LANGUAGE TRANSFER FOUND IN THE WRITTEN PRODUCTION OF

ELEVENTH GRADE STUDENTS ON JUWIRING KLATEN VOCATIONAL

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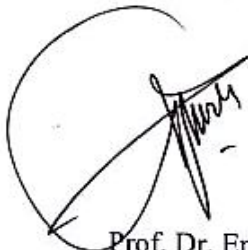
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LANGUAGE TRANSFER FOUND IN THE WRITTEN PRODUCTION OF ELEVENTH GRADE STUDENTS ON JUWIRING KLATEN VOCATIONAL HIGH SCHOOL 2012/2013

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ABSTRACT

This research is aimed at clarifying the types of language transfer, clarifying the frequencies or dominants of language transfer, and describing the sources of language transfer. In this study, the writer uses descriptive qualitative research. The research was carried out at SMKN 1 Juwiring Klaten by taking 78 students of the second grade level. The method of collecting data of this research is writing test. The results of the research showed that students make errors in language transfer. The language transfer found in the written production of the students occurred on lexical level and syntactical level. The misuse of *to be* is the highest level in lexical transfer; it reaches 26,37% with 24 mistakes and the lowest percentage is the student transfer in using adjectives. The student transfer in agreement is the highest grade of syntactical level; it reaches 67,86% with 19 errors and the lowest is in word order. The sources of the students' language transfer committed by the students of SMKN 1 Juwiring Klaten are categorized into Selection Process, Interlanguage Identification, Blend and Autonomous Material, Structural Model, and Creating Equivalence. Some pedagogical implications concern to the teachers that have role as an agent in the education are Introducing Contrastive Analyses in Class, Applying Suitable Learning Methodology in Class, and Attractive Classroom Management.

Keywords: language transfer, Indonesian learners, first language.

Introduction

According to the language transfer theory, it is assumed that the learner's mother tongue will positively or negatively affect the students in learning a foreign language of second language acquisition. When there are

differences between his mother tongue and target language, the learner's mother tongue and target language are similar, the native language will actively aid foreign language in learning that is in case of similarities between the native language and target language, the transfer functions positively, while in case of differences, it functions negatively. If someone uses the first language and the second language in most life, then he/she will interfere the foreign language with the language mastered before and it will be very difficult to improve the mastery of foreign language.

Language transfer also known as L1 interference, linguistic interference, and cross meaning refers to speakers or writers applying knowledge from their native language to a second or foreign language. (Dulay at al, 1982). When the relevant unit or structure of mother tongue and foreign language is the same, linguistic interference can result in correct production, it means that it is in line with most native speakers' notions of acceptability. Negative transfer occurs when the students transfer items and structures that are different from the mother tongue and the foreign language that is English.

Language transfer occurs in language teaching of Indonesian students. Language teaching is based on the idea that the goal of language acquisition is communicative competence: the ability to use the language correctly and appropriately to accomplish communication goals. Communicative competence is made up of four competence areas: linguistic, sociolinguistic, discourse, and strategic. Linguistic competence is knowing how to use the grammar, syntax, and vocabulary of a language. Sociolinguistic competence is knowing how to use and

respond to language appropriately, given the setting, the topic, and the relationships among the people communicating.

One of the standard competences of teaching English in Vocational School is to develop the students' communicative competence. But in National Exam (Ujian Nasional) of both senior and vocational school English is tested in the form of reading and listening. Because of the reason, most teachers of vocational schools give less attention to the activity of writing. And the result is that most senior high and vocational graduate students are not able to write a complete and appropriate English paragraph after having studied English for at least three years in their school. Writing, especially writing application letter is one of the most important means of communication, has always played a significant role for vocational school graduates to get better jobs as most of them want to. And, it is of vital importance for foreign language learner to develop their abilities to write application letter. One important reason is that writing helps our students to learn (Elbow, 1994).

