**CHAPTER I**

**INTRODUCTION**

1. **Background of the Study**

Language plays a great part in human daily life. Language is purely human and instinctive method of communicating ideas, feelings, and desires which consist of a set of sounds or written symbols. [[1]](#footnote-1) Language becomes the first element of culture because language will determine the concept and meaning understood by the public, which in turn will provide an understanding of the worldview held by the people themselves. Therefore we need a language for communication because we are human beings as social creatures that cannot live without others.

English is currently the most widely spoken language in the world. English has become an important subject in today’s global community especially in the school from the primary up to university levels. Harry Mashabela says:

English is the medium of a great deal of the world’s knowledge, especially in such areas as science and technology. And access to knowledge is the business of education. When we investigate why so many nations have in recent years made English an official language or chosen it as their chief foreign language in schools, one of the most important reasons is always educational – in the broadest sense.[[2]](#footnote-2)

The study of language is conducted within the field of linguistics. Linguistics is the systematic study of human language.[[3]](#footnote-3) Linguistics envelops a wide field with different rapprochement and different areas of discovery, for examples sentence is studied in syntax, speech sound is studied in phonology and meaning is studied in semantics.

Consequently in this country English language must be learnt and it is one of compulsory subject in every education level, that is *Sekolah Menengah* *Pertama* (SMP) or Junior High School, *Sekolah Menengah Atas* (SMA) or Senior High School, and even in universities. In addition, English language includes as local content subject in education level of *Sekolah Dasar* (SD) or Elementary School in the country. The teaching process in education levels is based on the guideline of rules that stated by the government in the curriculum.

However, there are problems faced by Indonesia learners in the study of English, they consider speaking using the target language, that is English, as a difficult skill as English is rarely used in daily conversation. The problems are caused by the differences of language features between Indonesian and English language. There are no languages that are precisely same, the different features are like the sounds, words, sentences, meanings, grammatical rules and etc., it’s may cause the interference from Indonesia and English in learning language process.

In learning language, basically we have to learn about the sentences and the sentence forming processes. Sentence is a grammatical unit of one or more words that expresses an independent statement, question, request, command, exclamation, etc. A declarative sentence simply states a fact or argument, states an idea, without requiring either an answer or action from the reader, it does not give a command or request, or does it ask a question. Therefore, in *English Grammar* book explained that the declarative mood usually used for: giving information, expressing opinion, making promises, and emphasis. In addition, it can be used for confirming that something is true, giving an instruction in a fairly informal way.[[4]](#footnote-4)

Remembering its functions, it is very important for the students studying language to learn about declarative sentence of the language. In short, for learners who are learning a language, they have to study declarative sentence in their own language besides declarative sentences in the foreign language studied.

In view of every language has its basic structure of sentences, both Indonesian and English. So certainly there are differences between the rules of declarative sentences in each language that can lead some difficulties faced by the students. In this case, the difficulties faced by Indonesian students who learning English as the target language. This phenomenon happened on students of Senior High School (SMAN) 1 Malingping.

Hence, comparing both declarative sentence patterns between the two languages will help to find out their differences and similarities, and then allow for prediction of the difficulties faced by students (Indonesian native speaker) in learning the target language (English).

To compare the both language, Indonesian and English, the writer uses Contrastive Analysis since it is a linguistic enterprise aimed at producing inverted (i.e. contrastive, not comparative) two-valued typologies (a Contrastive Analysis always concerned with a pair of languages), and founded on the assumption that language can be compared.[[5]](#footnote-5) It is the systematic comparison of two or more languages, with the aim of describing their similarities and differences.

In contrastive linguistic the focus is on general or on language specific features. The term 'contrastive linguistics', or 'contrastive analysis', is especially associated with applied contrastive studies advocated as a means of predicting and/or explaining difficulties of second language learners with a particular mother tongue in learning a particular target language.[[6]](#footnote-6)

Contrastive analysis research has been conducted several years ago. This kind of analysis has caught the attention of some scholars recent years. One of the studies correlated to this study is English and Javanese language as what has been investigated by Diana Wahyu Kurniawati(2013) in her research entitles *“Contrastive Analysis of Imperative Sentences in English and Javanese Language”* In her paper, she compares the similarity and difference of types, functions and markers in English and Javanese imperative sentences. She explained seven functions of imperative sentence in English. Meanwhile, in Javanese language, there are nine functions; the seven ones are like in English and the other ones are as *panantang* and *pangece*. Almost all of imperative sentences in Javanese language are signaled by suffixes *-a, -ana, -na* and *–en*. Thus, it can be concluded that imperative sentence in English and Javanese language is not similar because of the different social-culture of those languages.

