

CHAPTER I

INTRODUCTION

A. Background of Research

Human beings are social creature who lead and conduct social life. They live together and form social groups or in a large scope of society. Members of a society interact with one another in a variety of fields. One of the primary means used in the interaction is language. They communicate with each other by using language. One can fully understand the others, and makes themselves understood by means of language.

Language is one of means of communication to convey message both in spoken and written form. Atkinson (1982, p. 21) stated that language is the best and natural way to control the perspective of human communication. If people live without languages, many difficulties would be faced by people in communication. Every native speaker has their own languages. Consequently language heavily contains the cultures of the native speakers. By this fact, through language one can learn the cultures of the community of that language.

English is one of the universal languages; it is used in written and spoken form almost everywhere in the world. It constitutes a medium of communication among the people. It is also used as the main instructional media. In order to perform

successful communication the speaker should be familiar with the accepted norms of that language as well as the hearer. Since one language has its own norms different based on others, one can learn a language through the norms it has.

Nowadays, English becomes the language has learnt by people over the world, such as Indonesia. In Indonesia, teaching English is known as a foreign language. English as the first foreign language is taught to the students based on elementary level to university level. In Indonesia the main goal of English teaching is to provide the students' with ability in that language in order to cope with the conditions in their lives even for their better lives.

There are problems faced by students in the study of English, especially by those who speak in *Batak Toba* language. The problems are due to the differences of the norms of the two languages since there are no two or more languages that are exactly the same. Meanwhile, the different features like grammatical, vocabulary, and sentence can cause the interference based on English and *Batak Toba* language.

Language is studied in linguistics. Parker (1986, p. 12) stated that a study of psychological system of language, such as intuitive to produce and interpret utterances in the language. Thus, the linguistic study of language can defined as a system of human communication. Cruz (2012) defined linguistics as the study of the knowledge systems in all the aspects: how is such a knowledge system structured, how is it acquired, how is it used in the production and comprehension of messages, how it changes over time?

One of Linguistic aspects concerned with language is contrastive analysis. Contrastive Analysis describes the similarities and differences of language aspects based on two or more languages. Johansson (as cited Mihalache 2005, p. 2) described a contrastive analysis consists of a series of statement about the similarities and differences between two languages. Naibaho (2006, p. 1) added contrastive analysis is the method of analysis where by the differences and the similarities of two more languages (or subsystem of language) are made explicit.

The researcher intended to compare between English and *Batak Toba* in imperative sentence, by comparing the two languages. The researcher tried to identify the different elements of imperative between English and *Batak Toba* Language.

The previous researcher conducted by Kurniawati (2013) entitled “A Contrastive Analysis of Imperative Sentences between English and Javanese Language”, compared and analyzed English and Javanese imperative sentences. She found out imperative sentences in English and Javanese are used to give command, request, permission, advice, invitation, prohibition, and compulsion. She emphasizes that the research was aimed at solving the problem faced by students who speak Javanese in learning English.

Based on the descriptions in the background statement above, it can be stated that the main goal of contrastive analysis is to find out the differences and similarities. In this research the researcher interested in analyzing imperative sentences in English and *Batak Toba* languages. Imperative was investigated in the form of command,

request, permission, advice, invitation, prohibition, and compulsion in two languages. The researcher entitled as “A Contrastive Analysis of Imperative Sentences: English and Batak Toba Languages.”

B. Focus and Sub Focus of Research

This research was focused on investigating the comparisons of English and *Batak Toba* language in imperative sentences based on 1Kings Article 1-22 and *IRaja-Raja 1-22*. The subfocuses of this research were to identify: (1) the types of imperative sentences in English and *Batak Toba* language, (2) the functions of imperative sentences in English and *Batak Toba* language, (3) the markers of Imperative sentences in English and *Batak Toba* language, (4) the similarities of imperative in English and *Batak Toba* language, and (5) the differences of imperative sentences in English and *Batak Toba* language.

C. Research Questions

Based on 1Kings Article 1-22 and *IRaja-Raja 1-22*, the research questions were proposed as follows:

1. What are the types of imperative sentences in English and *Batak Toba* language?
2. What are the functions of imperative sentences in English and *Batak Toba* language?

3. What are the markers of imperative sentences in English and *Batak Toba* language?
4. What are the similarities of imperative sentences in English and *Batak Toba* Language?
5. What are the differences of imperative sentences in English and *Batak Toba* Language?

D. Research Objectives

The research was conducted to meet the following objectives:

1. To identify the types of imperative sentences in English and *Batak Toba* language.
2. To identify the functions of imperative sentences in English and *Batak Toba* language.
3. To identify the markers of imperative sentences in English and *Batak Toba* language.
4. To find out the similarities of imperative sentences in English and *Batak Toba* language.
5. To find out the differences of imperative sentences in English and *Batak Toba* language.

E. Significances of Research

The research was greatly expected to give fruitful benefits to the following parties:

1. The Teachers, to support learning and teaching process. Especially, for teacher who teaches *Batak* native speakers who learn English language. Besides, teachers were expected the students' weakness in building English and *Batak* imperative sentences so as to know how to teach them.
2. Students, the findings of this research can make the students easier to understand the differences and similarities of imperative in English and *Batak Toba* language.
3. Other Researchers, as a reference for other researchers who are interested in analyzing language in the related area.
4. Researcher himself, to acquire further knowledge about imperative sentences in English and *Batak Toba* Language.