

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is the primary part in the human life. It becomes necessary to express feelings and ideas which play the important role to establish the good relationship among members of groups in all around societies. In addition, language is one of human characteristics and the symbol of nation's identity. Allah says in the holy qur'an:

يَتَأْتِيهَا النَّاسُ إِنَّا خَلَقْنَاهُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۗ إِنَّ أَكْرَمَكُمْ عِنْدَ

اللَّهِ أَتْقَاهُمْ ۗ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ ﴿١٣٦﴾

Allah creates the humans to recognize one another. Then, they need to represent their feelings and ideas in spoken and written symbols to interact and communicate to each other. So, it can be said that language is the media to make it easier and prevent the misunderstanding in communication. According to Pyles and Algeo (1982:21) the purpose of language is to communicate, whether with others by talking and writing or with ourselves by thinking.

There are many countries with their own uniqueness in this world. Especially, Indonesia that has many kinds of tribes, ethnics and also languages. Furthermore, Indonesian language is the language which is used by Indonesian people to communicate with one another in formal or informal situation. It becomes the important part in our country because it is our native language.

Moreover, people who could master the language effectively are competent to use their language (Indonesian language) and reaches out the exact target, anything of its kinds.

Besides that, the development of global era demands us to master the other languages, especially English as the International language. English is considered as the second/ foreign language. Moreover, people who want to master English well have to master four skills, there are reading, listening, speaking and writing.

Generally, writing is not easier than other skill, especially English Academic writing. There are the following reasons: First, it is complicated skill to learn. It is shown by many students get problem when they write the English essay. The difficulties include linguistic problems, rhetorical convention, and revising the text to be meaningful. Second, writing skill demands the students to think hard and critically. In addition, writing gives the students more thinking time than they get when they attempt spontaneous conversation (Harmer, 2007:112).

In addition, Richard and Renandya (2002:303) stated that writing is the most difficult skill for second language and foreign language learners. Furthermore, they claim that writing is not only generating and organizing ideas of our mind, but also translating these ideas into readable text. However writing is the difficult ability to learn, it has the important role in every aspect of life, not only for people who have business and political necessities but also all common people who wants to render and convey the language into the written word. According to Brown (2010:259) the ability to write is no longer the province of a

special elite class of people, writing skill at least at rudimentary levels, is a necessary condition for achieving employment in many walks of life and is simply taken for granted in literate cultures. Then, Allah says in the holy Qur'an, surah Al-Qalam, verse 1 about the importance of writing:

بِئَاتٍ وَالْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾

Furthermore, in the learning process of another language, it cannot be separated from the term of Second Language Acquisition. Particularly, in the context of this study "second" refers to any language besides the native language. Moreover, Ellis stated that second language acquisition is "the way in which people learn a language other than their mother tongue, inside or outside of a classroom; and second language acquisition is the study of this". (Ellis, 2007:3).

In addition, the native language gives the significant influence in the writing process. It has been presumed that the first language affects the second language especially, English writing. The structure between L1 and L2 caused the interference in L2 writing. Khaled Karim and Hossein Nasajji in their journal (2013:129) suggested that L2 writers of their L1 make use of their L1 when writing in the L2, they added that they make use of the L1 as a composing strategy, to compensate for the possible deficiencies in their L2 proficiency, and also as a tool to facilitate their writing process.

Furthermore, Tarigan (1988:14) stated that many Indonesian students transfer the structure of their first language into another one. If two languages structure were the same, it would not be an important problem, because it is helpful

based on alignment and similarity. It is mentioned as positive transfer. However, the opposite situation would happen if the two language systems were different, it means that the error structure begins.

English Department at UIN Antasari Banjarmasin is one of the colleges that put English as compulsory and necessary in learning process. The students are expected to master four English skills, particularly writing ability. Actually, English has been long studied and taught exclusively at English Department but there are some students still have difficulties in English writing especially writing in academic English.

Furthermore, English writing is taught from basic writing at the third semester until academic writing at the sixth semester students of English Department. It is the last subject of writing after short essay writing subject at the fifth semester. The students are expected to write the academic writings such as essay, abstract, short article based on the academic topics. In some of the cases that the writer found that most of the sixth semester students got the difficulties in English academic writing whereas they had taken short Essay writing subject before which was learnt about argumentative, cause and effect essay with the academic topics . There were some mistakes in writing essay. One of the factors is the influence of their Indonesian language mastery.