Review of Related Literature

By definition, inter language transfer is the influence of one L2 (using the broad sense of this term) over another. Inter language transfer raises a number of important theoretical issues. Does the gradually acquired knowledge of a language beyond the second make a difference in the types of transfer seen? (Selinker, 2008).

Many experts believe that in acquiring a second language, a learner is really influenced by his/her first language. Learners generally bring their pervious

competence of language in performing the second language (L2). The clearest support for this belief is the finding of "foreign" accents in the second language speech of the learners as cited in Ellis (1985: 19). When a Frenchman speaks English, his English sounds French. In addition, when a Malay person speaks Indonesian, the Indonesian sound is also influenced by Malay accents. In writing, the students also often use the knowledge of their first language in constructing the second language.

Language transfer is also called cross linguistic influence (Odlin, 1989). The origin of the term goes back to Behaviourism and its view that first/native language habits influence the acquisition of the second/foreign language habits. Although it was later discredited, the notion of transfer has been reviewed again and remains one of the most fundamental in L2 acquisition research. Generally speaking, language transfer is divided into two types: positive transfer and negative transfer. Positive transfer occurs when the prior knowledge benefits the learning task---that is, when a previous item is correctly applied to a present subject matter (Ney, 1973). According to Ney, when both the native language and the target language have the same form, pattern or rule, the transfer facilitates learning. Positive transfer is termed as it facilitates learning.

Research Methodology

The writer uses descriptive qualitative research (case study approach). Creswell, (2007 : 73), Case study research is a cases approach in which the investigation explores a bounded system (a case) or multiple bounded systems (cases) over time, trough detailed, in-depth data collection involving multiple

sources of information. It means that case study concern on a case or multi cases of phenomena. In this study, the writer uses case study because the writer need information about phenomena. On the other hand, the writer needs information about mother tongue interference into target language which conducted by students of SMKN 1 Juwiring of the second semester in academic year 2012-2013. For gathering information about that phenomenon, the writer used documentation and record.

The writer uses qualitative research design to be applied to this research and it is a matter of case study. This research studies about the human behaviour when they learn language in the classroom. According to Cresswell, (2007:73), case study research is a qualitative approach in which the investigation explores a bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information (e.g., observations, interviews, audiovisual material and documents and reports), and reports a case description and case-based themes.

This collection of the data was conducted in the second semester of eleventh grade students of SMKN 1 Juwiring Klaten in 2012/2013 academic year. The eleventh grade students consists of 7 classes that are divided into four programs; Accounting, Office Administration, Marketing, and Multimedia. Each of the programs has two classes except the Multimedia. There are three government teachers who teach English on the second grade.

The data of this research are language transfer committed by the students. The sources of the data are the eleventh grade students of SMKN 1

Juwiring in 2012/2013 academic year. There were 78 students who are involved in this research.

Considering the problem of this research, the writer uses documentation analysis on the students' written production in the form of Application Letter, Memo, and Short Conversation script. Having discussed certain topics the teacher assigned the students to produce the certain kind of written documents. Then the writer identifies and classifies them based on the types of the first language transfer using error analysis. In analyzing the data of this research, the writer uses descriptive qualitative not the statistic one. The data are analyzed using the error analyses.

Research Findings

The writer found two types of language transfer in this research; transfer of lexical level and transfer of syntactical level. In classifying the data of the students' language transfer, the writer analyses transfer of lexical level into False Friend and Code Switching. And in syntactical level it can be divided into two parts; word order and agreement.

In lexical level, the transfers are classified into False Friends and Code Switching. The False Friends transfer is divided into the transfer of Pronoun, Adverbs, Articles, Adjectives, To Be, Verbs, Spelling, and Preposition. The Code Switching Transfer is divided into Cognates, and Invented Word.

