

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF MOTHER TONGUE INTERFERENCE IN
PROVERB TRANSLATION OF THE TENTH GRADERS
AT MAN 1 METRO**

By:

LARAS DIANA

Student Number: 1801070038



**TARBIYAH AND TEACHERS TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT**

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1444 H/2023 M

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF MOTHER TONGUE INTERFERENCE IN
PROVERB TRANSLATION OF THE TENTH GRADERS
AT MAN 1 METRO**

Presented as a Partial of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

By:

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Tarbiyah and Teacher's Training Faculty
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1444 H/2023 M**



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NOTA DINAS

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Laras Diana**

Kepada Yth.,
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Institut Agama Islam Negeri (IAIN)
di-Tempat

Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

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IN PROVERB TRANSLATION OF THE TENTH GRADERS
AT MAN 1 METRO

Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.-

Wassalamu'alaikumWr.Wb.

Mengetahui,
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APPROVAL PAGE

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Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikumWr.Wb

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RATIFICATION PAGE

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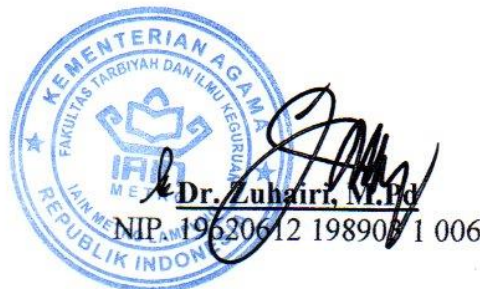
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The Dean of Tarbiyah and Teacher Training Faculty



**AN ANALYSIS OF MOTHER TONGUE INTERFERENCE IN
PROVERB TRANSLATION OF THE TENTH GRADERS
AT MAN 1 METRO**

ABSTRACT

**BY:
LARAS DIANA**

This research was accomplished to analyze the types of mother tongue interference in proverb translation. This research was completed by using a descriptive qualitative method. The samples were the tenth grader students of MAN 1 Metro.

This research is done by using qualitative research method to describe, identify and illustrate the phenomenon which occur in translating the English proverb from Indonesia into English. The qualitative research can be used to analyze and describe an object of the research detail and show the quality of the research.

The research findings are 30 students' document, that is translation result from Indonesia into English. There are seven types of mother tongue interference in proverb translation, such as: Spelling and Pronunciation 13 times, To Be 18 times, Time Tense and Aspect 25 times, Article 11 times, Word Order 22 times, Genitive and possessive pronouns 2 times and Non-finite-forms 3 times. This is due to the percentage of Time Tense and Aspect is bigger than other types. That is indicated by 25 times frequently of time tense and aspect.

Keyword: Analysis, Mother Tongue Interference, Proverb Translation

**ANALISIS GANGGUAN BAHASA IBU PADA TERJEMAHAN
PERIBAHASA PADA SISWA KELAS
SEPULUH MAN 1 METRO**

ABSTRAK

**Oleh:
LARAS DIANA**

Penelitian ini dilakukan untuk menganalisis jenis-jenis interferensi bahasa ibu dalam penerjemahan peribahasa. Penelitian ini diselesaikan dengan menggunakan metode kualitatif deksriptif. Sampel penelitian pada penelitian ini adalah siswa kelas sepuluh MAN 1 Metro.

Penelitian ini dilakukan dengan menggunakan metode qualitative untuk mendeskripsikan, mengidentifikasi dan mengilustrasikan yang terjadi dalam menerjemahkan peribahasa dari bahasa Indonesia ke bahasa Inggris. Penelitian kualitatif dapat digunakan untuk menganalisis dan mendeskripsikan suatu objek secara detail dan menunjukkan kualitas dari penelitian tersebut.

Berdasarkan hasil temuan dari 30 dokumen yaitu hasil terjemahan dari bahasa Indonesia ke dalam bahasa Inggris. Terdapat tujuh jenis interferensi bahasa ibu dalam penerjemahan peribahasa, seperti ejaan dan pengucapan terjadi sebanyak 13 kali, to be terjadi sebanyak 18 kali, waktu tenses dan aspek terjadi sebanyak 25 kali, artikel terjadi sebanyak 11 kali, susunan kata terjadi sebanyak 22 kali, kata ganti genitif dan posesif terjadi sebanyak 2 kali, dan non-finite-forms terjadi sebanyak 3 kali. Jenis yang paling mendominasi adalah waktu tenses dan aspek. Hal ini disebabkan karena frekuensi waktu, tenses dan aspek lebih besar dibandingkan dengan jenis yang lainnya. Hal ini ditunjukkan dengan frekuensi waktu, tenses dan aspek terjadi sebanyak 25 kali.

Kata Kunci: Analisis, Interferensi Bahasa Ibu, Terjemahan Peribahasa

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

Name : Laras Diana
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States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are expected from the bibliography mentioned.

Metro, 07 June 2023

The Researcher

Laras Diana

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ORISINALITAS PENELITIAN

Yang bertandatangan dibawah ini :

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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 07 Juni 2023



Laras Diana

Std. Number 1801070038

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٥﴾

“For indeed, with hardship (will be) ease.”

(Q.S. Al-Insyiroh [94] : 5)

DEDICATION PAGE

This piece of work is dedicated to:

1. My beloved parent (Mr. Kabul & Mrs. Sutriana) who always pray and support me in all the condition.
2. My sponsor (Eka Yuniasih, M.Pd) thanks for guiding me to finish my undergraduate thesis.
3. My best partner (Frea Nazira, Widya Sari, Desmalia Syahdena and Findi Agnes Ofita) who always give me a support and love.
4. My beloved Almamater of *State Institute for Islamic Studies of Metro (IAIN Metro)*.

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In this time, the researcher would to express her deepest gratitude especially to :

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2. Dr. Zuhairi, M. Pd, as the Dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung
3. Andianto, M. Pd, as the Chief of English Education Department of IAIN Metro Lampung
4. Eka Yuniasih, M. Pd, as the Advisor Valuable Knowledge and Support in finishing this a research proposal

The researcher apologizes for all the mistakes that she has made in writing and finishing this a research proposal. All criticisms and suggestions are expected to improve the quality of this research. Hopefully this research proposal can be useful for researchers in particular, for our college and every reader in generic.

Metro, 21st May 2023



Laras Diana
ST.ID. 1801070038

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CHAPTER 1

INTRODUCTION

A. Background of The Study

Writing is an activity of building ideas or opinion or information in kind of notes. It is as indirect way to deliver the ideas. Writing uses sequence of effective sentences used to make the reader easier in understanding the writing.

Moreover, writing has great benefits in building up the ability to communicate the message in larger public. Writing will be so useful, not only increasing the writer's ability but also in transferring the important message of the writing. Being capable in English makes the writer realize the interaction with other people. Writing can develop the imagination of building new ideas. It will help people to hone the knowledge of people. Beside developing the imagination, writing also can make the people be creative by constructing new writings especially in writing the foreign language. Writing will be so useful, not only increasing the writer's ability but also in transferring the important message of the writing.

In addition, a kind of writing that used to educate the reader is proverb. Proverb is aphorism or words which containing the means in kind of advices. Proverbs are used to advice someone indirectly. Proverbs become so important because people use them as the wisdom in the past and proverbs also can be encouragement or motivate someone when someone feels down

or give up of something, there is the proverb which say “*life is like a wheel, sometimes you will be on the top, sometimes you will be the bottom.*”

Therefore, the meaning of the proverb is, no matter how down people are, because it will not stay forever, but whenever they are in the top, don't be so supercilious.

One of Phenomenon occurs in writing proverb is mother tongue interference. Mother tongue interference is the early step to integration perceived as a welcome process of using mother tongue or appear in phonology, grammar, word formation, word and sentene sequence, and other. Interference is one indication of language *dominance*. In those cases where the bilingual is not absolutely *balanced*, one language is said to be dominant.¹ Mother tongue interference causes the complication to understand the language order of the target language, therefore the mistakes often happen in writing.

Mother tongue interference is caused by lack of knowledge of language order of target language and the habit of using mother tongue in daily conversation which attached since birth until now. Actually, mother tongue interference happens naturally, but to write the important document that will be seen by every people, this mistakes should not happen, it should be the right and good to make the people understand what is the meaning of the writing.

¹ Edith Harding-Esch and Philip Riley, *The Bilingual Family A Handbook For Parents* (New York: Cambridge University Press, 2003), 35.

Related to the phenomenon, the writer had conducted the pre-survey by observing the english proverbs at MAN 1 METRO. On the process of pre-survey, the researcher finds the phenomenon of mother tongue interference on the proverbs.

Table 1.1
The Result of Pre-Survey :

| Num | Type of Mother Tongue Interference | Frequency | Percentage |
|------------|---|------------------|-------------------|
| 1. | Lexical Interference | 5 proverbs | 33% |
| 2. | Grammatical Interference | 10 proverbs | 67% |
| Total | | 15 proverbs | 100% |

Based on the result of pre-survey in the table above, the writer finds the phenomenon of Mother Tongue Interference on 15 english proverbs, in terms of quantity.

One of the phenomenon of mother tongue interference on proverbs are illustrated on this sentence : “Come to my shy late” (*saya malu datang terlambat*)

That sentence shows the inaccuracy of writing elements which caused by mother tongue interference, the things caused by grammatical interference, the place of the words are not accordance with grammatical structure, so the sentence must be “i am shy to come late”. It can be concluded that based on the result of pre-survey ,it is found that the phenomenon of Mother Tongue Interference which influence the quality of proverbs writing.

Based on the description above , the writer would like to explore the phenomenon Mother Tongue Interference further on english proverbs.In

particular through this writing, the writer has aim to reveal this Mother Tongue Interference phenomenon and the type of english proverbs. In this case , the writer means to do qualitative research by title An Analysis Of Mother Tongue Interference In Proverb Translation Of The Tenth Graders At Man 1 Metro.

B. Research Questions

To determine the research aim, the writer arranges the research questions as follows :

1. How is the use of Mother Tongue Interference in Proverb Translation ?
2. What is the most dominant type of Mother Tongue Interference ?

C. Objectives and Benefits Of The Study

1. Objectives Of The Study

Based on the research questions the writer determines the research aims,that are :

- a. To analyze the use of Mother Tongue Interference in Proverb Translation of the students .
- b. To investigate the most dominant type of Mother Tongue Interference

2. Benefits of The Study

This research is hoped to be able to provide the benefits not only for the writer but also for the readers of the study, educators of english, and other researchers, as follows :

a. For the Readers of the Study

This research is hoped to be able to provide the benefits for the readers in getting accurate information about Mother Tongue Interference in english proverbs by the theory or the fact of the result from this research. From the information, the readers are hoped to inspired and motivated to explore the Mother Tongue Interference phenomenon.

b. For English Teachers

This research is hoped to be able to provide the benefits for the english teachers by serving the information related research theory and fact about Mother Tongue Interference in english proverbs . The english teachers can take the right steps to minimize the use of mother tongue interference in writing to make the students' writing quality better. The english teacher can be more emphasize the learning of writing in right structure.

c. For the other Researchers

This research is hoped to be able to provide the benefits for the other researchers who wants to do the research with the same topic that is mother tongue interference. This research can be the alternative referral for the other researchers by not only serve the

theory about mother tongue interference but also the research fact aspects especially that related to the research process and the research method.

