

CHAPTER I

INTRODUCTION

This chapter presents an introduction of the study that explains the reasons of accomplishing this research. In addition, it has the research questions that come up with some cases, goals of the study that show the aims of conducting this research, significance of the study. Furthermore, scope and limitation of the study are also presented in this chapter. Finally, definition of key terms defining the variables used in this research is also provided to avoid misunderstanding of those terms.

A. Background of the Study

Students of English Teacher Education Department (ETED) in Sunan Ampel State Islāmic University (UINSA) are multilingual English learners. They are familiar with more than one language. Most of them have vernacular as their first language and Indonesian language as their second language. In this condition, English is being learnt as foreign language. They only use it in particular events or in classroom. Therefore, their mother tongue and Indonesian language can be a strong influence for their English. This issue refers to language transfer. Richards and Schmidt explain that language transfer is the involvement of one language

system to other language.¹ Even though Indonesian language is not their first language, they are likely to use Indonesian language in transferring words or sentences into English. Their habit in using Indonesian language will give influence in their English translation. With Ringbom, regarding to English as the target language, it is widely noticeable that foreign learners from Asia and Africa prefer to depend upon their second language rather than their first language.² Additionally, Herwig's neurolinguistic and psycholinguistic analysis suggest that when EFL learners do translation, they tend to apply their knowledge of non-native language in the production of the target language.³ Specifically, this research only has the central concentration towards language transfer in L2 grammar. So, types of grammatical transfer from Indonesian language in students' translation and factors causing it are conducted in this study.

In grammatical transfer issue, English structure and Indonesian language structure are not always different; sometimes, they have similarities. Swan and Smith reveal that English word order is the same as Indonesian language's word order ("subject-verb-object").⁴ In Ellis explanation, this is called as '*positive transfer*' (*facilitation*). It occurs when the structure of L1 can ease learners in

¹ Jack C. Richards and Richard W. Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics* (Harlow: Longman, 2010), p. 322.

² Håkan Ringbom, *Cross-Linguistic Similarity in Foreign Language Learning* (Clevedon [England]; Buffalo: Multilingual Matters, 2007), p. 2.

³ Ingrid Heidrick, "Beyond the L2: How is Transfer Affected by Multilingualism", *Retrieved May*, vol. 8 (2006), p. 2.

⁴ Bernard Smith and Michael Swan, *Learner English: A Teacher's Guide to Interference and Other Problems* (Cambridge ;New York: Cambridge University Press, 2001), p. 283.

transferring into L2.⁵ However, there are many other fields in English grammar that need to be concerned, such as *number*, *pronouns*, *tenses*, *gender* and so on. One of the examples that are mentioned by Swan and Smith is “*reduplicated verbs indicate repeated action*” in this following sentence: “*He beat and beat the dog many times.*” The difference of native language pattern causes errors in L2 pattern is known as ‘*negative transfer*’ (*interference*)⁶. Other example which also has been found by the researcher from one of students’ translation is “*Islamic studies either in Germany or generally in Europe is always related to orientalism*”. This case is related to *number* in English grammatical rules. Word “*studies*” in the sentence is plural; therefore, it is supposed to be followed by “*are*” as the predicate.

Following Karimnia, investigating grammatical constructions of English as foreign language, Corder prefers to apply procedure that requires direct translation from source language to the target language. The advantages of applying translation in examining language transfer are:

“it forces the subject to attempt to produce the structure under investigation; it assures the researcher that the subjects understand the semantics they are required to produce; it helps researcher to figure out how learners

⁵ Rod. Ellis, *The Study of Second Language Acquisition* (Oxford; New York: Oxford University Press, 1994), p. 300.

⁶ Rod. Ellis, *The Study of Second Language...* p. 300

understand the language to operate and how they organize new syntactic structures in their interlanguage.”⁷

Purposely, students’ translations that are used as the main data and have been analyzed in this study are students’ assignments for Translation class in 6th semester in academic year 2014/2015. Relating to previous research, Hurriyah stated that in her finding semantic interference process, she also found amount of grammatical interferences from Indonesian language. This is very interesting to find complete linguistic phenomenon, especially Language Transfer (in both facilitation and interference) in the same translated text. Moreover, Hurriyah also explained that semantic interference and grammatical interference can be interchangeably identified. In translating Indonesian language into English, the students mostly tend to use word for word method.⁸ Therefore, it is very possible for them to compose phrases or sentences which are inappropriate or sound uncommon in English. In contrast, it is also possible for them to transfer their knowledge about the sentence structure of Indonesian language to English correctly; as explained above.

