

Lani Interference In English Foreign Language Writing Skills

Pretty Syull Rogi¹, Adriana Sem²

^{1,2}STKIP Abdi Wacana Wamena

Email : prettyrogistkipaw@gmail.com¹, adrianasem.stkipaw@gmail.com²

Abstrak

Menulis bahasa Inggris adalah salah satu keterampilan bahasa utama yang harus dikuasai oleh pelajar asing. Ini membangun ringkasan deskripsi dan bukti dalam menerapkan kata-kata yang tepat. Namun, ia mengungkapkan alat untuk dipahami melalui komunikasi, itu perlu dipahami dipahami oleh pembaca. Namun, ada banyak esai penulisan EFL yang mungkin tidak dipahami oleh pembaca karena cara penulisannya. Oleh karena itu, diperlukan prestasi yang menuntut pada pendidikan formal, seperti perguruan tinggi dan universitas di mana bahasa Inggris telah diajarkan sebagai bahasa asing. Akibatnya, teks tertulis bahasa Inggris diterapkan dalam buku, manual, surat kabar, surat, email dan informasi. Singkatnya, ketika pembelajar Lani menyusun paragraf esai menulis EFL, mereka mengalami proses interferensi sistem bahasa Lani yang menciptakan kebingungan. Oleh karena itu, penutur Lani mengalami kesulitan dalam menulis paragraf Esai.

Kata Kunci: Menulis, Interferensi Lani, Pelajar Lani

Abstract

English writing is one of a main language skill ought to master by Foreign learner. It constructs the summary of description and the evidence in applying the proper words. However, It reveals a tool to be comprehended through communication, it requires to be *intelligible* understood by the readers. However, there *is* a lot of EFL writing essay which might not be understood by the readers because of the way it is written. Therefore, it requires the accomplish demanding at formal *education, such* as college and university where English has been *taught as a foreign language*. Consequently, English written text applied in books, manuals, newspaper, letters, emails and information. In short, when the Lani learner composed EFL writing essay paragraph, they encountered the process of interference Lani language system which created confusion. Therefore, Lani speakers had struggle in writing Essay paragraph.

Keywords: Writing, Lani Interference, Lani learners

INTRODUCTION

Learning a foreign language *believes, as* a very complex process, and there has been a growing investigating the interference first language by EFL learners on writing. Therefore, the evidence of first language generates the impacts on the foreign language learners because of the ordinary of native language (Ortega. 2013. P.34-35). For that reason, *English, foreign* language learners face *an obstacle in* writing as the impact of first language.

However, writing indicates one of a main language skill be *required* to master by English as Foreign learner. It covers construction, a proficiency to convey recap the description in addition to provide the evidence in applying the proper words.

Despite the fact learning English as a foreign language requires an inaccuracy on several techniques. As the matter of the fact, English a foreign language learners are needed to write efficiently on college or university assignment. Further, English reveals a vehicle in university.

Nevertheless, *English, foreign* learners have established English writing declares as *a mainly problematic skill* to be *obtained* therefore it creates various difficulty whereas in simple paragraphs (Hadley,1994 and Mukartash. 1983 in Hindri 2018.p 509) . In addition, writing refers in a fundamental language skill and particular benefit in the foreign language process. Nevertheless, the learning process of writing discovered a problematic proficiency for learners to improve and acquire, particularly in English as a foreign language (EFL) framework. Learning writing had been rendered struggle various great effort related to structural issue such as choosing proper words, accurate grammar and particular topic of ideas (wander 1991. P 5 in vryonides . M, Tolerance. F. 2010 p.51). As the matter of the fact, writing has recognized one of problematic skill, however it necessitated by the foreigner English learner in transfer the knowledge in college or university.

Moreover, the first language interference elaborated the English foreign language learner's writing. Consequently, this paper focused on Lani Interference in English as Foreign Language (EFL) Writing by Lani Learners. The first language interference studies have appeared previously in the case of bilingual, but it is restricted for actively the multilingual learner's such as in Wamena Papua.