The result of the research shows that there are 91 transfers in Transfer of Lexical Level; 56 (61,54%) are transfers of False Friends and 35 (38,46%) are of Code Switching. The 56 transfers of False Friend level consists of 11 (5,49%)

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transfers of Pronouns, 11 (5,49%) transfers of Adverbs,4 (2,20%) of Articles, 18 (9,89%) of Adjectives, 38 (20,88%) of To Be, 53 (29,12%) of Verbs, 17 (9,34%) of Spelling, and 26 (14,29%) of Preposition. Whereas the 15 (8,24%) are transfers of Code Switching consist of 3 (1,65%) transfers of Cognates, 12 (6,59%) transfer of Invented Word.

In Syntactical Level, the transfers are classified into Word Order and Agreement. The result of the research shows that there are 23 transfers in Transfer of Syntactical Level; 19 (67,86%) are transfers of Word Order and 9 (32,14%) are Agreement.

Selinker (1997) proposes that there are seven sources of language transfer; selection process, inter lingual identification, search the input, blend and autonomous material, structural model, underlying linguistics, and creating equivalence. Based on the data taken by the writer there are five sources of language transfer; they are selection process, inter lingual identification, blend and autonomous material, structural model, and creating equivalence.

Selection process is certain principles make some NL structures more likely transferred than others (Selinker; 1997). Tenses are the examples of an experimental language transfer to be studied of syntactic acquisition. Indonesian has no tenses maker as English, Indonesian merely emphasize the exact time by describing it in words: tomorrow, last week, now, yesterday and the likes.

The writer found some sentences in this research indicate the selection process transfer as in the sentence *I see the advertising in the web: id.jobsdb.com yesterday* instead of *I saw the advertisement in id.jobsdb.com yesterday.* In this case the student neglected the past tense of *see* as there is no such past tense in

Indonesia. Indonesian uses the same verb forms to express future, recent, and past activities.

Another case is in *I graduate from Yogyakarta University 5 year ago,* to express Indonesian meaning *Saya lulus dari Universitas Yogyakarta 5 tahun lalu.* It is not a matter to use *lulus* to express something happened 5 years ago, but in English it has different kind of form to express something happened in the past. So, the sentence must be *I graduated from Yogyakarta University 5 years ago.*

Inter lingual identification is the suggested mechanism that unites unit across linguistic system (Weinreich, 1953). Odlin (1989: 114) supports that inter lingual identifications are the equivalence relations that learners establish between the native and target language. Inter lingual identification is one of the sources of the students' language transfer. It is the basic learning strategy, where the learners make the same what can not the same (Fauziati, 2009: 131). It can also be made between in grammatical relationship, such as word order (Selinker, 1997: 30).

The example of inter lingual identification clearly happens on the case that the student want to express his idea *I am old 20 year and heigh 163* to express Indonesian idea *Saya berumur 20 tahun dan tinggi badan 163 cm.* It is meaningful and structurally correct in *Bahasa Indonesia* but it is grammatically incorrect to express such idea in English. The above example shows that the learners of target language produce utterances in the same way they produce them in mother language.

In other case the student express *Pengalaman kerja saya adalah di Departemen Store selama 2 tahun* by *My experience job is*. The phrase *pengalaman kerja* is expressed by *experience work*, it is grammatically and

structurally correct for Indonesian to express *pengalaman kerja* but it is clearly ungrammatical *experience work* in English, it must be *work experience.*

Blend and autonomous material are new form which are neither in the native nor in the target system, are to be expected in inter language (Fauziati, 2009: 131). In general, when a receipt culture borrows a new item or a new concept, its language often borrows the name of the item or the description of the concept. The writer find that it happens in this research, some students of SMKN 1 Juwiring transfer the complexity for the selection of one item and reject another linguistic influence in language contact situation. The students view the target language is imperfect and view that the target language is as a set up of text book as in *I have fluent spoken and written English to simplify communication in Bisnis* to express Indonesian idea *Saya fasih berbahasa Inggris secara lisan dan tertulis untuk memudahkan berkomunikasi dalam urusan bisnis.* The student did not realize that the word *bisnis* is different in spelling from *business* in English; s/he thought that it is the same as the target language.

