

## CHAPTER I

### INTRODUCTION

#### **A. Background of the Study**

This research focuses on the discussion of Interlanguage error made by learners of English in learning English. Selinker in Fauziati (2009:158) studies that interlanguage are natural languages: they are systematic through their development. Interlanguage reflects the learners' attempt at constructing a linguistic system that progressively approaches the target language system. It is thought to be distinct from both the learner's native language and the target language.

Norrish (1987:7) states that error is systematic deviation, when a learner has not learnt something and consistently gets it wrong. It seem that the phrase 'systematic deviation' in ths definition is a key word which can be interpreted as deviation which happens repetedly. A key finding of error analysis has been that many learners' errors are produced by learners making faulty inferences about the rules of the new language. Although error analysis is still used to investigate specific questions in SLA, the quest for an overarching theory of learner errors has largely been abandoned. Contrastive analysis emphasized the study of phonology and morphology. It did not address communicative contexts, i.e. contrasting socio-pragmatic conditions that influence linguistic production. Recent work in error analysis has emphasized errors as a source of knowledge of a learner's interlanguage and linguistic hypotheses.

Brown (1994: 205) differentiates between mistakes and errors. A mistake refers to a performance error that is either a random guess or slip in that it is a failure to utilize a known system correctly. All people make mistakes, in both native and second language situations. Native speakers are normally capable of recognizing and correcting such mistakes, which are not the result of a deficiency in competence but the result of some sort of breakdown in the process of production. Ellis (1997:17) stated errors reflect gaps in learner's knowledge, they occur because the learner does not know what is correct. He also stated that mistakes reflect occasional lapses in performance, they occur because in particular instance, the learner is unable to perform what she knows.

It is a systematic deviation made by the learner who has not yet mastered the rules of the target language. The learner cannot self correct an error because it is a product reflective of his or her current stage of L2 development, or underlying competence (Larsen, 1992: 59).

Error analysis is the study of kind and quantity of error that occurs, particularly in the fields of applied linguistics. These errors can be divided into three sub-categories: overgeneralization, incomplete rule application, and the hypothesizing of false concepts, reflected a learner's competence at a certain stage and thereby differed from learner to learner.

The term interlanguage was originally introduced by Selinker to refer to a language system which he believed was intermediate between the learner's mother tongue and the target language on the grounds that it showed some formal characteristics of both. Interlanguages were unstable, i.e. always in the process of

complication (except when they became 'fossilized') and consequently did not show the feature of institutionalization (though in some educational institutions, where the language of instruction is not the mother tongue, institutionalized school interlanguage pidgins regularly develop). It has since become clear however that the inter languages of second language learners do not necessarily show evidence of 'transfer' from the mother tongue. The name interlanguage might therefore after all seem to be inappropriate to characterize the phenomenon, since it does not show in all cases obvious inter lingual features. This has been found to be the case particularly among young children acquiring a second language without formal instruction, though there is little evidence that this happens with adults or older children, whether free or institutionalized learners.

The term interlanguage was introduced because learners' languages studied up to that time had regularly displayed formal features both of the target language and of some other language, notably, though not exclusively, of the mother tongue. The presence in learners' language of characteristics of the mother tongue has, as he pointed out, long been recognized, and has been accounted for by the psychological process of 'transfer'. More widespread studies of inter language development in recent years, to which he has just referred, have now shown cases where virtually no syntactic interference has been detected from the mother tongue, and where such interference as is found is not principally or uniquely from the mother tongue, but from some other second language known, however partially, to the learner. Furthermore it has now been well established that inter language may quite regularly exhibit systematic properties which show no

obvious resemblance to the mother tongue or any other language known to the learner. In some cases inter language systems occur which are different from both the target and mother tongue even where these latter resemble each other.

Interlanguage is a continuum between the first language and the target language along which all learners traverse (Larsen 1992: 60). An interlanguage is developed by a learner of a second language who has not become fully proficient yet but is approximating the target language: preserving some features of their first language, or overgeneralization target language rules in speaking or writing the target language and creating innovations. The interlanguage rules are shaped by: L1 transfer, transfer of training, strategies of L2 learning (e.g. simplification), strategies of L2 communication (communication strategies like circumlocution), and overgeneralization of the target language patterns.

Interlanguage can fossilize in any of its developmental stages. Inter language fossilization is a stage during second language acquisition. It refers to a permanent cessation of progress toward the TL. This linguistic phenomenon, IL fossilization, can occur despite all reasonable attempts at learning (Selinker, 1972). Fossilization includes those items, rules, and sub-systems that L2 learners tend to retain in their IL, that is, all those aspects of IL that become entrenched and permanent. It has also been noticed that this occurs particularly in adult L2 learners' IL systems.

Interlanguage is a theoretical construct which underlies the attempts of SLA researchers to identify the stages of development through which L2 learners pass on their way to L2 (or near L2) proficiency (Ellis, 1989: 42). The research

result indicated that there were strong similarities in the developmental route followed by L2 learners. The errors made by the learners are routes that that must be passed. An error is a proof of hypothesis testing. The hypothesis testing is not only done by foreign language learners but also by children learning their mother tongue. The child builds up his knowledge of his mother tongue by means of hypothesis testing. The child's task is connecting his innate knowledge to the language he is learning. Thus, both L1 and L2 learners make errors in order to test out certain hypotheses about the nature of the language they are learning.