As one might expect, the full amount of Lani's speaker organized by the ethnologies approximately 180,000 based on the census in 1993 . It performed meaningfully greater than the 100,000 for Lani's speakers contributed by Foley in the investigation of Papuan languages. Further, it categorizes the language as a member of the Dani family along with five other languages such as Lani Nduga, Lani Loma, Lani Hubula related to Westen Lani and Grand Valley. For that reason, the amount of Lani speakers obviously render a language from the languages in the Papuan's island involving the boundless amount of speakers (Foley 1986:239-240 in Freeouf P. 2014.p 104).

Accordingly, Lani language proves one of larger speakers in Papuan island. Obviously, the dominant students at the third semester Learners of English major are Lani tribe. As a result, the object of this study is Lani learners who taking English major as a Foreign language at Sekolah Tinggi Keguruan Dan Ilmu Pendidikan ABDI Wacana Wamena. In this case the researcher is conducted to investigate the Lani interference in the English writing text.

METHOD

This study applied qualitative research methodology. Qualitative research is an umbrella term for a comprehensive diversity of approaches and methods used in natural social life. The data collected and analyzed is *a majority*. It involves the textual material such as interview transcripts, video recording and internets sited, the document being *a human knowledge* about others and or one's self in social action and reflexive states. Further, the objectives of qualitative research are various, varying on the purpose of the particular project. It is organized within and across multiple discipline knowledge, such as education, sociology, anthropology, psychology, communication, journalism and ect (Steinke,I Kardof,V.E & Flick U,2004).

Similarly, McKay (2006) observed case study is a feature of qualitative research. A case study is a specific case in point of numerous methods; it permitted variety from a personal to a group, a society or a whole society. The procedure in collecting data included interviews, narrative explanation, classroom monitoring, oral reporting and written documents. In addition, the researcher selected the data suggested by the theory that informed the research. Hence, the researchers selected the data proposed by the theory that informed the research. Researcher *generally investigates* on case study when they deliberate that environmental settings are dominant to the research. *Indiscipline* of second

language (L2) teaching and learning, case studies are commonly utilized to classify the language development in a particular *group* of learners (MacKay, 2006).

This research used a case study for the group of Lani learners who were taking English major at Sekolah Tinggi Abdi Wacana Wamena. Moreover, Friedman in Mackay & Gass (2004) *detailed definition process* of qualitative research, usually includes the following characteristics: The first is a *rich description* means the objective of researchers frequently engage the provision of careful and complete explanations as divergent to the quantification of data across measurements, frequencies, scores, and ratings. It is the fundamental of the research and incredibly obvious in the process of data collecting and analysis. The researcher accepts the respondents to write *English, foreign* language without of offering a pre-set coding system. The coding types in this study were found (Tetnowski & Damico, 2001).

That is, rather than attempting to manage contextual issues (extraneous variables) through the use other artificial environments, qualitative researchers tend to be more absorbed in presenting a natural and holistic picture of the phenomena being studied. It involves both the general sociocultural context. For instance, the researcher applied the writing text of a whole class of writing as well as micro-level phenomenon such as Lani learner of English. Few participants *are* generally randomly selected participants with the objective of mainly a major population like quantitative researchers, qualitative researchers tend to perform *more intense* with smaller number participants, and are less concerned about issues of generalizability. In this study the selected participant is *a Lani learner* of English.

DISCUSSION

The Lani Interference in EFL Writing For Lani Learners

Table 1 shows Lani learners writing EFL in a paragraph. The result of composing topic statement respondents 1, 2, 4, 5, 8, and 10 had problem in writing a topic sentence while respondents 3, 6, and 7 performed correct topic sentence.

Further, Lani learners encountered difficulty in composing supporting sentence. The result of writing supporting sentence in a paragraph respondent 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10 created mistake.

In addition, table 4.1 displays lani learner faced difficulty in composing conclusion in a paragraph therefore respondents 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10 perform mistake.

