

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

English which is an international language is used for communication in many countries around the world especially in the globalization era when technology and communication grow rapidly. The communication becomes the most important thing to convey the message, the information, the knowledge, etc. In addition, there is a lot of news and information, which is written and broadcasted in English. This fact demands everyone to master English. English mastery becomes the main need to face the globalization era.

According to Lado (1978: 9) proficiency in the target language includes the four skills: listening, reading, writing and speaking. Learning English should be involving four skills: listening, reading, writing, and speaking. People should also learn the language component which supports the mastery of four languages skills. The language components are pronunciation, grammar and vocabulary. Brown (1994: 154) states teaching the English generally means teaching the four skills namely listening, reading, writing and speaking,

In learning foreign language, it cannot be separated from the term Second Language Acquisition (SLA). According to Nunan (1999: 1), SLA refers to “the ways in which any learner, child or adult learns a second or

foreign language”. The term second in SLA, based on this definition seems transparent. In this context ‘second’ can refer to any language that is learned subsequent to the mother tongue or native language. The word second in this term intended to contrast with foreign. The definition also explains that the acquisition process may take either in tutored or untutored environment, whether one is learning it naturally as a result of living in a country where it is spoken, or learning it in classroom through instruction. This is in accord with Ellis’ statement which says that second language acquisition is “the way in which people learn a language other than their mother tongue, inside or outside of a classroom; and second language acquisition is the study of this” (Ellis, 2006: 3).

When learning a foreign language, there are some factors that influence its mastering. One of them is caused by the interference of mother tongue. Although this is a very interesting topic, it was difficult to find information especially about how the native or first language structures influence English learning. In this case the first language meant by the writer consists of Javanese and Indonesia language. Therefore, the writer proceeded to develop the topic: “First Language Transfer Found in the students’ Recount text” due to the fact that there is not enough information about interference in our English Learning class. Along the writer works, she has noticed that not only bad habits but also erroneous grammatical and lexical constructions derived from the first language cause interference. Not all

errors made by language learners are the result of over generalization of target language forms, or erroneous ‘guessing’ on the part of the learner.

Some errors are due to (conscious or unconscious) transfer from another language. Cross-linguistic influence can in some cases be unfavorable, resulting in negative transfer, and in other cases facilitative, i.e. transfer will result in the correct form being produced in the target language. Transfer from native languages has been well documented (Odlin : 1989 for an overview). However in some circumstances transfer may arise as a result of reference to other foreign languages known by a student. This non-native transfer has in general received much less attention from researchers. Transfer was in some cases a result of conscious attempts to facilitate acquisition through comparison with these other languages, and sometimes occurred without deliberate contemplation. The writer concludes that on occasions transfer may be more likely to occur from another foreign language than from the learner’s native tongue. Odlin (1989:27) offers the following working definition: “Transfer is the influence resulting from similarities and differences between the target language and any other language that has been previously (and perhaps imperfectly) acquired.”

In foreign language learning, the students are supposed to master the language skill, either communicative competence in spoken or written competence in English texts. When mastering written one, the students will communicate with kinds of genre-based writing such as description,

procedure, recount, narrative and report. The writing skill mastery will help the students producing articles and composition.

There are four competence areas in communicative competence, namely; discourse competence in which the students must know how to interpret the larger text and arranged well; linguistic competence, the students understand how to use the grammar; sociolinguistic competence, the students understand how to use the language appropriately and strategic competence, the students know how to learn more about the language and the context to communicate with others.

One of the objectives of English teaching to the junior high school students is to develop their communicative competence. It is introduced from the first to the third years. Of the four language skills, the writing one must be mastered by them. When mastering it, the students will be able to communicate with others through several kinds of genre-based writing such as descriptive, recount, narrative, procedure and report. The mastery of the writing skill will help them to procedure articles and compositions, to do exams, to make letters, etc.

There are many scopes of English subject that matter at Junior High School, they are the discourse competence or the ability to understand and produce spoken or written text, then the ability to understand and create monologues, short functional text and essays (descriptive, procedure, recount, narrative, and also supporting competences); linguistics and socio-cultural competence.

