

CHAPTER I

INTRODUCTION

A. Background of the study

Writing is a means of communication, writing ability as one of language skill is productive and expressive involving the use of the structural system, vocabulary, and conventional representation in ordinary writing. Writing products are often the result of thinking, drafting, and revising procedures that require specialized skills, the skill that every speaker does not develop naturally.

Writing is an integrated process, it needs a good mastery of the language component such as grammar, vocabulary, part of speech, spelling system and so on. Beside that, English has 16 times order, which is called "Tenses". That is one of the problems which make the students feel difficult in written language.

For Indonesian students, writing in English becomes a burden, it is much more difficult than writing in Indonesian. The students still use Indonesian way, of thinking and concept namely the Indonesian in expressing their ideas in English. In writing language, grammar is very important to understand the meaning of those writing (descriptive, narrative, expository, persuasive and argumentative). The fact that there are still a lot of problems happening in using grammar in writing process in Senior High School students. The learners are wondering whether their sentences are grammatically correct or not.

Grammar is the base of the language; it provides students with the structures and rules they need in order to organize their messages and ideas. Since students

cannot convey their ideas to their full extension without a good control of the basic grammar patterns. (Dulay, H & Burt,M , 1974)

Because English is not their native language and it is general for Indonesian people, therefore their environment where they live does not support their studies. In other case that their mastery of the English language in this problem, the written language with correct grammatical, is still shaky.

When the students make mistakes, it is not fault of the teacher or the students or the materials, it is a natural part of learning process (Selinker, in Pranowo 1996: 50). To have competence in writing, the students have to know about the pattern of English written form. These 16 tenses patterns are used for the based of English language structure especially in writing.

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, in Fauziati, (2002).

In English, there are some tenses patterns which have its rule to make an English sentence or a statement in English has to consider the time, when the activity happens, then based on that time, the tenses can be chosen for the pattern of that sentences or statement. That is different from Indonesian language, it has no tenses rule. For example: *Guru menerangkan pelajaran dengan jelas*. From this sentence, the researcher knew that in Indonesian sentence, who was the

subject of the sentence whether it was singular or plural it did not matter for the predicate or form of verbs, and when this activity happened, otherwise in Indonesian, the sentence was always the same pattern, without the changing of verb form.

In English there are “to be” (is, am, are, was, were) in the sentences when the sentences have no verbs. The students considered that “to be” had no meaning in Indonesian so the students were reluctant to write it in English sentences. For example: “*Saya sakit*” (in Indonesian), and the students wrote it in English, “**I sick**” it was incorrect in English, this kind of error was not to be aware by the students. The difference of systemic Indonesian Grammar and English Grammar caused the students had difficulties in English Writing. Because of its differences most students whose English proficiency were low tend to apply Indonesian grammar into English when the students were writing in English. For example: The teacher **explain** the lesson **with clear**. The verb “**explain**” without suffix –s and “**with clear**”, it was Indonesian grammar because there were no suffix –s/-es for third singular person as subject, “with + adjective” was used to form adverb in Indonesian. Based on the reality, that the students think it was difficult to write in English, the researcher tried to find out what Indonesian grammar emerges in the students’ writing task about descriptive text by the tenth grade students of SMAN 1 Dolopo, Madiun, East Java.

In fact, Indonesian students had been learning Indonesian language since they started learning to speak. The first language they learned was Indonesian as their

mother tongue (L1). It seemed that it had strong influence on the learners when they started learning English as a second language (L2)

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 had to understand about the use of infinitive verbs for the subject of third singular person and third plural person. Actually, it was not found in Indonesian as their mother tongue. The students felt it was as their difficulties in learning English.

As English has different grammatical Systemic from Indonesian language, it becomes the difficulties in learning English. For example when the learners wanted to write sentences in Indonesian, it was not necessary for the students to think about when the activity happened, or who did the activity.

When learners were learning English they had to think about when the activity happened, who did the activity, so the learners had to understand about English grammar well. In fact, the first language (Indonesian) was as the mother tongue which had great influence to students' writing skill competence.

For example: He **write** a letter to his **friend good** every week

*Dia **menulis** surat kepada **teman baiknya** setiap minggu.*

She always **do** the homework **with good**

Dia selalu mengerjakan pekerjaan rumah dengan baik.

From these examples students did language transfer, Indonesian to English.

(**write without –s, friend good** in Indonesian means *teman baik*). *Dia selalu mengerjakan pekerjaan rumah dengan baik*. She always **do** the homework **with good** (**do without –s, with good** in Indonesian means *dengan baik*).

Because of this fact, that Indonesian language has different systemic grammar in English. So in this study, the writer wanted to find the forms of language transfer from Indonesian grammar into English grammar, the dominant emergence of grammatical forms and the causes of the emergence of L1 (Indonesian grammar into English grammar (L2)). So the learners have a problem about language transfer, the psychological phenomenon of negative transfer.

As stated by Sharwood Smith: Language transfer, had been used widely in the Interlanguage (IL) ,and Second Language acquisition (SLA) studies to describe different theoretical accounts of the role of the learners' mother tongue in learning a second language. In the transfer analysis literature, this term referred to “ the influence of the mother tongue on the learner's performance in and/or development of a given target language “ (Sharwood Smith 1994 : 13).