Table 1. Lani Language interference in Lani learners EFL Writing

Lani Language Interference in Lani Learners EFL Writing										
	1	2	3	4	5	6	7	8	9	10
Topic sentence	mistake	mistake	correct	mistake	mistake	correct	correct	mistake	correct	mistake
Supporting sentence	mistake	mistake	mistake	mistake	mistake	mistake	mistake	mistake	mistake	mistake
Conclusion	mistake	mistake	mistake	mistake	mistake	mistake	mistake	mistake	mistake	mistake

Table 1 presents Lani learners writing EFL in a paragraph. The result of composing topic statement respondents 1, 2, 4, 5, 8, and 10 have problem in writing a topic sentence while respondents 3, 6, and 7 perform correct topic sentence.

Further, Lani learners met difficulty in composing supporting sentence. The result of writing supporting sentence in a paragraph respondent 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10 created mistake.

In addition, it displays lani learner come across the complexity in composing conclusion in a paragraph therefore respondents 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10 performed mistake.

Table 2. Lani lerners interferene in EFL writing

Lani Language Interference in Lani Learners EFL Writing										
	1	2	3	4	5	6	7	8	9	10
Topic sentence	Lani language interference	Lani language interference	correct	Lani language interference	Lani language interference	correct	correct	Lani language interference	correct	Lani language interference
Supporting sentence	Lani language interference	Lani language interference	Lani language interference	Lani language interference	Lani language interference	Lani language interference	Lani language interference	Lani language interference	Lani language interference	Lani language interference
Conclusion	Lani language interference	Lani language interference	Lani language interference	Lani language interference	Lani language interference	Lani language interference	Lani language interference	Lani language interference	Lani language interference	Lani language interference

Table 2 shows Lani learner created mistake in composing topic statement such as respondent 1, 2, 4, 5, 8, and 10. The mistake done by respondents 1, 2, 4, 5, 8, and 10 as the result of Lani language encounter EFL writing skills. While the mistake established by respondents 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10 in transcribing supporting sentence. In general, all of the respondents rendered the problem in composing conclusion.

Overall Data interference in English foreigne writing skills

Overall, 10 respondents of Lani learners compensated the interference in writing EFL essay paragraph. In consequence all the respondents faced problem in EFL writing as the reason of Lani interference.

Table 3 . Data summary interference percentage in paragraph

ELEMENTS OF PARAGRAPH	RESPONDENTS										Interference Percentage	Correct Percentage
	1	2	3	4	5	6	7	8	9	10		
Topic sentence												
Correct	1	1	1	1								40%
Mistake					1	1	1	1	1	1	60%	
Supporting Sentence												
Correct												
Mistake	1	1	1	1	1	1	1	1	1	1	100%	
Conclusion Sentence												
Correct												
Mistake	1	1	1	1	1	1	1	1	1	1	100%	
TOTAL											260%	40%

The table 3 indicated 40% Lani learners never shifted *topic sentence*, it means that 40% Lani speaker able to compose *a correct topic sentence*. Hence, there are 60% of Lani learner always write in *correct topic sentences*. Nevertheless, all of the EFL writing *topic sentences* in Lani spoken transferred into writing for 60%. As the matter of the fact, they always composed *in a correct topic sentence*.

Further, table 3 showed 100% Lani learners always compose *in a correct topic sentence* of EFL writing. However, all of the EFL writing *topic sentences* in Lani spoken transferred into writing for 100%. As the matter of the fact, they always created *in a correct topic sentence*.

In table 3 Lani learners 100% had problem in composing *a conclusion sentence*. As *a consequence*, Lani learner shifted Lani interference in writing EFL conclusion sentence. Because of *this*, all of Lani learner creates *incorrect conclusion*.

As the matter of the fact, from the description emerges the problems encounter by Lani learners in composing *a paragraph* such as in *performing* topic sentence, supporting *sentences* and conclusion a paragraph in *an EFL writing essay*.

In general, the interference error made by Lani learners based on the data from respondents writing *a paragraph* is grammatical interference such as error in noun, adverb misuse verb error in autographs and spoken language. All the error in grammar presented the interference of Lani and

Indonesia set of Language knowledge which is applied in EFL writing paragraph. As a consequence, there are some reasons that cause the learners created errors. It was found that *most* Lani learner applied by Lani and Indonesia language in communication in order that they performed ungrammatical EFL writing.