D. Prior Research

This research will be done by considering some of prior research. The first prior research is done by Baiatun Nisa with the research title "*Error Analysis : Mother Tongue Influence on Grammatical Errors in Indonesian EFL Students' Papers*"² The research method is qualitative that was done in Jakarta on 2018. The aims of the research are to identify, classify, and analyze an error analysis of mother tongue influence on grammatical errors in English as Foreign Language students' paper. The result of the research is the students create the different types in general and in particular the students did grammatical errors. This research has the similarity and the difference with the research that had done by Baiatun Nisa. The similarity of both research is in the same research method, that is qualitative research. This research also investigate and analyze the influence of mother tongue in their writing. While the difference of both the research is in the aims of the research, the aims of the research to identify, classify, and analyze an error analysis of mother tongue influence on grammatical errors in English as Foreign Language students' paper . The object of the research is students by doing learning process in essay writing. While the aim, of this research is to analyze the use of Mother Tongue Interference in English Proverbs on Google and To

²Baitun Nisa, "Error Analysis : Mother Tongue Influence on Grammatical Errors in Indonesian EFL Students' Papers," *Progressive* 13, no.1 (2018): 1.

investigate the most dominant type of Mother Tongue Interference and the object of this research is social media by analyzing errors in english proverbs.

The second prior research is done by R. Agus Budiharto with the research title "*Native Language Interference on Target Language Writings of Indonesian EFL Students : An Exploratory Case Study*"³ the research is done on 2018 in Madura. The aim of the research is to explore native language influence on students' english writings. The result of the research is that the students do errors in grammar especially in tenses. This research has the similarity and the difference with the research had done by R. Agus Budiharto. The similarity of both research is located in the aim, the aim of both of the research is to minimize the using of errors or the interference in writing. While, the difference of the research is located in the research method where this research is using qualitative method while the research that had done by R. Agus Budiharto is using the mix of quantitaive and qualitative method. The object of the research is student by collecting data from students however the object of this research is proverbs on social media.

The third prior research is done by Dedi Subandowo with the research title "*The Language Interference in English Speaking Ability for EFL Learners*"⁴ the research is done on 2017 in Metro. The aim of the research is to deccribe and analysis the students' mother tongue interference in speaking ability. The result of the research is that the researcher finds errors in

³R. Agus Budiharto, "Native Language Interference on Target Language Writings of Indonesian EFL Students : an Exploratory Case Study," *Indonesian EFL Journal* 5, no.1 (2018): 1.

⁴Dedy Subandowo, "The Language Interference in English Speaking Ability for EFL Learners," *ISELT* 5, no.1 (2017): 1.

students' pronunciation in their speaking caused by mother tongue interference that is javanese accent. This research has similarity and difference with the research had done by Dedy Subandowo. The similarity of both research is located in the aim, both of research is aimed to analyze the using of mother tongue interference. While, the difference both of the research is located in the object of the research, the object of this research is the writing of english proverbs while in the research had done by Dedy Subandowo used the object about students' speaking ability. The research is analyzing students' pronunciation while this research is using proverbs to be analyzed.

The fourth prior research is done by Yosefina H. Jem, Ignasius Semana, Stanislaus Guna, and Hieronimus C. Darong with the research title "*Mother Tongue Interference in Manggarian Students' English Writing of Senior High School Students in Langke Rembong Subdistrict*" on 2018 in Nusa Tenggara Timur⁵. The aim of this research is to see the common interferences of mother tongue in students' English writing, to determine the factors cause those interferences and describe the quality of students' writing. The result of the research is showing that the common interference occurs in phrase and tenses. The method of the research is descriptive qualitative method. This research has the similarity and the differences with the research had done by Yosefina H. Jem and friends. The similarity of both research is located in the research method that is qualitative method. While,

⁵Yosefina H. Jem et al; "Mother Tongue Interference in Manggarian Students' English Writing of Senior High School Students in Langke Rembong Subdistrict," *Jurnal Pendidikan dan Kebudayaan Missio*, no.10 (2018): 1.

the difference of both research is located in the aim of the research where the research that has done by Yosefina H. Jem and Friends is aimed to see the common interferences of grammar in students' writing. While, the aim of this research is to analyze mother tongue interference in english proverb. In addition, the object of the research is student's writing. While the object of this research is english proverbs on social media google.

The fifth prior research is done by Nely Arif with the research title "*Mother Tongue Interference in The Error of Learners' Grammar*" on 2015 in Jambi⁶. The aim of the research is to discuss some of the grammatical aspects. The result of the research is the students make errors in their grammatical that caused by mother tongue interference. The research method of the research is qualitative method. This research has the similarity and the differences with the research has done by Nely Arif. The similarity of both research is located in the research method that is qualitative method. While, the difference of both research is located in the aim of the research. The aim of the research has done by Nely Arif is to discuss some of grammatical aspects. While, the aim of this research is aimed to analyze mother tongue interference in english proverbs. The object of the research is grammar learners. Then, the object of this research is english proverbs.

Based on the explanation above, it can be concluded that the research of mother tongue interference in writing is important to do. To minimize the mistakes in writing this research needs to do. In this case, the writer will

⁶Nely Arif, "Mother Tongue Interference in The Error of Learners' Grammar," *University of Jambi*, no.17 (2015): 1.

follow up the first prior research because of the similarity in the aim of research. Therefore, the writer will carry out a qualitative research.

CHAPTER II

THEORITICAL REVIEW

A. Concepts of Proverb Translation

1. Nature of Translation

According to the code of professional conduct of the institute of translating and interpreting, “a member shall translate only into a language in which he has mother tongue or equivalent competence”.⁷ In this part, mother tongue is the most important in translating into target language. In translating, the person must have the first language or mother tongue as L1 or source language and then it is translated into target language or L2. This thing can be mentioned as the rule of translation because it is important to fulfill the way of translation.

Translation is an extremely complicated and ultimately intuitive decision-making process involving very many factors, perspectives, uncertainties and pluralities.⁸ Translation is not easy thing to do casually. In translating the words or sentences it needs the right decision to build the right and clear meaning. Sometimes in translating process need some factors such as the perspectives and pluralities. So, it can be called as the good translation.

⁷ Allison Beeby, *Teaching Translation from Spanish to English* (Canada: Ottawa Press, 1996), 5.

⁸ Ernst Wendland, *Contextual Frames of Reference in Translation* (London: Routledge, 2014), 1.

The creation of a translation in whatever medium is recognized by translation scholars as an instance of discourse, that is as a communicative event situated in historical, cultural, and personal circumstances and impacted by the particulars of those very real circumstances.⁹ Translation is a communicative event, that is why translation is mentioned as one of kind of way to do the communication. Translation contains the culture, social, technology, juristic and still many things inside. In short, translation helps person to do the communication with every people in this world.

The use of the word “translate” there is more of an unsecured promise that these meditation will occur in the same way and with the same regularity that interlinguistic translation does.¹⁰ The structures and the way of translating occurs in the same way. Everytime, in translating the first language (L1) into target language (L2) usually use the same way to make the correct result as the translators do.

Translation performance is affected not only by what happens in the translators’ mind or on the computer screen, but also by how translators interact with their technological, physical, and organizational environment.¹¹ In translating the words or sentences, the translators implicate their interaction with their environment to make the meaning of what have they translated suitable with what they need. So, translation

⁹ Ana Rojo and Iraide Ibarretxe-Antunano, *Cognitive Linguistics and Translation* (Berlin: De Gruyter Mouton, 2013), 34.

¹⁰ Haun Saussy, *Translation as Citation* (New York: Oxford University, 2017), 1.

¹¹ John W. Schwieter and Aline Ferreires, *The Development of Translation Competence* (New York: Cambridge Scholars, 2014), 59.

must adjust with something that will be translated to make the good result which clear to be understood and accepted.

In short, translation is the way to build the communication with people in larger community in every part of world by using its structures and steps in translating. In building the correct meaning the translators must be focus with what will they translated, by implicating the environment, the meanings of translating process will be better to be understand.

2. Kinds of Translation

There are some kinds of translation with their characteristics. Some kinds of translation are made because of different kinds of text that will be translated and different purpose of translation. Roman Jakobson in *Hatim and Munday* divides kinds of translation into three types¹², there are:

a. Intralingual translation

Translation is doing with the same language, which can involve rewording or paraphrase.

b. Interlingual translation

Translation is to rewrite the mean or message of the source language to the target language by the translator.

¹² Jeremy Munday, *The Routledge Companion to Translation Studies Revised Edition* (New York: Routledge, 2009).p.5.

c. Intersemiotic translation

Intersemiotic translation or transmutation is scope of translation that interpreted a text in different form or system (verbal sign by non verbal sign), for instance music or image.

Communication is an important thing of human life. The people deliver their ideas or opinions by using languages. In understanding the other languages people need to transfer the source language into target language by doing translating. Translation is the process of changing or transferring source language (L1) into target language (L2).

3. Nature of Proverb

Proverb is proverbially vague including their meaning use, variant forms and many other aspects if they are viewed in general.¹³ It means that proverb is unclear if they are seen generally. Proverb is not phrase that used in normal conversation. Therefore need the specific understanding to know the meaning of the proverbs. Proverb often used in particular condition such as in delivering a allusion.

Proverbs are a rich source of imagery and succinct expression on which more elaborate forms can draw. Proverb was created by using the expression inside to explain the meaning of the proverb itself.¹⁴ Proverb contains the certain meaning. There are some expression inside, such as

¹³Frantisek Cermak, *Lexical and Semantics Aspects of Proverbs* (Prague: Karolinum Press, 2019), 11.

¹⁴Ruth Finnegan, *Oral Literature in Africa* (New York: Cambridge University, 2012), 379.

advise, comparison and satire about people or something. Proverbs often used in unusual conversation.

A proverb is a traditional saying which offers advice or presents a moral in a short and pithy manner.¹⁵ Proverb has appeared in the past. Proverb mentioned traditional because it comes from some cultures and only mastered by certain people. Proverb in the past is used as parable sentence even until now the proverb still be used to satirize or delivering an advice in a moral or good way.