The relation between Kurniati’s study and the current study is found in the context of analysis; contrastive analysis. Both of the studies aim to reveal if two languages are compared, there might appear certain similarities and differences. Then, the difference is on the object of the study. The previous study attempted to analyze the imperative sentence form in two different languages while the present study attempts to analyze declarative sentence two different languages.

Another previous similar study was conducted by Siti Toyibatun (2011) in her research entitles *“Contrastive Analysis Between English and Indonesian Verb Phrase”.* The findings show that both English and Indonesian verb phrase made up two or more words, and they have differences in function, English verb phrase has function as predicate but Indonesian verb phrase not only has function as predicate in a sentence but also has function as subject, object, complement, and adverb. Thus, there are similarities and differences between English and Indonesian verb phrase.

There are similarities and differences found in the previous study and the current study. The obvious similarity that can be seen is both of studies have the same core analysis, which is analyzing the similarities and differences on the elements of two different languages. Even though the object of both studies is different, Kurniati’s study is about analyzing imperative sentence, Toyibatun’s study is about analyzing verb phrase, whereas the current study is about analyzing declarative sentence. Thus, the result of the study will be different from the previous study.

The main study in this research is contrastive analysis of declarative sentence in Indonesian and English language. The analysis in comparing both of languages can be the possible way to solve the problem of interferences between Indonesian and English language. In this research the researcher is interested in studying and analyzing the differences, similarities, and the errors made by the students in making the declarative. The reason of this research takes declarative sentences because researcher wants to research deeper in declarative discussion and it is included into linguistic field study.

1. **Identification of the Problem**

Learning other language needs efforts since there must be some differences with own language instead similarities. That fact leads to existence of difficulties in the teaching materials of that language, including phonological, lexical, and grammatical materials. For this case is in the teaching of declarative sentences. However there is an assumption that learners will tend to transfer the foreign language to their own language, as Lado expressed in Freeman and Long “Individuals tend to transfer the forms and meanings and the distribution of forms and meanings of their native language and culture to the foreign language and culture - both productively when attempting to speak the language and to act in the culture and receptively when attempting to grasp and understand the language and the culture as practiced by natives”.[[7]](#footnote-7) Whereas every language has its own rules, so that fact cause errors occur among the learners.

Moreover it is good idea to contrast the material -declarative sentences between the languages to find out their differences and similarities. As Charles Fries declared in Aarts and Wekker “The most efficient materials (for teaching a foreign language) are those that are based upon a scientific description of the language to be learned, carefully compared with a parallel description of the native language of the learner.”[[8]](#footnote-8)

Then, in doing that, the writer uses Contrastive Analysis that concerned with the way in which native language affects foreign language in the individual. She would like to contrast declarative sentences in languages, Indonesian and English language.

1. **Limitation of the Study**

This study is limited to the subject matter in analyzing declarative sentences between Indonesian and English language. The writer compares the pattern of declarative sentences in both languages. In view of one language have similarities with another language (universal grammar). As Harris seemed on the assumption in Sridhar that for a given sentence in language A there would be only one ‘roughly unique’ translation in language B and proposed to construct a ‘transfer’ grammar on the basis of the ‘minimal grammatical differences’.[[9]](#footnote-9) She intends to describe the patterns of declarative sentences in the two languages and then compares them. Followed by analyzing data, students’ work in translating the declarative sentences provided.

1. **Statements of the Problem**

Concerning the limitation of the problem of this study that is to analyze declarative sentences in the two languages by comparing the patterns, in this research the writer states the problem as follows:

1. What are the differences between Indonesian and English declarative sentences based on Contrastive Analysis?
2. What are the similarities between Indonesian and English declarative sentences based on Contrastive Analysis?
3. How are the errors made by the students in making the declarative sentences?
4. **Objectives of the Study**

The objective of this study is to see what the differences and similarities between declarative sentences in the Indonesian language and English language are like based on the Contrastive Analysis study, through analyzing and comparing the patterns of declarative sentences in both languages, and also to know how the errors happened among the students in making the declarative sentences through analyzing the students’ translation.

1. **Significant of the Study**

The significance of this study is to compare declarative sentences between Indonesian and English languages, in order to get information about their differences and similarities. Then allow for predicting the difficulties faced by the students and errors that usually made by them. Knowing the differences and similarities will be helpful for the teacher and the student. It helps teacher in considering how to teach the materials to the learner in the teaching process; and it helps students to comprehend more about the materials so that they get easy in leaning process. In addition, this will be helpful also for the readers who have curiosity in the materials.

