

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter discusses about all of related review of the study. There are two main points that will be discussed, those are: language transfer and translation. In addition, some previous studies related to this linguistic field also will be revealed.

#### A. Language Transfer

Ellis describes language transfer assuming that language learning takes the form of habit formation, which means the study is related to sociolinguistic and psycholinguistic matters.<sup>1</sup> In particular, Richards and Schmidt define language transfer as the involvement of one language system to other language.<sup>2</sup> In the other words, language transfer is phenomena when ESL/EFL learners use the structure of L1 in producing L2. Occasionally, those happen beyond the learners' awareness.

There are two types of language transfer. Those are positive transfer and negative transfer. Positive transfer, also known as *facilitation*, is transfer that helps learners in translating or constructing phrase, clause, sentences, and even utterances in English. This can be happening when the first language and the

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<sup>1</sup> Ellis, *The Study of Second Language* ... p. 299

<sup>2</sup> Richards and Schmidt, *Longman Dictionary* ... p. 322

target language have similar structure. Negative transfer, or interference, is using first language form as the reference which causes an error or inappropriate pattern in the target language. This phenomenon of course can possibly happen because the rules of both languages are different.<sup>3</sup>

This research is only focused on the grammatical field. Well structured and understanding translation sometimes starts from how the translator constructs and relates sentences in the text. As Weinreich cited Meillet, “The grammatical systems of two languages ... are impenetrable to each other.”<sup>4</sup> Therefore, researcher is going to find out whether Indonesian language grammatical concepts give positive or negative impact to English grammatical rules in students’ translation.

### **1. Types of Language Transfer in Grammar**

As what Richards and Schmidt explained, grammar is a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language.<sup>5</sup> In dealing with set of principles in producing phrases, clauses or sentences in English, it is not only related to word order. There are several focuses in English grammar that cannot be avoided, such as subject-verb agreement, pronoun, numeral, and many others.

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<sup>3</sup> Richards and Schmidt, *Longman Dictionary...* p. 322

<sup>4</sup> Weinreich, *Languages in Contact: .....* 29

<sup>5</sup> Richards and Schmidt, *Longman Dictionary ...* p. 251–252

However, not all of them give contribution in transferring source language to target language.

### ***Positive Transfer (Facilitation)***

As explained above that language transfer happens as the result of similarities and differences between two languages or more are sometimes imperfectly acquired. Following Ellis and Barkhuizen example, learners sometimes may produce a grammatically correct sentence; “The big box contained a snake.”<sup>6</sup> When learners produce a correct grammar in translating to target language because of the source language’s involvement, this can be positive transfer or known as facilitation.

Richards mentioned that positive transfer is the influence of one language to another which helps or facilitates learning easier, and may occur when both the native language and the target language have the same pattern or rule.<sup>7</sup> In particular, this study of course discusses about the grammatical transfer. A specific example has been showed by Swan and Smith in this following sentence: “She is/was teacher.”<sup>8</sup> In most cases, “be” has meaning “*adalah*” in Indonesia; therefore, this may help learners in transferring the sentence from the source language to the target language.

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<sup>6</sup> Rod Ellis and Gary Patrick Barkhuizen, *Analysing Learner Language* (Oxford; New York: Oxford University Press, 2005), p. 22

<sup>7</sup> Richards and Schmidt, *Longman Dictionary ...* p. 322

<sup>8</sup> Smith and Swan, *Learner English...* p. 287

As Ellis pointed out that Odlin explored when there are learners with different native languages are studied and learner comparisons are carried out; the facilitative effects can be observed. Additionally, learners sometimes can produce sentence with development rules of the target language; then they realize that it is compatible with the source language.<sup>9</sup> This obviously shows that positive contribution of native language cannot be ignored and significant to the development of language learning. Hence, though learners' knowledge and mastering English structure through grammar lessons and courses, their first language's roles are essentially considerable.

