

THE SYSTEMATICITY OF INTERLANGUAGE: A CASE STUDY OF SENIOR HIGH SCHOOL

LEARNING FOREIGN LANGUAGE

DOCUMENT OF PUBLICATION

Submitted as a Partial Fulfillment of the requirements for getting

Master Degree of Education



by

SUHARTINI

S. 200 090 016

DEPARTMENT OF LANGUAGE STUDIES

POST GRADUATE PROGRAM

MUHAMMADIYAH UNIVERSITY OF SURAKARTA

2012

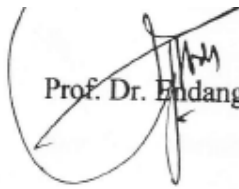
DOCUMENT OF PUBLICATION

THE SYSTEMATICITY OF INTERLANGUAGE: A CASE STUDY OF SENIOR HIGH SCHOOL

LEARNING FOREIGN LANGUAGE

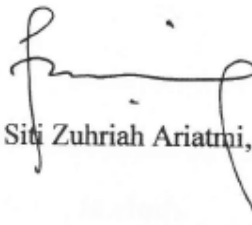
Approved by

Consultant I



Prof. Dr. Endang Fauziati, M. Hum

Consultant II



Dra. Siti Zuhriah Ariatni, M. Hum

SURAT PERNYATAAN PUBLIKASI KARYA ILMIAH

Bismillahirrahmanirrahim

Yang bertanda tangan dibawah ini, saya

Nama : Suhartini

NIM/NIK/NIP : S. 200.090.016

Fakultas/Jurusan : Magister Pengkajian Bahasa

Jenis : Artikel Publikasi

Judul : THE SYSTEMATICITY OF INTERLANGUAGE: A CASE STUDY OF

SENIOR HIGH SCHOOL LEARNING FOREIGN LANGUAGE

Dengan ini menyatakan bahwa saya menyetujui untuk:

1. Memberikan hak bebas royalti kepada Perpustakaan UMS atas penulisan karya ilmiah saya, demi pengembangan ilmu pengetahuan.
2. Memberikan hak menyimpan, mengalih mediakan/ mengalih formatkan, mengelola dalam bentuk softcopy untuk kepentingan akademis kepada perpustakaan UMS, tanpa perlu meminta ijin dari saya selama tetap mencantumkan nama saya sebagai penulis/ pencipta
3. Bersedia dan menjamin untuk menanggung secara pribadi tanpa melibatkan pihak perpustakaan UMS, dari semua bentuk tuntutan hukum yang timbul atas pelanggaran hak cipta dalam karya ilmiah ini.

Demikian pernyataan ini saya buat dengan sesungguhnya dan semoga dapat dipergunakan sebagaimana mestinya.

Surakarta,....


Suhartini

THE SYSTEMATICITY OF INTERLANGUAGE: A CASE STUDY OF SENIOR HIGH SCHOOL LEARNING FOREIGN LANGUAGE

By

Suhartini 1, Endang Fauziati 2, Siti Zuhriah Ariatmi 3

Graduate School Student of UMS Surakarta 1, Lecturer of Graduate School of UMS

Surakarta 2, Lecturer of Graduate School of UMS Surakarta 3

Abstract

This study aims to describing the systematicity of written by second grade of Senior High School of MA MA'ARIF Cepogo Boyolali, describing the frequency of type systematicities, and finding the source influenced systematicity.

The type of this research is descriptive qualitative research. In collecting the data, the researcher uses documentation method by selecting the systematicities which are written by second grade students. The steps for collecting the data are finding students' composition test with the topic given, reading and writing the systematicities sentences. The collected data are analyzed by using Selinker, Smith, and Saville source of systematicities theory.

The results of the research show that the second grade of Senior High School of Cepogo Boyolali still make 32 systematicities in their compositions. The writer finds that from 32 data, there are present tense 16, past tense 12, and future tense 4. The highest frequency of systematicities that the researcher finds the use of V1 in past tense 86%. The researcher also finds that psychological, linguistic competence, and sociology influence the sistematicities of student's products.

Keyword: systematicity, Interlanguage, Foreign Learning Language

1. INTRODUCTION

As an International language, English has gained its popularity all over the world including Indonesia. By knowing the important of English as secondary language in life

or education, people have to realize the important of learning English as early as possible in order to prepare children in modern era.