⁷Amin Karimnia, *An Analysis of Grammatical Errors among Iranian Translation Students: Insights from Interlanguage Theory* (Fasa: EuroJournals Publishing Inc., 2011), p. 503.

⁸ Ismi Ajeng Hurriyah, Thesis: *An Analysis of Semantic Interference from Indonesian Language in Students’ English Translation of English Teacher Education Department*, (Surabaya: UIN Sunan Ampel, 2015), p. 72

According to Weinreich, there are two factors in L1 involvement towards TL; those are structural factors and non-structural factors.⁹ Structural factors deal with the language pattern in both SL and TL and non-structural factors refer to social and cultural aspects of learners. Specifically, this study only focuses on investigating the structural factors that cause the transfer made by students.

Several researches regarding to this issue have been widely conducted. In Indonesia, Subhan through his research entitled *Identifying Grammatical Error as the Result of Native Language Interference in Students' Compositions (a Study at Writing III Class at ELT Department of IAIN Walisongo Semarang in the Academic Year of 2010/2011)* investigated the contribution of L1 in L2 writing in *negative transfer* aspect. The researcher calculated the errors in form of percentage.¹⁰ Study of Indonesian language roles for EFL was also conducted by Marianti; yet she also did not discuss about the *positive transfer* of first language pattern for the structure of target language.¹¹ In general, previous researches about language transfer, particularly in Indonesia, commonly focused on language interference or the negative transfer of the first language. This matter is also noteworthy for Peukert, as he emphasizes Vildomec, in his writing entitled

⁹ Uriel Weinreich, *Languages in Contact: Findings and Problems* (New York: Linguistic Circle of New York, 1953), p. 3.

¹⁰ Muhammad Subhan AS, *Identifying Grammatical Error as the Result of Native Language Interference in Students' Compositions (a Study at Writing III Class at ELT Department of IAIN Walisongo Semarang in the Academic Year of 2010/2011)* (Thesis: Unpublished, 2011)

¹¹ Putri Marianti, *An Analysis of Grammatical interference in Articles of 'Berani' Newspaper*, (Thesis: Unpublished, 2011)

Multilingualism, that the study of positive transfer effects (*facilitation*) has been generally neglected.¹² Therefore, this research discusses about Indonesian language grammar towards English in students' written translation in both positive and negative transfer. In the same academic year, Hurriyah had investigated semantic interference of the same students and the same translation finding out that there are also amount of grammatical interference that need to be revealed.¹³ This study is taken under consideration that the students were learning translation in 6th semester and have learnt English grammar since their school age. Moreover, they have finished the language skills courses and structure 1, 2, 3, 4 in the previous semesters.

All of above-mentioned reasons of this study; the students use word for word translation method, and strongly influenced by Indonesian language; also, amount of studies commonly only focused on the grammatical error, the researcher conducted the research about ETED students of Translation class in academic year 2014/2015 to find out the language transfer from the source language (Indonesian language) on their English translation.

¹² Hagen Peukert (ed.), *Transfer Effects in Multilingual Language Development*, vol. 4 (Amsterdam: John Benjamins Publishing Company, 2015), p. 1

¹³ Ismi Ajeng Hurriyah, "*An Analysis of ...*" p. 72.

B. Research Questions

In relation to the background of the study previously outlined above, the problem of the study can be formulated as these following questions:

1. What are the types of grammatical transfer in Indonesian to English Translated Texts by Students of English Teacher Education Department, State Islamic University of Sunan Ampel Surabaya students' translation?
2. What are structural factors that cause the grammatical transfer in Indonesian to English Translated Texts by Students of English Teacher Education Department, State Islamic University of Sunan Ampel Surabaya students' translation?

