

Chapter II

Literary Review

2.1 Mother Tongue

Sundanese language is mother tongue for West Java people. According to *Staatsblad* (Journal) No. 125 1893 is settled as school course in West Java. It has a role for communication in all activities of social life. In addition, Sundanese is used as language of instruction in elementary school. Moreover, the children have surrounded by the atmosphere where the language is spoken. They face the universe directly and learn to the concept of speech. (Prawirasumatri, Sudaryat and Yudribrata, 2003)

Mother language has a very powerful impact on the formation of the individual. The first language is shaping our thoughts and emotions. It establishes the direct connection between heart, brain and tongue. The strong bond between a child and his parents has established by virtue of love, compassion, body language, and also through the most important one, which is the verbal language. A child's first comprehension of the world around, the learning of concepts, skills, perception of existence starts with the language that is first taught by mother tongue. Therefore, mother tongue has such an important role in framing our thinking, emotions and spiritual world, because the most important stage of our life, childhood, is spent in its imprints. (Guvercin, 2008)

The development of mother tongue is characterized by formalistic rather than functional features. It emphasizes knowledge over skill and uses literal rather than metaphorical language due to underdeveloped conceptual fluency. Foreign language learner fluency is possible unless the learner spends some time in the target language country. However, they have experienced a certain kind of frustration, as a result of they do not convey a meaning the same way as native speakers do. Therefore, they use wrong expressions, phrases, and words, and the learners lack the grammatical and communicative knowledge. (Kecskes and Papp, 2000)

2.2 Bilingualism

Bilingualism is a term which is used to describe the speaking and understanding of more than one language but, it can also include knowing many languages. The terminology used in bilingualism is far-reaching and overlaps to some extent with second language acquisition. A person who speaks at least two languages referred as bilingual. The bilingual child is one grow up with two or more languages, whereas the L2 learns and develops knowledge of the foreign language after the first language has become more established. (A Dictionary of Language Acquisition, 2012).

Bilingualism means having two languages and bilingualism is often used in the literature to mean the same as multilingualism. Multilingualism is the use of three or more languages by an individual or within a speech

community. Frequently, multilingual people do not have equal control over all of the languages they know and also use the languages for different purposes. Bilinguals can be ranged along a continuum from the rare eloquent that is indistinguishable from a native speaker in both languages. They are all bilinguals, but possessing different *degrees* of bilingualism. (Saunders, 1982)

Balanced bilingualism is a person is equally proficient in two languages. It is rare to find perfectly balanced bilinguals, where all aspects of linguistic knowledge and performance are equally developed and fluent in both languages. Individuals are often *dominant* in either one or the other language. Dominant bilingual is someone with greater proficiency in one of languages and uses significantly more than the other languages. (Baker, 2006)

2.3 English as Foreign Language in Indonesia

English as an international language is used in wide range of fields such as politics, diplomacy, international trade and industry, commerce, science and technology, education, the media, information technology, and popular culture. It is also taught widely as a foreign language for students intend to study in an English-speaking country or as a requirement for employment. In addition, a large proportion of the scientific papers published in all subjects are in English. English is also increasingly used as

a medium of instruction in schools and universities, with subjects such as management, information technology and the humanities making particular use of English. Furthermore, the international markets are not likely to be able to do so without using English. The tourist industry in particular is dependent on English, but any multinational business with international offices must have staffs who can work in English. Although in Indonesia English has no wide use in society, and it is not used as a medium of communication in official domains like government, the law courts, and the education system, whereas it is still seen as a priority, as the most important of the foreign languages to be taught (Simatupang 1999, Crystal & Jenkins 2003).

English as the foreign language (EFL) is taught in non-English-speaking countries where English is not the official language. It is the study of English by people who which English is not as the first language. The students are engaged in short course. In addition, the students have few changes to be exposed to English for communication outside classroom. They required learning English for their academic studies, for traveling activities to an English-speaking country, or for business purpose. As a result, the students only spend a few hours per week studying English. They have little exposure to English outside the classroom and improving language skills. (Gebhard 2006, Harmer & Camenson 2007)

In fact, classes are taught in the mother tongue, with little active use of the target language. The mother tongue of the learner was used as a medium of instruction. The teacher and the learners speak mainly in their mother tongue. This is part of TEFL method called Grammar translation method (GTM). This method came out when people world wanted to learn "foreign" languages. GTM focuses on reading and writing skill and it provides the rule for putting words together, and instruction often focuses on the form and inflection of words. In grammar-translation classes, students learn grammatical rules and then apply those rules by translating sentences between the target language and their native language in order to understand and manipulate the morphology and syntax of the foreign language. Students create sentences to illustrate that they know the meaning and use of new words. In addition, the students understand about the elements of the target language. They are focusing in reading by translating word by word. This learning process makes them to understand about the meaning. (Richards & Rodgers 1990, Brown 2001)

