

CHAPTER I

INTRODUCTION

A. Background of Study

In this world, there are no people live without language. Even since God created Adam in the paradise, he was taught about language, especially for names of the things around him. However, language is not narrowed as a tool to name the things only, but also for a tool to communicate each other. So when God decided to create Eve as his partner, Adam did not have difficulties in expressing his feeling because he could use language to communicate properly.

According to Online Cambridge Dictionaries (<http://dictionary.cambridge.org/dictionary/english/language>, Mei 2015), language is a system of communication consisting of sounds, words, and grammar, or the system of communication used by people in a particular country or type of work. While Algeo (2009, p.2) stated that “a language is a system of conventional vocal signs by means of which human beings communicate”. Based on those definitions, it can be concluded that language is not limited to the things that come out from our mouth only, but also sign. In other words, face expression and gesture are also languages as long as they have meaning and can be understood by other people. From this statement, it can also be drawn a

conclusion that even deaf people can communicate as long as their hands and bodies can be moved although they cannot speak orally.

As time goes by, world's population keeps growing. Now, there are thousands of languages in this planet. People in northern hemisphere speak differently from people in the southern hemisphere, so do people in western and eastern hemisphere. This phenomena show us how great the power of God is, who has created so many languages in this world. This is in accordance with the Holly Qur'an Ar-Rum verse 22, in which Allah says:

وَمِنْ آيَاتِهِ ۖ خَلَقَ السَّمَوَاتِ وَالْأَرْضَ وَأَخْتَلَفَ الْأَلْسِنَتَكُمْ وَالْوُكُوفَ ۚ إِنَّ فِي ذَلِكَ لَآيَاتٍ
لِّلْعَالَمِينَ ﴿٢٢﴾

The verse above indicates that the linguistic diversity is not a challenge for the mankind, but a proof about the greatness of God. Language diversity also becomes a mercy from God to encourage all human kinds in the world to study not solely one language, but more. By knowing more than one language, people can understand each other well, communicate and share the knowledge for the better life.

However, studying many languages at the same time is not an easy matter. To make it simple, English has turned into a lingua franca which is used as a universal language to unite the world. English is used as an intermediary language in many fields, such as government, politics, and education. In bilateral relationship between two countries, English is used as

the primary language. As well as in education field, if there is new invention which is useful for all mankind, that invention will be announced in English first.

From statement above, it can be drawn a concluded that studying English is a must for us. If one wants to know how advance this world is, he or she needs to study English. If one wants to know the latest news around the world, he or she has to study English. In other words, English is a primary key to open the gate that will lead people to the infinite world of knowledge.

The importance of English in education field also takes into consideration by Indonesian government. Nowadays, English has become primary subject at school and all students in high school must study English as a foreign language. In some part of Indonesia, English is also taught in primary school. Eventually, government decided to include English as one of the subjects that must be tested in national exam in order to be graduated from school. All of those information show how concern the government about students' ability in English is. They want to make sure that after graduated, students can use their English ability, especially if they want to continue their studies or look for the jobs.

English is taught not only in regular junior and senior high school, but also in Islamic Junior and Senior High School. As the important agent of change, Muslim students also need to learn English and should be able to

apply the language in speaking and writing form. Some people say that Islamic school is not modern enough and very reclusive about everything related to western culture, but that is not the case anymore. Studying English is as important as studying other languages such as Arabic. So, it is not surprising if the students in Islamic school can understand English quite well.

However, studying English is not as simple as most people think. There are some obstacles that students face when studying English at school. The problem is not only limited to internal factors such as students' laziness and intelligence. One of factors which make students having mistakes in English is that English is quite different from Indonesian language. Even though both languages are used alphabetical system, the ways to pronounce them are completely different at all. There are so many cases when students pronounce English letter or word by using Indonesian pronunciation system and that is the most common mistakes that they usually do.

Not only how to pronounce it, grammatical structures between English and Indonesian languages also have some distinction. Hayati (2004) gave example about attributive construction of English and Indonesian grammar. In Indonesia, there is pattern which is called *DM (Diterangkan-Menerangkan)* or Explained-Explaining, while in English, the pattern is *MD (Menerangkan-Diterangkan)* or Explaining-Explained. For instance, the phrase *station bus* in Indonesia turns into *bus station* in English. Moreover, although grammatical

structures of both languages normally consist of subject and predicate, there are some English terms or parts of speech that do not exist in Indonesian grammatical structure, such as to be, tenses, and many more. All of those contribute to students' difficulty in learning English, especially writing. Sujatna (2009) stated that when students were asked to translate Indonesian sentence to English sentence, sometimes they forgot to write to be, to change the tenses, or to change singular words into plural form. The cause was simple: all of those rules do not exist in Indonesian grammar. The influence of Indonesian language schemata to English language is what is called as language transfer or transfer effect.

According to Odlin (1989, p.27), transfer has been defined as “some influence (either facilitation or, more often, interference) of the first language (L1) on the second language (L2) due to similarities and differences between these two languages”. Jiang (2007) also stated that during sentence comprehension, L2 readers were insensitive to certain types of morphological marking required in the L2 but not in the first language (L1). In other words, it can be said that there is a certain influence of first language toward second or foreign languages.

