

CHAPTER I

INTRODUCTION

A. The Background of the Study

English has been officially as a global language and a lot of countries strive to learn it as target or foreign language (FL) to be able to communicate in oral and written form with all the people around the world with different backgrounds of language and culture. English as foreign language has been taught and learnt in some elementary school up to college or university level in some countries, including Indonesia (Harmer, 2011: 6).

In Indonesia, there are four core skills of English that have to be mastered by learners to achieve a good learning performance. The English language skills are divided into reading, listening, speaking and writing. These skills fall into two categories, namely: receptive skill and productive skill. Receptive skills, also known as passive skill which applied on reading and listening when learners receive and process the information. In additionally, productive skill is applied on writing and speaking skills, where students produce the language.

Writing is an essential language skill that has to be developed by learner because it will affect to their communication fluency. There are numerous written-language communication media, including website, blogs, magazine, books, newspaper social media, and many so on. On the basis on these considerations, it seems that mastery of writing skill is also needed to maintain effective communication with others. Therefore, in order to assist students developed their

proficiency and competence in writing, the process of teaching and learning in English class must involve teaching writing skill in the right way.

In the school, students learn academic writing in English by using some genre of texts base on curriculum 2013. A genre refers to a text that have various purposes, mandatory and optional structure (Butt et al. 1996:16-17). There are several of genres of writing, namely: descriptive, reports, narrative, explanatory, recounts, spoofs, procedure, hortatory, argumentation, news items, discussion, anecdotes, and reviews (Gerot & Wignal, 1994). It seems that teacher and students are already implemented the right way to learn-teach English at writing. Therefore, the students are expected that they are already able to master English writing skill well.

However in reality, many of learners still have some errors in their writings. It can be said that learning to write a text is the most difficult skills for learners for a variety of objective and subjective reasons. This is supported by József (2001:05) claims that writing involves creating the idea to be constructed, represent the knowledge, and of experience with subjects so that making it one of the complex activities people engage in. Furthermore, It is a difficult skill for EFL learners have to master because a well-written writing product neccessitas a text or more with the right syntax and morphology, a diverse vocabulary, and a good organization of the use of grammar forms (Cumming, 2001). As a result, even in one's mother tongue, writing is regarded as a difficult task. Furthermore, the most difficult aspect of writing is producing a coherent, fluent for second language or, especially case in, a foreign language (Nunan, 1999).

The occurrence of difficulties in writing a text at English for EFL students in Indonesia can be caused by several factors, including mother tongue, as suggested by Ellis (1978:197) that the error and difficulties encountered in learning and using the target language (FL) are affected by the mother tongue Interference. *Mother tongue*, according to Sinha et al (2009) is called as *first language*. First language (L1) is the language that mastered by the learner before learning the foreign language. The L1 of learner is Indonesian and they often tend to communicate and write in English by using Indonesian language system due to they do not dominate norms of English as FL well. As the result, the students lack of practice and it causes them tend to produce error in their English writings.

One of the factors contributing to students' writing errors is their use of different language system. The negative interference from the students' native language that is different from English rules, overwhelmed them in applying the structure and the word used. The negative interference means that speaker and writers transfer items and structure that are different in both languages. In this case, Richards (1980:19) claims that error will be caused by interference from habits of the first language that are not identical to the second language. The example of habits can be found in the use of "*to-be*", wherein Indonesian language does not have "*to-be*" and "*tenses*", while English does.

Concerning with this problem, There is a study had been investigated about first language interference which is entitled "Spanish interference in EFL writing skills: A case of Ecuadorian Senior High School" in which was conducted by Solano, et al (2014). This research investigated about native language interference

toward skills of EFL writing of Ecuadorian senior high school. This research includes 42 teachers and 351 students from second year senior high school. The instruments are used to collect the data are questioners and written test. The students were asked to write a narrative passage to be analyzed based on the semantic, morphological and syntactical features. The findings shows that most frequent first language interference are misuse of verbs, omission of personal and object pronouns, misuse of prepositions, overuse of articles, and incorrect word order.

Refers to the previous research, the writer is interested to conduct the research in SMA Negeri 1 Munte which school is located in Tanah Karo, North Sumatera. SMA Negeri 1 Munte School is one of public schools which teach English as foreign language. In this study, the writer focuses on tenth grade students. The students have been taught to write some genre of English, including descriptive text

Based on preliminary observation, the writer got data from the teacher that most of students' score average of descriptive text writing in English subject had exceeded minimum mastery score (KKM) in first semester, which was 70. The data can be seen as shown in the following table.

Table 1. Preliminary Data
Students' Score Average of Descriptive Text Writing in English Subject

No.	Class	The number of students	Score average
1.	X IPA-1	32	73
2.	X IPA-2	32	72.12
3.	X IPA-3	25	73
4.	X IPS-1	35	71.9
5.	X IPS-2	36	79.22

From the data above, the writer infers that most of students' mastery in English is deficient. This data show students have not achieved the lesson goal in maximally. Therefore, the writer assumes that students have not master writing skill in English well. The writer believes that in their writings there must be occurrence of interference in genre features, it probably occurs in social function, text structure, or/and linguistic features. Hence, the writer is interested to analyze the Interference in Genre Features of English Descriptive Text Written by the Grade Students of SMA Negeri 1 Munte.

B. The Problems of Study

In relation with the background of study, the problems of study are drawn as the follows:

1. What interference occurs in English Descriptive text written by students of SMA Negeri 1 Munte?
2. Why do the interferences occur the way they do?

C. The Objectives of Study

Concerning this research problem, the objectives of this research are formulated as follows:

1. To analyze the interference that occur in English descriptive text written by students of SMA Negeri 1 Munte.
2. To explain the reason interferences occur the way they do.

D. The Scope of Study

The writer focuses on interference in genre features of English descriptive text written. The term “Descriptive features” covers three aspects, they are (1) social function, (2) generic structure and (3) linguistic features. This study is limited to linguistic features and this feature is investigated from students’ English writing based on the four English mastery. The subject of this study will be taken from student at tenth grade in SMA Negeri 1 Munte school.

E. The Significances of Study

Hopefully, this research can give contribution and benefit to English teacher, students, and the future research. It comprises two kinds of significant implications i.e.: practical and theoretical significances:

1. Theoretically

The finding of the study is intended to give understanding and enrich knowledge about interference in genre features of English descriptive text written and to offer contribution in development and advancement of linguistic study.

2. Practically;

a. For an English teacher

The result of study gives the English teacher information about the students' descriptive text writing patterns, especially in investigating the interference in genre feature of descriptive text written and to give the information about the cause of interference occurrence in bilingualism case of linguistic study. Hopefully, it might be used as reference by teacher to assist the students encounter their problem.

b. For students

The study is useful for students as a reference in learning language related genre feature of descriptive text writing and the interference types in bilingual case of linguistic study.

c. For further researcher

This study will give the information in guiding the researchers who try to conduct the same topic research and to find out the best solution related to interference case. Moreover, they will establish a deeper in the same research and create the best research than ever before.