### ***Negative Transfer (Interference)***

There have been a lot of studies in this field; grammatical interference or grammatical error caused by second English language learners or foreign English language learners. This focus indeed is very interesting to be discussed. Richards clearly stated that negative transfer is “the pattern of source language or native language inappropriately used; then causes error in the target language.”<sup>10</sup> In this point of view, the involvement of source language can cause errors in learners' translation. For instance, as mentioned by Weinreich, “*he comes tomorrow home*”. This sentence is influenced by German word order pattern.<sup>11</sup>

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<sup>9</sup> Ellis, *The Study of Second Language...* p. 302-303

<sup>10</sup> Richards and Schmidt, *Longman Dictionary ...* p. 323

<sup>11</sup> Weinreich, *Languages in Contact...* p. 30

These following points are some features in English grammatical principles that are usually involved by Indonesian language structure which have been discussed by Swan and Smith.<sup>12</sup>

*a. Word Order*

Indonesian language and English have the same word order; SVO (*subject-verb-object*), therefore, most of ESL/EFL learners never have problem in this point. It can be seen in this example: “He explained that the electric range has not met the needs of the outer islands.”

*b. Number*

Reduplication is one of characteristics in Indonesian language which indicates plural noun (e.g. *buku-buku*); “He beat and beat the dog many times.” Furthermore, the noun might be dropped after plural quantifiers (e.g. *beberapa buku*) or numbers (e.g. *tiga buku*); however, nouns in Indonesian language are not inflected; there is no additional morpheme for a noun. For example: “a number of boy” and “She have three sister and two brother.” Additionally, singular and plural forms of quantifiers and demonstratives are often incorrectly used: “this pictures” and “The teacher gave too much corrections.”

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<sup>12</sup> Smith and Swan, *Learner English*, pp. 283–291

c. *Countability*

Related to plural quantifiers above, there are countable and uncountable nouns in English which does not occur in Indonesian language structure. This, sometimes, make them interchangeably use the quantifiers and/or inflectional morpheme 's' as the symbol of plural form. Errors caused by this are considered as grammatical interference phenomena: "many furnitures". Also, they are not aware abstract nouns which do not need the additional morpheme 's': "some works to do" and "very good educations".

d. *Gender*

Pronouns for third person in Indonesian language are all the same; '*dia*'. This word is usually placed as subject or object. In possessive form, the nouns are directly dropped before the owner or add "*nya*" right after the noun. However, in English, third-person-pronouns referring to female and male are different. This can be negative transfer; for example "*John sat for exam and passed. She cannot believe got five distinction. Her parents very happy.*"

e. *Personal Pronouns*

Different languages of course have different ways to express the words. Most Indonesian learners repeat using noun phrase when they write a paragraph or text in English. Those are supposed to be removed or replaced by anaphoric pronouns. Take a look these following sentences: "*Many students work very*

*hard. Many of them work all day in the library. Is sad many students cannot pass the English test.”*

*f. Genitive and Possessive Pronouns*

As mentioned above, besides the differences between *genders*, English systems in forming possessive relations also often cause some errors; it can be seen in this phrase “My wife friend”.

*g. Relative Pronouns*

In Indonesian language, “*yang*” is the only relative word. It represents *that*, *wh-pronoun* and *zero* in English. Therefore some grammatical interference might occur. For instance: “People which live in town are rich.”

However, both languages have the similar standard in word order when there is a relative pronoun; as can be found in this sentence: “The letter that I haven’t received it yet.”

*h. Reflexive Pronouns*

Literally, the reflexive ‘self’ means *diri* in Indonesian language. As the reflexive pronouns in both languages are completely different; this often confuses most of Indonesian learners, for example “Ali hurt heself.”

*i. Topicalisation structures*

Indonesian learners mention the topic of a conversation or utterance before subject (from Indonesian daily conversation/informal language), this is a habit

which can affect their English translation. Grammatical interference can be shown in this case: “My homework I have to do first.” In addition, learners often state the subject or the object of the sentence repeatedly; this is also known as pronoun copying: “My sister and me, we always fight.”