Proverbs or proverbial expression are sometimes used to mockery.¹⁶ The mokcery meant is the mockery that has good meaning. The meaning that consist in proverb has the aim to rebuke someone or person in polite way. The meaning of proverb is not delivering clearly that is way need more understanding and explanation to know what is the meaning itself.

Proverb is a profound saying, maxim or oracular utterance requiring interpretation.¹⁷ It means that proverb is a saying that needs the explanation to understand the meaning that consist in the proverb because the kind of proverb is oracular that needs interpretation to make the meaning clearly.

¹⁵ Jennifer Speake, *Oxford Dictionary of Proverbs* (New York: Oxford University Press, 2008), 1.

¹⁶ Outi Lauhakangas, *Proverb as Precision Guided Humor* (Finland:Research Gate Publication,2019), 531.

¹⁷LaRosa Frank, *The Book of Proverbs In Plain English* (United States of America: Author House, 2011), 1.

Proverb is the expression that usually used to rebuke the person or someone in polite and good way. Proverb has the mean and the aims that covered in unclearly sentence. Not every people understand what is the proverb means that is why need more explanation and more understanding to know the real meaning of proverb.

4. Function of English Proverb

This function of proverbs are to advise, rebuke, or shame another into complaisance has been particularly well described.¹⁸ The proverb is used to advise someone implicitly in good and indirect way with polite words. That is why proverb needs specific explanation to know the meaning inside.

There are much more functions of proverbs use that serve other needs of social interaction.¹⁹ The function of proverb not only related with joke or humor however proverbs essentially and especially most related to social interaction needs. That matter caused proverbs are very related to interpersonal interaction which contains the implicit meaning to deliver something.

Although the details are often not made very clear, it seems that there are several different senses in which proverbs can fulfil educational functions.²⁰ Proverbs are used to motivate the students in their learning

¹⁸Frantisek Cermak, *Lexical and Semantics Aspects of Proverbs* (Prague: Karolinum Press, 2019), 10.

¹⁹Outi Lauhakangas, "Proverbs as Precious Guided Humor," *Independent Researcher*, no.1 (2019) 531.

²⁰Ruth Finnegan, *Oral Literature in Africa* (New York: Cambridge University, 2012), 400.

process, usually the teacher use the proverbs to express the feeling spesificly.

5. Aspects of English Proverb

There are some aspects of english proverb that include of :

- a. The aspect of proverbs that is connected with their use for comment or persuasion, and which sometimes appears in a specialized and extreme form. This is their oblique and suggestive character. The speaker wishes to convey something, but in such a way that later on he can deny that he actually stated what was implied, or so that only some among his listeners may understand the point.²¹ The essential aspects of English proverb is its meaningful use in term of giving the comment words toward the topic in implied way.
- b. The most general and obvious aspect and feature of proverbs is their lexical basis. The nature of their lexical setup is mostly in their relation to meaning, a feature often neglected.²² Although the proverb is implied, it still contains the message which does not have the opposite of the lexical words. The important aspect of proverb must maintain the main message which may not contrast the message of its lexical words.

²¹Ruth Finnegan, *Oral Literature in Africa* (New York: Cambridge University, 2012), 398.

²²Frantisek Cermak, *Lexical and Semantics Aspects of Proverbs* (Prague: Karolinum Press, 2019), 10.

B. Concept of Mother Tongue Interference

1. Nature of Mother Tongue Interference

Interference is one indication of language *dominance* where the bilingual is not absolutely *balanced*, one language is said to be dominant.²³ Interference occurs when people be most dominant on their first language. In the other words, the first language influences the language transfer because the first language is more dominant. Interference makes the errors in learning second language.

Interference is the result of the use of the first language as an utterance initiator: first language competence may replace acquired second language competence in the performance model.²⁴ The habit of using first language can be influence of first language causes the errors in language target. Interference occurs when the structure and function of first language moved into language target.

Interference, when an L1 structure or rule is used in an L2 utterance and that use is inappropriate and considered an “error”.²⁵ The use of second language is influenced of first language. It is caused the transfer or move the elements of first language to second language. Then the structure and language codes of second language changed and it makes error or interference.

²³Edith Harding-Esch and Philip Riley, *The Bilingual Family A Handbook For Parents* (New York: Cambridge University Press, 2003), 35.

²⁴Stephen D Krashen, *Second Language Acquisition and Second Language Learning* (California: Pergamon Press, 1981), 7.

²⁵Muriel Saville-Troike, *Introducing Second Language Acquisition* (New York: Cambridge University Press, 2012), 19.

Mother tongue or first language or L1 generically to refer to the language in the case of monolingual acquisition or language (in the case of bilingual or multilingual acquisition) that a child learns from parents, siblings and caretakers during the critical years of development.²⁶ In the learning process of mastering the language, mother tongue or first language can influence the process because it is very attached strongly and it is almost used everyday.

Interference as 'transfer' which he says is the impact that the learner's native language exerts over the acquisition of target language.²⁷ Interference happens naturally when someone learns a new language but they still mix or use the mother tongue in their new language or target language and it is called as interference in the language learning process.

Interference in the language learning process is usually caused by the mother tongue or because the mother tongue is the first language that a person learns from birth and it is used everyday it becomes so attached. In the process of learning a new language or target language the mother tongue can be the interference that influences the focus of the learning that makes the habit of a person in a language such as the accent and the positioning of words by word, so the person will find it difficult to learn and apply the target language.

²⁶Lourdes Ortega, *Understanding Second Language Acquisition* (United States of America: Routledge, 2013), 5.

²⁷ Rod Ellis, *The Study of Second Language Acquisition* (New York: Oxford University Press, 1997), 51.

2. The Effect of Mother Tongue Interference In Students Writing

There are three kinds of effect of mother tongue interference such as :²⁸

a. Phonetic Level

Interference can occur at any level of language structure or function. For example, when it occurs at the phonetic level, it gives rise to a 'foreign accent'. An English dominant, mother tongue may pronounce 'd' and 't' in the English way, with his tongue a little bit above and behind the teeth rather than with typical another language dental articulation. It causes the unclear sound and different meaning.

b. Vocabulary Level

At the level of vocabulary, interference usually manifests itself by a failure to choose correctly between related words.

c. Grammatical Structure

It is also possible for the grammatical structures of one language to interference with those of another. A common enough example of this is the ordering of words according to the rules of the dominant language, as when an English dominant.

3. Types of Mother Tongue Interference

The types of mother tongue interference are decided as follows :²⁹

a. Lexical Interference

²⁸Edith Harding-Esch and Philip Riley, *The Bilingual Family A Handbook for Parents* (New York: Cambridge University Press, 2003), 35.

²⁹Michael Swan and Bernard Smith, *A Teacher's Guide to Interference and Other Problems* (New York: Cambridge University Press, 2001), 282.

1) Spelling and Pronunciation

Malay/Indonesian words are usually spelt the way they are pronounced; thus English words where the spelling does not match the pronunciation can cause problem.

b. Grammar/Grammatical

1) Word Order

Malay/Indonesian word order is similar to that of English: subject-verb-object. In casual speech, however, the subject may be dropped and the word order reversed. This may be reflected in students' mistakes in English.

Singular and plural forms of quantifiers and demonstratives are not always correctly used :

- a. *The teacher gave too much corrections*
- b. *A lots of types of stones*
- c. *This pictures*
- d. *These bicycle*

2) To Be

Berada, adalah and ialah correspond to the English copula *to be*; they are frequently optional.

- a. Adiknya (berada) dirumah = his younger sister is at home
- b. Fatimah adalah guru = Fatimah is a teacher

Mother tongue interference and confusion over which form is correct results frequently in the omission of forms of to be, or in errors in their use :

- a. His sister very clever too = his sister was very clever too
- b. Yusoff very happy = yusoff is very happy

3) Time, Tense and Aspect

Time, Tense and Aspect is about the tenses and its structure used to express the event which occurs now, yesterday or tomorrow. The confusion occurs frequently is about the writing of its structure in changing the kind of verb and the adverb.

a. Past Time

- I write the letter yesterday = I wrote the letter yesterday
- I was write yesterday the letter = I was writing the letter yesterday

b. Present Time

- Now he swim = he swims now
- He is swim at this time = he is swimming at this time

4) Genitive and Possessive Pronouns

Possessive relation in M/I can be shown by a bound pronoun –nya or by the free personal pronouns dia (he/she/it) and mereka (they/them/their). Students have difficulty with the very different english system. Typical errors:

- a. *my wife friend*
- b. *my father name Jaid bin Omar*
- c. *yours school bag*
- d. *the book of them*
- e. *their's houses*
- f. *the cat's tails*

5) Articles/Determiners

The complexity of the English article system presents an awesome task for Malay and Indonesian learners.

- a. M/I does not have articles, although the demonstratives in (this) and itu (that) can overlap in function and assume the meaning of “the”. This use is often optional and learners consequently tend to drop the definite article in English :

- How was exam? = how was the exam?

6) Non-finite forms

Gerunds and infinitives do not exist in M/I, and the various forms are often confused by learners :

- a. mother is going clean the room

There are some types of interference that disturb in making the proverb sentences. The aspects of proverb are also important to be maintained because it is going to be the big effect in determining the proverbs meanings. The spelling and the part of grammar also can influence the readers in

understanding the meaning or the structure because needs more the detail knowledge to master the grammar and its parts.

CHAPTER III

RESEARCH METHOD

A. Types and Characteristic of Research

Creswell states that qualitative research studies are used to cruise phenomenon from the perspective of length education students.³⁰ It means that qualitative research can be able to used to describe an object of research in detail and show the quality of the research that has been done it.

Qualitative research that will be used in this research aims to describe, identify and ilustrate English proverb translated by students of MAN 1 Metro. The understanding of phenomenon can be reached by describing the use of Mother Tongue Interference in Proverb Translation of The Tenth Graders at MAN 1 Metro and by investigating the most dominant type of Mother Tongue Interference.

It means that the research procedure that result descriptive data written from the students translation and the proverbs that is observed. It also belongs to descriptive study that proposes to collect current information, to identify problem, to make comparison or evaluation and to learn from others' experience to establish decision.

The characteristic in this research focuses on the descriptive qualitative research. Descriptive qualitative research is useful because it can provide

³⁰John W. Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches 4rdEd*, (New Delhi: Sage Publications, 2012), 16.

important information regarding the average member of a group.³¹ The writer will take a survey that it can be used to describe phenomena and summarize. The aim of using survey for descriptive research is getting a good step of certain things. Descriptive qualitative analysis involves describing the common underlying characteristics of data. In line with the explanation above, the purpose of this research to analyze the use of Mother Tongue Interference in Proverb Translation of the Tenth Graders at MAN 1 Metro and to investigate the most dominant type of Mother Tongue Interference.

