# THE EMERGENCE OF FIRST LANGUAGE   (L1) GRAMMAR IN THE GRAMMAR OF  SECOND LANGUAGE (ENGLISH) IN THE TENTH GRADE STUDENTS' DESCRIPTIVE TEXT WRITING OF SMAN 1 DOLOPO MADIUN IN 2013/2014  ACADEMIC YEAR

**PUBLICATION MANUSCRIPT**

**Submitted to the Graduate School of Muhammadiyah University**

**As a fulfillment of the Requirements for achieving The Graduate Degree of English Education**

**By:**

**Ninik Suryani**

**S200 120 036**

**EDUCATION DEPARTMENT**

**GRADUATE SCHOOL**

**MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

**2014**

**THE EMERGENCE OF FIRST LANGUAGE   (L1)
GRAMMAR IN THE GRAMMAR OF  SECOND LANGUAGE
(ENGLISH) IN THE TENTH GRADE STUDENTS' DESCRIPTIVE
TEXT WRITING OF SMAN 1 DOLOPO MADIUN IN 2013/2014
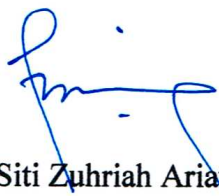ACADEMIC YEAR**

**PUBLICATION MANUSCRIPT**

**Has been approved by:**

The 1st Advisor

The 2nd Advisor

Agus Wijayanto, Ph.D

Dra. Siti Zuhriah Ariatmi, M.Hum

**EDUCATION DEPARTMENT**

**GRADUATE SCHOOL**

**MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

**2014**

# ABSTRACT

THE NATIVE LANGUAGE TRANSFER INTO ENGLISH GRAMMAR BY THE TENTH GRADE STUDENTS OF SMAN 1 DOLOPO 1 MADIUN IN WRITING DESCRIPTIVE TEXT

Ninik Suryani

Muhammadiyah University of Surakarta

niksuryahadi67@gmail.com

Based on the theory of transfer in the field of second language acquisition, in this research, the researcher found that the negative transfer of Indonesian is always done by the Indonesian students. This thesis tries to find an effective way to improve students' writing ability. Besides writing skills, native language transfer is one of the most important reasons for students' making errors in their writing. This study attempts to collect and analyze typical errors in compositions of descriptive text  written by the tenth grade students of SMAN 1 Dolopo, Madiun. The data collection was done by giving test and interview to 40 or 30 % from  the total 122 students and  the students are asked to write three times of task about writing descriptive text using their own sentences. There are 2350 sentences as the data. The collected data were analyzed qualitative. The findings of the research, there are 813 Indonesian grammatical problems emerged in the students' English writing which are classified based on the surface strategy taxonomy proposed by Dulay et al. (1982); (James 1998: 105), they are errors of omission, errors of addition, errors of misformation and errors of misordering. There are 185 (22,8%) problems of omission "to be", 179 (22%) problems of omission –s/-es, and –d/-ed, 145 (17,5%) problems of direct translation, 90(11,1%), problems of miss ordering of noun phrase, 61 (7,5%) problems of omission article "the", 54 (6,6%) problems of omission subject, 46 (5,7%) problems of omission main verb, 26 (3,2%) problems of misusing adverb of manner, 20 (2,5%) problems of idiosyncratic usage, and 7 (0,8%) problems of miss ordering adverb. The number of 185 (23%) about the omission of "to be",  is the dominant emergence of Indonesian grammar into English grammar. An apparent feature in the learner's use of their interlanguage is simplification and overgeneralization. NL-based transfers were considered to be associated with both simplification and overgeneralization (Levenston, 1971; Varadi, 1973; Richards, 1974; Levenston & Blum-Kulka, 1977; Blum-Kulka & Levenston, 1983).  Based on the findings , the researcher suggests that teaching English as a Second Language  (ESL), at school must be given to the students  when the students have mastered their native language  grammatical system (Indonesian) well, before they are taught about English Grammatical system . Based on the research findings, some suggestions are given to the English teachers and the students. The teachers are suggested to give the students more exposures to the English structure that are different from those in Bahasa Indonesia and to pay attention on particular structures that often create difficulties for the students. The students are advised to expose themselves to many sources in English and more exercises especially in English structures

