CHAPTER 1
INTRODUCTION

1.1 Background of Study

Learning a second language requires successful efforts. There are many factors that make people succeed in learning second language. In this paper the writer wants to analyze their efforts from the structure's ability side. The writer finds that it is an interesting topic to be discussed since the writer herself is one of many Indonesian learners who choose to learn English as a second language. The writer sees that there are still many students who learn a second language demonstrates their second language in their native language structure and many errors appear cause of their lack of knowledge in their native language's structure.

English structure consists of 16 tenses which are divided into four main parts: Present Tense, Past Tense, Continuous Tense and Future Tense. In this thesis, the writer limits the analysis in Simple Future Tense only, since the writer finds that future tense has some similarities with Indonesian structure. Thus, the writer wants to prove whether there is a correlation between students' ability in using Indonesian structure and ability in using English structure when they are writing simple sentences with simple future tenses.

Correlation between students' ability in their native and foreign language is valuable to be researched thus to find out whether the hypothesis is obtained or rejected. According to Baljit Bhela in his journal article, it is said that, "second language learners appear to accumulate structural entities of the target language but demonstrate difficulty in organizing this knowledge into appropriate, coherent structures" (Bhela, 1999: 22)

The writer sees that the second language learners can accept the second language structure clearly but when they demonstrate it into a sentence or conversation, they hardly apply it into a correct grammar. Still in Bhela's article, he quoted from Dechert and Ellis that,

> When writing or speaking the target language (L2), second language learners tend to rely on their native language (L1) structures to produce a response. If the structures of the two languages are distinctly different, then one could expect a relatively high frequency of errors to occur in L2, thus indicating an interference of L1 on L2. (Bhela: 22)

Learners when writing sentence in second language, in the case of English, still think a second language in our native language, like a kind from 'set of mind'. Dulay *et al* (1982) said that "interference as the automatic transfer, due to habit, of the surface structure of the first language onto the surface of the target language" (Bhela:22). Similarly, Ellis (1997:51) describes that "errors reflect gaps in the learner's knowledge; they occur because the learner does not know what is correct" (Bhela: 23).

1.2 Statement of Problem

The main problem that the writer wants to analyze in this paper by investigating the correlation between students' ability in using Indonesian structure and ability in using English structure when making simple sentence is:

> How close is the relationship between students' ability in using Indonesian structure and English structure when writing simple sentence with simple future tense?

1.3 Hypothesis

H_1 : Students who are getting high scores in writing Indonesian simple sentences with simple future tense must be getting high score in writing English simple sentence with simple future tense.

H_2 : Students who are getting high scores in writing Indonesian simple sentences with simple future tense might be getting high scores when writing English simple sentence with simple future tense.

H_0 : There is no correlation between students' score in writing Indonesian simple sentences with simple future tense and students' scores in writing English simple sentence with simple future tense.

1.4 Scope and Limitation

The research will be conducted only in Bina Nusantara University and the sample is the fifth English Department students since they have passed Grammar I, II, III, and IV subjects. The topic of this thesis is limit to Simple Future Tense with the use of *will* and *be going to* only for the English part and the use of aspect words and modality only (*akan, ingin* and *mau*) in Indonesian part. Questionnaire questions are only in simple sentences with simple future tenses.

1.5 Goal and Function

Since this thesis using two kinds of research methodology, which is quantitative and qualitative, therefore the goal of this thesis are:

1. To find out the correlation coefficient between students' ability in using Indonesian structure and English structure when writing simple sentence with simple future tense quantitatively.
2. To prove whether there is a correlation between students' ability in using Indonesian structure and English structure when writing simple sentence with simple future tense qualitatively.

The function of this research is to present level of students' ability in using native and second language when they writing simple sentence with simple future tense.

1.6 Research Methodology

Research methodologies that the writer uses in this paper are library research and field research. The library research is through Bina Nusantara library, Universitas Katolik Atma Jaya library, and Internet, while the field research is conducted by distributing questionnaires to 5th semester students of English Department of Bina Nusantara University.

1.6.1 Library Research

In library research, the writer looks for resources about native and foreign language, native interference in learning a second language through books, journal article, websites, and homepage. This research is done to find out the theories that is related and connected with the thesis.

1.6.2 Fields Research

From field research, the writer designs questionnaires. First of all, the writer looked for 70 of 5th semester students of English Department, Bina

Nusantara University, and then gave them questionnaires that consist of two sections with 15 questions in each part.

In part one, students were asked to answer questions by completing sentences in Indonesian and English language. Questions are made in Indonesian; therefore, there are no clues for students when they answer them. In part two, the type of the questions is filling in the blanks with *will* or *be going to*. Here, the writer wants to know whether the students are able to use *will* or *be going to* properly. Then, the results are analyzed quantitatively by using Pearson product-moment correlation coefficient formula to get the correlation coefficient. On the other hand, the qualitative analysis of the results is analyzed in two ways: seeing from the students' Indonesian structure scores and from the language interference side. From the students' Indonesian structure scores, the writer divides the students into five main groups based on the students' grade in writing Indonesian sentences to compare with their achievements in writing English structure. There are 15 questions to answer in questionnaires part one and the answers should be in two languages (Indonesian and English), therefore each numbers has a pair of answers. Then, seeing from the language interference side, the writer divides the students' answers into correct-correct pairs, incorrect-incorrect pairs and correct-incorrect pairs.

The results from those tests will prove whether there is a correlation between students' ability in using Indonesian structure and English structure when writing simple sentence with future tense.