B. Data Resources

In this research, the writer divides the sources into two items. They are primary and secondary.

1. Primary sources

Primary sources are original materials on which research is based. They are testimony or direct evidence concerning a topic under consideration. The primary sources present information in its original form, neither interpreted nor condensed nor evaluated by other writers. The primary sources of this research are proverbs translated by students of MAN 1 Metro.

2. Secondary sources

Secondary source offers interpretation or analysis based on primary sources. They may explain primary sources and often uses them to

³¹Geoffrey Marczy, David DeMatteo and David Festinger, *Essentials of Research Design and Methodology* (USA: John Wiley & Sons, Inc. 2005), 16.

support a specific thesis or argument or to persuade the reader to accept a certain point of view. The secondary source in this research is from documentation, journals, e-books and articles that are related to the research.

C. Data Collection Technique

The data collection taken from process analyzing data become theory or interpretations. Creswell said that “in many qualitative studies, inquiries collect multiple forms of data and spend a considerable time in the natural setting gathering information”.³²In this research, the writer uses three techniques to collect the data. There are observation, documentation and field note.

1. Observation

Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site.³³ In this research, the writer will observe 10 proverbs accessed from google. In conducting observation of this research, the writer will look for 10 proverbs accessed from google. In addition, the writer will analyze the use of mother tongue interference in English proverb. If the writer will discover proverbs through students translation, the writer will analyze them. After that, the writer will analyze related to inappropriate and missing use of mother tongue interference.

³²John W. Creswell, *Research Design*(California: Sage Publications, 2000), 84.

³³John W. Creswell, *Educational Research Planning Conducting and Evaluating Quantitative and Qualitative Research*(England: Pearson Education, 2002), 53.

2. Documentation

Qualitative writer will use written documents or other artifacts to gain an understanding of the phenomenon under study.³⁴ In this research, the writer uses documents technique to collect the data. Furthermore, in collecting the data by using documentation in this research, the writer will get the data form the school that is MAN 1 Metro. The writer will get the data document by observing the proverb translated by students in order to know the use of Mother Tongue Interference in Proverb Translation and to investigate the most dominant type of Mother Tongue Interference.

3. Interview

The interview is one of the common used and basic technique for gathering qualitative data. Interview is used to collect data from people about thoughts, beliefs, and feelings about conditions in their own words.³⁵ Based on the topic that the researcher wants to reveal and allows for more discussion between the reseacher and informant. The writer will do the interview indirectly. The writer will collect the data by doing interview to the teacher and the students.

D. Data Analysis Technique

The important part in research study is analyzing data, because the result becomes a conclusion from all of the research. Analysis of data means

³⁴*Ibid.*, 432.

³⁵*Ibid.*438

studying the tabulated material in order to determine character facts or meanings. It involves breaking down existing complex factors into simple parts and putting the parts together in new arrangements for the purpose of interpretation.

The writer will apply Miles and Huberman model to analyze the data.³⁶ The components of this analysis model are pictured by this figure.

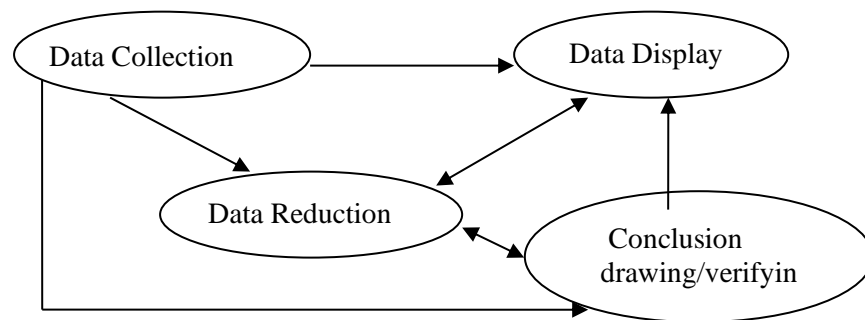


Figure 1.3 Analysis Components of Miles and Huberman Model

Data analysis by Miles and Huberman model conducts the following steps:³⁷

- 1) Data collection is the step when the writer will gather all data which are used to complete the research.
- 2) The writer will reduce the data he had gotten by summarizing and choosing specific things.
- 3) To display the data, the writer usually will use tables, and charts to strengthen the descriptive of research result.

³⁶Matthew B. Miles and A Michael Huberman, *Data Management and Analysis Methods*, In N. K. Denzin and Y.S Lincoln (Eds.): Thousand Oaks, CA: Sage, 1994), 12.

³⁷*Ibid.*

- 4) Lastly, the writer will verify his research by making conclusion of data findings.

Therefore, it is concluded that the analysis of data has some functions in analyze research data that include in; to make the meaning full data, to test full hypothesis, to get the significant results, to describe inferences or to make generalization, and to calculate parameters.

In this research, next the researcher will collect the data by analyzing the proverb translated by students of MAN 1 Metro. After collecting the data in kind of proverbs translated by the students the researcher will do the data sorting to answer the research question which is related to the use of Mother Tongue Interference and also the most dominant type of Mother Tongue Interference in english proverbs. The sorting data will be done by using research instrument that is observation sheet, after doing the sorting data the researcher will display the result of the research by describing in kind of words and completed with the research table, while the last stage of this research is data conclusion to answer the aim of the research.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. The Description of Research Location

a. The Historical Background of MAN 1 Metro

Madrasah Aliyah Negeri 1 Metro was established since the enactment of the Minister of Religion of the Republic of Indonesia Number: 157 of 2014 dated 17th September 2014 concerning Changes in the Name of 18 (Eighteen) Madrasah Aliyah Negeri, 24(Twenty Four) Madrasah Tsanawiyah and 52 (Fifty Two) State Madrasah Ibtidaiyah, originally named MAN 2 Metro based on the Decree of the Minister of Religion Number 64/1990 dated 25 April 1990 and Number 42 of 1992 dated 27 January 1992, the function was changed from State Religious Teacher Education (PGAN) to become Madrasah Aliyah Negeri (MAN).

Strategic steps in the context of developing policies so that Madrasahs in turn become public schools with Islamic characteristics can be realized, after the enactment of Law No. 2 of 1989 concerning the national education system as the executor of the law in PP. No. 28 of 1998 concerning Basic Education and the decision of the minister of education and culture No. 0489/v/1992 concerning public Madrasahs in article 1 paragraph 6 it is stated that Madrasah Aliyah is SMA which is

characterized by the Islamic religion organized by the Ministry of Religion (DEPAG).

In this regard, Madrasah Aliyah is required to provide studies at least the same as SMU in addition to the study material given to the Madrasah in article 26 Kep. Minister of Education and Culture No. 0487/V/1992 and article 22 paragraph 6 No 0489/V/1992 Madrasah Aliyah has the same task as the Public School (SMA), namely to provide students with the ability to develop life as private members of society, citizens, and prepare them to attend education higher.

Thus there is a common thread that connects and further develops policies since the inclusion of seven general subjects in madrasas in 1950 until the enactment of Law No. 2 of 1989 which confirms that Madrasah Aliyah is a Public School (SMA) with Islamic characteristics.

Following up on the increasingly rapid global developments and increasing challenges for future Muslim generation, as well as the public's desire to choose quality madrasas that are recognized at the regional, national and even international scale, for that MAN 1 Metro is expected to be ready to produce graduates who are responsive and able to overcome various challenges in competition global. One of the expected efforts to realize this is by projecting oneself on a change in vision and mission that will be developed towards a national standard madrasah.

b. Identity of MAN 1 Metro

| | | |
|-----------------------------------|---|---|
| Name of Madrasah | : | MAN 1 Metro |
| Satker Code | : | 418641/School Identification |
| School Identification Number/NPSN | : | 310010/10648374 |
| School Statistic Number/NSS | : | 131118720001 |
| Address | : | Ki Hajar Dewantara Street No. 110 Iringmulyo East Metro |
| Postal Code | : | 34110 |
| Telephone/Facsimile | : | (0721) 45963 |
| Year of Establishment | : | 1980 |
| Year of Change | : | 1992 |
| Madrasah Status | : | State Organizing |
| Organization | : | Regional Office of the Ministry of Religion |
| NPWP Madrasah | : | 00.172..083.8.321.000 |
| Accreditation | : | A |
| Number | : | 123/BAP-SM/12-LPG/2016 established on September 17 th 2016 by the National Accreditation Board School/Madrasah (BAN- S/M) Lampung Province- |

valid until 17 September
2021

Land Ownership : Owned by the Ministry of
Religion

Land Status : Right to Use Certificate

Land Area : 16,828 m²

Building Size : 6,596 m²

Distance to District : ± 100 m

Distance to Regency : ± 3 km

School Change Journey : PGAN to MAN

c. The Condition of Teachers, Students and employees of MAN 1

Metro

Table 4.

The Condition of Teachers, Students and Employees of MAN 1 Metro

| No | Name | Position | Pangkat | Gol. | Pendd. | Subject |
|----|-----------------------------|----------|--------------------------|-------|----------|------------------|
| | | | | Ruang | Terakhir | |
| 1 | H. SARJONO, S.Pd, M.Pd | KEPALA | Pembina | IV/a | S2 | D. Indonesia |
| 2 | Drs. IMAM SAKRONI | GURU | Pembina Tk I | IV/b | S1 | Aqidah Akhlaq |
| 3 | Drs. H. MARKIDI, M.Pd | GURU | Pembina Tk I | IV/b | S2 | Qur'an Hadits |
| 4 | Dra. Hj. MARYANI, M.Pd | GURU | Pembina Tk I | IV/b | S1 | Ekonomi |
| 5 | Dra. Hj. ZURAI DA | GURU | Pembina Tk I | IV/b | S1 | BK |
| 6 | Dra. Hj. ERLINA HARNIATI | GURU | Pembina Tk I | IV/b | S1 | Biologi |
| 7 | H. SARBIYONO, S.Pd, M.Pd | GURU | Pembina Utama Muda | IV/c | S2 | Matematika |