Language transfer (also known as interference) occurs when “ an L1 structure or rule was used in an L2 utterance and that use was inappropriate and considered an error (Saville – Troike, 2006 : 19).

”Native language transfer had become and would always be the central concern of second language acquisition studies”. As stated by Lado, 1957, the contrastive analysis (CA), Native language transfer was characterized by the influence of structural linguistics and behaviorist psychology. Transfer from the native language was seen as a matter of habit. Negative transfer (or interference) can be predicted in cases of difference between the native and the target language.“ (Readings on Applied Linguistics: A handbook for Language teacher and teacher Researcher By Prof. Dr. Endang Fauziati)

Many research about Language Transfer had been done for example, Said (2005) studied “Negative transfer of Indonesian collocations into English. In his

study he observed about the lexical collocation errors found in the English writing. YU (1999) studied the negative transfer of Chinese was serious in Chinese senior middle school students' writing involved contrastive analysis. Translation Shaozong (2001), studied transfer made by Chinese learners of English In Brigham", Bu (2012), studied about pragmatic transfer and L2 proficiency." Garci-Gitrel (2011), studied about the role of first language (L1) in the L2 acquisition. Hussein (2010), studied about negative L1 impact on L2 writing in Qatar University. Roberts (2004), studied about Transferring literary skills from L1 to L2 .The above studies found that students found difficulties for studying English as Second Language (ESL) because of negative transfer of their mother tongue. They observed the language transfer from all aspect of Language but the researcher in this study just observed the language transfer of L1 (Indonesian) grammar into English grammar in writing descriptive text, which had never been investigated previously.

B. Problem statement:

Based on the research background of the study, the problems that will be studied in the research are as follow :

1. What type of L1 grammar forms which emerge in the students' writing Description text in English (L2) of the tenth grade students of SMAN 1 Dolopo Madiun in 2013-2014 Academic year ?
2. What are the L1 dominant grammar forms appear in the students' writing description text in English (L2) of the tenth grade students of SMAN 1 Dolopo Madiun in 2013-2014 Academic year ?

3. What are causes of the emergence of L1 grammar forms into the second language (L2) grammar written by the tenth grade students of SMAN 1 Dolopo Madiun in 2013-2014 Academic year in writing description text ?

C. Objective of Study

Based on the formulation of the previous problem , the aims of this study are to :

1. Investigate the emergence of L1 grammar forms into the grammar of second language (English) in writing description text by the tenth grade students of SMAN 1 Dolopo Madiun in 2013-2014 Academic year
2. Find the L1 dominant grammar forms appear in the students' writing description text in English (L2) of the tenth grade students of SMAN 1
3. State the causes of the emergence of L1 grammar forms into the second language (English) in the tenth grade students' descriptive text writing of SMAN 1 Dolopo, Madiun in 2013-2014 Academic year in 2013-2014 Academic year

D. Benefit of the study

1. Practical benefit

Findings of the research are hoped to assist the English learners, the teachers, and for other researchers. They are:

- a) The English learners

The consequence of the study can help the learners to be aware of the emergence of L1 grammar into the L2 grammar they made and the causes

of the emergence of L1 grammar into the L2 grammar they faced. It is expected that the findings are able to prevent making the same mistakes in their future writing and attempt to use the grammatically correct in their writing products.

b). The teacher

The effect of the study can help the teacher to recognize the learners' mistakes in writing, so they pay attention to the problems faced by the learners and also the reasons of the problems in their writing and speaking skill, especially in teaching grammar. Therefore the teachers encourage the learners to give more effective explanation that helps the students to correct grammatical problems by themselves.

c). For other researchers

The result of this research can give the advantages as model. The other researchers try to find out the other solutions about grammatical problems. Beside that, they can do the same type of research but they try to create the best new report. .

2. Theoretical Benefit

Theoretically, the finding can conduct the theory of language transfer as well as contrastive analysis, is a branch sub systems of languages with the aims at describing the similarities and the differences between them. (Fisiak, 1981: 1). In this study, the researcher has tried to find the similarities and the differences of Indonesian grammar and English grammar, so people know about how is English grammar rules and how is the Indonesian grammar rules in order to understand

both of them easily, and contribute to the task of foreign language teaching, especially Indonesian language transfer into English can be avoided and overcome.

E. Research Paper Organization

The researcher organized her research into five chapters. Chapter I is introduction, which includes background of the study, previous study, problem statements, objectives of the study, benefits of the study, and research paper organization. Chapter II is underlying theory, which consists of the theories of language transfer and Contrastive Analysis, that are useful for conducting the analysis of the data. Those theories are on the subject of definition of writing, kinds of writing, teaching writing, environmental media in teaching descriptive writing, Interlanguage pragmatics, Transfer language. Chapter III is the research method, which deals with type of research, object of the study, sources of data, method of collecting data, and technique for analyzing data. Chapter IV is about the results and discussion of research. Chapter V is about conclusion, implication and suggestion about this research