

CHAPTER I

INTRODUCTION

A. Background of the Study

English becomes a global language that demands foreigners to learn it. In Junior High School, English is introduced as one of subjects of the study. Students learn it as a foreign language. English is not easy to be learnt because it consists of four skills. Those skills are listening, speaking, reading and writing. It is difficult to master them because the learners should take into account three language aspects—structure, pronunciation, and vocabulary. Students are limited by a period of time in learning English and English also enlisted in final examination as a means to graduate. As a result it adds the difficulties to learn English.

Starting from the first year of Junior High School, students in Indonesia have English as their compulsory subject to learn. According to the curriculum suggested by the government, the main target in learning English for Junior High School is to get discourse competence—the ability to communicate both in oral and written language in a communication event (Depdiknas, 2004:8). The curriculum further used as a means to have students who achieve informational level that can help them in their next study. The aim of learning English in Junior High School are students have capability to 1) develop and train communicate competence orally and written to achieve functional comprehension, 2) improve consciousness importance of English

to increase competitiveness of the nation in international society, 3) develop student's knowledge in context between language and culture.

The language skills and aspects are very important in communication. It can be realized well if the students have ability to express their ideas appropriately, that are the ability to comprehend and produce oral texts and writing as a reflection linguistic aspect.

Learning English is not easy. Emergence of errors is natural in acquiring it. The emergence of errors in students' linguistic system called interlanguage. Interlanguage is a situation which students' linguistic system is influenced by students' mother tongue linguistic system (for instance, *Bahasa Indonesia*) and students' target language linguistic system (English). The term of interlanguage was first proposed by Selinker (1972) in Fauziati (2008:155) to refer to the students' linguistic system which is different from both students' mother tongue linguistic system and target language linguistic system because it has its own system.

According to Adjemian (1976) in Fauziati (2008:158), there are three major characteristics of interlanguage, those are (1) systematicity, (2) permeability, and (3) fossilization. Systematicity of interlanguage is errors which are consistent in rule and feature. Interlanguage is also permeable toward infiltration of native language linguistic system and target language linguistic system. Learners' system can fossilize when permeability and dynamicity of interlanguage lost. From those characteristics, the researcher is curious about the second characteristic of interlanguage—permeability. She

wants to investigate the influence of mother tongue linguistic system and target language linguistic system to the students' interlanguage system. She also studies the students' composition of SMP Muhammadiyah 5 Surakarta as the object of her research.

The researcher uses the framework of Error Analysis proposed by James, Corder, and Shridar to recognize the errors. Then, she uses the interlanguage framework introduced by Selinker, Adjemian, and Corder to identify the influence both of mother tongue and target language to the students' interlanguage system. The focus of her study is the erroneous sentences found in students' compositions of SMP Muhammadiyah 5 Surakarta. The researcher specifically studies the second characteristic of interlanguage that is permeability. To give clear description about the infiltration of both native and target language in students' interlanguage system, the researcher uses linguistic category presented by Burt, Dulay, and Krashen. She also uses Selinker's framework of interlanguage to investigate the source of error.

There are several examples of erroneous sentences:

1. *I very happy.
2. *I hope can understand that is to say.
3. *Many day ago, Rakanda Adi asking me to follow Athfal Competition in UMS.

Those examples show that students' linguistic system is infiltrated by both mother tongue and target language linguistic system. In the first example, it indicates that the student do omission in his sentence. He forgot put "am" as predicate. In *Bahasa Indonesia*, "to be" never found, so that probably the student transfer the mother tongue linguistic system into target language directly. The correct one is "I am very happy." The second example indicates that student interlanguage system is influenced by student's mother tongue linguistic system to express his idea. He expresses his idea by translating it literally. The sentence should be written "I hope it can be understood." The last example shows that the student is still confused in using proper tenses in making a sentence. It should be written "Many days ago, Rakanda Adi asked me to join Athfal Competition in Muhammadiyah University of Surakarta."

In conducting this research, the researcher realizes the significance of interlanguage for teacher and learner. Interlanguage reflects the learner's evolving system of rules, and results from a variety of processes, including the influence of the first language ('transfer'), contrastive interference from the target language, and the overgeneralization of newly encountered rules. Learner can use it as a means to see how far the target language he acquires. Then, the learner can take into account the possibility of learner's conscious attempt to control their learning. The significance of interlanguage for the teacher is to give a detail description about learners' linguistic system to help the teacher to understand the learners' problems better and try to provide

timely help to learners, so that they achieve competence in the language they are trying to learn.

Based on the background of the study, the researcher conducts a research entitled **PERMEABILITY OF INTERLANGUAGE SYSTEM: A CASE STUDY OF STUDENTS LEARNING ENGLISH AS A FOREIGN LANGUAGE IN SMP MUHAMMADIYAH 5 SURAKARTA.**

B. Problem Statement

Based on the research background, the researcher formulates the research problem as follows: “how is the permeability of the interlanguage system from the influence of L1 and L2 linguistic system?”

To answer this problem, the writer rises some subsidiary research questions as follows:

1. How does the mother tongue system influence in the students' interlanguage system?
2. How does the target language system influence in the students' interlanguage system?
3. To what extend does the students' mother tongue influence the students' interlanguage system?
4. To what extend does the target language influence the students' interlanguage system?

5. What is the difference degree of the influence from both the mother tongue and the target language in the students' interlanguage system?

C. Objective of the Study

Based on the problem statement, there are several objectives of the study that can be achieved after conducting this research. Those are:

1. To describe how the mother tongue system influences in the students' interlanguage system.
2. To describe how the target language system influences in the students' interlanguage system.
3. To describe to what extend the students' mother tongue influence the students' interlanguage system.
4. To describe to what extend the students' target language influences the students' interlanguage system.
5. To describe the degree of the influences from both the mother tongue and target language in the students' interlanguage system.

D. Benefit of the Study

There are two benefits, practical benefit and theoretical benefit that can be gained after doing this research that the researcher hopes to give contribution to the others. Those are as follows:

1. Practical benefit

There are two practical benefits:

a. The English teachers

The researcher hopes this study gives input to the English teachers to solve the problem may appear in teaching English especially in teaching writing.

b. The researchers

The writer hopes that this research can be used as a reference for the other researchers. It means the other researchers can use this research as a means to conduct a study in the same topic but in different perspective or to conduct a further analysis of interlanguage.

2. Theoretical benefit

The writer conducts this research in a hope to develop the previous theory about permeability by giving a description of one interlanguage features through analyzing the data of her research.

E. Research Paper Organization

The researcher divides this research paper into five chapters. Those are as follows:

Chapter I is introduction which consists of background of the study, problem statement, objectives of the study, benefits of the study, limitation of the study, and research paper organization.

Chapter II is review of related literature which consists of previous study, underlying theory presenting interlanguage, permeability, and error analysis. In interlanguage section, it points out notion of interlanguage, interlanguage in perspectives, and characteristics of interlanguage. Whereas permeability section presents permeability in wide portion as the major point of this research. Eventually, Error Analysis section gives detailed information about notion of error analysis, errors and mistakes, error classification, source of error, and the algorithm for conducting error analysis.

Chapter III is the research method involving type of the research, subject and object of the research, data and data source, method of collecting data, and technique for analyzing data.

Chapter IV is research finding and discussion of the study.

Chapter V is the final chapter presenting conclusion and suggestion.