In structural model, the students use translation as a learning strategy. Translation is regarded to be the means of transferring idea from one language to another. It is a form of inter lingual communication that involves a source language and a target language. The students believe in the assumption that they can master the language by merely memorizing as many words in the dictionary as possible; in this case, the students are dictionary minded.

Some students of SMKN 1 Juwiring express their idea based on the translation of dictionary as in *After play in here, we substitute shirt because wet* to express the Indonesian idea *Setelah bermain di sini, kita ganti pakaian karena*

basah. The student merely express the idea based on the dictionary word by word neglected the rules or grammar and meaningfulness. Another example is as in the sentence *We to depart to climb us* to express Indonesian idea *Kita berangkat naik bis* and in *When my gas is low...* to express Indonesian meaning *Ketika saya kehabisan bensin* instead of *When I ran out of gas…*

Based on the above examples, the learners think that expressing ideas in English is translating words by words using a bilingual dictionary, expressing words by looking up the meaning or definition in a dictionary neglecting the grammar and meaningfulness. Students merely write down the new words without considering the real meaning in context.

In creating equivalence the students do expansive very much, they make new terms never existed before as in the followings *Big my hopened for can work in the Rudledge Indonesia, PT*. The student expresses *hope* to be *hopened* to make the past form as in another past sentences.

Discussion of the Findings

There are two main types of transfer found in this research; transfer of lexical level and transfer of syntactical level. Transfer of lexical level is classified into false friends and code switching; whereas transfer of syntactical level is classified into transfer of word order, negation, and agreement. False friend transfer is classified into 8 categories; pronoun, adverbs, article, adjectives, to be, verbs, spelling, and preposition; whereas code switching transfer is classified into cognates and invented word.

The frequency of each type of language transfer can be described as follows: there are 91 transfers of lexical level and 28 transfers of syntactical level. From the 119 transfers of lexical level; there are 56 transfers of false friends and 35 transfers of code switching. From 56 of false friends transfer; there are 5 (5,49%) transfers of Pronouns, 5 (5,49%) transfers of of Adverbs, 24 (26,37%) transfers of To Be,2 (2,20) transfer of Adjectives, 10 (10,99%) of Verbs, 10 (10,99%) of Preposition. From 15 transfer of code switching: there are 3 (3,30%) transfer of Cognates, and 32 (35,16%) transfer of Invented Word. From 28 transfers of syntactical level; there are 9 (32,14%) transfers of word order and 19 (67,86%) transfers of agreement.

The dominant types of language transfer found can be concluded that in the students' lexical transfer, the transfer of invented words is to be the most frequent one committed by the students. It has 32 transfers or 35,16%, means that the students of SMKN 1 Juwiring has committed the highest percentage of interference. In the students' syntactical transfer, the transfer of agreement has 19 transfers and word order has 9 transfers.

The forth question, *What are the sources of language transfer found*? can be explained that there are five sources; selection process, inter lingual identification, blend and autonomous material, structural model, and creating equivalence. In selection process, the students neglect the tense marker on their sentences as in *I see the advertising in the web: id.jobsdb.com yesterday* instead of *I saw the advertisement in the web:id.jobsdb.com.* In inter lingual identification, the learners of target language produce utterances in the same way they produce them in mother language, as in *Pengalaman kerja* it is structurally

and meaningfully correct in Indonesia, but students tend to express it by *Experience work* instead of *Work experience.* In structural model the students use translation as a learning strategy and in this case the students are dictionary minded as in *I can interview any time* to express Indonesian meaning *Saya bisa wawancara setiap saat* instead of *I will be available for interview at any time*. In creating equivalence, the students do expansive very much as in *Big my hopened, 2 years olded*.