Related to this fact, there is a growing awareness of the important role of English as a foreign language in Indonesia. Teaching English in Indonesia focuses on the ability of communication. Students should be capable in four language skills; listening, speaking, reading, and writing. As one of the four language skill, writing has always occupied a place in most English language course. Writing in English is meant to fill the gap that exist between the ability to express ideas, feelings, opinions, and others in Indonesian language and the ability to express the same things of written form in English. Writing exercise is primarily on vocabulary, punctuation, grammar, content, idea, tone, and style. In this research, the researcher focuses on grammar.

In real situation of writing session, students frequently transfer their native language to English, this phenomena is called Interlanguage. If they do it systematically, so the researcher can formulate the systematicity of it. Smith (1994: 8) says “interlanguage studies typically focus on the linguistic and the psychological aspect of second language research”. Smith (1994:7) states “Interlanguage most generally refers to the systematic linguistic behavior of learners of a second or other language, learner of non native language”. The researcher finds some interlanguage done by the students. They often make interlanguage in their sentences especially in grammar. To get the data, the researcher asked the students of MA MA’ARIF Boyolali to make the descriptive, report, explanation, recount text. Below is The example of student’s products:

I **have** a friend whose name is wayne roony. He is from England. Rooney **was** 32 years old. He **have** a blue eyes, brown hair, and white skin. He **like** playing football.

He **play** for England. He **play** soccer in Manchester United. He also **play** soccer in Team National.

The sentences above are incorrect because they applied the Indonesian rule into English. The correct sentence is added 's'. The students ignored the rule restriction. They omitted 's' or 'es' to present tense in **V1** although that is singular person. They should add 's' or 'es' for the third singular person of subject. The third singular person are she, he, it. The phenomenon is the proved that learners made interlanguage in systematicity.

Dealing with the phenomenon, the writer interested in analyzing it into a research paper entitled: The Systematicity of Interlanguage: a Case Study of Senior High School Learning Foreign Language.

A. Problem of the Study

. Based on the background of the study the researcher problems are focused on following:

1. What is the interlanguage system which represents the resent event?
2. What is the interlanguage system which represents the past event?
3. What is the interlanguage system which represents the future event?
4. What is the frequency of the tipes of systematicity?

B. Limitation of the study

The study is focused on the second grade of MA MA"ARIF Cepogo in the first semester in written product and emphasized on the systematicity in grammar closely on Present tense, Past tense, and future tense.

C. Objectives of the Study

Based on the research problem the write has some objectives as follows:

1. To describe the interlanguage system of the Present event.
2. To describe the interlanguage system of the past event.
3. To describe the interlanguage system of the future event.
4. To describe the frequency of the types of sistematicity.

D. Benefit of the Study

The results of the systematicity of the learners language system gave are in Practical and theoretical benefit.

1. Benefit

a. For the teacher:

- 1) The teachers improve their knowledge and make easy in their explanation to student that the students can easy to accept it.
- 2) The teacher can find the students difficulty of the material in Present, Past, and Future tense.
- 3) The English teacher as useful feedback to the effectiveness teaching the present, past, and future tense.
- 4) The students of MA MA'ARIF , particularly state Senior secondary school of systematicity, to help them to recognize their interlanguage in systematicity.

2. UNDERLYING THEORY

The process of transferring language is called Interlanguage. Selinkers (1997:156) states that "Interlanguage is a study on the language of the second language learners, which currently receives a wider acceptance in the literature of error analysis (EA)". Based on Selinker (in Fauziati 2009:167) learner errors are the

product of the cognitive process in the second language learning. According to Smith (1994: 7) "Interlanguage most generally refers to the systematic linguistic behavior of learners a second or other language; in other words, learner of non-native languages". Larsen (1991: 60) states that "Interlanguage is the language system that learner constructs out of the linguistic input to which he has been exposed variously referred to as an idiosyncratic dialect, an approximative system as an interlanguage". It means that the students out of the linguistic system on their product.

An interlanguage or more explicitly, language is an emerging linguistic system that has been developed by a learner of a second language (or L2) which has not become fully proficient yet but is approximating the target rules in speaking or writing the target language and creating innovations. An interlanguage is idiosyncratically based on the learners' experiences with the L2. It can fossilize in any of its developmental stages. The interlanguage rules are shaped by: L1 transfer, transfer of training, strategies of L2 learning, overgeneralization.