Likewise, throughout her research, the writer has also observed that such interference is actually perceived in writing skills, obstructing the acquisition of the foreign language. In her research, the researcher also found the evident of language transfer in the students' Recount text, since they were not able to produce adequate writing assignments even in their mother tongue. For example, the student has an Indonesian sentence like "Saya mempunyai pengalaman menarik di waktu lampau". For transferring this Indonesian sentence into English, the student writes : "I have an interesting experience in time ago". The writer can also give another example like : "Saya membagi mangga itu menjadi 2. For this sentence, the students will transfer into English; "I divide that mango become two".

The writer also takes an example of student's recount as follows:

#### **Picnic in Jogja (DM/8A)**

**Last week**, my family and I **go** to in Jogja. My family and I in Jogja **recreation in** the Dirgantara Museum and Parang Tritis beach.

First, my family and I **go** to **in** stool **in** the Dirgantara Museum. The Dirgantara Museum many **plan**. After that, I **go** to Parang Tritis beach there **tree coconut very tall**. Next, I **play** send with **daughter**. Finally, my family and I **when** home **whit** souvenir buyer in the Parang Tritis beach.

People know that *Bahasa Indonesian* does not have tense marker as English does. English has both time adverb and tense. On the other hand, Indonesian has only the time adverbs but not the tenses. Moreover, in Indonesian, the form of the verb does not change although the time changes. For example: Saya *pergi* tiap hari (present tense) and

*Saya pergi kemarin.* (past tense); *I go everyday.* (present tense) and *I went yesterday.* (past tense).

In Indonesian, the role of preposition is not so important. However, in English, a preposition is very important because it is grammatical requirement. Preposition can change the form of verb that follows it. Other examples can be seen like examples below:

- (1) Everyone *already for went* to Bali and we started to pray in order saved in journey.
- (4) After we arrived there, we went to hotel *for rested*.
- (5) At morning, we visited to Kuta Beach *for played* water, Sand, etc.
- (9) After that I went into to bathroom *for washed* face.
- (10) Finally we went back to hotel *for rested*.

From the experience in the field, the writer finds the first language transfer in the students' text like the written examples above. So that in the study the writer would like to observe First Language Transfer Found in the Students' Recount Text. A Study of Indonesian Learners Learning English As a Foreign Language.

## **B. Problem Statement**

Along the writer's work she has noticed that not only bad habits but also erroneous grammatical and lexical constructions derived from the native language cause interference. Likewise, throughout her research, she has also observed that such interference is actually perceived in both writing and

speaking skills, obstructing the acquisition of the foreign language. In her research, she also find evident lack of writing skills that most of the students from whom she obtain her data has, since they are not able to produce adequate writing assignments even in their mother tongue.

The writer could observe that most learners of the target language assume that many grammatical and lexical rules of their native tongue are similar to the foreign language; therefore, they often transfer unconsciously those rules into structures of the foreign language.

Based on the focus of the research, the writer raises some subsidiary research questions as follows:

1. What types of language transfer are found in the students' recount text at the second grade of MTs Negeri 1 Surakarta?
2. What frequencies or dominants of language transfer are found in the students' recount text at the second grade of MTs Negeri 1 Surakarta?
3. What sources of language transfer are found in the students' recount text at the second grade of MTs Negeri 1 Surakarta?

### **C. Objective of the Study**

In conducting this study, the writer has some objectives, they are as follows:

1. To clarify the type of language transfer found in the students' recount text at the second grade of MTs Negeri 1 Surakarta.

2. To clarify the frequencies or dominants of language transfer found in the students' recount text at the second grade of MTs Negeri 1 Surakarta.
3. To describe the sources of language transfer found in the students' recount text at the second grade of MTs Negeri 1 Surakarta.

#### **D. Benefit of the Study**

##### **1. Theoretical Benefit**

The result of this study are in the forms of description of the first language transfer found in the students' recount text at the second grade of MTs Negeri 1 Surakarta. The results of the research are expected to be contributable to English learning and English teaching, for the students of MTs N1 Surakarta to eliminate their native language transfer in recount text and to help them to transfer from first language into foreign language perfectly.

##### **2. Practical Benefit**

The result of the research can be contributable to the English teacher as a useful feedback to the effectiveness of teaching recount text writing in the classroom, and it is not only to have valuable experience in enriching her knowledge in writing, but also is useful to help her to understand how to teach recount text writing. And to other researchers is as a reference to observe similar topics of research.