

CHAPTER I

INTRODUCTION

A. Rationale

Human being need language to communicate with other people and surroundings, and this is in line with the function of language as a means of communication for human being. This is supported by Abdul Chaer that language is system of sound that arbitrary, which it is used by society to cooperation, communicate and self identify.¹

Based on the sentence above, it can be seen that language is very important for human being, from which human being can express their ideas, thought and feelings in communicating with other.

There are many languages in the world, include English. In Indonesia, English is learned as foreign language. English is learnt in order to enrich people knowledge, because there are many books written in English, such as science and technology, so people can transfer this knowledge. Therefore, people need to understand English.

English is a very important foreign language. This is because of the facts that, first, English is an International language and most of people use it for a variety of purposes. Therefore, people who can speak English can communicate with people from other countries regarding many aspects of life such as technology, economics, and

¹Abdul Chaer, *Linguistic Umum*, (Jakarta: Rineka Cipta, 1994), p. 32.

politics. Second, English is a mode of communicate with others. Thus, it is studied by most people and taught in many countries either as a second language or foreign language.

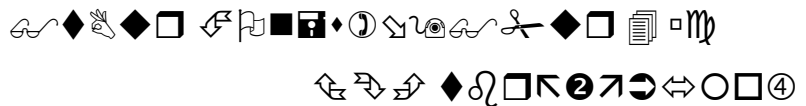
English language learning includes four skills: listening, speaking, reading and writing. Writing is one of English skills that taught at school at any levels of study, especially at university. In English Department of Tarbiyah Faculty, those four language skills are given through a series of course. Each skill has three series: A, B and C. It is offered in the second through the fifth semester. Writing skill is known as “productive skill”, which is needed in understanding and expressing ideas, thoughts, and feelings through words, phrases, clauses and sentences, as accurately as possible. According to Haris, there are at least five general components found in writing; content, form, grammar, style and mechanics.²

Writing is a way of communication and thinking. It can not be distinguished in all process of learning. By writing someone can know their capability, tell people, and remember the ideas and facts. Besides, writing can help people to record what they have seen or felt or thought. It also helps them to find out the information that they have collected or experienced back. Sometimes, the students receive an assignment and have to write a paper, an essay, thesis and examination, therefore they have to understand the techniques of writing.

Writing is not an easy task for students, but, writing is very important for the students, teachers, lecturer and those who want to improve their knowledge. Because of

²David P. Harris. *Testing English as a Second Language*, (New York: Mc Graw- Hill Book Company, 1969), p. 68-69.

that writing is very important and the knowledge will be better and eternal. Writing is also ordered by God to Muhammad p.b.u.h. to keep God's saying/decreed and also from the prophet to his companions to write Hadith. Because of this importance of writing, Allah the Almighty said in the Holy Qur'an (QS. Al-Qalam: 1-2) that:



Based on the verse, it is clear that writing is very important and God has sworn by the pen and by the (record) which (men) write so it is a big thing for human being. Then, in the other verse Allah the Almighty said in the Holy Qur'an (QS. Al-Baqarah: 282) that if human being do agreement to other people, that they should not forget to write it on the paper, because it has function to prevent mistakes later.

Based on that, there is Hadith that:

..... عَنْ أَبِي هُرَيْرَةَ قَالَ قُلْتُ يَا رَسُولَ اللَّهِ إِنِّي أَسْمَعُ مِنْكَ حَدِيثًا كَثِيرًا أَنْسَاهُ قَالَ ابْسُطْ رِدَائَكَ فَبَسَطْتُهُ قَالَ فَعَرَفَ بِيَدَيْهِ ثُمَّ قَالَ ضُمَّهُ فَضَمَّمْتُهُ فَمَا نَسِيتُ شَيْئًا بَعْدَهُ حَدَّثَنَا إِبْرَاهِيمُ بْنُ الْمُنْذِرِ قَالَ حَدَّثَنَا ابْنُ أَبِي فُدَيْكٍ بِهَذَا أَوْ قَالَ عَرَفَ بِيَدِهِ فِيهِ .

This Hadith explains that human being cannot master knowledge only by memorizing it but it needs to be written, so that if their memorizing can not be validation so their writing can help their memories.