The characteristics of interlanguage

The characteristic of interlanguage divided into 3 state by Adjemian (1976:158) they are: permeability, systematicity, and dynamicity.

a. Permeability

According to Yip (1995: 12) in Fauziati (2007:159) L1 refers to the susceptibility of interlanguage to infiltration by first language and target language form. It means that the student will bring the first language rules when they produce the second language. So the first language will influence the second language. Language transfer and overgeneralization will reflect the basic of interlanguage.

b. Systematicity

Systematic is one of the interlanguage characteristic. Saville Troike (2006:41) states that “at any particular point or stage of development, the Interlanguage is governed by rules which constitute the learner’s internal grammar. These rules are discoverable by analyzing the language that is used by the learner at that time-what he or she can produce and interpret correctly as well as errors that are made”. Based on Adjemian (1976: 301) states that systematicity should be restricted to its linguistic (theoretical) meaning. If interlanguage is natural language, then systematicity should mean that there exists an internal consistency in the rule and feature system will make up the interlanguage. It means that systematicity is the some error product of student used regular then they transferred the first language to the second language. The error based on the language rule, when students transfer the second language. The student has limitation knowledge of the second language. With the limitation knowledge, students make errors when they produce the second language by using the first language rule.

The types of systematic errors had been found in the interlanguage of learner of English in studying of written performance. It had been a crucial reason abandoning the first habit formation model of learning where almost everything could be explained by transfer.

c. Dynamicity

Student will improve their knowledge of grammar the language for time to time based on the period of their study. Based on Saville Troika (2006: 41), “Dynamicity is the system of rules which learner, have in their minds changes

frequently, resulting in a succession of interim grammar". It means that the ability of student using the second language from the native speaker. The example: the ability of students in the first grade will different of student in the second, third grade, it means that student will improve their knowledge of language based on the time of zero to nature speaker based on their knowledge of their get from time to time.

3. RESEARCH METHOD

It covers the types of research, datas and sources of data, subject of the study, object of the study, method of collecting data, and technique for analyzing data.

A. Types of research

There are two types research, namely qualitative and quantitative research. In this research the writer uses the qualitative research. According to Moleong (1989:3), the qualitative research is a research which yields the descriptive data in the form of written or oral words from observing people and behavior. Qualitative also means that analyzes data and the result of data is descriptive phenomenon. It is not number or coefficient about the correlation between variable.

According to Margono (in Bogdan and Taylor, 2004:36) Qualitative research is research procedure that the result is descriptive data namely written and speech form from people act and the attitude that can see.

B. Object of the Study

The object of the study is Interlanguage in student's error in written from students in MA MA'ARIF Cepogo of second grade.

C. Data and Sources of Data

The data are students' errors in systematicity. The sources of data are the students on the second grade of MA MA'ARIF CEPOGO.

D. Method of Collecting Data

Data has very important role in research, because without data it is impossible to get result of the research. Glesne (1998:6) states that there are three data gathering techniques dominating in qualitative, inquiry: the observation, interview, and document collection. In here the researcher choose test and documentation as the method of data collection. There are three steps for collecting the data. First, she gives a composition test with determined topic. Second, she reads and marks types of the students' errors. Third, she writes the systematicities sentences, and then he classifies all types of interlanguage based on systematicity. The test is used in this research was a completion test. In this type of test, the students were required to choose the communication purpose in writing text with the correct Tenses as data.

E. Technique for Analyzing Data

In analyzing data, the writer refers to the theory of Selinker, Saville- Troike, and Smith of Systematicity language errors.