*j. It and there*

Sentences that state “there is something in somewhere”, in Indonesian language almost always begin with the word “*Ada*”. Therefore this can cause error in students’ translation; “Got/Has/Is a pen on top table.”

*k. Articles/determiners*

There is no article in Indonesian language, and there are only two determiners; “this” (*ini*) and “that” (*itu*). The complexity of articles and determiners in English seems not easy to understand for them: “How was exam?” Besides, learners often use demonstratives with their reduplicated plurals; this makes them drop article with plural form inappropriately: “It have the four legs.” The indefinite article is also particularly dropped before abstract nouns: “change for the worse”; it is also alternatively overused: “My hobbies is a sleeping when I have a problems.” In addition, indefinite article and definite article may be used inappropriately: “They have to deal with a economic recession.” (meaning... *the current economic recession*).



*l. Verbs*

Indonesian language does not have transformation in its verbs. Subjects, tenses and auxiliary elements do not affect the verbs. This is very different from English. Therefore, interference occurs in this case: “Tono go to school.”

*m. Time, tense, and aspect*

1) Past time

Past tense in Indonesian language can be indicated only by words “*sudah/telah/pernah*”. Therefore, interference often happens in learners’ translation: “I write the letter yesterday.”

2) Present time

There is no specific time and complexity in Indonesian language, and it does not affect its verbs. Therefore, some errors are commonly appeared: “Now he swim.”

3) Future time

In Indonesian language, sentence that has future meaning sometimes can be indicated by word “*akan*”; but sometimes it can only known by mentioning the time. Also, the position of the modal is sometimes inappropriate: “This book will we read.”

4) Progressive/continuous

“*Sementara/sedang/sewaktu/semasa/pada saat/pada waktu*” are connectors that become the characteristic of Indonesian language sentence

which has meaning ‘ongoing event’. Learners tend to use the “-ing” form of English verb; however, they do not really pay attention on the auxiliary: “They eating their dinner tonight.”

*n. To be*

There is no such a form of “*to be*” in Indonesian language. Those are often expressed in some particular words which have particular meaning based on the context of the sentence. Most learners assume that “*to be*” has various meaning “*berada, adalah, and ialah*”. Frequently, it can facilitate them in transferring sentence; for example, sentence “*Fatimah (adalah/ialah) guru sekolah.*” turns out to be “Fatimah is/was a teacher school.”

However, adjective expressing condition or stating of existence never follows any linking verb in Indonesian language: “*Yusoff sangat gembira.*” becomes “Yusoff very happy.”

*o. Modal auxiliary verbs*

Modal auxiliary verbs have particular meaning and function. Indonesian learners have difficulties in using those words appropriately. Instead of using complex modals in English, they tend to use two main modals; *can* and *must*. Basically, the meaning of “can” in Indonesian may help them in rendering sentences; for instance: “You can borrow my book.”

Additionally, they may replace modals with adverbs or ordinary verbs, like in this following sentence: “I think Samy joking. / Maybe Samy joking.” (for “Samy could be joking.”)

*p. Active and Passive*

Frequently, academic writing in Indonesian language uses passive form. Prefix “*di*” is added before the verb. There are no transformation verbs in passive voice. Interference can occur; as this following sentence: “That car drives by Amin.”

*q. Question forms and question tags*

There are various forms of questions in Indonesian language. Those do not always begin with the question words, and there is no auxiliary element in it. It can be seen in this example: “What Ali buy?” Additionally, most of Indonesian learners only use “isn’t it” and “is it” in question tag; for there are only two words in Indonesian language, “*iya, kan*” and “*tidak, kan*” or even only one word “*kan*”. Thus, interference arises as this following sentence: “She will remember, isn’t it?”

*r. Negatives*

Indonesian language has only two words in indicating negative meaning; “*tidak/tak*” and “*bukan*”. Most learners assume that those refer to “no/not” in English; without considering the function of the word in the sentence.

Therefore, one of the common errors is: “I not want to be a teacher after I graduate.”