that are considered difficult. Because of the students' best mastering of mother tongue, there will be positive transfer in studying English . Negative transfer of mother tongue will finally be overcome. **Keywords; Grammatical Problems, Contrastive analysis, Native Language, Language Transfer, Interlanguage, Target Language**

## Introduction

The traditional way of teaching writing, focuses on more on the product, very little attention is paid to help learners developing their ideas in the process of meaning-making . No wonder that writing activities become dull, dry, and boring (Leki, 1996: 172) and it is hard to do by students.

"It is generally agreed that writing is the most difficult skill to master by foreign language learners. This is due not only to the need to generate and organize ideas using an appropriate choice of vocabulary, sentence, and paragraph organization but also to turn such an ideas into a readable text (Richards & Renandya, 2002)."

Currently, a new approach to teaching writing has been popularized. It is actually a combination of the two approaches referred to as a genre approach.

The importance of writing leads to further question of what the ideal condition of students writing skills. According to Indonesian competency standard for the tenth grade of senior high school on writing skills, students are expected to be able to express the meaning of written short functional texts and simple essay in narrative, descriptive, and news item form in daily context and for accessing knowledge (Competency standard of writing skill, PP No. 19, 2005, Standar Nasional Pendidikan ( SNP ), BNSP ). The Indonesian government also expects students to apply their understanding about the content of those texts and the

purpose of the text in daily context and to comprehend such kind of text form to get knowledge from it .

In writing descriptive text for example, students had to master about the language features of descriptive text itself. One of them was about grammar focus in which the students must understand about the use of infinitive verbs for the subject of third singular person and third plural person. Actually, it is not found in Indonesian as their mother tongue. The students feel it is as their difficulties in studying English. That is why, the writer chooses descriptive text as the data source written by the students.

In terms of linguistic transfer on the syntactical level, Ravem (1971) documented that the learner's NL played a certain role in the formation of his second language syntax. Hakuta (1974) also demonstrated that there is a firm relationship between L1 transfer and the emergence of structure in second language acquisition. In addition, Larsen-Freeman (1975) evidenced such a relationship through the learner's learning of English grammatical morphemes. Gass (1979), transfer helped us to see the grammatical element universal in human languages.

Empirical studies to sort out the mother tongue influence on the learner's language were initiated by Newser (1971) who reported NL influences in the speech of some immigrant workers in the States. To follow up, Dulay & Burt (1974) conducted a case study comparing children's learning in a first and second language. Conor et al (1983) examined how transfer worked in the learner's

compositions and Biskup (1992) displayed transfers in the learner's use of collocations.

In this study the researcher involved the tenth grade students of SMA N 1 Dolopo, Madiun, East Java in the academic year of 2013-2014. By getting data in this school, it is believable that we can get various data about grammatical problems in writing descriptive text, because the students' competence is varied and complex. Most of the students' have medium competence rate. This school is located in southern of Madiun Regency, the favorite school in this area. There are six classes for tenth grade, five classes for science program and three classes of social program of eleven grade .

**Research Methodology**

The data of this study are in the form of words, phrases and sentences written by students' writing task about Description text of tourist resort which they had ever visited. They wrote it by using their own sentences . The data source of this research is the result of Task of writing descriptive text about tourist resort.

