

# THE GRAMMATICAL INFLUENCE OF INDONESIAN LANGUAGE TOWARD ENGLISH WRITING OF RECOUNT TEXT FACED BY THE SECOND YEAR STUDENTS OF SMPN 26 PADANG

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## Abstract

The purpose of this research was to identify in what extent are the students' English writing of recount text influenced by their native-Indonesian grammar. This study was particularly aimed at: (1) identifying the grammatical characteristics of students' writing of the recount text in Indonesia, and (2) identifying the grammatical characteristics of students' writing of the recount text in English. The design of this research was descriptive. Population of this research was 287 of the second grade students of SMP N26 Padang and the sample was 30 of population. The data were collected by writing test of Indonesian and writing test of English. Writing test of Indonesian was used to identify the grammatical characteristics of students' writing of the recount text in Indonesia and writing test of English was applied to identify the grammatical characteristics of students' writing of the recount text in English. The result of analyzing data of this research showed that: the grammatical characteristics of students' writing of the recount text in Indonesia found dominantly were independent clause, element, and sentence pattern and the grammatical characteristics of students' writing of the recount text in English found dominantly was sentence pattern. Based on the data above, students' English writing of recount text was influenced by students' grammar of Indonesian language in form mother tongue interferences of sentence pattern at the second grade students of SMP N26 Padang.

Keywords: *Grammatical Influence of Indonesian Language, English Writing, Recount Text*

### Introduction

Language is very important in human life. Trilestari (2012, p.2) said that in a universal categorization of culture, the language is placed as the most important category above other categories which included knowledge, social organization, technology, earning of living, religion and art. It implies that language has an important role in human life. Therefore every people

use language to communicate each other's. Syal and Jindal (2007, p.5) said that people can communicate his or her ideas, beliefs of feelings as they share a common code that makes up the language. Thus without language every people cannot communicate and interact each other. For instance one of the global language is English.

English is a language in the world. People call it is an international language

that is used to communicate in many countries in the world since globalization era. According to Sharifian, (2009, p.2) ‘as English rapidly develops more complex relationship within and between communities of speakers around the world, the dialogue addressing its role as a global language needs to continue to expand.’ Therefore, teaching and foreign language acquisition policy especially English is very important to be applied in each of the countries.

In Indonesia, English is placed as one of foreign languages acquisition policy. It transform English as one of the compulsory subjects taught to students at elementary school, junior high school, senior high school, and university. Lie (2004, p. 1) said that ‘English is the first foreign language that is recognized by the government and it is studied formally in a classroom. The students who study English are expected to have abilities in this language. These abilities include four language skills and two language components.’ Of course, it is an important subject that is learned by students. In addition, based on Maharani’s thesis result of (2007, p.1) found that ‘The skills are listening, speaking, reading and writing, and the language components are grammar and vocabulary’. Thus the aim of teaching English is to provide the students with the knowledge of that language will be reached.

Although, each language has sounds and meaning (Rosman, Rubel and Weisgra: 2009, p.48). But in fact, we found that each language also has specific characteristic, which are not found in the other languages. In addition, Frajzyngier, Hodges and Rood (2005, p.5) said that ‘each language has its own phonological system and its own grammatical and lexical system (or system of systems). Of course, since all men have the same phonatory organs, the phonic substance is the same for all; but it is sliced up differently in different languages.’ Even though Indonesia language and English language have similarities, but there are not language that are exactly the same. In addition, Maniam in academic journal (2010, p.9) found that the answers of these students to English questions were greatly influenced by their native language, both phonologically and grammatically.

In teaching and learning English, students are expected to master four integrated skills; such as listening, speaking, reading and writing (Paul, 2008, p. 3). From the four skills, writing is the most important process in learning English. It cannot separate with every learning process experienced by the students as long as they are still in educational process. Hasibuan (2007, p. 127) stated that writing is both process and a product. Students learn to write by writing. Writing is also stated as a comprehensive skill that involves grammar,

vocabulary and other elements (Boardman 2002, p.14). In writing activity, the writer must learn how to communicate their ideas in order to make the reader understand what she/he is telling about. They also consider writing aspects such as vocabulary, spelling, grammar, mechanics and organization.