Conclusion

Based on the types and frequencies of language transfer, it is classified into lexical level and syntactical level. The lexical level consists of false friend transfer and code switching. False friend transfer consists of transfers of Pronouns, Adverbs, To Be, Adjectives, Verbs, and Prepositions. While in syntactical level, there are transfers Word Order and Agreement.

In lexical transfer, Invented Word was the most in transfers, they are 32 transfers or 35,16%. Many students feel that English is merely the translation of Indonesia, as a result they express their utterances or words in Indonesia as in *..long not meet with grandchild..* to express Indonesia idea *...lama tidak bertemu dengan cucu-cucunya*. It dominate the student's transfer since the students feel so easy to express their idea using their thought into English and they thought that it is so difficult and complicated to express their idea using English pattern. Some students merely look and find certain words in the Indonesia-English dictionary and translate the utterances one word by one word as in Indonesia.

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The second transfer committed by the students is in using *to be*, it reaches 24 sentences or 26,37%. The students are confused in using *to be* since there is no such to be in Indonesian language, so most of the students omit it in expressing their utterances in English as in *I not patient to go there* instead of *I am not patient to go there*, to express Indonesian idea *Saya tidak sabar untuk pergi ke sana*.

The third transfer that the students committed most is in using preposition and verbs; both of them with the number of 10 sentences or 10,99%. There is a little bit difference in using preposition in, from, with, of between Indonesia and English as in *I am interested with this job* to express Indonesian idea *Saya tertarik dengan pekerjaan ini*. In Indonesia *dengan* means *with* but *interested* must be followed by *in* not *with*. Some students obviously seemed to get difficulty in using verbs, too either in forming or in choosing the verb as in *I substitute clothes and to eat*. The verb *substitute* is not suitable for this sentence but the student thought that it is the most suitable one to express *change.*

The next transfers are transfers of pronoun and adverbs that both of them are committed by 5 students or 5,49%. Regarding to transfer of pronouns, some students got difficulty to apply subjective, objective and possessive pronoun as in "I am available for an interview at *you convenience* instead of *I am available for an interview at your convenience* since there is no specific form of possessive pronoun in Indonesia. Transfer in adverbs happened in forming adverb of manner as in *with good, with happy* to express *happily, well,* it happened since in Indonesia, it is no need to change any adverb and merely add *dengan* to express adverb of manner.

The last two transfers in level of lexical is cognate and transfer of adjective. There are 3 students did cognate transfer and only 2 students did transfer of adjective. And relating to types of transfer in syntactical level there are transfers of agreement which consist of 19 transfers or 67,86% and transfer of word order which consist of 9 transfers or 42,14%.

The source of the students' language transfer committed by the students of SMKN 1 Juwiring are divided into Selection Process, Inter Lingual Identification, Blend and Autonomous Material, Structural Model, and Creating Equivalence.

In Selection Process the students transfer are found in forming tenses, they thought that expressing something in the past is only adding the exact time as in Indonesia and neglecting the tense. In Inter Lingual Identification, the students express their idea into English as they produce the utterances in Indonesia even that it is meaningful and grammatically correct. Whereas in Blend and Autonomous Material, the students view that the target language is imperfect and view that the target language is as a set up of text book as in *I'm to enclose with CV and recent foto* to express Indonesian idea *Saya melampirkan daftar riwayat hidup dan foto*. The student did not realize that the word *foto* is different in spelling from *photo* in English; s/he thought that it is the same as the target language. In Structural model, the students express their idea based on the translation of dictionary as in *This experience never I forget in my life* to express the Indonesian idea *Pengalaman ini tidak pernah saya lupakan sepanjang hidup saya*. The student merely express the idea based on the dictionary word by word neglected the rules or grammar and meaningfulness. And in Creating Equivalence,

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the students do expansive very much as in *I'm graduated in Diploma Accounting from Universitas Gajah Mada 2 years olded*. the student uses *olded* to express something in past; in fact there is no such form in English.

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