Good language learners make attempts to practice the target language they learn then their target language mastery will approach the standard one. Ellis (1989:122) mentions characteristics of good learners as the following: (1) Be able to respond to the group dynamics of the learning situation so as not to develop negative anxiety and inhibitions. ( 2) Seek out all opportunities to use the target language. (3) Make maximum use of the opportunities afforded to practice listening to and responding to speech to meaning rather than to form. (4) Supplement the learning that derives from direct contact with speakers of the L2 with learning derived from the use of study technique (such as making vocabulary lists) this is likely to involve attention to. (5) Be an adolescent or an adult rather than a young child at least as far as the early stages of grammatical development are concerned. (6). Possess sufficient analytic skills to perceive, categorize, and

store the linguistic feature of the L2, and also to monitor errors. (7). Posses a strong reason for learning the L2 which may reflect an integrative or an instrumental motivation) and also develop a strong ‘task motivation’ (i.e. respond positively to the learning tasks chosen of provided. (8) Be prepared to experiment by taking risks, even if this makes the learner appear foolish. (9). Be capable of adapting to different learning conditions.

Errors occur as a result of native language learning. The process of it is called interlingual transfer. So interlingual errors as being the result of language transfer which caused by the learners first language. There are two types of errors namely: Interlingual transfer is strategy that is readily available to to the learners to compensate for the inadequacies when attempting to communicate in the foreign language. While intralingual is a result from partial learning of the target language rather than language transfer. Such errors may be caused by the influence of one target language item upon another.

The research conducted in one of Senior high schools in Dagangan Madiun. Madiun is a small town in East Java .This research takes place in one of so many Senior high schools in Madiun. The researcher chooses SMAN 1 Dagangan Madiun as the location of the research since it is the most wanted Senior high school in the town. It is located on JL. *Raya Gerilya Dagangan Madiun*. The school is well-located and built side by side with another high school in the town. It is surrounded by the view of paddy-field so that it makes the air circulation goes well.

There are twenty –two classes in SMAN 1 Dagangan Madiun, consisting, the first eight classes are from grade X, the second seven are from grade XI and the rest are from grade XII. In addition, there are also four English teachers in

SMAN 1 Dagangan Madiun. They are one male teacher and the others are female ones. This research focuses on the discussion of the interlanguage error made by students in writing recount text at SMAN 1 Dagangan Madiun year 2013/2014. Thus, the researcher only conduct the research in grade XI, which consists of seven classes that contains of two programs, four classes for science programs and three classes are social programs.

In this research the writer isn't the first researcher on the interlanguage error in writing. Hourani (2008) and Sarfraz (2011) studied errors in essay writing of students. The result shows that percentage of the occurrence of interlanguage error is higher than those of error resulting from interference of mother tongue. Chamimah (2007) analysis lexical error of writing. She finds lexical error comitted in three categories: misselection, misinformation and distortion. Fauziati (2011) investigated errors fossilization on grammatical and she found almost all learner's grammatical errors could be eliminated. Harmawati (2011) studied errors used in simple past tense. The results indicate the students made errors using past tense in short composition. Watchapurayong and Usaha (2011) focused on writing in different text type and the inference of language. They conclude that to enhance the students' grammatical and lexical accuracy, a second language writing teacher should take into consideration L1 interference categories in difference genre. Ansyar, Muhtar and Suharyadi (2011) describe errors in recount text. The result show there are eleven types of classified as dominant error. Hussain (2013) described errors, causes of errors and their sources in teaching methods and testing system. The researchers has found that the learners at

intermediate level in Pakistan commit errors of each and every type due to L1 interference, faulty teaching methods and testing systems.

The difference between the current research and the previous study are on focuses likes in Fauziati (2011) focused on fossilization, Hussain (2013) focused on teaching method, Watchapurayong and Usaha stressed on writing different text type while in this current research focuses on the interlanguage error in writing recount text based on comparative taxonomy and surface strategy taxonomy (ommission, addition, misformation and misordering). What the researcher needs to gain is to identify the interlanguage errors, the characteristic of the errors and the factor that contribute to the errors.

## **B. Problems of the Study**

The problems in this study are as follows:

1. What are the types of interlanguage errors made by the students in writing recount text?
2. What are the characteristics interlanguage errors made by students in writing recount text?
3. What are the possible factors that contribute to the errors?

## **C. Limitation of the Study**

There are many kind of interlanguage error made by students, but in this research the writer just focuses on the interlanguage errors made by the students

in writing recount text at SMAN 1 Dagangan on the eleventh grade year 2013/2014.

#### **D. Objective of the Study**

The objectives of the research are:

1. To describe the type of interlanguage errors made by the students in writing recount text.
2. To explain the characteristics interlanguage error made by students in writing recount text.
3. To explain the possible factors that contribute to the errors?

#### **E. Benefit of the Study**

The writer hopes that this research will have some benefits in the study of the interlanguage error. These are the benefit in this research:

##### 1. Theoretical Benefit

Hopefully, this research will enlarge the scope knowledge of interlanguage error.

##### 2. Practical Benefit

- a. It can be used as the reference for the next researcher.
- b. The result will help the readers who are interested in the study on interlanguage error, so it will increase their knowledge about interlanguage error.