The research belongs to qualitative descriptive research. In this study, the researcher collected the data by test and interview. The data are the students' worksheets about the task of writing descriptive text by 40 students of SMAN 1 Dolopo Madiun, East Java,

The data were analyzed to find the appearance of Indonesian grammar into English grammar on the students' writing task of Descriptive text. In this research,

the researcher found 813 L1 grammar emerged into the L2 grammar from the total 2350 sentences categorized into ten grammatical problems on the students' worksheet. The first grammar problem is omission of "to be", there are 185 or 23%, it is the dominant aspect appears in students' writing task, the second is omission of –s/-es, or –d/-ed, they are 179 or 22%, the third is Direct translation, they are 145 or 17,8%, the fourth is Miss ordering of Noun Phrase, they are 90 or 11 %, the fifth is omission article "the", they are 61 or 7,5 %, the sixth is omission Subject, they are 54 or 6,6 %, the seventh is omission main verb, they are 46 or 5,7%, the eighth is misusing adverb of manner, they are 26 or 3,2%, the ninth is Idiosyncratic usage, they are 20 or 2,5%, and the tenth is miss ordering adverb, they are 7 or 0,8%.

Gleason (1955:92) said that English grammar was traditionally described in terms of part of speeches, they are: nouns, adjectives, verbs, adverbs, prepositions, conjunctions, and interjections. Therefore, the researcher hold pretest about part of speech in order to recognize the students' competence about part of speech in English before doing the writing task of descriptive text.

In this section, the researcher tried to find out the causes of problems by comparing the structure or meaning of Indonesian, as the first language and certain structure or meaning with English itself, as the second language. Based on the above table the dominant aspect of L1 grammar appearance, first is about omission of "to be", the researcher found 185 problems or 22,8 % about it. This kind of problem is possibly caused by the meaning of "be" cannot be translated

into Indonesian. In some cases, the meaning of "be" in Indonesian is more or less "*ialah*" or "*adalah*". In English, every sentence must have a verb. In a nominal ones, the "to be", must be used. The students used the rule of the Indonesian language, and did not care to English rules.

The second problem is about omission of –s/-es, and –d/-ed, in this problem, the researcher found 179 problems or 22 %. In English there are present form of verbs and past form of verbs. But in Indonesian structure, there are not the rules of present verbs usage or past verbs usage.

The third problem is direct translation, translate directly from Indonesian to English sentences. From the data source, the researcher found 145 problems or 17,8 % about direct translation, it describes about how well is the students' proficiency about Indonesian's grammar as their native language. The students didn't realize about the difference structure of English and Indonesian structure. So when they write in English they don't think about its grammatical problem, and they just wrote as what they said in Indonesian.

The fourth problem is about miss-ordering of Noun Phrase, for this problems the researcher found 90 problems or 11,1 %. Miss-ordering of noun phrase is a part of direct translation, so the Indonesian grammar rules were applied by the students' when they write sentences in descriptive text.

The fifth is omission of article "the", the researcher found 61 problems or

7,5 %. This grammatical problems happened because of the overgeneralization in the use of the article "the". The students do not realize that article "the" is necessary to write English sentence . In Indonesian article "the" is not found, there are just article "( a, an ), so they do not consider that article "the" is necessary to write in English.

The sixth is omission subject, the researcher found 54 problems or 6,6 % . The students do direct translation from Indonesian sentence. They do not realize that in English, every sentence must have subject, although in Indonesian it doesn't matter if there is no subject in a sentence.

The seventh is omission main verbs, there are 46 problems about it. In Indonesian, the word "*bisa*" can stand alone in sentences. While in English, the modal "can" cannot stand alone in sentences. The students who wrote the sentence without main verbs applied the Indonesian rule to make an English sentence. They think that the word "**can**" can also be used without the presence of another verb.

The eighth is misusing of adverb of manner, there are 26 problems about it or 3,2 %. This grammatical problems appears because of the negative transfer of Indonesian language rule about the formation of adverb of manner by using "*dengan* + Adjective", and it is applied into English ( "with+ adjectives"). Because of it the students misuse of adverb of manner in English ( "with good", "with clear" ), but it is Adjective + -ly.