Teaching writing is basically intended to make students maximize their ability and comprehension toward writing materials. It is supported by 2013 curriculum system where junior high school students should master five kinds of texts such as narrative, descriptive, recount, report, and procedure). The second year students of junior high school learn four kinds of texts (narrative, descriptive, recount, and procedure). One of them is recount text which aims to tell the reader about one story, action or activity. (Wardiman, 2008, p. 61).

In general, English writing is different from writing Indonesian. English also as a foreign language for Indonesian student. In fact, English is a new language that they often have trouble when they learn it. One of the reason is the characteristics of English itself. For example, tenses, regular and irregular verb are not found in Indonesia. On contrary, Indonesia is a language which the students have got earlier basically, we believe that student of Junior High School have enough knowledge of it and have known to use it well and correctly. So it is possible that Indonesian, though it is

a school language for most of them, can regard as the student's mother tongue. They use Indonesian more frequently with their friends and teachers. Moreover, it is very close to them, to their speaking or writing habits. This is one thing that invites problems when the student writes the recount text in English.

Based on the explanations above, the researcher took a title in conducting a research "The Grammatical Influence of Indonesian Language toward English Writing of Recount Text Faced by the Second Year Students of SMP N26 Padang."

## **RESEARCH METHOD**

Design of this research was descriptive method. Gay (2009, p. 189) said that typical descriptive research is concerned with the assessment of attitudes, opinions, demographic information, condition and procedure. In this research, the researcher described the grammatical characteristics of students' writing of the recount text in Indonesia and English.

The population of this research was all students of class VIII semester academic year 2013/2014 SMP N 26 Padang, which consists of nine classes, namely class VIII.1, VIII.2, VIII.3, VIII .4, VIII.5, VIII.6, VIII.7, VIII.8 and VIII.9. Within each class there are 30-34 students. So the total population in

this study contained approximately 287 students. For more explanation, the specification of the research population is Table 3.1.

**Table 3.1**  
**The Numbers of Population**

No	Classes	Number of Students
1.	VIII 1	33
2.	VIII 2	31
3.	VIII 3	33
4.	VIII 4	31
5.	VIII 5	34
6.	VIII 6	31
7.	VIII 7	33
8.	VIII 8	31
9.	VIII 9	30
Total		287

In this research, the researcher used cluster random sampling technique to select the sample of the research. Gay (2009, p. 129) stated that cluster random sampling may be the only feasible method of selecting of sample when the researcher is unable to obtain a list of all member of the population.

Gay (2009, p. 129) said cluster random sampling is technique in which samples is in group, not individuals, is randomly selected, and all members of selected groups have similar characteristics, because the population is homogenous. The members of population have the same curriculum, syllabus, materials and lesson plan. To choose the sample, the researcher

chosen the class randomly. The researcher wrote the name of each class on seven pieces of papers and put them in the box. Then the researcher took a piece of paper that is mixed up with closing eyes. The selected class became class sample, and all member of the selected class or sample class become sample of this research.

The instruments used to collect the data in this research was writing test of Indonesian and writing test of English. The instruments related to the purpose of this research as presented in the table 3.2:

**Table 3.2**  
**Instrument specification**

No	Instruments	Purpose of the research
1	Writing Test of Indonesian	To identify the grammatical characteristics of students' writing of the recount text in Indonesia
2	Writing Test of English	To identify the grammatical characteristics of students' writing of the recount text in English.

The researcher analyzed the data through the student's writing test of Indonesian and writing test of English. The researcher follows the following steps:

- The researcher explained test direction.
- Then the researcher asked the students to do the test.

The researcher classified characteristics of Indonesian grammar into four components in writing test of Indonesian. They were clause, element, sentence pattern and phrase filler predicate. The researcher divided them into 8 indicators for criteria of assessment. Then gave checklist (1) if they were in Indonesian grammar. The data will be explained in description analysis. For details, see the table 3.3.

**Table 3.2**  
**Criteria of Indonesian Grammar in Writing**

No	Components	Indicators
1.	Clause	Consist of an independent clause.
2.	Element	Contain a subject and a verb.
3.	Sentence pattern	S-P
4.	Phrases filler predicate	Nominal sentence Adjective sentence Verbal sentence Numeral sentence

The researcher classified characteristics of English grammar into four components in writing test of English. They were clause, element, sentence pattern and may have. The researcher divided them into 7 indicators for criteria of assessment. Then gave checklist (1) if they were in English grammar. The data will be explained in

description analysis. For details, see the table 3.4.