| | | | | | | |
|----|----------------------------------|------|-----------------|------|----|------------------|
| 8 | Drs. H. GUFRON, M.Pd. I | GURU | Pembina Tk I | IV/b | S2 | Qur'an Hadits |
| 9 | Dra. Hj. ERNIAWATI, M.Pd.I | GURU | Pembina Tk I | IV/b | S2 | Bahasa Arab |
| 10 | Dra. SITI ATIFAH | GURU | Pembina | IV/b | S1 | Matematika |
| 11 | Drs. MASDUKI | GURU | Pembina | IV/a | S1 | Fisika |
| 12 | Drs. H. KARTANA, M.Pd.I | GURU | Pembina | IV/a | S2 | Fisika |
| 13 | H. FIRMAN, S.Pd | GURU | Pembina | IV/a | S1 | Ekonomi |
| 14 | Drs. H. SUPADI | GURU | Pembina | IV/a | S1 | Kimia |
| 15 | Drs. GUNAWAN RG, M.Pd.I | GURU | Pembina | IV/a | S2 | Fiqih |
| 16 | Drs. BUYUNG PRANAJAYA, M.Pd.I | GURU | Pembina | IV/a | S2 | Kimia |
| 17 | Dra. Hj. ENI SUSIATI, M.Pd | GURU | Pembina | IV/a | S2 | Biologi |
| 18 | Dra. Hj. SRI MULYANI | GURU | Pembina | IV/a | S1 | Matematika |
| 19 | KHABIB WAHYONO, M.Kes | GURU | Pembina | IV/a | S2 | Penjaskes |
| 20 | LILIS ODAH, S.Pd | GURU | Pembina | IV/a | S1 | B.Ingggris |
| 21 | Dra. Hj. ADE SUHAIRIAH | GURU | Pembina | IV/a | S1 | Biologi |
| 21 | MUSTOFA KHOIRI, M.Si | GURU | Pembina | IV/a | S2 | Biologi |
| 22 | MUSTOLAH, S.Ag, M.Pd.I | GURU | Pembina | IV/a | S2 | Qur'an Hadits |
| 23 | Drs. SUDIYATMOKO | GURU | Pembina | IV/a | S1 | Sejarah |
| 24 | Hj. SRI ASTUTI, S.Pd, M.Pd | GURU | Pembina | IV/a | S2 | Biologi |
| 25 | MURNIYANTO, S.Pd, M.Pd.I | GURU | Pembina | IV/a | S2 | B.Indonesia |
| 26 | SUSI MASJUWITA, S.Ag | GURU | Pembina | IV/a | S1 | Qur'an Hadits |
| 27 | ROKIBAN, S.Ag, M.Pd.I | GURU | Pembina | IV/a | S2 | PAI & B.Arab |
| 28 | WAGINO, S.Pd, M.Pd | GURU | Pembina | IV/a | S2 | PKn |
| 29 | EDYA ROSITA, S.Pd | GURU | Pembina | IV/a | S1 | Aqidah Akhlaq |
| 30 | KASIMAN, S.Pd, M.Pd.I | GURU | Pembina | IV/a | S2 | Bahasa Arab |
| 31 | GUNAWAN SANTOSO, M.Pd.I | GURU | Pembina | IV/a | S2 | Fiqih |

| | | | | | | |
|----|-------------------------------------|------|----------------|-------|----|------------------|
| 32 | FERI MITRA LIANA, S.Pd | GURU | Pembina | IV/a | S1 | B.Indonesia |
| 33 | MUSTA'IN, S.Ag. M.Pd.I | GURU | Pembina | IV/a | S2 | Aqidah Akhlaq |
| 34 | H. SUHARDI, M.P.Fis | GURU | Pembina | IV/a | S2 | Fisika |
| 35 | Hj. ENDANG WIDARYATI, M.P.Kim | GURU | Pembina | IV/a | S2 | Kimia |
| 36 | Hj. ENDANG PURNAWATI, S.Pd | GURU | Pembina | IV/a | S1 | Fisika |
| 37 | MUHAMAD DAROJAT, M.Pd | GURU | Pembina | IV/a | S2 | B.Ingggris |
| 38 | DAHLIA, S.Pd | GURU | Pembina | IV/a | S1 | Sejarah |
| 39 | DARSAHID, S.Ag. M.Pd.I | GURU | Penata Tk I | III/d | S2 | PKn |
| 40 | Drs. H. RIDWAN, M.Pd.I | GURU | Penata Tk I | III/d | S2 | SKI |
| 41 | H. AKHMAD YUSUF S, M.Pd | GURU | Penata Tk I | III/d | S2 | Geografi |
| 42 | ISMOYO, S.Pd | GURU | Penata Tk I | III/d | S1 | B.Indonesia |
| 43 | HELYANI, S.Ag, M.Pd.I | GURU | Penata Tk I | III/d | S2 | Fiqih |
| 44 | EVI KURNIAWATI, S.E | GURU | Penata Tk I | III/d | S1 | Sosiologi |
| 45 | IWAN SAPUTRA, S.Pd | GURU | Penata Tk I | III/d | S1 | Penjaskes |
| 46 | MISWANTO, S.Pd, M.Pd | GURU | Penata Tk I | III/d | S2 | Ekonomi |
| 47 | ELDI ASMI, S.Sos | GURU | Penata | III/c | S1 | Sosiologi |
| 48 | KARTIKA DEWI, S.Pd | GURU | Penata | III/c | S1 | Geografi |
| 49 | INTA WAHIDAH, S.Pd | GURU | Penata | III/c | S1 | BK |
| 50 | INDRI WAHYUNINGSIH, S.Si | GURU | Penata Muda | III/a | S1 | Matematika |
| 51 | SILVIA LISTIANA, S.Pd, M.Or | GURU | Penata Muda | III/a | S2 | Penjaskes |
| 52 | YUNI WIYATI, S.Pd | GURU | Penata Muda | III/a | S1 | Sejarah |
| 53 | NURY WARDHANI, S.Tp | GURU | - | IX | S1 | |
| 54 | SUPARTINI, S.E | GURU | - | IX | S1 | PKWN |
| 55 | ARDIYANA, S.Pd | GURU | - | IX | S1 | BK |

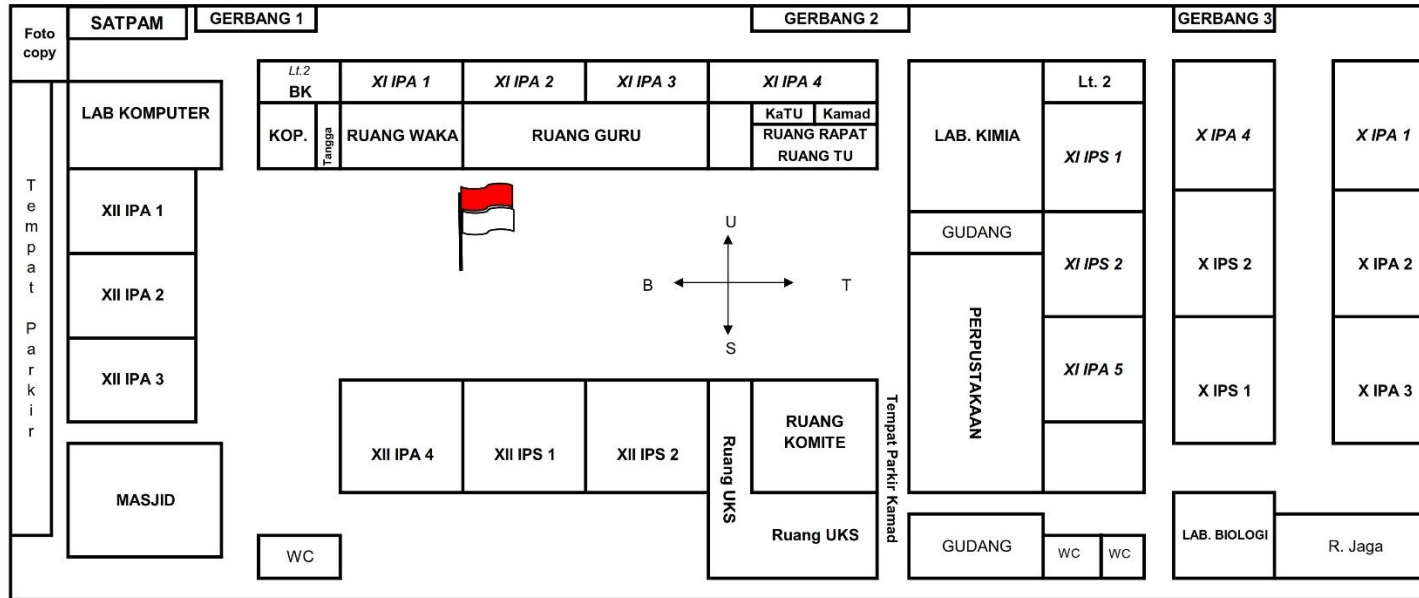
| | | | | | | |
|----|--------------------------------|----------|----------------|-------|-----|-------------|
| 56 | EVA KURNIASIH, S.E | GURU | - | IX | S1 | Ekonomi |
| 57 | TATI AERIS, S.Si | GURU | - | IX | S1 | Matematika |
| 58 | Drs. TATAG JUHAENI | GURU | - | - | S1 | BK |
| 59 | DIYAN RAHMAWATI, S.Pd | GURU | - | - | S1 | BK |
| 60 | NITA HIDAYANTI, S.Pd | GURU | - | - | S1 | B.Indonesia |
| 61 | NOVI CANDRA DEWI, S.Pd | GURU | - | - | S1 | B.Ingggris |
| 62 | SUSI MAYASARI, S.Pd | GURU | - | - | S1 | B.Ingggris |
| 62 | LIDIAWATI, S.Pd | GURU | - | - | S1 | Matematika |
| 64 | NANANG SUKARYONO, S.Kom | GURU | - | - | S1 | TIK |
| 65 | RIZKI SUCI PRATIWI, S.Pd | GURU | - | - | S1 | Kesenian |
| 66 | HEPNA SARI, S.Pd.I | GURU | - | - | S1 | Sejarah |
| 67 | MILYANI, S.Pd | GURU | - | - | S1 | Penjas |
| 68 | CAHYA KURNIA DEWI, S.Pd | GURU | - | - | S1 | Matematika |
| 69 | INGGIT RESTI FARADISA, S.Pd | GURU | - | - | S1 | B.Indonesia |
| 70 | TRI MUKHUL JANNAH, M.Pd | GURU | - | - | S1 | Matematika |
| 71 | SHOLEHA, S.Pd | GURU | - | - | S1 | Sejarah |
| 72 | H. ABU NA'IM, S.Pd.I | Ka. TU | Penata Tk I | III/d | S1 | |
| 73 | SUGIMIN, S.Kom | Staff TU | - | - | S1 | |
| 74 | MUTMAINNAH ADANINGGAR, A.Md | Staff TU | - | - | D3 | |
| 75 | LILIS SETIA NINGSIH | Staff TU | - | - | SMA | |
| 76 | REZA AGUSTA, S.E | Staff TU | - | - | S1 | |
| 77 | BADAR AZIZ, S.Kom | Staff TU | - | - | S1 | |
| 78 | MUTIA MUTIARA WATI, S.Pd | Staff TU | - | - | S1 | |
| 79 | ISMI AZIZAH, S.Pd | Staff TU | - | - | S1 | |
| 80 | SARIPIN, S.Kom | Operator | - | - | S1 | |
| 81 | CANDRA HUDA BUANA, A.Md | Operator | - | - | D3 | |