Table 4 displays 100% Lani learners composed adverb “together” in *an EFL writing essay*. The abbreviation Adverb in *the table* above indicates Adverb together. For the reason of Lani Learner faced difficulty in composing adverb. They performed 100% error in composing adverb in EFL paragraph. Mostly, Lani speakers misused verb composed verb in *an EFL essay*. The table indicated 100% always misused verb. *Accordingly, all* the respondents faced problem in composing verb in EFL paragraph.

Table 4. Data summary percentage word classes compensation of Lani interference

WORD CLASSES	RESPONDENTS										Interference Percentage	Correct Percentage
	1	2	3	4	5	6	7	8	9	10		
Verb												
Correct												
Mistake	1	1	1	1	1	1	1	1	1	1	100%	
Adverb												
Correct												
Mistake	1	1	1	1	1	1	1	1	1	1	100%	
Total											200%	

Hence, respondents met difficulty in EFL writing as the result all have no English experience such as attending English courses. Further, Lani learners are not able to write an appropriate paragraph in English.

Generally, table 5 reveals 100% Lani learners always performed *incorrect* ELF autographs. The abbreviation In con autograph means *incorrect* autographs. Respondents tend to write in *the correct word* of EFL. So that, *the table* above presented 100% interference in autographs. It presented 100% Lani learners always created ungrammatical sentence. The abbreviation *Un gram* sent means *ungrammatical* sentence. *Consequently*, respondents faced difficulty in composing EFL *paragraph* so that 100% always they performed ungrammatical sentence.

It *has performed* 100% Lani learners always establishes Lani spoken language. However, the abbreviation spoken *long* means spoken language. For this reason, In EFL essay paragraph respondents tend to *create* interference.

Table 5. Data summary percentage compensation of Lani interference

Compensation Interference	RESPONDENTS										Interference Percentage	Correct Percentage
	1	2	3	4	5	6	7	8	9	10		
English Grammar												
Correct												
Mistake	1	1	1	1	1	1	1	1	1	1	100%	
Autographs												
Correct												
Mistake	1	1	1	1	1	1	1	1	1	1	100%	
Spoken Language												
Correct												
Mistake	1	1	1	1	1	1	1	1	1	1	100%	
Total											300%	

Obviously, ten respondents produce Lani interference in *an EFL writing paragraph* because they are bilingual and as the active listeners of multi mother tongue languages. They encountered confuse

in EFL writing because they are active Lani and Indonesia speakers. Therefore, in accuracy EFL writing created by Lani learners of English.

The use of a *dictionary* is another factor that causes *the interference problem*. Most of learners less of knowledge written language to express their ideas clearly, as one might expect, a dictionary assists Lani learners to obtain written language used in writing English. One tendency of using dictionary leads the learners to produce English includes L1. Indeed, the respondents directly copied language that familiar with them without glancing the proper language in writing

Additionally, the Lani and Indonesia grammatical were also completed by the learners due to the habit of the Lani learners' sophisticate through their utterances in Lani and Indonesia first. Subsequently, these utterances were written *in* English. The worst way to shift Lani and Indonesia into English is by rewriting it word by word. It is caused *inappropriate* or ungrammatical in English context.

In brief, Lani learners commonly have bilingual L1 and multilingual listener's interference when composing ELF writing essay paragraph.

Compensation Lani Interference for the EFL Writing by Lani learners

In this study most frequent sample of interference error from the Lani learners' written text were qualitative analyzed according to their *semantic* and *syntactic* features. The variable inside the Lani language interference effected error in composing EFL writing were misuse of adverb, verb overuse of noun in correct word order, *incorrect* tense, in correct autograph and ungrammatical sentence.

Overuse or misuse noun in ELF conveys by Lani learners such as in the topic sentence "My best friend in my childhood her name was Rizal,". In this sentence emerges double nouns which ungrammatical and vague sentence.

The respondents performed misused of adverb and verb I mit my best friend together. The interference error in this example composing of adverb together and autograph of verb mit. Based on Longman dictionary of contemporary English enlightens together means with each other if two or more people do something together, they do it with each other. However, the interference of Lani so the word together appear in I mit my best friend together It shows redundancy sentence. The correct sentence I met my best friend. In contrast Lani dialect tend to use with and together in a sentence. Misused verb mit is the interference how to write in Lani and Indonesia languages.