2.4 Writing in Foreign language context

Writing is producing words, letters, or numbers on a surface using a pen or pencil on the page. Writing provides a relatively permanent record of information, opinions, beliefs, feeling, arguments, explanations, theories, etc. writing allow us share our idea and it permit people from near and far-

distance past to speak to us. Writing is useful to make sure that learners are involved in meaning-focused use, language-focused learning, and fluency development. Writing has become an important skill in our global community and writing skill is necessary condition for achieving employment. (Kane 1988, Carroll 1990, Harmer 2004)

Writing is one of the language skills in written mode and often seems to be hardest of skill to be mastered. In written language learners have to create the situation in order to represent it to themselves and communication must be achieved only through words and their combinations. Students are affected not only by their first language and the educational context where they learn to write. In addition socially and culturally characterized context provides affecting the ways in which students process and produce writing. (Vygotsky, 1962, Manchón 2009)

Second language learners need acquire written genres such as personal writing. Recounts are a way of retelling an important event or describing an experience that you have had to others, such as a school trip or a funny story. This section includes: first person, past tense, chronological order, writing a Recount. When you write recount text, you put yourself inside the writing by describing how you felt and what you were doing. Past tense, recounts are written in the past tense because you are writing about something that has already happened. Recounts are usually written in the order in which they happened. This is called chronological order. To do this

you will have to use time connectives such as: firstly, next, then, after that, meanwhile, eventually, later and finally. Writing Recounts can really help people to imagine what an experience was like, so use lots of descriptive words and phrases to make it seem like your reader is there with you. (BBC accessed on June 11 2016 at 6:33 Pm)

2.5 The definition of Interference

The different social functions between first language and foreign languages have what the language is used for, with whom, and where. It was also shown that new situations, new environments will involve new linguistic needs in one language, in the other, both simultaneously, and it will change the language configuration of the person. As a result, it influences one language to the other, usually the first language on the second. It involves static interferences permanent traces of one language on the other and concerns language competence. The first language can also be influenced by the level of competence by a second language. (Grosjean, 2008)

Code-switching is an important aspect of bilingualism, it is the practice of alternating between two languages or dialects during communication. In bilinguals code switching is the act of inserting words, phrases, or even longer stretches of one language into the other. There are a number of principles underlying this switching, although exceptions or

violations of these principles have been recorded: it is normally accepted that one language is the dominant language and the other the *embedded language*; that switching can take place the latter sometimes known as *code-mixing*; the grammar of either language is not violated. The functions of code switching include its establishing social relationships, for signaling utterances on different textual planes, for communicating more precisely a concept not existing in the dominant language. (Myers, 1989).

The use two languages will be called Bilingualism. Bilingual persons involved the instance of deviation from the norm of either language occurs in the speech bilinguals, as a result of their familiarity with one language. The result of language contact of Bilingualism will be referred to as Interference. The term interference implies the rearrangement of pattern that results from the introduction of foreign language elements into more highly structured domain language. (Weinreich, 1968)

The interference is the effect of one language on the learning of another. The Interference can be referred to as negative transfer, it is the use of a native-language pattern or rule which leads to an error or inappropriate form in the target language. The interference occurs social factor affects the addressee and of different learning contexts on transfer, the extent to which specific linguistic features are special in some way, the extent to which a specific meaning of a word is considered core or basic in relation to other

meanings of the same word. In addition, the perception regards to similarity and difference between languages. (Brown 2007).

2.6 Types of Interference

2.6.1 Syntactic

Syntactic transference is define as the taking over by one language of a sentence pattern or system of inflections of the other language. (Clyne, 1967)

Syntax is the study of the principles and processes by which sentences are constructed in particular languages. Syntactic investigation of a given language has as its goal the construction of a grammar that can be viewed as a device of some sort for producing the sentences of the language under analysis. It is theory of linguistic structure in which the descriptive devices utilized in particular grammars are presented and studied abstractly, with no specific reference to particular languages. The function of this theory is to provide a general method for selecting a grammar for each language, given a corpus of sentences of this language. (Chomsky, 2002)

Sentence structure or syntax syntactic may defined as determining the relevant part of sentence and describe part of grammatically. Syntax can be defined as the study of how words are combined into sentences and how sentences are linked to each other,

giving shape to what is known as sentence structure. Therefore, syntax illustrates the patterns more effectively and clearly. The central notion in linguistic theory is that of "linguistic level."