*s. Complex sentences*

Indonesian learners sometimes have difficulties in building a complex sentence because conjunctions and linking expressions may be duplicated without they realize it. Also, the position of dependent clause and independent clause might be interchangeable. In some cases, negative transfer can occur; it can be seen in this following example: “Education although expensive but is valuable for a good future.”

*t. Prepositions*

Exact prepositions for particular word class do not exist in Indonesian language; therefore, when translating into English, they sometimes write them interchangeably. This following sentence can be an example of it: “He doesn’t work at Monday.”

*u. Adjectives and Adverbs*

Differences between adjectives and adverb in Indonesian language are very acknowledgeable. Therefore, they often use them inappropriately; as this following sentence “You sit quiet there.”

## 2. Factors Affecting Learners in Producing Grammatical Transfer

The structures of different languages can play important roles in carrying grammatical transfer. Specifically, types of language transfer in grammar as have mentioned above strongly affect in stating the factors.<sup>13</sup> Regarding this, Weinreich stated that the differences among languages based on the structure of the languages themselves are called as structural factors.<sup>14</sup> When the types of transfer are based on English grammar's point of view, the factors reflect on both languages' rules.

Beyond those structural factors, there are also other factors in facilitating and interfering language learning. Especially for grammatical transfer, it is known as non-structural or extra-structural factors.<sup>15</sup> Those factors are related to many things around learners. He also explained that linguists or language learning researcher cannot simply figure out the extra-structural factors in grammatical transfer because the process is sometimes obscure.<sup>16</sup> Additionally, he mentioned that those factors can be obtained in the natural setting of communication process. Data related to the complexity of extra-

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<sup>13</sup> Ellis, *The Study of Second Language...* p. 312

<sup>14</sup> Weinreich, *Languages in Contact...* p. 3

<sup>15</sup> Weinreich, *Languages in Contact...* p. 3

<sup>16</sup> Weinreich, *Languages in Contact...* p. 45

structural factors in grammatical transfer can be collected from the relativity of learners' language in communication.<sup>17</sup>

As the researcher did not do direct observation in the translation class process, non-structural factors cannot be conducted. However, the structural factors in grammatical transfer are significantly important to be reviewed; to make sure that the students' English translations are facilitated or interfered by Indonesian language grammar.

Rooted in Weinreich, there are five structural factors in grammatical transfer which are related to each type of grammatical transfer itself. Although Weinreich had different classifications of grammatical transfer from Swan and Smith's; they had similarities in common. Weinreich explored those types in larger scale; while Swan and Smith preferred to categorize them in detail. The theories are strongly related; the analogy is being revealed here. These are the structural factors explained by Weinreich<sup>18</sup>:

- a. Congruent systems. Negative transfer can happen because English has non-congruent systems and complicated functions of morpheme. This factor can cause transfer of morpheme. Transfer of morpheme is strongly connected to Inflectional morphemes and grammatical function. In the other words, this factor is an inherent reason for these following

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<sup>17</sup> Weinreich, *Languages in Contact...* p. 45

<sup>18</sup> Weinreich, *Languages in Contact...* p. 64–65

grammatical transfer types: *Numbers; Countability; Genitive and Possessive Pronouns; Verbs; Time, Tense and Aspects; Active and Passive; and Adjectives and Adverbs.*

- b. Relation pattern. When the grammatical relations between two languages are not the same; then interference arises, this appears as the factor, or Weinreich called it as “conflict with the existing relations”. Conversely, if relation pattern in both languages are the same, positive transfer will occur. Transfer in grammatical relation can occur because of this factor. Grammatical relations in Swan and Smith’s enlightenment are including: *Word order; Topicalisation Structure; To be; Question forms and question tags; Complex sentences.*
- c. Greater explicitness of model. Commonly, this factor brings the change in function of “indigenous” morpheme or category. This transfer is related to functions or meaning of grammatical forms. Grammatical transfer happens when source language has the same morpheme; when it is used and helps the learners in translating the text, this can be a facilitation phenomenon, but when it is wrongly applied; this drives to interference. Thus, according to Weinreich, this phenomenon turns out to be the more explicit pattern; the model for imitation. In this case, some transfers in the past happened then created a new set of format; and developed the preexisting grammatical function. The types that caused by this factor are: *Numbers;*

*Countability; Genitive and Possessive Pronouns; Verbs; Time, Tense and Aspects; Active and Passive; and Adjectives and Adverbs.*

d. Grammatical systems. This causes desertion of compulsory categories.

