CHAPTER I

INTRODUCTION

A. Background of the Study

Many experts believe that in mastering a second or foreign language, a learner is really influenced by the mother tongue. Students as the learners generally have their previous competence of language in performing the second and the foreign language. Indonesian learners will transfer the Indonesian accents in performing English; in English writing students often use the rule of Indonesia. Fortunately, not all of the rules are significantly different.

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 et 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. Using the theory of contrastive analysis (the systematic study of a pair of languages with a view to identifying their structural differences and similarities), the greater the differences between the two languages, the more negative transfer can be expected.

The positive transfer is often less discussed caused by non-resulting a large effect. Generally speaking, the more similar the two languages are, the more the learner is aware of the relation between them, and the more positive transfer will occur. In addition to positive transfer resulting in correct language production and negative transfer resulting in errors, there is some evidence that transfer from the first language can result in an advantage over native speakers of a language.

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. Discourse competence is knowing how to interpret the larger context and how to construct longer stretches of language so that the parts makes up a coherent whole. Strategic competence is knowing how to recognize and repair communication breakdowns, how to work around gaps in one’s knowledge of the language, and how to learn more about the language and in the context.

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).

In most vocational schools, teaching writing is integrated into intensive reading activities. Therefore, most teachers fail to guide, or don’t know how to guide students in learning how to produce any kind of writings. Hopefully, most teachers are familiar with components of the writing process—planning, drafting, revising, giving and receiving feedback, editing, and publishing. But many are not accustomed to using these components as the curriculum for their writing classroom. (Jennifer Berne, 2009)

As a result, when vocational graduates are supposed to write an application letter, e-mail and such writings in English, they simply resort to Indonesian as their mother tongue or Indonesia, and apply the Indonesian discourse patterns and writing styles to their English writing with less knowledge of the difference among English, Indonesian and English. Most students neglect the difference pattern in producing some expression to express ideas. For example, a student has an Indonesian expression like Saya menunggu balasan Anda; and the student transfers the Indonesian expression into: I am waiting for your reply instead of I am looking forward to hearing from you. Another student wrote: I can spoken and written English to express Indonesian sentence: Saya mampu berbahasa Inggris secara lisan maupun tertulis.

The following is an example of the student’ writing:
Maria Putri S. 
Ngaran, Polanharjo, Klaten 
Post Code: 5474 
Phone: 084647368025 
Email: poetrimaria@rocketmail.com

PT Ganendra Paraka Satria 
Komplek Golden Plaza Blok G No. 9 
Jl. RS Fatmawati No. 15 Jakarta Selatan

Dear Sir/Madam,

I’m writing to express my interest in PT Ganendra Paraka Satria position accounting staff. I have all of qualification for this position. I am graduate from Sebelas Maret University for Accounting Department last year. I have experience job cashier’s Carrefour Pabelan during 6 month.

I am 24 years old and graduated from SMKN 1 Juwiring majoring in “Accounting Department”. In addition. I can spoken and written English. I have good computer skill and able to use computer: Ms Word, Excel, Lotus 5, Ms Project, power point. The ability to work individual and team, good interpersonal relationship.

I would be available for an Interview at any time. I am waiting for your reply. Thank you for your consideration.

Sincerely,

Maria Putri S.

The students’ skill of writing application letter enables them to expressing thought, ideas, opinions and viewpoints an organized way. Writing an application letter, will help students express themselves. Writing application letter will also help vocational high students prepare for the next college and employment. Writing an application letter can be a great tool to help students know more about the way to think. It can solidify ideas and thoughts, and allow students reflect on them better than if the ideas remained evolving in their head.
There are many vocational high schools in Klaten, one of them is Juwiring Vocational High School (SMKN 1Juwiring) which is located in the northern part of Klaten Regency. Its students improve year per year caused by the addition of new program. This year the total of the students are 837 students which is divided into three levels. The programs are accounting, office administration, marketing, multimedia and information computer and technology; the newest program which still in the first grade. They are divided into 23 classes, 9 classes of first grade, 7 classes of the second grade, and the other 7 classes of the third grade.

The writer is interested to observe the issue about LANGUAGE TRANSFER FOUND IN THE WRITTEN PRODUCTION OF ELEVENTH GRADE STUDENTS ON JUWIRING KLATEN VOCATIONAL HIGH SCHOOL 2012/2013 ACADEMIC YEAR, in this case Indonesian language interference in the students’ writing. The writer wants to describe whether Indonesian can influence or interfere the students towards foreign language.

The writer chooses the second grade students for several reasons. The students of the second grade learn more on writing rather than in the third grade that they have to prepare for the final exam. In the second grade the students learn more competencies in writing than in the first grade or the third one. For this research, the writer collects the students’ writing during the second semester of 2012/2013 academic year.
The writer thinks that it is an essential topic to observe since it is very important to know the language interference of mother tongue. By knowing the interference it will be easier for student to master English. Mother tongue and the culture greatly influence the mastery of foreign language. The culture and language is a unity that cannot be separated in life. Language is a culture and in a culture, there is a language.

In this research, the writer focuses on the students learning of English in the written production and does not observe the students' culture itself. This topic is important for teachers of language, and will be the reference for English teachers in Indonesia, in order that they will be able to improve the quality of their teaching learning techniques.

B. Problem Statements

In this research, the writer focuses on the erroneous sentences made by the students of SMKN 1 Juwiring in written production. The writer describes and explains the source of errors by tracing back to the underlying strategies of second language learning. The writer has done three major stages through error analysis, recognition errors, description and explanation of errors. Finally, the writer tries to present several proofs that the students’ writings are still broke.

The writer states some problems as follows:
1. There are some types of language transfer found in the written production made by the students.

2. The frequency or the dominant of each type of language transfer is varying.

3. There are several sources of language transfer.

C. Research Questions

Based on the problem statements stated above, the writer formulates some research questions. They are:

1. What are the types of language transfer found in the eleventh grade students of SMKN 1 Juwiring Klaten 2012/2013 academic year?

2. What is frequency or dominant of each type of language transfer found in the eleventh grade students of SMKN 1 Juwiring Klaten 2012/2013 academic year?

3. What are the sources of language transfer found found in the eleventh grade students of SMKN 1 Juwiring Klaten 2012/2013 academic year?
D. Objectives of the Study

By conducting this research, the writer proposed three main objectives as follows:

1. To describe what types of language transfer found in the written production made by the students of SMKN 1 Juwiring Klaten.

2. To find out frequencies or dominants of language transfer found in the written production made by the students of SMKN 1 Juwiring Klaten.

3. To classify the sources of language transfer found in the written production made by the students of SMKN 1 Juwiring Klaten.

E. Benefits of the Study

1. Theoretical Benefit

The result of the study are in the forms of description of the first language transfer found in the written production made by the students of SMKN 1 Juwiring Klaten. They are expected to be contributable to English teaching and learning process. For the students, the result of this study hopefully may reduce their native language transfer in any kind of written production as well as in writing an application letter, and it will be helpful for them to have good application letter and any other kind of writings.
2. Practical Benefit

For the English teacher, the result of the study can be useful as feedback to the effectiveness of teaching writing and to enrich the knowledge of teaching English in general. For the other writers, it can be a reference to observe further topics.