Besides, Prophet Muhammad (p.b.u.h) also even frees a prisoner of war of *Badar* without ransom, it is enough on condition that the prisoner will teach how to read and

write for Moslem children. This matter shows that the Prophet had an opinion that education and literacy are very important for Moslem children.

Therefore, in learning English as a foreign language, learners need to learn about the system and rules of writing well, because the system and the rules for both English and Indonesian are different. The difference may cause of errors or interference or mistakes, whereas writing is very important and useful for human being in all aspect of life.

Indonesia and English are different in some language features, one such differences is the construction of noun phrase. In English, the construction is head and modifier, while in Indonesia it is modifier and head. However, when Indonesian students who are lack of practice in English, they often make mistakes in the form of interference from the first language and they do not even realize the differences.

Sometimes the situations appears to be much more difficult, that it opens change for students to input mother tongue in learning EFL (English as a Foreign Language), the interference of Indonesian to English can be occurred. So that the students can use Indonesian writing rules like Indonesian word order in English writing.

The Indonesian students are familiar with their study habit of writing in Indonesia, so that they often use the Indonesian word order into English writing practice. The result is a mixture in which ideas in Indonesian are ungrammatically expressed in English writing. The main cause is linguistic interference of the first language or mother tongue in learning English as a foreign language.

The students familiar with Indonesian word order in their writing which they have learned from elementary school, such as about nouns, adjectives, adverbs, and sentences. But, in English writing there are differences. For example “*Dia (pr) mempunyai rambut panjang dan hitam*” in word order of adjective phrase, students often write in Indonesian word order like “She has hair long and black”, whereas in English writing it is written “She has long black hair” or “She has long and black hair”. Then, when they are asked to make paragraph or free writing by the lecture, mistakes and error are found in their writing, so that their paragraph or free writing is difficult to understand.

Students make many mistakes when writing in English. They know that the rule of Indonesian writing is D (diterangkan) and M (menerangkan) or modifier and head at noun phrase, but in English writing is M (menerangkan) and D (diterangkan) or head and modifier. For example, students write in Indonesia “rumah bagus” whereas in English it becomes “beautiful house”. Therefore, there is the difference between Indonesian and English.

Students usually make interference from the first language. Since English and Indonesian have different systems and rules, they often bring the first language in learning other languages.

English Department is a major of Tarbiyah Faculty IAIN Antasari Banjarmasin which includes all skills in English, including writing. The students are expected to have good performance of English skill for each subject. The students can speak fluently because of by practice every day; this is also if the students always practice to write

English, so that they can write well. However, the interference of L1 can interfere students' English writing, because they do not too realize that there are the differences and similarities between Indonesia and English. Even their native languages like language region can interfere with the syntax of their writing. Based on the description before, the researcher is interested in conducting a research entitled: **“The Interference of Indonesian Word Order to the Students' English Writing of English Department of Tarbiyah Faculty IAIN Antasari Banjarmasin”**.

B. Problems Limitation

Based on the explanation above, the researcher gives limitation for this research as follows:

1. The interference in using word order of noun phrases.
2. The interference in using word order of adjective phrases.
3. The interference in using word order of adverb phrases.
4. The interference in using word order in sentences.

From those interferences, the researcher wants to know more about:

1. What kinds of Indonesian word order interfere the students' English writing?
2. What kinds of interference encountered in students' writing of the fourth semester of English Department of Tarbiyah Faculty IAIN Antasari Banjarmasin academic year 2009/2010, especially who are taking writing B subject?

C. Operational Definition

To avoid any misinterpretation in understanding this thesis, the researcher will explain some keywords in the title:

1. Interference : a mistake or error that is done by someone in using language as consequence of contact with the other language³. Or 'errors in the learner's use of the foreign language that can be traced back to the mother tongue⁴. The change of language system because of connection between first language with other language by someone who bilingual⁵. According to this research, it is mean; the effect of learner's first language or mother tongue on the production of the second or foreign language. So that in students' English writing ungrammatically (not appropriate) with English writing.
2. Word order : The arrangement of word in phrases or sentences in order to determine head word easily, for example word order of noun phrase; "A new book". In English A is Determiner (D), *new* is Epithet (E) or adjective, and *book* is Head (H)⁶. See below;

