error according to student results. questionnaire is a lack of training and practice that leads to grammatical errors.

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<sup>11</sup> Nur Khamid, "Analisis Kesalahan Gramatikal Dalam Penulisan Ilmiah Mahasiswa: Studi Kasus Pembelajaran Writing Skills Dalam Mata Kuliah Bahasa Inggris Ada Mahasiswa Spi Iain Salatiga," *Citra Ilmu* XVII, no. 33 (2021).

The third researcher was Banjar Putri Kumala with the title was “An Analysis of Grammatical Errors on Students' Writing”.<sup>12</sup> The third previous research and this research have similarities namely, errors in writing and qualitative method. However, there are dissimilarities namely this third study uses 2 methods, namely qualitative and quantitative, while the researcher only uses qualitative. This study only focuses on grammatical errors. While the researcher focuses on the analysis and influence of grammatical errors due to the mother tongue. The results of this research are that errors of omission are the highest errors in students' writing, the second rank is addition errors, the third rank is misformation errors, and the last rank is sequencing errors. And the main factor causing errors is carelessness.

The fourth previous research entitled Analisis Kesalahan Gramatikal Pada Penulisan Descriptive Text Bahasa Inggris Siswa Kelas Vii-A Dan Vii-B Smp Negeri 2 Parbuluan, was written by Elisabeth R L Sinaga.<sup>13</sup> The fourth research has a similarities namely analysis of grammatical errors and dissimilarities with this fourth research, namely quantitative method and that it uses students as subjects, while this research uses collegian as subjects. This fourth study does not involve mother tongue as an influence on grammatical errors in writing. The similarity that these two studies have is the analysis of grammatical errors. Based on the results of the analysis,

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<sup>12</sup> Banjar Kumala, Siti Aimah, and Muhimatul Ifadah, “An Analysis of Grammatical Errors on Students' Writing,” *English Language and Literature International Conference (ELLiC) Proceedings 2* (2018).

<sup>13</sup> Elisabeth Sinaga, “Analisis Kesalahan Gramatikal Pada Penulisan Descriptive Text Bahasa Inggris Siswa Kelas Vii-A Dan Vii-B Smp Negeri 2 Parbuluan,” *Jurnal Suluh Pendidikan* 9, no. 1 (2021).

the researcher obtained results in the form of errors which are included in the Surface Strategy Taxonomy category and errors which are included in other types of grammatical errors. In this study the researcher only focused on grammatical errors based on Dulay's (1982) theory. This theory is known as the Surface Strategy Taxonomy.

The latest previous research, entitled Analisis Kesalahan-Kesalahan Gramatikal Dalam Tulisan Bahasa Inggris Mahasiswa Pendidikan Guru Sekolah Dasar FIP UNM<sup>14</sup>, was written by Sidrah Afriani Rachman, Rival, Haerul. The fourth research has something in common, namely using students as subjects. And both use a qualitative approach but different methods of analysis, this previous research used descriptive while this research used content analysis. Based on the results of recent previous research, student errors in producing English writing are divided into several categories of errors, namely misformation errors, omission errors, addition errors and misordering errors. The most frequently made errors were formation errors in sentences, namely 181 or around 44.80% of the total number of student writing errors. There were 136 omission errors or 33.66%, followed by misordering 48 times or 11.88% and the least is addition errors 39 times or 9.65%.

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<sup>14</sup> Sidrah Afriani Rachman, R. Rival, and H. Haerul, "Analisis Kesalahan-Kesalahan Gramatikal Dalam Tulisan Bahasa Inggris Mahasiswa Pendidikan Guru Sekolah Dasar FIP UNM," *JIKAP PGSD: Jurnal Ilmiah Ilmu Kependidikan* 3, no. 3 (2019): 249.