The ninth is miss-ordering adverb, the researcher found 7 problems or 0,8 %. This grammatical errors are caused by negative transfer. In Indonesian, the

position of an adverb can be at the beginning, in the middle, or at the end of the sentence. In English the position of an adverb is not as free as in Indonesian. It should be placed at a certain position. But some students transfer its Indonesian grammatical into English grammar.

The tenth is other grammatical problems which are not found in Indonesian or in English grammar. The researcher found 20 problems or 2,5 % about it. The researcher classified them into Idiosyncratic usage. In this problems the students make an error which can't be categorized both in Indonesian or in English version.

Based on those data source, the researcher concludes that students have low proficiency about grammar. The students' low proficiency, may be caused by the students themselves or it may be caused by the teacher.

The students don't study about grammar seriously because the teacher taught grammar integrated in reading material. The students don't think about grammar anymore if the teacher doesn't explain the grammar  separately  from reading exercise .

Some grammarians, such as Thornbury, distinguish between word, sentence, and text grammar. Sentence grammar is comprised of syntax is concerned with "the rules that determined the way words can be combined to make well formed sentences ", whereas morphology involves "knowing how to  construct verb phrases" (Thornbury, 2008: 39). Thornbury maintains that "the main preoccupation of sentence grammar has always been with verb phrase " (P.39). It

contains not only the right forms but also intended meaning of sentences. Word grammar deals with the fact that not only sentences but also words have their own grammar. Changes of the form of verbs, types of verbs, parts of speech, word classes etc. belong to word grammar. Furthermore, most "grammatical features can be interpreted only by reference to a larger context"(P.103). This perspective on grammar is called text grammar. Apart of this, it should be differentiated between written and spoken grammar. English that is taught at school is based on written. It is mainly due to the fact that written grammar is considered to be neutral without regional cultural features. (Fauziati, TEFL, 79-80).

Grammar is central to the teaching and learning of languages. Without a good knowledge of grammar, learners' language development will be severely constrained. Many people including, language teachers, associate "good" grammar with the prestige forms of the language, such as those used in writing and in formal oral presentations, and "bad" or "no" grammar with the language used in everyday conversation or used by speakers of non-prestige forms. Practically, in the grammar teaching, learners are taught rules of language commonly known as sentence patterns. Grammatical rules enable them to know and apply how such sentence patterns should be put together. (Ur,1999).

Many scholars believed that teaching grammar separately is not favorable to learners since learners only learn the way language is constructed, and very often when they are given grammatical rules, the learners work well on cases. However,

when they write or speak, the learners make grammatical mistakes or even unnecessary ones.

The teaching of grammar should give balance between grammar and communication. Teachers, especially in the context of EFL( English as Foreign Language), could benefit from learning some alternative approaches for teaching grammar so that they can integrate grammar into other language skills in such a way that the goal of learning language is ultimately achieved. ( Rodgers, 2002).

When the researcher interviewed the English teacher of SMAN 1 Dolopo, Madiun, the school where the researcher got the written data, Mrs. Herlinawati, S.Pd, M.Pd, said that she teaches grammar integrated as well as Rodgers suggested. She thought that this method makes the students feels enjoy when they study grammar, and they don't feel be burdened about how difficult is "studying about grammar".

Otherwise, the researcher also interviewed the students about grammar, most them answered "it is difficult Mam". According to the students' opinion, when they wanted to write in English, first difficulty was about vocabulary, they felt they did not have a lot of vocabulary so when they looked up dictionary and found the words they need, they directly write it into sentences without consideration of the subject of the sentence, adverb of time, and what form of verb must be used in the sentence. Based on this fact, the researcher concludes that when the students learn English they don't think grammar in English so they just think how was in English by translation as they study about Indonesian.