When foreign learners still neglect the grammatical categories of a language (English), this factor becomes the basic reason of grammatical interference. In contrast, if there are grammatical systems that are not different, this can be facilitation. At this point, the types of grammatical transfer that can appear because of this factor are: *Gender; Personal Pronoun; Relative Pronoun; Reflexive Pronoun; It and there; Articles/determiners; Modal auxiliary verb; Negatives; Preposition*

e. Homogeneous word structure in recipient language. It causes integration of loanwords. This factors and types are strongly connected to the new formation of language; especially English. Exactly the same as *Greater explicitness of model* factor above; this factor focuses on the order of an English word. So, this factor causes a new construction as the result of source language. Types caused by this are: *Word order; Topicalisation Structure; To be; Complex sentences.*

## **B. Translation**

Richards and Smith describe translation as the process of rendering written language that was produced in one language (the source language) into another (the target language), or the other target language version that results from this



process.<sup>19</sup> In the other words, translation refers to transferring written messages between two languages. This facilitates people to communicate when they have different language and different culture. As Aissi points out the diversification of languages and the need of people to communicate is the result of why translation exists. It is an important factor in establishing contact among people of diverse language and culture.<sup>20</sup>

In Hatim and Munday, translation relates to two senses; process and product. Their research revealed that product is centered to the role of translator in taking the source language and transferring it into the target language. The sense that focuses on the translated text which is produced by translator is known as the product.<sup>21</sup> Regarding to linguistics field as the target of this study, Robinson stated that semantic transfer of words, phrases, and whole texts from source language to target language occasionally happens to translators. In twentieth century, linguists creating popular theories about translation believe that translation has a strong connection with linguistic as language performance.<sup>22</sup>

Generally, translation is divided into two kinds: free translation and literal translation. Translation that prefers to focus on the overall meaning in the text

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<sup>19</sup> Richards and Schmidt, *Longman Dictionary* ... p. 610

<sup>20</sup> Layachi Aissi, "An Analytical Study of The Process of Translation" (The University of Salford, 1987), p. 4

<sup>21</sup> B. Hatim and Jeremy Munday, *Translation: An Advanced Resource Book* (London; New York: Routledge, 2004), p. 3

<sup>22</sup> Douglas H. Robinson, *Becoming a Translator*, Second edition (New York: Routledge/Taylor and Francis Group, 2007), p. 142

rather than exact meaning in each words of the SL is free translation. Contrastingly, translation which estimates the meaning of word for word from SL is called as literal translation. Specifically, there are several kinds of translation; those are commonly based on the method of translation and the type of the object that being translated. As mentioned in Fauziyah's thesis, there are eight translation methods explained by Newmark; (1) Word-for-word method, (2) Literal translation, (3) Faithful translation, (4) Semantic translation, (5) Adaption, (6) Free translation, (7) Idiomatic translation, and (8) Communicative translation. Those methods of course have particular characteristics which might be performed by translators.

In link to linguistics, Jakobson as cheated by Hatim and Munday, there are there are three different ways in translating language: *intralingual*, *interlingual*, and *intersemiotic translation*. Intralingual translation relates to transferring words (other other signs) into other words from the same language; this is also known as *rewording* or *paraphrase*. On the other hand, interlanguage translation or *translation proper* is transferring words or other sign from one language into another language. Likewise, intersemiotic translation, also named as *transmutation*, is related to the way of the language is translated; image or music.<sup>23</sup>

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<sup>23</sup> Hatim and Munday, *Translation...* p. 124.