Morpheme → Word → Phrase → Clause → Sentence

It is essentially a set of descriptive devices that are made available for the construction of grammars. Syntax is defined as the set of rules or principles that govern how words are put together to form phrases, well-formed sequences of words. Almost all of the words in it have some common sense meaning independent of the study of language. What rules are necessary to describe a particular language, and how can these rules differ across languages. It is concerned with the set of rules and principles in a language, which relate to how words and phrases are arranged to create well-formed sentences. (wekker & Haegeman 1985, Kim and Sells 2007, Oxford English Dictionary:2015)

2.7 English Syntax

2.7.1 Syntactic Categories

Syntactic Categories	Examples
Verb	Becoming, can, comes, develop, find, is, stay.
Noun	Computer, internet, night, people, time, world.
Adjective	Amazing, cool, exotic, global, inexpensive.

Preposition	About, at, by, for, of, since, to, with.
Determiner	A, any, some, such, the, that.
Conjunction	And, because, but.
Pronoun	Anything, it, you.
Adverb	Even, never, practically, relatively.

(cited from Oxford Learner's Grammar)

2.7.2 Phrase

Noun Phrase		
Determiner	Adjective	Noun
The		Internet
A		Information
Such		Friendship
	Global	

Verb Phrase	
Auxiliaries	Ordinary Verb
can	find
is	becoming
doesn't	have
has been	comes

Adjective Phrase	
Adverb	Adjective
most	Cool amazing

Adverb Phrase	
Adverb	Adverb
really	never quickly

Preposition Phrase	
Preposition	Noun Phrase
At	any time
of	the earth
for	hats
into	it

(cited from Oxford Learner's Grammar)

2.7.3 Basic Structure

Subject	Verb
My friend	is waiting
Nothing	happened

Subject	Verb	Object
The company	Sells	mobile phone
The dog	is eaten	my homework

Subject	Verb	Complement
This colour	is	nice
The old cinema	became	a night club

Subject	Verb	Adverbial
The concert	is	tomorrow
The photos	lay	on the table
The Olympic	are	every four years

Subject	Verb	Object	Object
We	should give	the children	some money
Sarah	sent	me	a fax

Subject	Verb	Object	Complement
The project	kept	everyone	very busy
The group	made	Simon	their spokesman

Subject	Verb	Object	Adverbial
I	Put	my credit card	in my wallet
The police	got	the car	out of the writer

(cited from Oxford Learner's Grammar)

2.7.4 Compound Subject and Predicate Structure

Sentence has a compound subject when it has more than one subject. It has a compound predicate when there is more than one predicate. Sometimes sentences can have both a compound subject and a compound predicate.

Subject	Conjunction	Subject	Verb	Object
Rachel	And	Steffi	read	the same book

Subject	Verb	Conjunction	Verb	Complement
Ulysses	run, swan	and	rode	bicycle in the

				triathlon
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S	Conj	S	V	C	V	Adv
My dog	and	ferret	play	and	sleep	Together

Compound subjects and predicates are joined with either the coordinating conjunctions (and, but, or, nor) or the correlative conjunctions (both/and, either/or, neither/nor, not only/but also).

(cited from English Grammar 101 accessed on July 28th 2013 11:00 Pm)

2.7.5 Clause Structure

Many sentences in English have more than one clause. A clause is a group of word contains a subject and a verb.

Conjunction clause					
Conjunction and but or so yet					
Subject	Verb	Comma	Conjunction	Subject	Verb

It	was raining	,	But	Bill	went out to play
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Adverb Clause			
Adverb			
Time	Cause	Condition	Contrast
After	Because	if	Although
As	Since	whether	Even
Before			though
Since			Though
Until			While
When			
While			

Subject	Verb	Adverb	comma	Subject	Verb
Mat	felt good	Because	,	He	Passed

Adverb	Subject	Verb	comma	S	Verb
Because	Mat	passed	,	he	felt good

(cited from Introductory Course for The TOEFL Test)

2.8 Sundanese Syntax

2.8.1 Syntactic Categories

Syntactic Categories	Examples
<i>Kecap nomina</i> (noun)	<i>Lurah, hayam, tangkal, cai, lembur.</i>
<i>Kecap sulur</i> (pronoun)	<i>Abdi, maneh, manehna, urang, sarerea.</i>
<i>Kecap panuduh</i> (demonstrative)	<i>Eta, itu, kitu, anu, ieu, kieu, sakie.</i>
<i>Kecap pananya</i> (interrogative)	<i>Saha, naon, mana, iraha, kumaha, sabaraha.</i>
<i>Kecap pagawean</i> (verb)	<i>Lumpat, leyur, dahar, maca, nyaho.</i>
<i>Kecap sifaf</i> (adjective)	<i>Gendut, begang, bodo, pinter, hasem.</i>
<i>Kecap bilangan</i> (numeral),	<i>Hiji, kahiji, puluhan, satengah, saparapat.</i>
<i>Kecap pancen</i> (particle),	<i>Kari-kari, masing-masing, tiap-tia.</i>
<i>Kecap panambah</i> (adverb),	<i>Rada, beuki, langkung, mani,</i>