4. CONTENT

Based on the theory of Selinker, Smith, and Saville the finding of this research is that the students' errors are caused by the limitation of Linguistic competence, psychologist and sociologist. The finding shows that the second grade of MA MA'ARIF CEPOGO make some errors with systematically. The researcher found 32 data in student's product with systematically. The students make some types of the sentence in tenses, they are: The use of V-ing, The use of ' Vs/ es' for first person singular and plural, The use of V1 for the third person singular, The use of 'is' for all pronouns, The omission of "to be" for un-verbal sentence, The use of 'BE' V1, The use BE (is) V-ing for first person singular and plural, The use of V1, The use V-ing without BE, The use of BE has/ have - V3, The use of have/has -V1, The use of have -V3 for third singular person, The use of BE +do or does +not V1, The use of do+V1 for the third singular person, The use of do or does not +V-ing, The use of not without do/does, the use of V1, The use of 'ED' for irregular verb, The use of 'BE' , The use BE (is, am, are) V-ing , The use of BE (was) for plural person , The use Ving without BE, The use of BE had + Ving, The use of have/has -for past perfect tense, The use of had + V1, The use of BE + did +not V1, The use of did +Ving, The use not without did, The use 'BE' + WILL + V1, The use of will + Ving, The use of going to without BE, The use of past progressive instead of future tense. Based on the data, the researcher found that the highest frequency is the use V1 in past tense.

4. CONCLUSION

The result of the study shows that the second – grade students of MA MA'ARIF Cepogo, Boyolali, make many errors with systematically. In this research, the writer finds thirty two systematicities originated from forty four compositional works of forty four

students. This research is different with the previous research. This research is focused on simple present, past, and future tense.

Based on the theory of Selinker, Smith, and Saville the finding of this research is that the students' errors are caused by the limitation of Linguistic competence, psychologist and sociologist. The finding shows that the second grade of MA MA'ARIF CEPOGO make some errors with systematicaly. The researcher found 32 datas in student's product with systematicaly and the highest is the use of **V1** in past tense with percentage (**86%**).

Based on the analyses of Interlanguage of composition written by second grade of MA MA'ARIF Cepogo in previous chapter, the result of the research can be concluded as follows:

1. Related to the types of Interlanguage

After discussing the content of each chapters the writer concludes those students still commit of systematicity in constructing sentences. Based on the data analyzes, the writer finds 32 types of systematicities of interlanguage. The representative of simple present tense is present tense, present continuous tense, perfect tense, and the negation of present tense. There are 5 kinds systematicity in present tense. They are the use of V-ing, the use of 'Vs/ es' for first person singular and plural, the use of V1 for the third person singular, the use of 'is' for all pronouns, the omission of "to be" for un-verbal sentence. There are 4 kinds systematicity of present continuous tense. They are the use of 'BE' V1, the use BE (is) Ving for first person singular and plural, the use of V1, the use Ving without BE. There are 3 kinds systematicity of present prefect tense. They are the use of BE has/ have - V3, the use

of have/has –V1, the use of have –V3 for third singular person. There are 4 kinds systematicity of negation present tense. They are the use of BE +do or does+not+ V1, the use of do+V1 for the third singular person, the use of do or does not +Ving, the use of not without do/does.

The represents of simple past tense are past tense, past continuous tense, past perfect tense, and the negation of past tense. There are 3 kinds systematicities in past tense. They are the use of V1, the use of ‘ED’ for irregular verb, the use of ‘BE’ V2. There are 3 kinds systematicities in past continuous tense. They are the use BE (is, am, are) Ving, the use of BE (was) for plural person, the use Ving without BE. There 3 kinds of systematicities in past perfect continuous. They are the use of BE had + Ving, the use of have/has –for past perfect tense, the use of had + V1. There are 3 kinds of systematicity in negation past tense. They are the use of BE + did +not V1, the use of did +Ving, the use not without did. The representative of simple future tense is future tense. There are four kinds of systematicities in future tense. They are the use ‘BE’ + WILL + V1, the use of will + Ving, the use of going to without BE, the use of past progressive instead of future tense.

Based on the frequency of systematicities above the writer concludes that the dominant type of systematicities is the use V1 in past tense with percentage (86%). It proves that students are lack of grammatical competence.

After analyzing each types of systematicities, the writer finds the errors because the linguistic competence and linguistic performance, psychologists and psycholinguists, sociolinguist, and social psychologists.

2. Related to the types of Interlanguage

After analyzing each types of Interlanguage by students, the writer can find that the errors are influenced by the interference of their mother tongue when the students transfer Indonesian into English and they failed in English Grammar rule.