1. **Previous Study**

To make sure the originality of the idea in this study, the writer presents several relevant previous studies that deal with the analysis of English textbook from Kurniati, Toyibatun, and Endah.

The first relevant study that the writer found is “*Contrastive Analysis of Imperative Sentences in English and Javanese Language*” by Diana Wahyu Kurniawati(2013). In her paper, she compares the similarity and difference of types, functions and markers in English and Javanese imperative sentences. She explained seven functions of imperative sentence in English. Meanwhile, in Javanese language, there are nine functions; the seven ones are like in English and the other ones are as *panantang* and *pangece*. Almost all of imperative sentences in Javanese language are signaled by suffixes *-a, -ana, -na* and *–en*. Thus, it can be concluded that imperative sentence in English and Javanese language is not similar because of the different social-culture of those languages.

The second relevant study comes from Siti Toyibatun (2011) in her research entitles *“Contrastive Analysis Between English and Indonesian Verb Phrase”.* The findings show that both English and Indonesian verb phrase made up two or more words, and they have differences in function, English verb phrase has function as predicate but Indonesian verb phrase not only has function as predicate in a sentence but also has function as subject, object, complement, and adverb. Thus, there are similarities and differences between English and Indonesian verb phrase.

The last relevant study is “*A Contrastive Analysis of English and Javanese* *Compound Word Constructions*” in 2015 by Widyasari Fransiska Endah. The findings show that there are fourteen (14) constructions of English compound words based on classes of the elements while Javanese compound word only has nine (9) constructions. They have similarity in form of the construction. Both of them have the same constructions which constructed from eight (8) constructions; Noun + Noun, Adjective + Adjective, Adjective + Noun, Noun + Adjective, Verb + Noun, Noun + Verb, Verb + Adjective, and Adjective + Adverb. The difference of English and Javanese compound word constructions is on its structure.

The differences from this research is in the object of the research, and the similarity is in the subject of the research. From the researches above, the writer tries to analyze contrastive analysis of declarative sentences between Indonesian and English language. Here, the writer wants to compare the Indonesian and English declarative sentences and determine accurately the valid similarities and the differences between them. Regarding to those studies above, the area of contrastive analysis covers up various grammar aspects. The previous study is considered relevant to be grounded theory of this study. These related literatures are also needed to be base of the analysis in the next chapter.

1. **Organization of the Study**

# The organization of the study will be organized as follows:

Chapter one is introduction that covers the background of the study, identification of problem, limitation of the study,, statements of the problem, objective of the study, significance of the study, previews study, organization of the study.

Chapter two is theoretical framework, in this chapter the writer will put the description of the theory that writer use to describe.

Chapter three is research methodology consists of method of research, objective of the research, population and sample, time and place of the research, instrument of the research and the technique of data analysis.

Chapter four is data and analysis, in this chapter the writer gives explanation about data and analysis.

Chapter five is closure, this chapter deals to the writer’s conclusion after analyzing the data, the implementation for learning and the suggestions.

1. Evi Novianti, “Family Communication in Mixed-Marriage between Sundanese and Minangkabau”, *Universitas Padjadjaran Bandung*, Vol. XVIII, No. 1, (December, 2013), 33. [↑](#footnote-ref-1)
2. Harry Mashabella, “Black South African writer” in David Crystal*, Language as a Global Language* ( USA: Cambridge University Press, 2001), 110. [↑](#footnote-ref-2)
3. Laurie barier*, The Linguistics Student’s Handbook* (Edinburgh: Edinburgh University Press, 2007), 11. [↑](#footnote-ref-3)
4. Collins Cobuild, *English Grammar*, (London: HarperCollins Publisher, 1992), pp.196- [↑](#footnote-ref-4)
5. Carl James, *Contrastive Analysis*, (London: Longman, 1980), p. 3. [↑](#footnote-ref-5)
6. Stigg Johansson, (2000), *Contrastive Linguistics and Corpora*. Retrieved May 7, 2009, from

   http://www.hf.uio.no/forskningsprosjekter/sprik/docs/pdf/sj/johansson2.pdf, p. 1. [↑](#footnote-ref-6)
7. Larsen-Freeman & Long, *An Introduction to Second Language Acquisition Research,* (New York: Longman, 1991), pp. 52-53. [↑](#footnote-ref-7)
8. Jacek Fisiak (ed.), *Further Insight into contrastive Analysis*, vol. 30, (Amsterdam: John Benjamins Publishing Company, 1990), p. 165. [↑](#footnote-ref-8)
9. Jacek Fisiak (ed.), *Contrastive Linguistics and the Language Teacher*, (Oxford: Pergomon Press, 1981), p. 215. [↑](#footnote-ref-9)