**Table 3.3**  
**Criteria of English Grammar in Writing**

No	Components	Indicators
1.	Clause	Consist of an independent clause.
2.	Element	Contain a subject and a verb.
3.	Sentence pattern	S-P
4.	May have	A compound subject A compound verb A compound subject and a compound verb

The researcher used the descriptive technique in analyzing the data. There are some steps as follows:

1. The researcher distributes characteristics of Indonesian and English grammar into table rows.
2. The researcher counts students who has characteristics of Indonesian grammar and also counts the students who has characteristics English grammar.
3. Then, the researcher counts the percentage of characteristics of Indonesian grammar and English grammar with percentage formula. (Arikunto 2006, p.165)

$$P = \frac{F}{N} \times 100\%$$

Notes:

P: Percentage

F: Frequency of Students

N: The total number of students

4. The last, the researcher classified characteristic of Indonesian grammar in Indonesian writing of recount text and also classified characteristics of English grammar in English writing recount text, then he states the most similarity grammatical characteristics of students' writing in English or Indonesian.

## FINDINGS AND DISCUSSIONS

### Findings

Based on the research, the researcher found that several findings related to research questions. They are grammatical characteristics of students' writing of the recount text in Indonesian were conducted well and there were grammatical characteristics of students' writing of the recount text in English influenced by their Indonesian grammar.

For instance, the grammatical characteristics of students' writing of the recount text in Indonesia especially in simple sentence such as its independent clause, element and sentence pattern were composed well. Meanwhile the grammatical characteristics of students' writing of the recount text in English especially in simple sentence such as its sentence pattern was influenced by students' Indonesian grammar. It is caused by mother tongue

interference. For details read the following paragraphs:

### The Grammatical Characteristics of Students' Writing of the Recount Text in Indonesia

In this section, the researcher gave Indonesian writing test to the second year students of SMP N26 Padang. There was class VIII.9 that had been tested. Result of the test shown that there were differences stage distribution of Indonesian grammar characteristics among students' writing of the recount text in Indonesia. All students used characteristics of Indonesian grammar such as independent clause, element, sentence pattern and phrase filler predicate in simple sentence. It can be seen in the following table 4.1.

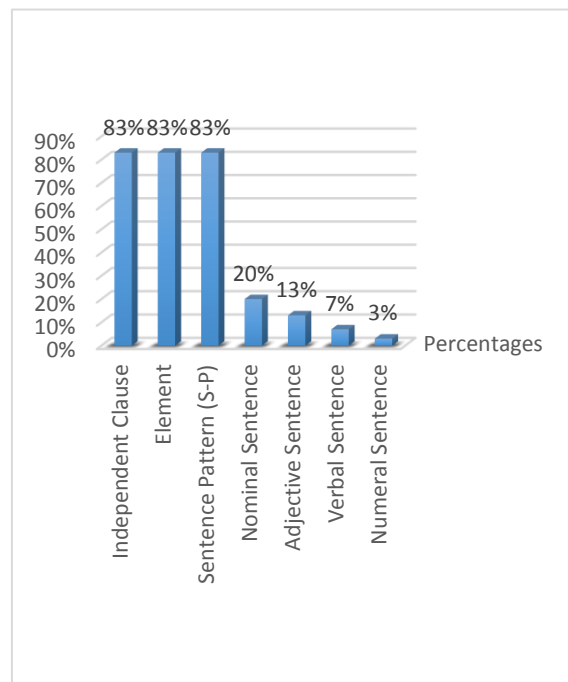
**Table 4.1 Characteristics Indonesian Grammar in Simple Sentence**

	Grammatical Characteristics						
	Independent Clause	Element	Sentence Pattern S-P	Phrase filler predicate			
				Nominal Sentence	Adjective Sentence	Verbal Sentence	Nominal Sentence
Students	25	25	25	6	4	2	1
T. Sample	30	30	30	30	30	30	30

In table 4.1, the data shown that characteristics of Indonesian grammar found dominantly are independent clause, element, and sentence pattern about 25 students used them. Meanwhile phrase filler predicate such as nominal sentence six students, adjective sentence four students, verbal sentence two students and numeral sentence a student.

The researcher formulated the percentages each characteristics of Indonesian grammar that found in students' Indonesian writing test in recount with percentage formula. The researcher found that percentages in independent clause, element and sentence pattern are 83%, nominal sentence 20%, adjective sentence 13%, verbal sentence 7% and numeral sentence 3%. It can be seen on figure 4.1.