BIBLIOGRAPHY

- Adjemian, C. 1976. "On the Nature of Interlanguage System" *Language Learning*. 26: 297 – 320.
- Anderson, J. (1985) *Cognitive Psychology and Its Implications*. New York: Freeman.
- Brown, Gilian. 1994. "The State the Art in Applied Linguistic". In Brower, Roger & Cristopher Brumfit (Eds) *Applied Linguistics and Englishs Language Teaching*. London: Macmillan Publishers Ltd.
- Brown, H. Douglas and Susan Gonzo (Eds). 1995. *Reading on Second Language Acquisition*. New York: Prentice Hall Regents.
- Brown, H. Dougals. 2004. *Principles of Language Learning and Teaching*. London: Longman.
- Chomsky, Noam. 1966. "Linguistic Theory" in J. P.B. Allen adn P. Van Buren (Eds). Chomsky: Selected Readings. London: Oxford University Press.
- Corder, S.Pit. 1980." *Applied Linguistics and Language Teaching*" in Allen, J. P.B and Pit. S Corder (Eds.) 1980. Papers in Applied Linguistics. Oxford. Oxford. UP.
- Corder, S.Pit. 1982. *Error Analysis and Interlanguage*. London. Oxford University Press.
- Dulay,Heidi: Marina Bur and Stephen Krashen. 1982. *Language Two*. New York. Oxford University Press.
- Ellis, Rod, Helen Basturkmen, and Shawn Loewen. 2001. "Learner Uptake in Communicative ESL Lesson". *Language Learning*. 81 – 318.
- Ellis, Rod. 1983. "The Origin of Interlanguage" *Applied Linguistics*. 4.1: 207-22.
- Fauziati. 2009. "Applied Linguistic". UMS Press. Surakarta
- Fauziati. 2004. "Applied Linguistic". UMS Press. Surakarta
- James, Carl. 1989. "Contrastve Analysis". London: Longman.
- Krashen, S. & T.Terrel. 1983. *The Natural Approach*. Oxford: Pergamon.
- Krashen, S.D & T.D. Trrel. 1983. *The Natural Approach. Language Acquisition n the Classroom*. Oxford. Pergaman Press.
- Krashen, Steven. 1982. *Principles and Practice in Second Language Acquisition*. Englewood. Cliffs, NJ: Prentice Hall.
- Krashen, Steven, 1994. "The Input hypothesis and its rivals. In Ellis, N. (Ed). *Implicit and Explicit Learning Of Langage* (PP. 45-77). London. Academic Press.

- Nemser, William. 1977. "Approximative System of Foreign Language Learners. In Jack C. Richards (Ed). 1977: 55- 63.
- Richards, Jack C. 1977. *Error Analysis. Perpspective on second language acquisition*. London: Longman.
- Saville-Troike, Muriel. 2006. *Introducing Second Langage Acquisition*. Cambridge. C.U.P.
- Selinker, Larry and John T. Lamendella. 1980. *Fossilization in Interlanguage Learning*. In Kenneth Croft (Ed) 1980: 132 – 143.
- Selinker, Larry. 1977. "Interlanguage." In Jack C. Richards (Ed.) *Error Analysis. Perpspectives on Second Language Acquisition*. London: Longman.
- Selinker, Larry. 1988. *Papers in Interlanguage*. Occasional Papers No. 44, Singapore. SEAMEO Regional Language Center.
- Selinker, Larry. 1997. *Rediscovering Interlanguage*. London: Longman.
- Sharwood Smith, Michael. 1994. *Second Language Learning: Theoretical Foundations*. London: Longman.
- Tarone, Elaine. 1983. *Some Thought of the Notion of Communication Strategy*. In Clause Faerch and Gabriele Kasper (Eds). 1983: 61 – 74.
- Yip, Virginia. 1995. *Interlanguage and Learnability From Chinese to English*. Amsterdam: John Benjamin. B.V.

Virtual References:

Selinker.1972. Interlanguage. International Review of Applied Linguistic. The Internet TESL Journal, may 5, 2010. (<http://en.wikipedia.org/wiki/Interlanguage>).

[http://en. Wikipedia.org/wiki/Critical-period-hypothesis](http://en.Wikipedia.org/wiki/Critical-period-hypothesis) Denied access 15.20 pm January 2011

<http://www.duke.edu/~pk10/language/neuro.htm> Denied access 13.30 pm Desember 2010.

<http://asian-esp-journal.com/April-2007-fk.php.1> Denied access 14.00 pm December 2011

<http://en.wikipedia.org/wiki/second-language-acquisition> Denied access 14.30 pm December 2011