CHAPTER I

INTRODUCTION

A. Background of the Study

Development of sciences demands us to perceive actively global information. Now, role of English is very important to master technology, to communicate and to interact directly. As tool to global communication, we must master English speaking or writing actively. English as international language is very important to progress our life in the world.

Indonesian’s government aims of attainment linguistics function of Junior High Schools students, namely capability English of Junior High School students to communicate orally and written. Whereas, in Senior High School, government calls out for students achieve informational level that be intended to continue their study. Objectives of study English in Junior High School are students have capability to 1) develop and train communicate competence orally and written to achieve functional comprehension, 2) increase conciousness importance of English to increase competitiveness nation in international society, 3) develop students knowledge about connection between language and culture.
There are four important aspects in teaching English, namely: speaking, listening, writing and reading. Communication can be realized if we have ability to express well, that are ability comprehend and produce oral text and writing as result of realization linguistics aspects.

English is not easy to learn. Students finds out the errors in uses English. Students language system that have errors is interlanguage system. Error in interlanguage system comes from mother tongue system (Indonesian) and target language system (English). Technical term first is made by Selinker (in Fauziati, 2009: 155) to refer to students language that have theirself system; that different from mother tongue system and target language. According Nemser (in Fauziati, 2009: 155), “Interlanguage” form of steps where position of linguistics of someone system still in mother tongue system and target language system. Adjemian (in Fauziati, 2009: 158) added that interlanguage system has three characteristics, they are: systematicity, permeability, and fossilization.

The first characteristics of interlanguage is systematicity, it is the characteristic of interlanguage that systematic and it has system itself. The second characteristic of interlanguage is permeability or Susceptibility, according Yip (1995: 12) permeability is susceptibility characteristic of interlanguage towards infiltration of elements linguistic of the first language and target language. The last characteristic of interlanguage is fossilization, Selinker (in Fauziati, 2009: 164) states that if the permeability characteristic
has disappeared so the characteristic of interlanguage will not develop to perfection.

All of the characteristics of interlanguage, the writer is interested to investigate to what extend influences mother tongue system (Indonesian) and target language system (English) toward students interlanguage system. The writer uses the students of SMP Muhammadiyah 4 Surakarta as subject in this research.

These are examples or erroneous sentences taken from students compositions:

(1) * Everyday we must eat four healthy five perfect.

(2) I forgot * carried my cassette.

(3) My mother often * cooking food traditional.

Sentences above contain errors, so this linguistic system categorized as interlanguage system. Grammatical errors and sentences acceptability context form of effect of mother tongue system (Indonesian) and target language system (English). The first sentence and the third sentence indicate that students interlanguage system influenced by mother tongue (Indonesian) to express her or his idea, so the students translate their idea to English literally. The students used rules of Indonesian in English, “Everyday we must eat four healthy five perfect” should be written “Everyday we must eat healthy foods”.

The third sentence “My mother often cooking food traditional” should be written “My mother often cooks traditional food” In second sentence indicate addition of verb, that indicate students influenced by rule of linguistics itself, “I
forgot carried my cassette” in this sentence is found the type of error called addition. There is an additional “carried”. “I forgot carried my cassette” should be written “I forgot to bring my cassette. The correct sentences should be:

(1) Everyday we must eat healthy foods.

(2) I forgot to bring my cassette.

(3) My mother often cooks traditional food.

The linguistics phenomena above describe students interlanguage system that is not perfect. These phenomena will be investigated in this research. To analyze this research the writer needs some theories, such as Error Analysis framework, interlanguage, and linguistics science. All studies about permeability interlanguage or susceptibility of interlanguage system toward influence other language system. This will be explained in this research comprehensively.

The writer uses Error Analysis framework (Shridar, James, and Corder, 1982) to identify error. Then, the writer uses interlanguage framework (Selinker, Adjemian, and Corder, 1997) to identify influences of Indonesian system and English toward students interlanguage system.

Focus or object study in this research is erroneous sentences in students composition of SMP Muhammadiyah 4 Surakarta. Then, the study in the research focuses in the second characteristic of interlanguage, it is permeability. Permeability is susceptibility of interlanguage system to infiltration by the first language and target language. This infiltration showed in language errors that find in students English composition. In this study, the
writer describes errors uses linguistic category (Burt, Dulay, and Krashen, 1982). The writer also investigates source errors (Selinker, 1977).

In this study, the researcher chooses the composition written by English department students. The researcher with her limited ability tries to analyze the permeability of students interlanguage in students’ composition. The writer takes this research with titled **SUSCEPTIBILITY OF INTERLANGUAGE SYSTEM: A CASE STUDY OF STUDENTS LEARNING ENGLISH AS A FOREIGN LANGUAGE IN SMP MUHAMMADIYAH 4 SURAKARTA**.

**B. Problem Statement**

The researcher takes the problems of the research related to the errors in composition written by SMP Muhammadiyah 4 Surakarta students. The problem statements in this research are:

1. How is the influence of system mother tongue to the students’ interlanguage system?
2. How is the influence of the system target language to the students’ interlanguage?
3. To what extent is the influence of the students’ mother tongue to the students’ interlanguage system?
4. To what extent is the influence the target language to the students’ interlanguage system?
5. What is the difference degree of the influence from both the mother tongue and target language in the students’ interlanguage system?
6. What is implication results of research in English teaching learning?

C. Objective of the study

Based on the problems of the study, the writer has the following objectives as the main target to gain in this research paper. The objectives of the study are:

1. To describe how the influence of the system mother tongue to the students’ interlanguage system is.
2. To describe how the influence of the system target language to the students’ interlanguage is.
3. To describe what extend the influence the students’ mother tongue to the students’ interlanguage system.
4. To describe what extend the influence of the target language to the students’ interlanguage system.
5. To describe the degree of the influence from both the mother tongue and target language in the students’ interlanguage system is.
6. To explain implication results of research in English teaching learning is.

D. Benefit of the study

By doing this research, many benefits can be gained. These benefits include practical and theoretical benefits.
1. Practical benefit

There are two practical benefits:

a. The students

The writer hopes this study gives feedback and evaluations for the students.

b. The Lecturer

The writer hopes this study gives input to the teachers to solve the problem in teaching writing.

2. Theoritical benefit

The writer hopes that the result of the study can be used as the references for other researchers who will conduct the same object with different perspective.

E. Limitation of the Study

In this research, the writer limits research problems just to discuss susceptibility of interlanguage students. The object of this research is students’ composition. The subject of this research is students of SMP Muhammadiyah 4 Surakarta.

F. Research Paper Organization

The researcher systematizes this research into five chapters. Chapter I is Introduction, that consists of background of the study, previous study, problem statement, limitation of the study, objectives of the study, benefits of the study,
theoretical approach, research method, and research paper organization. Chapter II is underlying theory, which relates to notion of error analysis and interlanguage, the pedagogical goal of interlanguage, error and mistake, classification of error, sources of error, teaching writing, and writing production. Chapter III is research method, which presents to types of research, subject and object of the research, data and data sources, method of collecting data, and technique of analyzing data. Chapter IV is research finding and discussion. Chapter V is conclusion and suggestion that draws of conclusion, suggestion for the writer, also English teacher, students, and other researcher.