Based on the data source, the researcher found the grammatical problems ( the emergence of L1 grammar into the L2 grammar in the students' writing task of descriptive text), it was obvious that the grammatical problems are considered as Inter lingual errors which included a number of environmental factors (training procedures, communication situations, and socio cultural factors) and a number of internal processing factors ( first language" transfer", simplification of false hypothesis" by students, and the others.( Dulay, Burt, and Kranshen,1982) ,Further, Norish (1983) says that there are some causes of problems:

a. Carelessness

Carelessness is sometimes closely related to limp of motivation. Many Indonesian students felt like that because English was believable different from Indonesian, if we looked at grammar or structure and formation. For example :

Mr. Edward die ten years ago ( Incorrect)

Mr. Edward died ten years ago( correct)

b. First Language Interference

If language was a costumes, when people attempt to learn new costumes, so the old one will interference with the new ones. While, Brown (1987) said that the principal barrier to second language acquisition was the interference of the first language system with the second language system. For example:

Incorrect: Usually in the Parangtritis beach at holiday many visitors.

Correct: Many visitors visited Parangtritis beach on holiday

c. Translation

According to Oxford Advanced Learner's Dictionary, translation is the activity of translating. The students who learned second language usually translated some sentences, word by word that made those sentences arranged according to the first language. In other words, that was a possible cause why the students tried to translate a close expression in their first language or their mother tongue into second language that they were learned. For example:

Incorrect: The weather not very hot.

Correct : The weather is not very hot

The highest frequency of L1 grammar appearance is about omission of "to be". This problem appears because of students' transfer from their native language into English (L2). Because there is not "to be" in Indonesian language, so the subject transferred its discipline into English grammar without consideration that Indonesian and English had different grammatical rules. Most of the grammatical problems were found from the subjects who had low proficiency about English Grammar.

Beside that the lower English proficiency subjects used was back-translating their own English text in order to help interpret its meaning. After writing words or sentences in English, sometimes these subjects wanted to verify that the English they used conveyed the ideas they intended.

The students' low proficiency was caused by the students' competence in English grammar, and it was because of the teachers' explanation about grammar. The teachers commonly explained the grammar material integrated in reading exercises, so the students considered that grammar problems were not significant for them to study and they did not learn it seriously .

When the students study about writing, they may find difficulties in those parts of grammar. It can be proved, when they write writing task about descriptive text, the researcher found many grammatical problems.

**Conclusion**

Based on the data analysis of the research, the researcher found some high frequency of grammatical problems especially about the emergence of L1 grammar into the L2 grammar. The most frequent problems are "Omission of to be", there are 185 or 22.8 % problems, the second is "Omission of –s/-es , or –d/-ed, there are 179 or 22%, and the third is "Direct Translation", there are 145 or 17,8 % problem . the fourth is "Miss-ordering noun phrase, there are 90 or 11.1% , the fifth is" Omission article the" there are 61 or 7.5% ,the six is "Omission of Subject, here are 54 or 6.6 % , the seventh is "Omission "main verb", there are 46 or 5.7% , the eighth is Misusing adverb, there are 26 or 3.2%, the ninth is Idiosyncratic usage, there are 20 or 2.5 %, and the last one is Miss-ordering adverb, there are 7 or 0.8 %.

From analysis of the problem above, the researcher concludes that there are some possible causes of those grammatical problems. The first is,

the students make direct translation from Indonesian sentences into English ones and interference by their mother tongue. It indicates that the students cannot easily apply the rules of English grammar without negative transfer of Indonesian rules. It seems that the students are not attending to English grammar rules, such as they did not add verbs present with-s/-es for third singular person subject, or past verbs without adding –d/-ed past regular verbs of their sentences. The second is the students tend to over generalize in applying English grammar rules. The third one is the cause of some problems cannot be recognized, or it includes into Idiosyncratic usage.