Yet, as Richards stated above, translation is the transferred language in form of written text. Hatim and Munday also discuss about wider issues regarding to sub-types of translation; such as subtitling and machine translation. Amount of studies about the development of rendering language; research into audiovisual translation including subtitling and dubbing have been conducted. Those came to finale that the result of translation has to be a written product. Thus, they suggested in their book that we should still consider using traditional translation as basic meaning of translation itself.

From this, Hatim and Munday took Reiss' theory in distinguishing three types of text in translation, those are<sup>24</sup>:

1. Plain Communication of Facts (Transmission of information)

This text is informative type which is contained of facts. Lotmann explained that this text is centered to one focus; semantic-syntactic level. The communicative purpose of this text is informative; even when the author takes literary writing; it is just for secondary feature. At this point, the topic that is discussed is the main part of the text. In addition, functional language is used dominantly. Some examples for this type are: report text, newspaper, arguments, book, judgments, opinions, reviews, etc.

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<sup>24</sup> Hatim and Munday, *Translation...* p. 183.

## 2. Creative Composition (Creatively Shaped Content)

Lotmann stated that this type of text has two focuses; those are: syntactic-semantic level and artistic organization level. In this type of text, the sender roles as the basic foundation; it means this text refers to artistic meaning. In link to the communicative situation, instead of referring to informative intention just like the plain communication of fact above, creative composition is more centered to expressive intention. The content of the writing is based on writer's thought and feeling, and it is communicated expressively and creatively. Examples for this type are: poem, novel, song (lyrics), poetry, and other literary style texts.

## 3. The inducing of behavioral responses express (Impulses to Action)

This type focuses on two, even sometimes three level structures: the syntactic-semantic level, occasionally artistic organization level, persuasion level. Specifically, this type concerns to make readers to do action or to give reaction. Therefore, the communicative purpose of this type is operative.

### C. Previous Studies

A research related to language transfer had been done by Shaozhong Liu, entitled *Studies on Transfer in Second Language Acquisition*. The research can be the basic information for this study. The main purpose of the researcher was to review the theories about linguistics, non-linguistics and second language acquisition. It also made a survey about methods in transfer studies, native

speakers' attitudes toward transfer, and especially transfer made by English learners from China. Looking at amount of studies and theories as mentioned above, Liu came to the conclusion that generally in linguistic field, transfer studies focus on phonology, grammar, lexicon to meaning. Likewise, communicative strategies and pragmatic failure, among other things, were examined in pragmatic field. Additionally, it has been a big issue among researchers that transfer studies involved from a linguistic-to-non-linguistic path.<sup>25</sup>

A research was done by Marianti about grammatical interference from Indonesian language to English in articles of a newspaper. This research focused on negative transfer from Indonesian language as first language to English in form of written constructions. The study aimed to find out the grammatical interference into English usage and the factors that cause grammatical interference in English sentences of the articles. It was a qualitative research; the researcher analyzed the sentences construction in the articles; then found the errors and corrected the errors by using particular theories. Marianti concluded the study by explaining the most common errors in the articles and the reasons for it.<sup>26</sup>

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<sup>25</sup> Shaozhong Liu, "Studies on Transfer in Second Language Acquisition", *Guangxi Normal University*, 1997

<sup>26</sup> Putri Martanti, Thesis: "*An Analysis of Grammatical Interference in Articles of 'Berani' Newspaper*" (Jakarta: State Islamic University Syarif Hidayatullah, 2011)

AS. Muhammad conducted a research for his thesis entitled “*Identifying Grammatical Errors as the Result of Native Language Interference in Students’ Compositions*”. Following the objectives which are to identify grammatical errors as the result of native language interference in students’ compositions and to describe the possible causes of the errors, the researcher used descriptive qualitative method and utilized test (the result of the test as documents) and interview guidelines as the instruments. In the end of the research, the researcher showed the calculation of the errors based on the classifications.<sup>27</sup>