Transfer effect usually occurs in speaking and writing, as in the case of transfer effect of Indonesian language to English language. In teaching learning English process at Indonesian school, this case occurs frequently

because English is not students' mother tongue (Widarso, 1992). Indeed, it is hard to completely omit Indonesia influence in English language, but at least the teachers may be able to control and decrease Indonesian influence if they can analyze what parts of Indonesian language schemata are that usually occur when students write English sentence.

As the researcher mentioned before, learning English also important in Islamic senior high school. Therefore, it also means that students face some obstacle in learning English, including about language transfer. In Banjar region, however, there are four state Islamic senior high schools. One of them is MAN 4 Martapura or State Islamic Senior High School 4 Martapura. Different from other state Islamic senior high schools in Banjar, MAN 4 Martapura is relatively a small school in a village. This school is not exposed to too much technology as other schools, but their language ability still can be improved, especially in English. The students tend to use Indonesian or regional language to speak in class instead of English because it is easier. Even if they try to speak or write something in English, their Indonesian language will get in the way. As a result, the negative transfer occurs and hampers students' language learning process.

Based of statement above, the researcher is interested to conduct a research entitled TRANSFER EFFECT OF INDONESIAN GRAMMAR SCHEMATA INTO ENGLISH SENTENCE BUILDING AT THE

ELEVENTH GRADE OF MAN 4 MARTAPURA IN ACADEMIC YEAR 2014/2015. Therefore, the focus of this thesis is discussing about language transfer between Indonesian and English grammar and correlation between them.

B. Statement of the Problems

This study aims to identify the transfer effect of Indonesian grammar schemata into English sentence building at eleventh grade of MAN 4 Martapura in academic year 2014/2015. So the research question determines as follows:

1. How is students' ability in English sentence building at eleventh grade of MAN 4 Martapura in academic year 2014/2015?
2. What types of grammar transfer does occur in English sentence building at eleventh grade of MAN 4 Martapura in academic year 2014/2015?
3. What is the most difficult type of English grammar which influenced by Indonesian grammar schemata at eleventh grade of MAN 4 Martapura in academic year 2014/2015?

C. Objectives of This Study

Specifically, the objectives of this study are:

1. To know students ability in English sentence building at eleventh grade of MAN 4 Martapura in academic year 2014/2015.
2. To describe the types of grammar transfer occurred in English sentence building of eleventh grade of MAN 4 Martapura in academic year 2014/2015.
3. To know the most difficult type of English grammar which is influenced by Indonesian grammar schemata at eleventh grade of MAN 4 Martapura in academic year 2014/2015.

D. Limitation of the Research

In this research, the researcher limits the problem only to five grammar aspects. Those five aspects are chosen because they have different formation to Indonesian grammar. The differentiation can cause some mistakes when students try to make English sentences because of transfer effect of students' schemata from Indonesian grammar. All of those aspects are:

1. Using to be
2. Using pronoun
3. Using preposition

4. Making question
5. Word order

E. Definition of Key Terms

To avoid misunderstanding, the researcher needs to clarify the title as follows:

1. Transfer effect is the influence which is resulted from similarities and differences between the target language and any other language that has been previously (and perhaps imperfectly) acquired (Odlin, 1989). It is most commonly discussed in the context of English language learning and teaching, but it can occur in any situation when someone does not have any native-level command of a language, as when translating into second language. In this research, transfer means the interference of Indonesian grammar into English sentence building.
2. Grammar is the process of describing the structure of phrases and sentences in such a way explain all of grammatical sequences in a language and rule out all the ungrammatical sequences (Yule, 2010, p.81). Cambridge Dictionarie Online states that grammar is the study or the use of the rules about how words change their form and combine with other words to make sentences. Grammar in this research is not only focus on

English grammar, but also Indonesian grammar that will give positive or negative transfer in students' sentence building.

3. Schemata are plural form of schema. A schema is one cognitive structure comprising an organized, interconnected set of nodes that represent abstracted regularities in an individual's experience. In this thesis, schemata are the prior knowledge of students about Indonesian grammar that will influence them in writing English sentences.
4. Sentence is an elementary utterance distinguished from a more extensive utterance that may include two or more sentences (Mathesius, 1961, p.79). It can also be defined that sentence is a set of words that is complete in itself, typically containing a subject and predicate, conveying a statement, question, exclamation, or command, and consisting of a main clause and sometimes one or more subordinate clauses (Oxford Dictionaries). For this research as mentions in the title, sentence in this case is English sentence which students will write by translating Indonesian sentences that have prepared beforehand.

F. Significance of Research

The researcher conducts a research in hoping that there are some significances of the research that will give a good use for humankind.

Hopefully, the result of this research is expected to give contribution as follows:

1. For the researcher

The researcher hopes this research will not only give information, but also give knowledge about language transfer, especially Indonesian grammar schemata in English sentence building.

2. For the reader

Hopefully this research can give readers inspiration, especially for those who want to conduct a research about language transfer and its influence in language learning process.

3. For the teacher

Beside giving teacher information about language transfer, especially English language that have influenced by Indonesian grammar schemata, hopefully teacher can also use it as one consideration in teaching English to his or her students.

4. For the students

Hopefully students will know that there are some certain Indonesian aspects that are transferred during English language processing. So they will be more careful in writing English sentence.