CHAPTER I

INTRODUCTION

A. Background of The Study

Teaching learning process is a planned interaction to promote behavioral change that is not a result of maturation or coincidence. In language learning, the idea above is supported by Richard (2001:22), with statement "learning refers to the formal study of language rules is a conscious process". Harmer (1983:29) states that language learning is "a conscious process which results only in knowing about the language". Language is an intrinsic aspect of our human inheritance (Roger, 1974:1). In Indonesian context the implementation learning process is guided by the regulation of the Ministry of National Education.

The regulation of the Ministry of National Education, number 221, year 2006 on the content standard for primary and secondary education unit states that the aims of the English language learning in SMA are to enable and equip the student with 1) the language skills to develop their communicative competencies in spoken and written English texts to reach the functional literary, 2) the awareness on the importance and essence of English mastery for the nation competitiveness in the global community, and 3) the ability to develop their range of understanding on the relation between language and culture.

The purpose of the regulation is that students can master English. Most people believe that English is the most important language in the world. The reason is that it is one of the languages used for communication in the world. It is undeniable that English is broadly spread and used by millions of people all over the world as a native language, second language, or even as a foreign language.

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 systematicaly, 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. Roony **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.

B. 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?

C. 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.

D. 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.

E. 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.