The writer concludes that there are two kinds of efforts to reduce those grammatical problems. First effort is the students advisable to do more exercise, and then they should do a peer correction of their writing by first discussing the assignment with their classmates before consulting their writing to their teacher. Second effort is the teachers are giving some texts: narrative, descriptive, argumentative, then discuss with the students to recognize what tenses are used in the text and also lexico grammatical. Beside analyze the tense, it will be better for students to recognize about part of speech well. By understanding it the students will have good competence in writing skill. Because when the students want to write English sentences they have a correct concept about what part of speech they need in their sentences.

# BIBLIOGRAPHY

Arikunto, Suharsimi. 1996. Prosedure Penelitian : Suatu Pendekatan Praktik. Bina Karya Jakarta

Arikunto, Suharsimi,1998.Proses Penelitian. Jakarta: Rineka Cipta

Anne Hogue, 1996. First step In Academic Writing. USA: Longman. P. 72

Beebe, L. M, & Takashesi , T.1989. Do you have a bag ? Social Status And Pattern Variation In second Language Acquisition.

Bialystok, E. 1981. The Role of Conscious Strategies in Second Language Proficiency . Modern Journal 65: 24-25.

Blum-Kulka, S and E. Olshtain, 1986. "Too many words: length of utterance and Pragmatic failure, "Studies in Second language Acquisition 8: 165-79

Caroline, T, Linse, 2006. Practical English Language Teaching, Young Learners. New York: M C Graw- Hills Companies. P.98

Celce- Murcia, Marrianne (Ed) 2003. Teaching English as a second Language or Foreign Language. Boston, M.A: Heinle and Heinle.

Chomsky, N.L. 1983. Syntax Structure, The Hogue Mouton and Co.

Corder, S. Pit, 1986. Error Analysis and Interlanguage . Walton Street, Oxford: Oxford Press

Depdiknas, (2005). Peraturan Pemerintah republic Indonesia Nomor 19 Tahun 1998 Standart Nasional Pendidikan . Jakarta : Depdiknas Republik Indonesia

Depdiknas, (2005). Standar Isi Standar KompetensiLulusan Mata Pelajaran Bahasa Inggris (SD, SMP,/MTs, SMA/MA, SMK) Depdiknas

Dulay, Heidi. Burt. Krashen. 1982. Language Two. New York Oxford University Press

Ellis, Rod. 1987. Understanding Second Language Acquisition . Oxford: Oxford University

Fauziati, E. 2009. Reading on Applied Linguistics: A Handbook for Language Teacher AndTeachers Researchers. Surakarta Muhammadiyah University Press.

Fauziati, E. 2010. Teaching English as a foreign Language( TEFL). Surakarta
        Muhammadiyah University Press

Fisiak, Jacek (Ed) 1981. Contrastive Linguistics and The Language Teacher. New
        York ,Pergamon Press.

Gass, in S M. C. Madden ,D.Preston & Selinker
        (Eds), Variation in second language acquisition: Discourse and pragmatics
        (pp; 103-128). Clevedon: Multilingual matters.

Gleason, Jr. HA 1955. An Introduction To Descriptive Linguistics. United States
        America

Graham Hitchocks and David Hughes. Research and the teacher. A Quantitative
            To School – Based Research. ( London and New York: Rotledge, 1995
        2nd Pd p.24

Guth, Hans, P. 1969. Words and Ideas. Belmout. California Words Worth
            Publishing Company
.
Harmer Jeremy, 2004. How to teach Writing (England) Pearson Education Ltd.
        p. 31

Heaton, J. B. 1975. Writing language Test. Longman.

Hefferman, James .A W and Lincoln 1968. Writing a college Handbook London:
        Longman Group Ltd

Hornby, A .S. 1974. Oxford Advanced Learners' Dictionary of Current English
        Oxford University Press.


James, Carl. 1989.Contrastive Analysis. London: Longman.

James, Carl. 1988.Errors in Language Learning and Use: Exploring Errors
        Analysis . London: Longman.