| | | | | | | |
|-----|-----------------------------------|---------------|---|---|-----|--|
| 82 | HELDAWATI, S.Kom | Perpus | - | - | S1 | |
| 83 | EFRIANA, S.E | Perpus | - | - | S1 | |
| 84 | RENDISTA DWI OKTAVIA, A.Md.Keb | Paramedic | - | - | D3 | |
| 85 | HIKMA MAWARNI, S.Tr.Keb | Paramedic | - | - | D4 | |
| 86 | HERLAN SENTOSA | Teknisi | - | - | SMA | |
| 87 | MAHMUD NISPURWANTO | Satpam | - | - | SMA | |
| 88 | MAMAN FATKURRAHMAN | Satpam | - | - | SMA | |
| 89 | AGUS WIDI ERTANTO | Satpam | - | - | SMA | |
| 90 | AHMAD PRIYADI | Satpam | - | - | SMA | |
| 91 | RIZAL EFENDI | Satpam | - | - | SMA | |
| 92 | FAHDIANSYAH MAGHRIBI | Kebersihan | - | - | SMA | |
| 93 | FAJAR DIKI SETYA BUDI | Kebersihan | - | - | SMA | |
| 94 | HAFID MASKUR | Kebersihan | - | - | SMA | |
| 95 | MUHAMAD RIZAL SAPUTRA | Kebersihan | - | - | SMA | |
| 96 | TUBAGUS EZZA TEGAR K. | Supir | - | - | SMA | |
| 97 | ARIF FAJAR RIYANTO, S.Pd | Op. Radio | - | - | S1 | |
| 98 | NANI INTAN ALMASAH | Op. Radio | - | - | SMA | |
| 99 | SANTORI, S.E | Jaga Malam | - | - | S1 | |
| 100 | INDAH SARI | Kebersihan | - | - | SMA | |

d. The Condition of the Students of MAN 1 Metro

| No. | Academic Year | K-13 | | | | | | | | | CLASS | | | | Total | | |
|-----|---------------|-----------------|-----|-----|--------|-----|-----|--------|-----|-----|-------|-----|--------|-----|-------|----|-----|
| | | KELAS/PEMINATAN | | | | | | | | | | | Rombel | X | | XI | XII |
| | | X | | | XI | | | XII | | | | | | | | | |
| | | Rombel | IPA | IPS | Rombel | IPA | IPS | Rombel | IPA | IPS | | | | | | | |
| 1 | 2019-2020 | 10 | 212 | 135 | 9 | 178 | 115 | 9 | 190 | 129 | 28 | 347 | 293 | 319 | 959 | | |
| 2 | 2020-2021 | 9 | 179 | 136 | 9 | 208 | 132 | 9 | 176 | 112 | 28 | 315 | 340 | 288 | 943 | | |
| 3 | 2021-2022 | 9 | 236 | 114 | 10 | 170 | 130 | 10 | 203 | 129 | 28 | 350 | 300 | 332 | 982 | | |

e. The sketch of MAN 1 Metro



f. Facilities and Infrastructure

1) Learning tools of MAN 1 Metro

MAN 1 Metro has 2 campuses, campus 1 is located on Ki Hajar Dewantara Street No.110 Campus 15 A and campus 2 are located at 38B Banjarrejo. The location of campus 1 are 5,350 m², consists of area 2000 m² building, 150 m² ceremonial field, 1000 m² garden, yard 1000 m² and parking area 1200 m². And for campus 2 it has a land area 12,578 m² consisting of a building area of 2000 m², sports fields 1500 m², ceremonial field 4000 m², unused land 2078 m², yard 3000 m² and parking area 1500 m².

There are 28 study rooms. 3 study rooms have been equipped complete IT facilities with internet. Other room conditions 22 good and light damaged space. Class 28 floor tiled room with the size of the study room area is an average of 8 x 9 m². Study table and chairs totaling 1225 units, made of wood with 367 damaged units weight 220 units lightly damaged and 520 good. Teacher table 65 units, 3 cupboards good teacher. Textbooks that are in accordance with KTSP do not yet have. There are 3 science laboratory buildings namely chemistry lab, physics lab and lab biology. 2 buildings are in good condition while the biology lab is slightly damaged. From the three labs have 3 laboratory assistants including 1 that meets the standards qualification. Lab equipment is sufficient only for operational costs procurement of

materials is still lacking. There is 1 language lab, on campus 2 the building is in a slightly damaged condition. Lab 1 equipment cannot be used. Computer lab building 1 unit in good condition and has 30 units computers and 5 servers. Of the 30 only 24 can be used for Internet. Library building area of 250 m² so that the ratio is 1:4 and already has 3 librarians 1 as civil servant, 4 staff honorary. 1 multimedia room is available and complete with amenities, 30% teachers who can operate it. Audio visual media yet owned specifically for learning activities. MAN 1 Metro has 2 mosques, namely Masjid Al IZZA 1 on campus 1, while on campus 2 Al IZZA 2 each with a capacity of 250 the congregation and the existing ablution facilities are adequate. There is a music studio room complete with equipment, and has been used by students in self-development in the field music art and vocal processing, as well as other art tools such as 1 tool set tambourine. Sports equipment owned, namely 1 set of volleyball, soccer, basketball, football, and athletics.

2) Supporting facilities

General administration room and academic administration still using 1 room with an area of 8 x 10 m², 1 room Ka Mad, 1 room Waka, and 2 campus teacher rooms 1 (8 x 22 m²) and campus 2 (4 x 12m²). There is 1 student council room 6 x 8 m², 1 BK room 6 x 8 m², 2 UKS rooms 6 x 8 m², 2 student cooperative

rooms 6 x 8 m², 2 library rooms and 30 WC with a ratio of 1:30. There are 3 student dormitories with a maximum capacity of 170 students. Have 1 hall as a Multipurpose Building measuring 20 x 30 m² which management under PSBB; integrated school canteen with size 8 x 24 m². Has 1 basketball court, 1 badminton court and 2 volleyball field and 1 futsal field. Recreation parks still use the yard under the trees, has 2 4-wheeled vehicles used for official vehicles Head of MAN and for hostel shopping transportation. There are two gates enter.

The details of facilities and infrastructure

| No | Buildings | Total | Conditions | | | Description |
|-----|---------------------------------|-------|------------|--------|---------|---------------------|
| | | | Good | Enough | damaged | |
| 1. | Headmaster's Room | 1 | 1 | - | - | - |
| 2. | Vice Headmaster's Room | 2 | 2 | - | - | - |
| 3. | Office Of Administration's Room | 1 | 1 | - | - | - |
| 4. | Staffroom | 1 | 1 | - | - | - |
| 5. | Operator's Room | 1 | 1 | - | - | - |
| 6. | Committee Room | 1 | 1 | - | - | - |
| 7. | Teachers Room | 2 | 2 | - | - | - |
| 8. | Classroom | 28 | 20 | 8 | - | Need Revitalization |
| 9. | Computer Lab Room | 1 | 1 | - | - | - |
| 10. | Chemist Lab Room | 1 | 1 | - | - | - |

| | | | | | | |
|-----|----------------------------|---|---|---|---|------------|
| 11. | Physic Lab Room | 1 | 1 | - | - | - |
| 12. | Biology Lab Room | 1 | - | - | 1 | Soon |
| 13. | Library | 2 | 1 | 1 | - | |
| 14. | Mosque | 2 | 2 | - | - | - |
| 15. | Official Residence | 1 | 1 | - | - | - |
| 16. | Ramanda's Building (Radio) | 1 | 1 | - | - | - |
| 17. | School Health Unit's Room | 2 | - | 2 | - | Inadequate |
| 18. | Student Cooperative Room | 2 | 2 | - | - | - |
| 19. | Boys Hostel | 1 | 1 | - | - | - |
| 20. | Girls Hostel | 1 | 1 | - | - | - |
| 21. | Secretariat of Boys Hostel | 1 | 1 | - | - | - |
| 22. | Hall | 1 | - | 1 | - | Urgent |
| 23. | Canteen | 2 | 1 | - | - | Urgent |
| 24. | Gate | 5 | 1 | 4 | - | Urgent |

2. Description of Research Data

The description of the study refers to the result of the analysis the purpose of the research which including to find out the use of mother tongue interference in proverb translation and the most dominant type of mother tongue interference. The descriptions of the results of this study are given out in the following results:

a. The use of Mother Tongue Interference in Proverb Translation

In conducting this research, the researcher analyzed the used of mother tongue interference in proverb that done by students of MAN 1 Metro. The researcher use three steps to get the data, they are: observation, documentation and interview. The first step was the researcher collected the primary data that is students' translation result from Indonesia into English. The second data got by doing analyzed the students' translation result. The results of this analysis are set out in the following results:

1) Lexical Interference

a) Spelling and Pronunciation

Odlin classifies the language transfer into four types that may occur at phonological interference, morphological interference, syntactical interference, and lexical interference.³⁸ Lexical interference is at the level of words. Lexical interference occurs when there is a transfer of morpheme or word of the first language into second language used. In the level of lexis, linguistic interference can be seen in the case of borrowing words from one language. Lexical interference influences the development of vocabulary, such as borrowing word. Besides, it includes the word transformation to sound more natural in the other language. The transformation can cause some changes in spelling and

³⁸ Suhono, S., Umar Al Faruq, Hasyim (2018), Language Interference in EFL Students' Composition of IAIM NU Metro Lampung

pronunciation. Incorrect or inappropriate direct translation of a concept can cause lexical interference.

The illustration of mother tongue interference in proverb translation result as followed:

SL : Si Cebol hendak menggapai bulan.

TL : *The short man want reach the moon.*

The data above is the result of students' translation from Indonesia into English. In the document 1 the student uses spelling as a type of mother tongue interference. In the document 1, the result of students translation is "*The shor man want reach the moon.* It includes in the types of spelling and pronunciation because the result is less the letter "t" in the end of the word. And, the correction should be "*The short man want reach the moon*". While the other students' document use Non finitie-forms as a type of mother tongue interference.

2) Grammatical Interference

Grammatical interference is defined as the first language influencing the second in terms of word order, such as; in using of pronouns and determinants, tense and mood. Grammatical interference is divided into three types.³⁹ The first type is interference belongs in Morphology. The second type is grammatical relations which relates to Syntax, namely word order.