Again, research about grammatical interference had been done by Aslimah and Maniam for their journal. Begin with Aslimah, her journal, under the title “*The Interference of Indonesian Grammar in Writing English Dialogue: A Contrastive Analysis of the Tenth Grade Students of Man Purworejo in the Academic Year 2012/2013*”, was centered on grammar in writing English dialogue of tenth grade students. Particularly, the study was aimed to find out types of errors as the result of interference of Indonesian grammar in students’ English dialogue writing and their effort to reduce it. By using qualitative method, the research used documentation and questionnaire in collecting the data. The researcher figured out that there were eight types of errors caused by Indonesian grammatical interference, they are errors in the use of: tenses (13.33%), word

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<sup>27</sup> Muhammad Subhan AS., Thesis: “*Identifying Grammatical Errors as the Result of Native Language Interference in Students’ Compositions*” (Semarang: Walisongo State Institute for Islamic Studies, 2011)

order (13.33%), articles (11.11%), pronouns (13.33%), linking verbs (26.68%), pluralities (4.44%), prepositions (8.89%), and subject-verb agreements (8.89%). In addition, the result of the responds in the questionnaire showed that reading English novels, watching English movies, and listening English songs were activities that had been done by the students to minimize the interference. Finally, the author concluded that Indonesian grammar interfered students' writing a lot, and there were some activities as effort in reducing it.<sup>28</sup>

Following studies conducting grammatical interference; beside Aslimah, there was also a research which was conducted by Maniam with the title "*The Influence of First Language Grammar (L1) on the English Language (L2) Writing of Tamil School Students: A Case Study from Malaysia.*" What Maniam had been done was almost the same as Aslimah. This research was centered on the interference of Tamil grammar rules in English writing. The researcher used qualitative method in investigating the research. In collecting the data, research instruments needed were questionnaire, interview, and documentation (specifically, samples' book; exercise books, workbooks and worksheets). From the collected data, the researcher arrived at the result that the linguistic items interference in L2 writing as this following explanation: 8.7% wrong spelling for

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<sup>28</sup> Nur Aslimah, Thesis: "*The Interference of Indonesian Grammar in Writing English Dialogue: A Contrastive Analysis of the Tenth Grade Students of Man Purworejo in the Academic Year 2012/2013*", (Purworejo: Muhammadiyah University of Purworejo, 2013).

plural nouns, 25.23% the use of Tamil word order, 43.39% missing verb to be, and 34.31% punctuation.<sup>29</sup>

The involvement of Indonesian language towards English of course has been widely a popular issue for researchers; however, we cannot neglect the role of English influence in transferring the language into Indonesian. Supriyanto with her research in title *A Descriptive Study on Grammatical Interference from English into Indonesian Language Made by English Native Speakers in Salatiga* brought up two main points; syntactic and morphological interference from English to Indonesian language made by English native speakers. It was a descriptive study. By interviewing, recording and transcribing, the data of this research had been collected. From the data, those could be figured out that syntactic interference happened in English native speakers' sentences, phrases, and dictions. In particular, Phrase constructions errors mostly appeared; they tended to construct head and modifier interchangeably. Besides, for the morphological interference, the subjects still put inflectional morphology in the verbs of sentences in Indonesian language. In conclusion, amount of syntactical and morphological interference happened in English native speakers' Indonesian language.<sup>30</sup>

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<sup>29</sup> Mahendran Maniam, "The Influence of First Language Grammar (L1) on the English Language (L2) Writing of Tamil School Students: A Case Study from Malaysia" *Language In India*, Vol. 10, 2010

<sup>30</sup> Ratih Asti Supriyanto, Thesis: "*A Descriptive Study on Grammatical Interference from English into Indonesian Language Made by English Native Speakers in Salatiga*" (Salatiga: State Institute of Islamic Studies, 2013)