The previous study of this research is a research by Nanda Puspitasari and friends on their research, entitled "*The Influence of Indonesian Language toward English Writing*". There are some similarity and differences between this research and the previous study. The similarity is both of the research focus on the

relationship between first language acquisition and English writing. The differences are the previous research discuss of English writing in general, while in this research, the writer specifies to discuss of English Academic writing. The finding of this previous study indicated that the factors which influence the students' writing in English are vocabulary which associated with the structure of each language. Moreover, previous study took place at STKIP Pontianak at the fifth semester students of English Department whereas in this research, the research takes place at UIN Antasari Banjarmasin at the sixth semester students of English Department academic year 2016/2017.

Another previous study is a research by Margaret Joyce White in her thesis in 1988, entitled "*An Analysis of the Academic Writing of Indonesia Graduate Students at Simon Fraser University: The process and the Product*" The Previous Study has Similarity with this research which emphasizes on academic writing. However, the research method of the previous study concentrated on experimental research which emphasized in the evaluation of changes in essay writing skill which used two rhetorical modes: narrative and argumentative essays. The findings of this previous study indicated that argumentative essay was more difficult for the students to write. Furthermore, in this study the writer concentrates on correlational research which used Indonesian language and English essays with the limited academic topic.

Based on the background above, the writer considers that English Department of the sixth semester students at UIN Antasari Banjarmasin is suitable for conducting the research about it on the title **INDONESIAN LANGUAGE**

MASTERY AND ENGLISH ACADEMIC WRITING IN THE SIXTH SEMESTER
STUDENTS OF ENGLISH DEPARTMENT AT UIN ANTASARI BANJARMASIN.

B. Statement of Problem

The problem of this research will be investigated as follows:

1. How is students' Indonesian Mastery in the sixth semester students of English Department at UIN Antasari Banjarmasin academic year 2016/2017?
2. How is students' Academic writing in the sixth semester students of English Department at UIN Antasari Banjarmasin academic year 2016/2017?
3. Is there the correlation between Indonesian language mastery and English academic writing in the sixth semester students of English Department at UIN Antasari Banjarmasin academic year 2016/2017?

C. Objective of Study

The objective of the study is to get the data about correlation of Indonesian language mastery and English academic writing. In conducting the research, there are following purpose will be focused:

1. To know students' Indonesian mastery in the sixth semester students of English Department at UIN Antasari Banjarmasin academic year 2016/2017.

2. To know students' English academic writing in the sixth semester students of English Department at UIN Antasari Banjarmasin academic year 2016/2017.
3. To find out correlation between Indonesian language mastery and English Academic writing in the sixth semester students of English Department at UIN Antasari Banjarmasin academic year 2016/2017.

D. Hypothesis

Based on the statement of problems, there are alternative and null hypothesis will help to determine the correlation between Indonesian language mastery and English academic writing as follows:

1. Alternative Hypothesis (H_a)

There is significant correlation between Indonesian language mastery and English academic writing in the sixth semester students of English Department at UIN Antasari Banjarmasin Academic Year 2016/2017.

2. Null Hypothesis (H_0)

There is no any significant correlation between Indonesian language mastery and English academic writing in the sixth semester students of English Department at UIN Antasari Banjarmasin academic year 2016/2017.

E. Significance of the Study

This study are hoped to give benefits for students and teachers.

1. For the students, they can improve their Indonesian language mastery so that they can be better in English academic writing.
2. For the English lecturer, by knowing their students' writing in English which is influenced by their Indonesian language mastery, they can create the instructional learning to support the student's learning, especially in Writing skill.

F. Definition of Key Terms

To avoid misunderstanding in this study, the writer will give definition of some key terms that are important to be understood as the following:

1. Indonesian language is defined as the native language of this context.
2. Indonesian language mastery is defined as the competence in using Indonesian language as Indonesian' native language.
3. Second language acquisition is any language learned after the L1 (Lourdes, 2009:5). In this context, second language is defined as the other language (English Language) beside native language.
4. English academic writing is the kind of writing that is required to do in college or university (Oshima & Ana, 1999:2). In this context, academic writing refers to writing which uses the formal language. It is like essay. The writer concentrates on conducting the research on the argumentative essay which uses educational topic.