³⁹ Martanti, P. (2011). An Analysis of grammatical interference in Articles of Berani Newspaper. In Jakarta. State Islamic University

The last type is interference relates to functions or meanings of grammatical forms. Grammatical interference refers to syntactical features, that is sentence structure (word order), use of pronouns and determiners, preposition, tense, and each other.

a) To be

The illustration of those types of mother tongue interference in proverb translation results as followed:

SL : Mulutmu Harimaumu

TL : *Your mouth your Tiger.*

The data above is the result of student's translation from Indonesia into English that found in the document 1, document 3, document 5, document 9, document 10, document 11, document 12, document 13, document 14, document 15, document 16, document 17, document 18, document 19, document 20, document 21, document 30.

The data above include in the types of mother tongue grammatical, specifically to be. In that sentence it should be added to be "is" in the middle of the sentence. So, the correction should be "*Your mouth is your tiger*".

b) Time, Tense and Aspect

The illustration of those types of mother tongue interference in proverb translation results as followed:

SL : Senjata makan tuan.

TL : *The gun eat master.*

The data above is the result of students' translation from Indonesia into English that found in the document 1, document 5, document 6, document 7, document 11, document 14, document 13, document 15, document 16, document 19, document 22, document 23, document 25. While the document document 1, document 11, document 13, document 14, document 15, document 16, document 19, document 22, document 23, document 25, are identified used article as a types of mother tongue.

The data above include in types of mother tongue grammatical, specifically in Time, Tense and Aspect. In the sentence it should be added letter "s" in the verb. It because of the type of these tenses was present tense. So, the correction should be "*The gun eat master*". But, in grammatical interference (Article) this sentence should be added the word "the" before the object of the sentence. So that the sentence will be "*The gun eat the master*".

c) Word Order

The illustration of those types of mother tongue interference in proverb translation results as followed:

SL : Otak udang

TL : Brain Shrimp

The data above is the result of students' translation from Indonesia into English. This result is including in the types of mother tongue

interference and specifically in Word Order. This result is found in the document 2, document 6, document 7, document 8, document 20, document 30. While in the document 12, document 14, document 15, document 19 use spelling as a type of mother tongue interference.

d) Non-Finite-Forms

The illustration of those types of mother tongue interference in proverb translation results as followed:

SL : Si Cebol hendak menggapai bulan.

TL : *The short man want reach the moon.*

The data above is the result of students' translation from Indonesia into English. This result is found in the students' document 1 and document 5. In the document 1 the students use Non-finite-forms and spelling as a type of mother tongue interference. In this translation result the student should added the letter "s" in the verb "want" because the sentence is present tense. While in the document 5 the students use Non-finite-forms and time, tense and aspect as types of mother tongue interference.

e) Article/Determiners

The illustration of those types of mother tongue interference in proverb translation results as followed:

SL : Senjata makan tuan

TL : *The gun eat master*

The data above is the result of students' translation from Indonesia into English. This result is found in the students' document 1, document 9, document 11, document 13, document 14, document 15, document 16, document 19, document 22, document 23, and document 25. In the all those document the students use Grammatical Interference in kind of Article/Determiners as a type of mother tongue interference. In this translation result the student should added the article "the" in the beginning of word/object because to make the good sentence.

f) Genitive and Possessive Pronouns

The illustration of those types of mother tongue interference in proverb translation results as followed:

SL : mulutmu harimaumu

TL : your muth is you tiger

The data above is the result of students' translation from Indonesia into English. This result is found in the students' document 2, and document 4. In the document 2 the students use Genitive and possessive pronouns and spelling as a type of mother tongue interference. In this translation result the student should added the letter "r" and it must be "your" because the sentence is about pronoun. While in the document 4 the students use Genitive and possessive pronouns and spelling and pronunciation as types of mother tongue interference.

b. The most dominant type of Mother Tongue Interference

In collecting the data related to the most dominant type of mother tongue interference used by students, the researcher use the table to analyze the data of students' translation result. The overall explanation of the result in this research is illustrated in the following table :

Table 4.

Type of Mother Tongue Interference used by Students in Translation

| Num | Data | SL | TL | Type of Mother Tongue Intereference | | | | | | |
|-----|---------|---------------------------------|-----------------------------------|-------------------------------------|-------------|-----|------|----|-----|-----|
| | | | | Lexical | Grammatical | | | | | |
| | | | | Spelling | tobe | TTA | Art. | WO | G.P | NFF |
| 1. | Azahra | mulutmu harimaumu | your mouth your tiger | | √ | | | | | |
| | | senjata makan tuan | the gun eat master | | | √ | √ | | | |
| | | si cebol hendak menggapai bulan | the short man want reach the moon | √ | | √ | | | | √ |
| 2. | Irfan | mulutmu harimaumu | your muth is you tiger | √ | | | | | | √ |
| | | otak udang | brain shrimp | | | | | √ | | |
| 3. | Dery | mulutmu harimaumu | your mouth your tiger | | √ | | | | | |
| 4. | Joni | mulutmu harimaumu | your muth is you tiger | √ | | | | | | √ |
| 5. | Afifah | mulutmu harimaumu | your mounth your tiger | √ | √ | | | | | |
| | | senjata makan tuan | the gun eat the master | | | √ | | | | |
| | | sicebol hendak menggapai bulan | the short man want reach the moon | | | √ | | | | √ |
| | | hutang budi dibawa mati | moral obligation bring until die | | | √ | | | | |
| 6. | Carliin | senjata makan tuan | weapon eat the owner | | | √ | | | | |
| | | otak udang | shrimp head | | | | | √ | | |

| | | | | | | | | | | |
|-----|---------|--|-----------------------------------|---|---|---|---|---|--|---|
| 7. | Yusnita | senjata makan tuan | weapon eat the owner | | | √ | | | | |
| | | otak udang | shrimp head | | | | | √ | | |
| | | bagai makan buah simalakama | like eating fruit simalakama | √ | | | | √ | | |
| 8. | Syifa | otak udang | shrimp head | | | | | √ | | |
| | | bagai makan buah simalakama | like eating fruit simalakama | | | | | √ | | |
| 9. | Asyifa | mulutmu harimaumu | your month your tiger | √ | √ | | | | | |
| | | sicebol hendak menggapai bulan | the dwarf going to reach for moon | | √ | | √ | | | |
| 10. | Naura | mulutmu harimaumu | your mouth your tiger | | √ | | | | | |
| | | hutang budi dibawa mati | moral obligation bring until die | | | √ | | | | |
| | | bagai makan buah simalakama | like eat simalakama fruite | √ | | | | | | √ |
| 11. | Merlin | mulutmu harimaumu | your mouth your tiger | | √ | | | | | |
| | | senjata makan tuan | gun eat the master | | | √ | √ | | | |
| | | hutang budi dibawa mati | moral obligation bring until die | | | √ | | | | |
| 12. | Fathia | mulutmu harimaumu | your mouth your tiger | | √ | | | | | |
| | | otak udang | shrimp brains | √ | | | | | | |
| | | hutang budi dibawa mati | moral obligation bring until die | | | √ | | | | |
| | | manusia yang merencanakan tuhan yang menentukan | human plants god decides | √ | | | | | | |

| | | | | | | | | | | |
|-----|---------|-------------------------|----------------------------------|---|---|---|---|--|--|--|
| 13. | Yurita | mulutmu harimaumu | your mouth your tiger | | √ | | | | | |
| | | senjata makan tuan | gun eat the master | | | √ | √ | | | |
| | | hutang budi dibawa mati | moral obligation bring until die | | | √ | | | | |
| 14. | Adelia | mulutmu harimaumu | your mouth your tiger | | √ | | | | | |
| | | senjata makan tuan | weapon eat the owner | | | √ | √ | | | |
| | | otak udang | shrimp brains | √ | | | | | | |
| | | hutang budi dibawa mati | moral obligation bring until die | | | √ | | | | |
| 15. | Laila | mulutmu harimaumu | your mouth your tiger | | √ | | | | | |
| | | senjata makan tuan | weapon eat the owner | | | √ | √ | | | |
| | | otak udang | shrimp brans | √ | | | | | | |
| | | hutang budi dibawa mati | moral obligation bring until die | | | √ | | | | |
| 16. | Intan | mulutmu harimaumu | your mouth your tiger | | √ | | | | | |
| | | senjata makan tuan | weapon eat master | | | √ | √ | | | |
| 17. | Ainun | mulutmu harimaumu | your mouth your tiger | | √ | | | | | |
| 18. | Taqiyya | mulutmu harimaumu | your mouth your tiger | | √ | | | | | |
| | | hutang budi dibawa mati | moral obligation bring until die | | | √ | | | | |
| 19. | Syifa Z | mulutmu harimaumu | your mouth your tiger | | √ | | | | | |
| | | senjata makan tuan | weapon eat the owner | | | √ | √ | | | |
| | | otak udang | shrimp brains | √ | | | | | | |

| | | | | | | | | | | |
|-----|----------|-----------------------------|----------------------------------|--|---|---|---|---|--|--|
| | | hutang budi dibawa mati | moral obligation bring until die | | | √ | | | | |
| 20. | Adzqiya | mulutmu harimaumu | your mouth your tiger | | √ | | | | | |
| | | otak udang | brain shrimp | | | | | √ | | |
| | | lintah Darat | leech land | | | | | √ | | |
| 21. | Zulfa | mulutmu harimaumu | your mouth your tiger | | √ | | | | | |
| 22. | Pelangi | senjata makan tuan | weapon eat the owner | | | √ | √ | | | |
| | | lintah Darat | leech land | | | | | √ | | |
| 23. | Febi | senjata makan tuan | weapon eat the owner | | | √ | √ | | | |
| | | lintah Darat | leech land | | | | | √ | | |
| 24. | Nina | lintah Darat | leech land | | | | | √ | | |
| 25. | Dhiya | senjata makan tuan | weapon eat the owner | | | √ | √ | | | |
| | | lintah Darat | leech land | | | | | √ | | |
| 26. | M. Daffa | bagai makan buah simalakama | like eating fruit simalakama | | | | | √ | | |
| 27. | Ismail | bagai makan buah simalakama | like eating fruit simalakama | | | | | √ | | |
| 28. | Fachri | bagai makan buah simalakama | like eating fruit simalakama | | | | | √ | | |
| 29. | Alan | bagai makan buah simalakama | like eating fruit simalakama | | | | | √ | | |
| 30. | Manha | mulutmu harimaumu | your mouth your tiger | | √ | | | | | |
| | | otak udang | brain shrimp | | | | | √ | | |
| | | lintah Darat | leech land | | | | | √ | | |

| | | | | | | | | | | |
|-----|---------|-----------------------------|------------------------------|---|--|---|--|---|--|--|
| 31. | Fitrian | senjata makan tuan | weapon eat the owner | | | √ | | | | |
| | | lintah Darat | leach land | √ | | | | √ | | |
| | | bagai makan buah simalakama | like eating fruit simalakama | | | | | √ | | |
| 32. | Bagas | bagai makan buah simalakama | like eating fruit simalakama | | | | | √ | | |
| 33. | M.Rasya | bagai makan buah simalakama | like eating fruit simalakama | | | | | √ | | |

| No. | Type of Mother Tongue Interference | Frequently |
|-------|-------------------------------------|------------|
| 1. | Lexical | - |
| | a. Spelling and Pronunciation | 13 |
| 2. | Grammar | - |
| | a. To be | 18 |
| | b. Time, Tense and Aspect | 25 |
| | c. Article | 11 |
| | d. Word Order | 22 |
| | e. Genitive and Possessive Pronouns | 2 |
| | f. Non-finite-forms | 3 |
| TOTAL | | 94 |

Based on the result of the data analysis above, it could be seen the types of mother tongue interference that used by students in translating the proverbs from Indonesia into English. It can be concluded that the result of this research are dominated by Time, Tense and Aspect as a type of mother tongue interference. This is due to the frequently of Spelling and Grammar 13 times, To Be 18 times, Time Tense and Aspect 25 times, Article 11 times, Word Order 22 times, Genitive and Possessive Pronouns 2 times and Non-finite-forms 3 times.