Misused verb I always memories when I together best friend is Fransisna. Logman Longman dictionary of contemporary English elaborate memory is ability to remember however in this sentence have to use remember while the word memories is a noun. It is ungrammatical sentence.

Spoken language or dialect of Lani referred to the writing such as in the sentence My best friend his name is yosua Tabuni

Further, the previous sample show in correct syntactical or basic structure of the sentence such as subject, verb and complement. The respondent faced interference in semantic field therefore, the in correct expression appeared in the sentence.

CONCLUSION

Writing is a tool to be comprehended through communication, it requires to be *intelligible* understood by the readers. However, there is a lot of EFL writing essay which might not be understood by the readers because of the way it is written. From the result of this study, we can establish that English has variations of writing which is different with Lani and Indonesian writing. This phenomenon conveys a great challenge to English teachers of Lani speakers who essentially assess their learners' writing and provide a beneficial responsibility to solve students in English Foreign Language writing.

This study requires the general idea of how the application of the native language interference on English foreign language writing skills. Additionally, it's able to convey to an English instructor at STKIP Abdi Wacana Wamena the problem of learning English in writing and contribute a solution to learning writing effectively.

Therefore, in improving English, foreign language writing skills have to consult to a standard English grammar book and English writing textbook. Further, as English instructor or teacher has to prepare English writing Exercise indicate a simple paragraph and suggest the English students to read English academic text.

REFERENCES

- Barclay, P. (2008). *A Grammar Of Western Dani*. Munich: LINCON.
- Ortega, L. (2009). *Understanding Second Language Acquisition*. London & New York: Routledge.
- Oldin, T. (1989). *Language Transfer. Cross-Linguistic influence in Language learning*. Cambridge: Cambridge University Press.
- Gass, M. S. & Selinker, L. (ed) (1993). *Language Transfer in Language Learning*. Amsterdam/Philadelphia: John Benjamin Publishing Company.
- Hindi, S. (ed) (2019). *English Language Teaching Research into Middle East and North Africa Multiple perspective*. Switzerland: Palgrave Macmillan.
- Inggram, D. (1999). *First Language Acquisition Method Description and Explanation*. Cambridge: Cambridge University Press.
- Khaled, Hosein Nassaji & Karim. (2013). *Iranian Journal Of Language Teaching resech* 1 (1), 117-134.
- Lado, R. (1975). *Linguistic across cultures applied Linguistic for language teacher*. Ann Arbor: The University of Michigan Press.
- Lao, Y A D (2017). First Language Interference into English Writing Skill of the XII Grade students of SMA Negeri Kupang In Academic Year 2017/2018. *International Journal Of Research Granthaalayah A Knowledge Respitofy Vol.5 (ISS.12)*, 33-44.
- Linton, C.J & Fasold R. (ed) (2006). *An Introduction to language and linguistics*. Cambridge: Cambridge University Press.
- Mackay, S. (2001). *Research Second Language Classrooms*. London: Lawrence Erlbaum Associated Publishers.
- Rogi, Pretty. S (2017). The Pronunciation Of English Consonants in World-Final Position By Lani Speakers. *A Thesis For Degree of Master of Art in Applied Linguistics*.
- Peter, F. (2014). Book Review A grammar Of Western Dani. *MSNUSYA Journal Of Humanities Regular* 17.1, 104.
- Steinke, I, Kardorf, V.E & Flick U (2004). *A Companion to Qualitative Research*. New Delhi: Sage Publication
- Sofyan, D. (2010). *Kita Meminum Air dari Sumur Kita Sendiri*. Jayapura: Cenderawasih Press.
- Wenda, K. & Wenda, P. (2008). *Sejarah Gereja Baptis Papua Barat*. Jayapura: Persekutuan Gereja-gereja Baptis Papua.
- Vryonides, M. Tolarene, D (2010). *Innovative Learning For Prisoners*. Italy: Firenze University press.