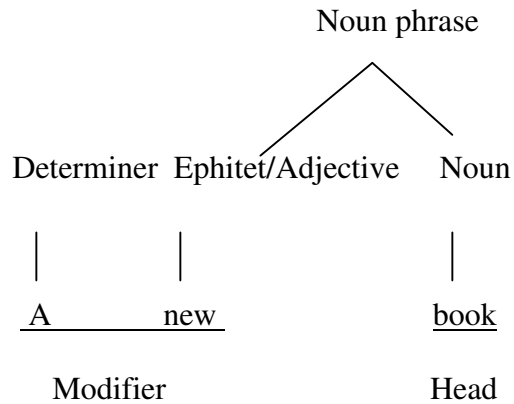
Noun Phrase

³ Saifuddin Ahmad Husin, *Pemakaian Bahasa Arab oleh Masyarakat Arab di Martapura Kabupaten Banjar Kalimantan Selatan. Disertasi Sekolah PascaSarjana*, (Universitas Gadjah Mada. 2008), p. 32-33.

⁴ D Lott. *Analysing And Counteracting Interference Errors*, (ELT Journal vol.37/3, 1983), p 256. <http://ehlt.flinders.edu.au/education/iej/articles/v1n1/bhela/bhela.pdf>, accessed February 14th, 2010, 14:35 PM.

⁵ Abdul Chaer and Leonie Agustina. *Sosiolinguistik Perkenalan Awal*. (Jakarta: Rineka Cipta, 1995), p. 159.

⁶ Elfart (English Language As Foreign Application Standard), *Translation*. (Pare, Tth). p. 3



3. Students' Writing : Research to students' of writing B, which the researcher asked to the lecture about examinees or exercises of free writing of students' English writing. The students of writing B are chosen as subject because this writing is the subject that relates directly to the application of word order which it is taught how to make good sentences in writing essay or free writing.

Thus, this title means interference of Indonesian word order to the students' English writing, made by students of English Department of Tarbiyah Faculty IAIN Antasari Banjarmasin academic year 2009/2010, especially in fourth semester who are taking writing B course.

D. Reasons for Choosing the Title

There are certain reasons why the researcher is interested to researching this subject, including:

1. English is an international and universal language spoken and learned by people all over the world.
2. Writing is an important subject is learned not only by the use good structure but also how to express ideas in good written form.
3. Mistakes in English writing make the reader difficult to understand, so that interference should be avoid.
4. To be better understand the differences and similarities between Indonesia language and English in some language features, especially in word order
5. Word order (part of syntax aspect) is important to know in order to make our writing easy to understand and to translate.

E. The Purposes of the Research

Based on the problems above, this study is an attempt to fulfill the following objectives:

1. To find out what kinds of Indonesian word order interfere the students' English writing.
2. To know the kinds of interference encountered in students' writing of the fourth semester of English Department of Tarbiyah Faculty IAIN Antasari Banjarmasin academic year 2009/2010, especially who are taking writing B subject.

F. Significances of the Research

This research has significances as follows:

1. Upon completion of this research teachers in Indonesia will be able to better help their students avoid mistakes with word order.
2. Students are expected to use appropriate writing strategies for accomplishing writing tasks in a foreign language.
5. Students are expected enable to differentiate between word order in L1 and L2.
6. Information and additional references for students in the English Department of Tarbiyah faculty of IAIN Antasari Banjarmasin.
7. Enrich the researcher's knowledge and experience in the scientific research especially about word order in Indonesia and English.
8. Informational or additional references for the English department of Tarbiyah Faculty of Antasari state Institute for Islamic Studies Banjarmasin in issuing policy to improve the student's ability in learning English, especially in writing skills.

G. Organization of the Content

The first chapter is the introduction which consists of rationale, problems limitation, operational definition, reasons for choosing the title, purposes of the research, significances of the research, and organization of the contents.

The second chapter is the theoretical review which covers interference, divided into: definition of interference, causes of interference and kinds of interference. Then

word order in Indonesia and English which involves definition of word order and word order in Indonesia and English, and the last is writing involves definition of writing, components of writing and interference in writing.

The third chapter is the method of research that consists of subject and object of the research, data and source of data, techniques of data collecting, design of measurement, techniques of data processing, data analysis and research procedure.

The fourth chapter is the report on the research that is a general description of research object, data presentation and data analysis.

The fifth chapter contain of closure which consists of conclusion and suggestion for the lecture and students.