B. Discussion

Initially, the first point in this chapter based on the result of student's translation is the types of mother tongue that used by students' to translate Indonesia into English. It is important to discuss in order to know whether the students have a basic knowledge about it or not. Then, it can be analyzed by the theory on the chapter two. As a result, all of students who had done their translation can understanding well about the types of mother tongue interference and they can decide it.

Moreover, the second point that can be discussed in this chapter are about the most dominant types of mother tongue interference that used by students to translate Indonesia into English.

1. The used of mother tongue interference in proverb translation

In analyzing proverb translation in the students of MAN 1 Metro, the researcher is based on observation instruments. Analysis proverb translation was done by students' translation results from Indonesia into English.

Based on the result of observation from the research process, the researcher had found data collected from 30 students. From all the data the researcher found types of mother tongue interference that used by students in translating the proverbs from Indonesia into English are for lexical the error occurs in Spelling and pronunciation and for Grammatical the error occurs in To be, Time Tense and Aspect, Article, Word Order, Genitive and Possessive Pronouns, and Non-finite-forms.

2. The Most Dominant Types of Mother Tongue Interference

The most dominant type of mother tongue interference that done by students' of MAN 1 Metro is Times, Tense and Aspect. This is due to the frequently of time, tense and aspect is more big than the other types. That is indicated by 25 times frequently of time, tense and aspect in translate a proverb translation. While for the spelling and pronunciation 13 times, to be 18 times, article 11 times, word order 22 times, Genitive and Possessive Pronouns 2 times and non-finite-forms 3 times.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research on chapter IV that students make the mistakes in translating the proverb from Indonesia into English. The students do not know and understand how to move the structure of first language into second language which makes the errors occur in their proverb translation.

According to the analysis of the data research before, the researcher had found the data collected from 30 students. From the data, there are seven types of mother tongue interference that used by students, namely: (1) spelling and pronunciation, (2) to be, (3) time tense and aspect, (4) article, (5) word order, (6) genitive and possessive pronouns and the last (7) non-finite-forms.

The last research result is about the most dominant types of mother tongue interference that used by students to translate proverb translation. The types of mother tongue interference are dominating by time, tense and aspect such as 25 times used by students of MAN 1 Metro. While for spelling and pronunciation 13 times, to be 18 times, article 11 times, word order 22 times, genitive and possessive pronouns 2 times and non-finite-forms 3 times.

B. Suggestion

Based on the conclusion above, there are some suggestions intended to the improvement of teaching and learning process, as follows:

1. For Students
 - a. Learn to be more focused and active in the learning process.
 - b. Understanding types of mother tongue interference especially in proverb translation is very useful to enrich students' comprehension about types of mother tongue interference.
 - c. It is suggested that types of mother tongue interference in proverb translation should be taught well and let students to have more time to apply it in their skills by adding more topics about proverb translation.
2. For the English teacher
 - a. The teacher should motivate students to be more active in learning process.
 - b. It is better for the teacher to directing students to be more active in multiplying the vocabulary they have.
 - c. The teachers are advised to prepare and select the right materials and strategies to create more effective learning activities. Teachers must be able to create a cool and comfortable learning atmosphere so that students are easier to accept the material presented and also students are not awkward when they want to ask the questions about the material they may not understand.

3. For the next researcher

It is suggested to conduct or analyze the benefit that English learners get while understanding the types of mother tongue interference especially in proverb translation. This research suggested to further develop into other form of research and makes this research as one of basic phenomena to be followed up into better.

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APPENDICES

Appendix 1

The Guide Interview For Students

1. What is your name?
2. Do you like English lesson?
3. What do you know about proverb?
4. What do you know about translation?
5. What do you face in translating the proverb?
6. What makes you difficult?

Appendix 2

The Guide Interview for Teacher

1. What are the problems that students face in translating the proverb from Indonesia into English?
2. What kind of the mistakes that occurs in student translation?
3. Is the inappropriate caused by mother tongue interference?
4. How much the influence of mother tongue interference has on student's proverb translation?

Interview Sheet

Question for English Teacher

- a. What are the problems that students faced in translating the proverb from Indonesia into English?
- b. What is the kind of mistake that occur in students' proverb translation?
- c. Is the inappropriate translation caused by mother tongue interference?
- d. How much the influence of mother tongue interference has on students' proverb translation?

Question for Students

- a. Do you like english lesson?
- b. What do you know about proverb?
- c. What do you know about translation?
- d. What do you face in translating proverb?
- e. Why do you feel difficult in translating the proverb?

Appendix 4

Transcript of Interview

Transcript of interview students

Students 1

Q : what is your name?

A : my name is feby fairuz yumna

Q : do you like English lesson?

A : a little

Q : what do you know about proverb?

A : proverb is wise word

Q : what do you know about translation?

A : different words, translate Indonesian to english

Q : what do you face in translating the proverb?

A : different meaning, i feel difficult

Q : what makes you difficult?

A : the meaning is not same, do not know the proverb well

Student 2

Q : what is your name?

A : my name is abina

Q : do you like English lesson?

A : yes of course

Q : what do you know about proverb?

A : proverb is usually related with many things, such as advises

Q : what do you know about translation?

A : translation is giving explanation for people who doesn't know each language

Q : what do you face in translating the proverb?

A : a bit difficult and less vocabulary

Q : what makes you difficult?

A : confuse with the meaning that will be translated

Student 3

Q : what is your name?

A : my name is daffa

Q : do you like English lesson?

A : a little

Q : what do you know about proverb?

A : proverb is advises

Q : what do you know about translation?

A : people who gives meaning of the language

Q : what do you face in translating the proverb?

A : feel difficult

Q : what makes you difficult?

A : do not know the meaning

Student 4

Q : what is your name?

A : my name is bagas

Q : do you like English lesson?

A : a little

Q : what do you know about proverb?

A : proverb is advises who given by people and has message

Q : what do you know about translation?

A : definition of language of every country

Q : what do you face in translating the proverb?

A : feel difficult to arrange the structure of the text

Q : what makes you difficult?

A : less the vocabulary

Student 5

Q : what is your name?

A : my name is manha

Q : do you like English lesson?

A : of course

Q : what do you know about proverb?

A : proverb is the words which have deep meaning such as advise

Q : what do you know about translation?

A : changing english into indonesia or other language

Q : what do you face in translating the proverb?

A : feel difficult to make the meaning well

Q : what makes you difficult?

A : confuse how to translate the proverb

Student 6

Q : what is your name?

A : my name is syifa

Q : do you like English lesson?

A : yes but a little

Q : what do you know about proverb?

A : proverb is advises

Q : what do you know about translation?

A : translation is explanation from one language to other language

Q : what do you face in translating the proverb?

A : feel difficult, and i have to open the dictionary first to know the meaning

Q : what makes you difficult?

A : do not know the meaning or less vocabulary

Transcript of interview teacher

Q : what are the problems that students face in translating the proverb from Indonesia into english?

A ; the problem that students face in translating the proverb from indonesia into english is there the limitations of their vocabulary

Q : what kind of the mistakes that occurs in student translation?

A : they have no enough vocabulary and mistake in choosing the diction

Q : is the inappropriate caused by mother tongue interference ?

A : yes, of course

Q : how much the influence of mother tongue interference has on students proverb translation

A ; the mother tongue interference has a big influence on students proverb translation.



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Metro, 25 Agustus 2022

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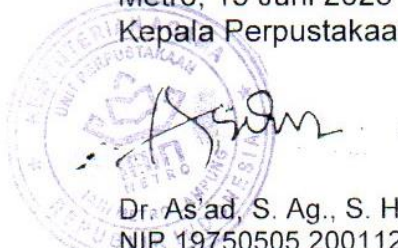
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AN ANALYSIS OF MOTHER TONGUE INTERFERENCE IN PROVERB TRANSLATION OF THE TENTH GRADERS AT MAN 1 METRO

by Laras Diana 1801070038

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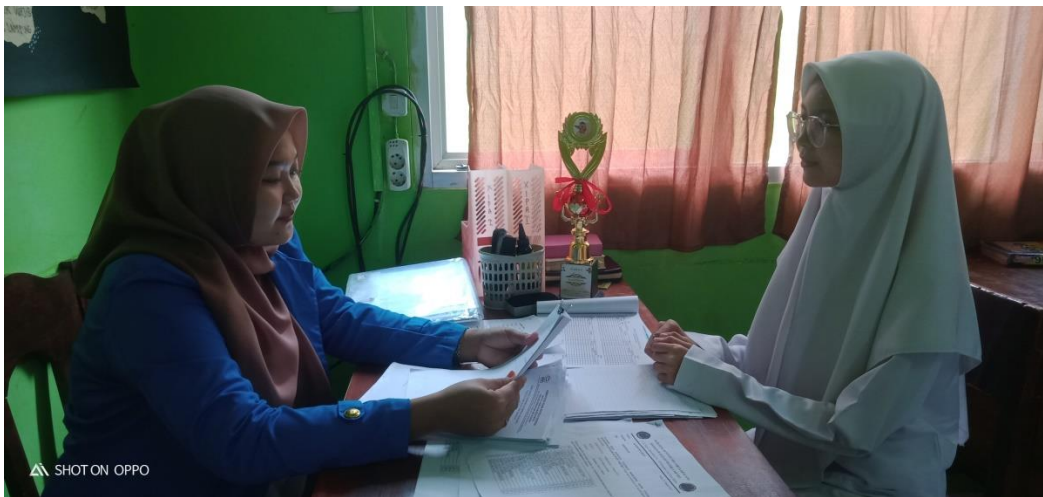
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