

CHAPTER IV

CONCLUSION

In learning a second language, people most probably experience language transfer. In this study, it is believed that native language often interferes the acquisition of the new language. Transfer will be *negative* if the differences between the two languages lead to *interference*, which may finally result in making errors. On the contrary, transfer will be *positive* when the first and second language habits are similar. For this reason, no errors will occur. There are typically two kinds of errors that may happen. First is the 'interlingual', which means errors made by transferring rules from the native language to the target language. Second is 'intralingual', which means errors performed when students have already had sufficient knowledge of the target language.

As it has been pointed out, Writing is one of the subjects given in the English Department. In second and foreign language programs, the teaching of second language writing has often been identical with the teaching of grammar or sentence structure. It goes without saying, writing stresses mastery of grammatical and syntactic forms.

This study endeavors to investigate kinds of interferences of the Indonesian language and the most common kind of interference of the Indonesian language made by some of the English Department students in the English

writing. In conducting the study, the writer took the data by asking the students to write a composition in accordance with some intended topics.

From the available data, the writer found that the students experienced interferences in Tenses, Prepositions, Singular and Plural, Articles, Auxiliary Verbs, Gerund and Infinitive, Modals, Word Choice, Parts of Speech, and Main Verbs. It is also evident that 24% of students produced errors within tenses. In other words, the most common kind of interference made by the students is in the area of Tenses. Apparently, the students had difficulty in being consistent when they applied tenses in their composition. In fact, the “tense” of a sentence informs us the time at which the action takes place. Instead of constructing the sentence in accordance to the English grammatical structure, they even translated what they had in mind word for word. This, however, is found to be the result of not being accustomed to using various tenses, as there are no tenses in the Indonesian language.

In accordance with the table displayed in the previous chapter, it is obvious that most errors in Tenses (87) were made based on interlingual interference. Errors in Modals and Main Verbs are also evidently induced by interlingual interference. In accordance with the form of errors, most students of the English Department performed local errors since they only caused minor trouble and confusion in a particular clause or sentence without hindering the reader’s comprehension of the sentence.

Regarding to the sources of errors, the writer concluded that almost all respondents produced errors because they had misinformation about the English

grammatical structure. Besides, they often omitted certain parts of a sentence. The next sources of errors discovered are misordering and overgeneralization. It seems that misinformation and overgeneralization relate to the knowledge of English possessed by the students. In this sense, they will be more likely to produce incorrect English sentences because their inadequacy in reading English texts and their own carelessness. On the other hand, omission and misordering are concerned with the use of native language structures. In particular, when the students cannot think of any other ways to express what they want to write, they may inadvertently write a sentence, which is formed in their native language.

The writer found there are three factors that may affect the occurrence of language transfer. The first one is language distance. In this sense, it may be said that a grammatical rule in a language cannot be considered as having the same grammatical rule in another language. In almost all cases of language transfer, the difference between two grammatical systems may inevitably be the main reason why the students feel burdensome in learning a language and will need much time to become highly proficient in it. In other words, English and Indonesian are quite dissimilar since they convincingly did not originate from the same continent. English is a language that belongs to European languages, whereas the Indonesian language is a part of Asian languages even though it consists of many words that belong to various languages in the world.

The second factor that is found to influence language transfer is limited second language environments. In accordance with this perspective, the students are rarely found to use the English language in their social life, for example when

they communicate with their parents, friends and people surrounding them. Even though the English Department students have a well-supported circumstance in learning English, they sometimes ignore it. Consequently, they rarely practice their English in campus. Needless to say, they prefer to communicate with their families and friends by using Javanese and Indonesian language to English. English is plausibly more often used in the class when they have to answer inquiries from their lecturers.

After the total number of errors was computed, the writer found that on the whole of the study, most students appeared to produce more intralingual interference (55%) than interlingual interference (45%). This, however, is probably because of the last factor that influences language transfer, which is the learner's stage of development. That is to say, the English Department students who were taken as the samples are subsumed into learners that are not in the basic stage of development. It is because they are believed to have learnt English for at least, seven or eight years. In other words, if the students' stage of development is believably said to be in the advanced level, they will be unlikely to experience native language transfer. However, the writer reckons that both students in elementary level and advanced one will still have opportunities to fall back into their native language if they do not have time to plan which grammar rules to use or they may probably forget how to arrange sentences on the basis of the English grammatical structure.

BIBLIOGRAPHY