**Figure 4.1 Percentages Characteristics of Indonesian Grammar in Simple Sentence**



Here are examples of independent clause, element and sentence pattern in simple sentence of Indonesian language:

**Kami makan siang di rumah makan raya Bukittinggi** (Sentence Pattern)

**Kami makan siang** (Independent clause)  
 Kami (Subjects' element) makan (Predicates' element)

The conclusion of Indonesian writing test on the second year students of SMP N26 Padang about the grammatical characteristics of students' writing of the recount text in Indonesia was good. Almost all students' Indonesian grammatical characteristics found in their Indonesian writing of recount text.

## The Grammatical Characteristics of Students' Writing of the Recount Text in English

In this section, the researcher gave English writing test to the second year students of SMP N26 Padang. There was class VIII.9 that had been tested. Result of the test shown that there were differences stage distribution of English grammar characteristics among students' writing of the recount text in Indonesia.

All students used characteristics of English grammar such as independent clause, element, sentence pattern, having compound subject, having compound verb, having compound subject and compound verb in simple sentence. It can be seen in the following table 4.2:

**Table 4.2 Characteristics English Grammar in Simple Sentence**

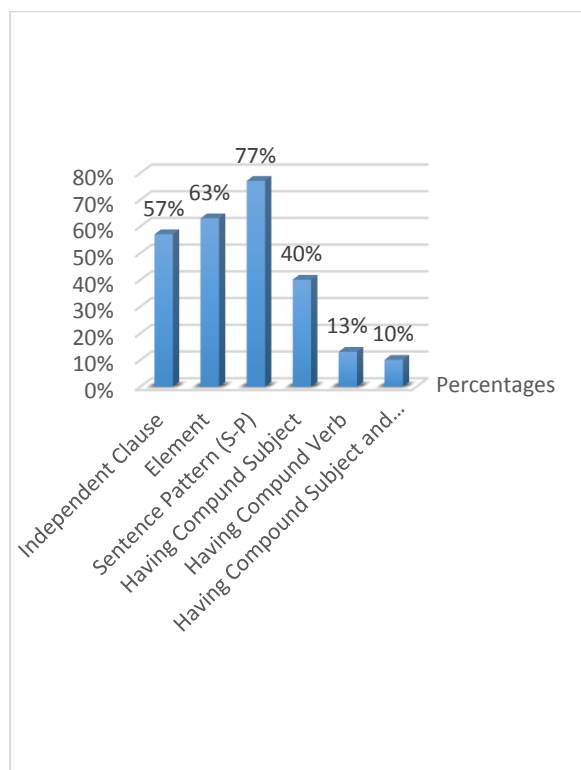
	Grammatical Characteristics					
	Independent Clause	Element	Sentence Pattern S-P	Having		
				Compound Subject	Compound Verb	Compound Subject and Compound Verb
Students	17	19	23	12	4	3
T. Sample	30	30	30	30	30	30

In table 4.2, the data shown that characteristic of English grammar found dominantly is sentence pattern (S-P) about 23 students used it. Meanwhile independent clause 17 students, element 19 students, having compound subject 12 students, having compound verb for students, and having compound subject and compound verb three students.

The researcher formulated the percentages each characteristics of English grammar that fund in students' Indonesian writing test in recount with percentage formula. The researcher found that percentages in sentence pattern (S-P) 77%, independent clause 57%, element 19%, having compound subject 40%, having compound verb 13%, and having compound subject and compound verb 10%. It can be seen on figure 4.2.



**Figure 4.2 Percentages Characteristics of English Grammar in Simple Sentence**



Here are example of sentence pattern in simple sentence of English language:

**I go** to Bukittinggi last week. (There is mother tongue interference here)

**I driver car.** (There is mother tongue interference here)

**Friend me walk** in the beach. (There is mother tongue interference here)

The conclusion of English writing test on the second year students of SMP N26 Padang about the grammatical characteristics of students' writing of the recount text in Indonesia was good. There were found students mother tongue interference in sentence pattern.

## Discussions

### The Grammatical Characteristics of Students' Writing of the Recount Text in Indonesia

As discussed previously, this research demonstrated that characteristics of Indonesian grammar found dominantly are independent clause, element, and sentence pattern about 25 students used them in students' Indonesian writing of recount text. Meanwhile phrase filler predicate such as nominal sentence six students, adjective sentence four students, verbal sentence two students and numeral sentence a student.

