

THE CROSS-LINGUISTIC INFLUENCE OF
ARABIC ON THE ENGLISH PASSIVE VOICE

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I hereby declare that I have checked this thesis, and, in my opinion, this thesis is adequate in terms of scope and quality for the award of the degree of Master of Science.

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I hereby declare that the work in this thesis is based on my original work except for quotations and citations which have been duly acknowledged. I also declare that it has not been previously or concurrently submitted for any other degree at Universiti Malaysia Pahang or any other institutions.

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ABSTRAK

Perbincangan mengenai pengaruh persilangan linguistik bukanlah perkara yang mudah kerana ia merupakan satu fenomena yang kompleks. Namun pada masa yang sama, ia amat menarik. Hal ini telah menarik perhatian ramai penyelidik dan para ilmuan. Sebaik sahaja seorang penutur menguasai dua bahasa, sedikit demi sedikit bahasa ibundanya akan mempengaruhi bahasa yang baru itu walaupun tidak banyak digunakan. Kajian ini menyelidik salah satu masalah yang dihadapi oleh para pelajar bahasa asing yang boleh dibahaskan, iaitu pemindahan negatif bahasa ibunda terhadap bahasa sasaran, yang memfokuskan pengaruh bahasa ibunda (Bahasa Arab) ke atas kata pasif Bahasa Inggeris. Kajian ini bertujuan untuk mengukur tahap pengetahuan kata pasif dalam kalangan pelajar Arab yang belajar Bahasa Inggeris sebagai bahasa asing dan untuk meneliti kadar kesalahan interlingual dan intralingual yang dilakukan oleh para pelajar tersebut di dalam kata pasif. Hal ini juga bertujuan untuk mengenalpasti punca kesilapan para pelajar Arab dalam menggunakan kata pasif. Satu teori analisis ralat yang digunakan oleh penyelidik ialah teori interlinguistik. Kajian dilakukan dengan menggunakan kaedah campuran yang melibatkan kaedah kualitatif dan kaedah kuantitatif. 44 peserta yang terdiri daripada para pelajar Arab yang belajar Bahasa Inggeris sebagai bahasa asing di Universiti Malaysia Pahang telah menjawab ujian tatabahasa. Selain itu, 10 pelajar Arab ditemubual secara individu. Mereka ditanya 9 soalan bertujuan untuk mengenalpasti punca kesalahan. Kajian ini diperkaya dengan 6 bab terperinci berkenaan permasalahan yang dibincangkan. Hasil kajian yang pertama ialah majoriti pelajar adalah pelajar yang berada pada tahap awal di dalam pengetahuan kata pasif Bahasa Inggeris. Kedua, jumlah kesalahan interlingual mengatasi jumlah kesalahan intralingual yang bermaksud terdapat gangguan yang ketara dari L1 (Bahasa Arab) terhadap L2 (Bahasa Inggeris). Ketiga, punca kesalahan adalah disebabkan oleh kebiasaan menggunakan pemindahan interlingual, penguasaan Bahasa Inggeris yang lemah, peranan pasif dalam pengajaran dan kekurangan latihan praktikal. Penekanan dan latihan kata pasif di dalam dan di luar bilik darjah akan membolehkan para pelajar mendapat idea tentang fungsi kata pasif. Memandangkan para pelajar adalah teras kepada proses pembelajaran, para pendidik haruslah menumpukan perhatian kepada mereka dengan memilih kaedah-kaedah dan teknik-teknik sesuai yang boleh digunakan.

ABSTRACT

It is not easy to explain cross-linguistic influence as it is a complex phenomenon; however, it is fascinating at the same time. It has grabbed the attention of many researchers and scholars. As soon as a speaker becomes bilingual, the native language will subtly influence the new one even if it is not much used. This research studies one of the debatable issues that foreign language learners encountered, which is cross-linguistic influence of the mother tongue (Arabic), focusing on the English passive voice. It is aimed to gauge the levels of passive voice knowledge among the Arab EFL learners and to examine the proportion of interlingual and intralingual errors made by the Arab EFL learners in the passive voice. It is also aimed to identify the sources of errors that are made by Arab EFL learners in the passive voice. One theory of error analysis that researcher used is interlanguage theory. The research is conducted by applying a mixed method research design. Forty-four participants who are Arab EFL learners studying in Universiti Malaysia Pahang were engaged in answering grammar tests. Ten of the Arab students were also interviewed individually. They were asked nine questions in order to identify the sources of errors. This study is enriched with six detailed chapters about this issue. The study showed findings as follows; first, the majority of the students are beginners in the knowledge of English passive voice. Second, the number of interlingual errors overwhelmed the number of intralingual errors which means there is a high interference of L1 (Arabic) upon L2 (English). Third, the sources of errors include interlingual transfer habits, lack of English knowledge, the passive role of teaching and lack of practice. Practicing on passive voice in classroom and outside will let the students get the idea about the function of passive voice. As the students are the centre of the learning process, the teachers must concentrate on them by selecting combination of teaching methods and techniques to apply.

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