C. Objective of the Study

This research aims to find out:

1. Types of grammatical transfer in Indonesian to English Translated Texts by Students of English Teacher Education Department, State Islamic University of Sunan Ampel Surabaya students' translation.
2. Structural factors that cause the grammatical transfer in Indonesian to English Translated Texts by Students of English Teacher Education Department, State Islamic University of Sunan Ampel Surabaya students' translation.

The scope of this study is linguistics in English education. Specifically, the main data is taken from the students' English translations in form of written assignment which were taken from Translation course. The translated text is Indonesian article entitled "*Studi Islam di Jerman*" which was given by the lecturer. The types of language transfer focused on grammar from Indonesian language in English phrases and sentences of students' translation and structural factors that cause them are elaborated. Furthermore, the study is limited to students who have done the translation assignment from the lecturer. They were 6th Semester Students of English Teacher Education Department in State Islāmic University of Sunan Ampel Surabaya in academic year 2014/2015. Purposefully, this study only focuses on applying contranstive analysis approach as the analyzed data is translation text; so this is very useful to find the accurate findings.

The result of the study is expected to give contribution for both English learners and teachers. In particular, this study can be one of sources in recognizing and realizing language transfer focused on grammar from Indonesian language in students' writing, especially translation. For students who tend to have grammatical transfer in form of positive or negative transfer, this study can guide them and aware of sentences, phrases or even utterances that they produce.

Furthermore, this study can show alternative ways in teaching or explaining grammar. As learners are possibly trapped by Indonesian language system, lecturers can begin to give Indonesian language as examples. The positive transfer of Indonesian language system can be examples of correct English grammar; while the negative transfer can be examples of wrong sentences or utterances, which learners should consider. Additionally, this research can be extra information for students in the next academic year as the new curriculum that has been applied for them excludes translation course. The phenomenon that will be discussed in this study can be further examples for them in their linguistics courses.

In order to have the same idea and concept in this study, the researcher clarifies the terms used in this study, as the details are:

- Richards explained that grammatical transfer is the involvement of a language structure toward other learnt language.¹⁴

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- According to Ellis grammatical transfer can be positive transfer that facilitate EFL/ESL learners or negative transfer that interfere EFL/ESL learners dealing with constructed sentence and elements in it which influenced by native language.¹⁵
- Specifically, grammar is related to sentence construction, and transfer refers to one language's contribution to other language. Thus, grammatical transfer is appropriate and inappropriate pattern of targeted language involved by first or second languages which occur in students who learn foreign language.
- The grammar of students' English translated sentence, clause, and phrase that are influenced by Indonesian language.
- The students' English translation syntactically and morphologically appropriate or inappropriate in English grammatical systems that are involved by Indonesian language systems.
- In this study, grammatical transfer that occurs from EFL learners.

2. Indonesian language :

- Based on *The American Heritage Dictionary of the English Language*, Indonesian is “a dialect of Malay that is the official language of Indonesia; it is related to Indonesia; language or cultures.”¹⁶

¹⁵ Ellis, *The Study of Second Language...* p. 300

¹⁶ *The American Heritage Dictionary of the English Language*, 4th edition (New York: Houghton Mifflin Company, 2006), p. 894

- Standard language of students in translating into English.
- Students' native language and language that is habitually used by students for their communication and source language in Translation class assignment.
- Indonesian article entitled "*Studi Islam di Jerman*" which was given by the lecturer.

3. Students' translation :

- Hardwick suggested that "an action of translating any part of language involves translating the elements of the source language into the 'receiving culture cultural framework' of the target language."¹⁷
- Along with Karimnia, specifically, translation is one of methods used for investigating transfer grammar; in this study, students' translation means students' assignment in Translation class; translating an article from SL (Indonesian language) to TL (English).¹⁸
- Specifically, students' translation in this research is students' works in form of assignments from the lecturer to translate the Indonesian text into English.

¹⁷ Sandra Bermann and Catherine Porter, *A Companion to Translation Studies* (2014), p. 15

¹⁸ Karimnia, *An Analysis of Grammatical Errors among Iranian Translation Students: Insights from Interlanguage Theory*, p. 503