Kasper, 1992. Pragmatics Transfer: Second Language Research. October1992.8 :
        203-231

Krashen,Steven.1982. Principles and Practice in Second language Acquisitio.
        Englewood Cliffs, NJ: Prentice Hall.

Lado,Robert. 1964. Language Teaching a scientific Approach . New York : M C
        Grow Hill Book Company

Leki, Ilona. !996. " Teaching Second language Writing: Where we seem to be" in Karl

Minasyan, Gohar. The Effect Of First Language Transfer And Age On Second Language Acquisition. http://tefl.aua.am/students/abstracts/#sthash.8MvBTAAo.dpuf

Naimi, Ali, F. (1989). Teaching English Adjectives to Arabic-Speaking Learners

Of English as a Foreign Language: A Contrasto- error analysis study.

University of Jordan- Amman: Un published masters' thesis.

Thomas (Ed), 1996. Teacher Development Making the eight Moves. Washington DC.English Language Programs Division University Information Agency 170-178

Norrish, John. 1993. Language Learners and Their errors. London. Mcmillan Press

Nunan, D. 1999. Second Language Teaching and Learning . Boston. Heinle & Heinly

Odlin –Terence. Language Transfer : Crossed Linguistic Influence in language Learning Cambridge University Press.

Pekoz , Bayram. " Integrating Grammar for Communicative Language Teaching" Girne American University (Girne, Cyprus) .bpekoz(at)yahoo.com The Internet TESL Journal, Vol. XIV, No. 10, October 2008 http://iteslj.org/Techniques/Pekoz-Grammar.html

Rasier Laurent & Hiligsmann Philippe.2007. Prosodic transfer from L1 to L2. Theoreticaland methodological issues.Département d'Études germaniques Université catholique de Louvain laurent.rasier@uclouvain.be philippe.hiligsmann@uclouvain.be

Richard, Jack. 1974. Error Analysis Perspectives on second Language Acquisition . London Longman Group.

Rivers, Wilga M. 1981. Teaching Foreign Language Skill. London. Longman Group Ltd

Said, Mashadi. "Negative Transfer of Indonesian Collocations into English and Implications for Teaching English as a Foreign language", http://www.

Journallingua.com/ edisi 2011/15-volume 6. Nomor-1April 2011/133:
Negative –transfer-of-Indonesian-collocations-into-english-and-implication
-for-teaching-english-as-a-foreign-language.html.

Shaozhong,Liu .1997. Negative pragmatic transfer by adult Chinese learners    of
English as a foreign language: Classification, distribution, and
communicativeeffect. Unpublished doctoral dissertation, Guangdong
University of Foreign Studies

Saville-Troike Muriel, 2006.Introducing Second Language Acquisition,
Cambridge : C V P.

Selinger, H and Sihomay,E. 1989. Second Language Research Methods.Oxford
University Press.

Selinker, Larry . 1997. Rediscovering  Interlanguage . London: Longman.

Sharwood, Smith Michael. 1994. Second Language Learning; Theoretical
Ondation London: Longman

Silinker, Pranowo. 1996. Analisis Pengajaran Bahasa. Yogyakarta: Gajah Mada
University

Siregar, A E. 1990. Kamus Lengkap Indonesia Inggris . PT Aksara Binacendika.
Hussein, Ali Ahmed.2008 "Negative L1 impact on L2 Writing. English
Department
Foundation Program". Qatar University, P.O Box 2713, Qata
Mohammad Fawzi M. Mohammad English Department Foundation
Program Qatar University P.O Box 2713, Qatar.
International Journal of Humanities and Social Science Vol. 1 No. 18
www.ijhssnet.com

Suratno, et  all. 1997. Pengetahuan Struktur Mahasiswa Jurusan Pendidikan
Bahasa Inggris:Laporan Penelitian . FPBS IKIP . Yogyakarta.

Tarigan,Henry Guntur. 1988. Menulis Sebagai Suatu Ketrampilan Berbahasa.
Bandung Angkasa.