Intentionally, not only Indonesian language interference had been conducted; there was also a research in title *Grammatical Interference of Javanese Language in Indonesian Language by Kindergartens' Children* which was conducted by Wati. From the title of the research, we can briefly believe that this research might concern on the involvement of Javanese Language towards Indonesian Language. Particularly, this research aimed to identify the types of Javanese language interference that occasionally made by kindergartens' children in their Indonesian language and the factors causing it. Guided by the theory of Weinreich about language interference; phonology, grammatical and lexical, this research used descriptive method. As the result, the researcher found some syntactical and morphological interference from Javanese language to Indonesian language in subjects' speaking. Indonesian language verbs were likely interfered by Javanese language; also, inflectional morphology commonly appeared as well. Those could happen because the subjects were bilinguals; and they had not mastered the Indonesian language pattern very well. In addition, the subjects' environment, family and school significantly influenced those cases.<sup>31</sup>

Grammatical interference causing errors seemingly happen very often. Bakar *et.al* examined how first language interferes second language. A study in title *First Language Influence on Second Language Performance: A Study of Common English Grammatical Errors among Rural Secondary School Students* mainly

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<sup>31</sup> Mei Rita Dwi Puspita Wati, Thesis: "*Grammatical Interference of Javanese Language in Indonesia Language by Kindergarten's Children*" (Semarang: Diponegoro University, 2015)

purposed to analyze the common errors made by three hundred second language learners in the acquisition of Subject-Verb agreement, Tenses and Relative Pronouns. Also, the difficulties and possible solution were purposefully revealed. By combining the theory of Norrish in Error Analysis and Contrastive Analysis, this research figured out that a lot of grammatical interference caused by first language in their English commonly happened. In addition, teaching method and learning environment should get more attention as well.<sup>32</sup>

A study relating to language transfer also had been done by Isurin in title *Cross linguistic transfer in word order: Evidence from L1 forgetting and L2 acquisition*. This research aimed to show the evidence on possible cross-linguistic transfer in word order from two different points of view: transfer as a problem in second language acquisition, and transfer as a form of native language that causes errors. A brief comparative analysis of word order in Russian and English was followed by the results of the longitudinal case study. By using semi-spontaneous speech task, picture description tasks and storytelling tasks the data were collected. Finally, the findings from the experimental cross-sectional study confirmed that two studies reported that language transfer in L1 forgetting and L2 acquisition might almost work in similar way. From the longitudinal study, it showed that unique problematic situations involving subjects could give priceless

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<sup>32</sup> Kesumawati Abu Bakar, Nor Zakiah Abdul Hamid, and Dr. Norsimah Mat Awal, *First Language Influence on Second Language Performance: A Study of Common English Grammatical Errors among Rural Secondary School Students*.

data for research on L1 forgetting. However, the proof for the involvement of environment in L1 forgetting could not be maximally presented in this research.<sup>33</sup>

In link to linguistic studies, beside grammatical transfer there was also semantic interference which was conducted by Ismi Ajeng Hurriyah in her thesis; *An Analysis of Semantic Interference from Indonesian Language in Students' English Translation of English Teacher Education Department*. This study described the error of students' English translation in semantic point of view. Applying descriptive qualitative method, the researcher concluded that basically the translators used word for word method; therefore amount of semantic interference appeared in the translated texts. She also explained that beside semantic interference, errors caused by Indonesian language also occur grammatically.<sup>34</sup>

From all previous studies mentioned above, there are variety of differences between those researches and this research. Most of the researches tended to focus on grammatical interference or grammatical error. The involvement of first language in distracting learners' structure in target language was likely more remarkable rather than the source language pattern that might help learners in transferring or even building sentences. Study about language transfer in general was also conducted; particularly, this study only focuses on grammatical field. In

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<sup>33</sup> Ludmila Isurin, "Cross linguistic transfer in word order: Evidence from L1 forgetting and L2 acquisition", *Proceedings of the 4th International Symposium on Bilingualism*, 2005, 1115-1130

<sup>34</sup> Ismi Ajeng Hurriyah, Thesis: "*An Analysis of Semantic Interference...*".

addition, the researchers mostly used students' writing as the data in examining the transfer; while according to Herwigs it necessarily use learners' translation in conducting study about language transfer.