	<i>sarua, si.</i>
<i>Kecap panyambung</i> (conjunction)	<i>Jeung, sareng, atawa, malah, anu.</i>
<i>Kecap pangantet</i> (preposition)	<i>Dina, kana, tina, jiga, siga, keur, pikeun.</i>

(cited from Tatabasa Sunda Kiwari)

2.8.2 Phrase

Noun Phrase	
Structure	Examples
Noun + Conjunction +Noun	<i>Kuring, Ani jeung Momo</i> <i>Kuring atawa maneh</i> <i>Boh meja boh korsi</i>
Noun + Demonstrative +Noun	<i>Jalma nu ngumbara</i> <i>Budak nu pinter</i>
Noun + Preposition +Noun	<i>Buku kuring</i> <i>Imahna Masng Dasé</i> <i>Lapang maén bal</i> <i>Piala keur hadiah voli Kabersihan</i> <i>pekeun balaréa</i> <i>Sapatu tina kulit</i>
Noun + Demonstrative	<i>Buku ieu</i>
Adverb + Noun	<i>Sakadang pecang</i>

Verb Phrase	
Structure	Examples
Verb + Conjunction + Verb	<p>Ditullis jeung diketik</p> <p>Rek sakola atawa rék digawé</p> <p><i>Boh meuli boh ngajual</i></p>
Adverb+ Verb	<p><i>Henteu indit</i></p> <p><i>Moal bisa milu</i></p> <p><i>Acan daratang</i></p>
Adjective Phrase	
Structure	Examples
Adverb + Adjective	<p><i>Mani getol</i></p> <p><i>Leuwih jangkung</i></p> <p><i>Beuki jempling</i></p> <p><i>Henteu wani</i></p> <p><i>Acan beunghar pisan</i></p> <p><i>Moal sangsara teuing</i></p>
Adverb + Adjective (<i>na</i>)	<i>Kacida getolna</i>

Numeral Phrase	
Structure	Examples

Numeral + Conjunction + Numeral	<i>Dua bulan jeung opat poe</i> <i>Salapan urang atawa sapuluh urang</i>
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Preposition Phrase	
Structure	Examples
Preposition + noun/noun phrase	<i>Di tepas</i> <i>Dina meja bapa</i>

(cited from Tatabasa Sunda Kiwari)

2.8.3 Basic Structure

Subject	Verb
<i>Bardudak</i>	<i>maraen bal</i>

Subject	Verb	Object
<i>Mobil teh</i>	<i>ngaukutan</i>	<i>koral</i>

Subject	Verb	Object	Complement
<i>Mang Kurdi</i>	<i>mangyiekeun</i>	<i>imah</i>	<i>keur anakna</i>

Subject	Verb	Complement
<i>Pak Rustam teh</i>	<i>angkat</i>	<i>ka singaparna</i>

Subject	Verb	Complement	Object	Complement
<i>Indungna</i>	<i>dagang</i>	<i>sangu</i>	<i>Koneng</i>	<i>di terminal</i>

(cited from Tatabasa Sunda Kiwari)

2.8.4 Clause Structure

Clause						
Clause 1				Clause 2		
S	V	C	Conj	V	S	C
<i>Damin</i>	<i>Turun</i>	<i>tina</i> <i>golodog,</i>	<i>tapi</i>	<i>kakara</i> <i>lima</i> <i>lengkah</i> <i>oge</i>	<i>manehna</i>	<i>balik</i> <i>deui.</i>
Note : S (Subject), V (verb), C (complement), Conj (conjunction)						

Clause					
	Clause 1			Clause 2	
Conj	S	V	O	S	V
<i>Waktu</i>	<i>eta</i> <i>pongawa</i>	<i>mingalkeun</i>	<i>eta</i> <i>karaton,</i>	<i>Kanjeng</i> <i>Sultan</i>	<i>Masih</i> <i>keneh</i> <i>ngahuleng</i>
Note : Conj (conjunction)S (Subject), V (verb), O (Object)					

2.8.5 Sundanese Ellipsis Structure

Ellipsis is process omission sentence element from text without altering original meaning.

No	Examples
1	<i>bari [indung Rompes] ngome buuk, indung rompes henteu eureun cacarita.</i> <i>The sentence element in bracket may be omitted</i>
2	<i>Kangjeng the kawentar kasep, [Kanjeng teh] kongas ka mancanegara</i>
3	<i>Anjeuna ka nu kawas sangkan (anjeuna) ditebihkeun tina gogoda</i>
Note: The sentence element in bracket may be omitted.	

(cited from Tatabasa Sunda Kiwari)