According to Finoza, (2009, p.76) said that the smallest unit in language forms are phoneme and the biggest is the essay. Between the smallest and largest units of the form, there is a row of the form: morphemes, words, phrases, sentences and paragraphs. The seventh unit of the linguistic form has acknowledged its existence if it can affect the meaning or meanings. It was proved by the Indonesian grammatical characteristics of students' English writing in recount text based on the result of researchers' Indonesian writing test.

In conclusion, the grammatical characteristics of students' writing of the recount text in Indonesia found dominantly are independent clause, element, and sentence pattern.

## **The Grammatical Characteristics of Students' Writing of the Recount Text in English**

As discussed previously, this research demonstrated that characteristic of English grammar found dominantly is sentence pattern (S-P) about 23 students used it. Meanwhile independent clause 17 students, element 19 students, having compound subject 12 students, having compound verb for students, and having compound subject and compound verb three students.

According James E. Purpura (2004, p.6) said in his book *Assesing Grammar*: "Grammar is defined as a systematic way accounting for a predicting an ideal speaker's or hearer's knowledge of the language. This is done by a set of rules or principles that can be used to generate all well-formed or grammatical utterances in the language." It was proved by the students' English grammar influenced by their Indonesian grammar in form of mother tongue interference on the result of researchers' English writing test. See the following examples.

**I go** to Bukittinggi last week. (There is mother tongue interference here)

**I driver car**. (There is mother tongue interference here)

**Friend me walk** in the beach. (There is mother tongue interference here)

In conclusion, the grammatical characteristics of students' writing of the recount text in English found dominantly sentence pattern.

## **CONCLUSION AND SUGGESTIONS**

### **Conclusion**

As necessary problem in English writing. It is different from writing Indonesian. In fact, English is a new language that they often have trouble when they learn it. One of the reason is the characteristics of English itself. For example, tenses, regular and irregular verb are not found in Indonesia. On contrary, Indonesia is a language which the students have got earlier basically, we believe that students of Junior High School have enough knowledge of it and have known to use it well and correctly. So it is possible that Indonesian, though it is a school language for most of them, can regard as the student's mother tongue. They use Indonesian more frequently with their friends and teachers. Moreover, it is very close to them, to their speaking or writing habits. This is one thing that invites problems when the student writes the recount text in English. Hence, the researcher choose grammatical influence of Indonesian language toward English writing of recount text.

According to the problem above, the researcher do this research aimed to describe

in what extent are the students' English writing of recount text influenced by their native-Indonesian grammar. The specific purposes of this study to identify or describe the grammatical characteristics of students' writing of the recount text in Indonesia and to identify or describe the grammatical characteristics of students' writing of the recount text in English.

This research used descriptive research method. The researcher used sample of the second year students of SMP N26. The techniques of sampling was cluster random sampling. The data was taken from writing test of Indonesian and writing test of English.

Based on the research findings, the researcher found out that the grammatical characteristics of students' writing of the recount text in Indonesia found dominantly are independent clause, element, and sentence pattern. Meanwhile the grammatical characteristics of students' writing of the recount text in English found dominantly are sentence pattern. Based on dominantly characteristics was found sentence pattern, students English writing of recount text influenced by their Indonesian grammar. Hence, the teacher's opinion about influence of Indonesian grammatical toward students' English writing in recount is accepted.

In conclusion, English writing of recount text influenced by their native-

Indonesian grammar in the form mother tongue interferences on simple sentence at the second years of SMP N26 Padang.

### **Suggestions**

Based on the important of this study, the researcher hopes the result of this research would give contribution to English teachers, the students, and further researchers. For English teachers, by having known the students English writing of recount text influenced by their native-Indonesian grammar, the teachers can take consideration and improve their strategy in teaching Recount text and also anticipate grammatical influence of the students' native Indonesian grammar on their English writing. Then for students, the result of this research would motivate the students of SMP N 26 Padang to improve their English grammar in their English writing of recount text. Finally, the researcher suggests and hopes for further researchers would do the research to find the influence of Indonesian grammatical in students' English writing of recount text, and also find good solutions to solve the problem.

Here are some suggestions for future action:

The researchers suggest for the learner keep more attention for English grammar while writing in English.

The researcher hopes that this research can be continued by English teachers,

students, and everyone who is interested in developing teaching English.

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