

# CHAPTER I

## INTRODUCTION

### Introduction

This chapter provides a brief depiction of the whole contents of the research which includes the statement of the problem, the aim of the research, and also the significance of the research including the scope. Other than that this chapter will present the clarification of the term and paper organization as well.

### 1. 1. Background of the Research

As the world keeps on developing, English mastery becomes one of important necessities to maintain a good communication with other people. To acquire English and maintain communication successfully using it, the ability to translate native language to English is required. Hambali (2011) explains that whether or not someone can maintain successful communication depends on his/her ability in translating. However, since the students in junior high school did not have enough exposures in English before they get in it, there is a high tendency that interlanguage process might happen when the students translate their native language to English and of course, this might be a problem.

Selinker (as cited in Tarone, 2006), was the first to introduce the term ‘interlanguage’ as a distinctive linguistic system shown when an adult second language learner efforts to utter meanings in the language they are learning. When someone is trying to acquire Target Language (TL), they establish their own system of the language that is mostly influenced by their Native Language (NL). Saville-Troike (2006) considered interlanguage involves ‘transfer’, that is an alteration of prior knowledge from NL to TL.

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She further categorized this transfer into two types, positive and negative transfer. According to her, positive transfer is that which assists TL learning since the structure or rule in NL also works in TL, thus, it does not have to be learned. While the negative one or also known as interference, is that which does not aid the learning of TL as the NL structure or rule applied to TL does not actually work and hence is considered as inappropriate. What is going to be investigated in this research is the interference or the negative transfer of language that occurs in junior high school setting.

Interference is defined by Dulay et al (as cited in Arifin, 2011) as an instinctive transfer of the superficial structure of NL onto that of TL. Richard, Platt, and Platt (as cited in Arifin, 2011) also have similar opinion that they define interference as using the NL structure or rule which brings about error and incorrect form of TL. Jendra (as cited in Arifin, 2011) further explains that interference can occur in many areas of language knowledge such as phonology, morphology, syntax, lexicon, and semantics. The focus of this study is to investigate the grammatical interference that junior high school students experience through Indonesia-English translations.

## **1. 2. The Research Questions**

The problems that will be investigated are formulated in the questions below:

- a. What is the most frequent grammatical interference experienced by the students?
- b. What are the difficulties encountered by the students in learning English?

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### **1. 3. The Research Objectives**

The purpose of the research is to investigate the grammatical interference that is experienced by junior high school students. Specifically, the research is aimed at two objectives which are first, investigating what kind of grammatical interference which is most frequently experienced by junior high school students, and second, fathoming the difficulties that they face when learning English.

### **1. 4. The Significance of the Research**

As it has been elaborated in the introductory section, the research tries to discover the grammatical interference that junior high school students face by translating Bahasa Indonesia to English. It will provide both theoretical and practical benefits as follow.

Theoretically, the research will give and enrich the literature of second language acquisition particularly in discussion of grammatical interference that is experienced by Indonesian students that can serve as reference and recommendation for future research on the same field. Practically, it will also provide a valuable information for English teachers to take the students' native language transfer into account. It is helpful because if the transfer is facilitating, then the teachers do not have to make it as priority. However, if grammatical interference experienced by the students is severe and showing a tendency that it may lead to their unsuccessful English mastery, then the teachers are supposed to take further action to overcome it, otherwise it might become fossilized.

### **1. 5. Scope of the Research**

This study is concerned on investigating the interference experienced by the students in junior high school. However, since interference may take place in

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many components such as phonology, syntax, and discourse, the writer tries to limit the discussion problem on grammar only considering it will be a too burdened to cover all those components.

## **1.6. The Research Methodology**

This section will elaborate the methodology that will be used to collect and analyze the data in the research.

### **1.6.1 Design of the Research**

Since the research does not need to involve any experiment and give any manipulation, the research then is designed as qualitative. The data collected will be analyzed through error analysis

### **1.6.2 Participant**

The research is done in a public junior high school in Bandung. The number of the participants involved in the research is 36. The participants chosen are eighth graders based on a consideration that they are still learning English which means that they tend to be interfered by their native language.

### **1.6.3 The Data Collection Techniques**

The data needed will be obtained through three techniques, first, having the selected students translate a text from Bahasa Indonesia Indonesia to English in a form of writing, observing their classroom, and second, conducting interview. The text will specifically be designed by the researcher to see the interference experienced by those students from junior high school and of course is adjusted to their translating ability. The data will then be analyzed through Error Analysis undergoing some steps that will be elaborated later. Classroom observation is also

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conducted to give supplementary data about their learning behavior. Meanwhile, the interview is conducted to figure out the difficulties they encounter when learning English.

#### **1.6.4 Data Analysis**

The data obtained are analyzed through Error Analysis which undergoes several steps as follows:

##### **1) Making Collection of error sample**

In this step the necessary sample is collected to see the pattern of the error.

##### **2) Identification of Error**

This step decides whether the errors are really error or mistakes. If they are mistakes, then they will be excluded from the analysis.

##### **3) Description of Errors**

In this step, errors are categorized whether they are phonological, morphological, lexical, grammatical, or in discourse level. However, since the research only concerns on grammatical interference, other kinds of interference are excluded.

##### **4) Explanation of Errors**

This step tries to explain the cause of the emergence of the error whether it is interlingual or intralingual

##### **5) Evaluation of Errors**

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This step delineates the error, for instance whether it is serious or not.

## **1. 7. Clarification of Terms**

### **Interlanguage**

The range between native language to target language that second language learners need to go through (Larsen et. al, 1992)

### **Interference**

Negative language transfer that will hamper the acquisition of the target language, occurs due to the existence of difference system between native and target language (Muriel, & Troike, 2006).

### **Error**

Occurs due to the limited knowledge of second language learners. They do not know what is correct yet. (Corder, 1967, as cited in Muriel-troike, 2006)

### **Mistake**

Occurs due to the inability of second language learners in performing what they already know. (Corder, 1967, as cited in Muriel-troike, 2006)

### **Error Analysis**

“Error Analysis (EA) is the first approach to the study of SLA which includes an internal focus on learners’ creative ability to construct language” (Muriel, & Troike, 2006, pp. 37)

### **Target Language**

The language the learners are trying to acquire.

### **Native Language**

Second language learners’ mother tongue.

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## **1. 8. Organization of the Paper**

<b>CHAPTER I</b>	<b>INTRODUCTION</b> This chapter will provide background of the research including the problems or the research questions, aims of the research, scope of the research, significance of the research and also the brief description of the methodology used in this research.
<b>CHAPTER II</b>	<b>THEORETICAL FRAMEWORK</b> This chapter will discuss related theories, and related studies that will support this research.
<b>CHAPTER III</b>	<b>RESEARCH METHODOLOGY</b> This chapter comprises the research methodology, such as research design, data collection, and data analysis.
<b>CHAPTER IV</b>	<b>FINDINGS AND DISCUSSIONS</b> This chapter provides the result of the research and discussion of the research findings.
<b>CHAPTER V</b>	<b>CONCLUSION AND SUGGESTIONS</b> This chapter presents the conclusion of the research and also the implication of the research as well as the suggestion and recommendation for further research.

## **1. 9. Concluding Remark**

This chapter has presented the background of the research, the research questions and objectives, the significance and the scope of the research, the research methodology, the clarification of terms and the paper organization. Review of related literatures will be presented in the next chapter.