Tarone, 1993. LanguageTransfer in language Learning. Edited by Susan M Gass
And Lory


Thomas (Ed), 1996. Teacher Development Making the eight Moves. Washington
DC.English Language Programs Division University Information Agency
170-178

Selinker. Amsterdam and Philadelpia: John Benjamins Publishing Company. !993 1996 pp.

Thomson, A. J and A.V. Martinet. 1986. A Practical English Grammar. Oxford University Press.

Wardagh, Ronald.1970." The Contrastive Analysis Hypothesis"TESOL Quarterly, 4/2: 140- 148

Wilkins, D. A. 1976. Linguistics and Language Teaching. Edward Arnold, Soffola

Wishon, George, E and Julia, M, Burk. 1980. Let's Write English, New York: Lifon  Educational Publishing

Yu, S J. 2010  A Study On Chinese Negative Transfer In Senior Middle School Students Writing. http://www.globethesis.com/? O=1&title=A+Study+On Chinese+Negative+Transfer+In+Senior+Middle+School+Students+Wri-Ting&gtid+2167360273965185

Yule, George.2006. The study of language: An Introduction Cambridge: Cambridge  University Press.

## VIRTUAL REFERENCES

Aleksanyan, Rima.2010."Analysis of the Errors in Armenian Speakers' English Writings: The Role of the Negative L1 Transfer" Thesis Advisor: Hossein Farhady, Ph. D.Thesis Reader: Rubina Gaspa**ryan** : http://tefl.aua.am/students/abstracts/#sthash.8MvBTAAo.dpuf

Bhela, Baljit. 1999. "Native language interference in learning a second language: Exploratory case studies of native language interference with target language usage". International Education Journal Vol 1, No 1, 1999 at http://iej.cjb.net ,Flinders University School of Education

Bu, Jiemin. 2012. "A Study of Relationships between L1 Pragmatic Transfer L2 proficiency Foregn Languages School", Zhejiang Guangsha College of Applied Construction, Dongyang, Zhejiang 322100, China, E-mail: bujie min@126.com, Received: September 6, 2011, Accepted: October 28, 2011, Published: January 1, 2012, doi:10.5539/elt.v5n1p32 URL: http//dx .doi.org/10.5539/elt.v5n1p32 (accessed, September 15 th , 2013 10:8 AM)

Hussein, Ali Ahmed.2008 "Negative L1 impact on L2 Writing. English Department
Foundation Program". Qatar University, P.O Box 2713, Qatar Mohammad Fawzi M. Mohammad English Department Foundation Program Qatar University P.O Box 2713, Qatar.
International Journal of Humanities and Social Science Vol. 1 No. 18
www.ijhssnet.com

Lennon, Paul.2008." Contrastive Analysis, Interlanguage" URL: http//dx .doi.org/10.5539/elt.v5n1p32

Minasyan, Gohar.2010. "The Effect Of First Language Transfer And Age On Second Language Acquisition."
http://tefl.aua.am/students/abstracts/#sthash.8MvBTAAo.dpuf

Muradyan, K. B. 2010"The relationships Between Reading in English and The L1 and L2 Armenian and/or Russian) Language Proficiencies". at http://tefl.aua.am/students/abstracts/#sthash.8MvBTAAo.dpuf

Onar, Pelin. 2008. "Language Transfer in English word order Acquisition of Turkish – Dutch Bilinguals. Is it from L1 or L2? A third Language Faculty UtrechtUniversity.at; http://tefl.aua.am/students/abstracts/#sthash.8MvBT AAo.dpuf

Pekoz , Bayram.2008. " Integrating Grammar for Communicative Language Teaching"Girne American University (Girne, Cypr).bpekoz(at)yahoo.com
The Internet TESL Journal, Vol. XIV, No. 10, October 2008
http://iteslj.org/Techniques/Pekoz-Grammar.html