INTERLANGUAGE SYSTEM TO REPRESENT PRESENT AND PAST EVENT BY STUDENTS OF SMP MUHAMMADIYAH 6 SURAKARTA ACADEMIC YEAR 2013/2014

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Surakarta, 17 Oktober 2014
INTERLANGUAGE SYSTEM TO REPRESENT PRESENT AND PAST EVENT BY STUDENTS OF SMP MUHAMMADIYAH 6 SURAKARTA
ACADEMIC YEAR 2013/2014

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Abstract

Wheny Utariningsih. A320100265. INTERLANGUAGE SYSTEM TO REPRESENT PRESENT AND PAST EVENT BY STUDENTS OF SMP MUHAMMADIYAH 6 SURAKARTA. Research paper, Teacher Training and Education Faculty. Muhammadiyah University of Surakarta, 2014.

This research is about the interlanguage system to represent present and past event by students of SMP Muhammadiyah 6 Surakarta. This study aims at identifying and describing the interlanguage system by the eighth grade students of SMP Muhammadiyah 6 Surakarta in their composition based on verb, copula be and auxiliary. The type of this research is descriptive qualitative research. In gathering written materials, the researcher uses document analysis technique which involves several steps as the research gives instruction to write recount text, the researcher reads each student’s text objectively and cautiously, the researcher writes all the erroneous sentences found in student’s text, the researcher lists them and makes them as the data of her research. The result of this research shows that the eighth grade students of SMP Muhammadiyah 6 Surakarta made many type of language (or linguistic system) in the process of learning a target language. The writer found 260 type language systems from student’s composition, there are two classifications of interlanguage system based on interlanguage system which represents present event and interlanguage system which represents past event. The representative of interlanguage system in using of verb is the use of Be + Verbing instead of V1, the use of Be + V1 instead of Verb, the use of Verb-ing instead of Verb and the use of Verb 2 instead of V1. The representative of interlanguage system in using of copula be is the omission of Be as predicate. The representative of interlanguage system in using of auxiliary is the use of auxiliary + Verbing instead of auxiliary+ Verb O, the use of auxiliary Could + Verb O Instead of auxiliary Can + VO. The representative of interlanguage system in using of verb is the use of Verb 1 instead of Verb 2, the use of Verb-ing instead of Verb 2. The representative of interlanguage system in using of copula be is the use of Be present instead of Be past tense, the use of Be Was instead of Were, the use of Be Were instead of Was. The representative of interlanguage system in using of auxiliary is the use of auxiliary+ Verb-ing Instead of auxiliary+ Verb 1, the use of auxiliary Can + Verb O instead of auxiliary Could + Verb O.

Key Words: Interlanguage, systematicity, foreign learning language
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Surakarta, 17 Oktober 2014

Yang menyatakan

Wheny Utariningsih
1. Introduction

Mastering L2 is not easy especially if L2 is studied not in the country where L2 comes from like Indonesian learner who studied English at Indonesia. Interlanguage is the product of mastering target language. This term was first used by Slinker (in Fauziati 2009: 165) to describe the linguistic stage second language learners go through during the process of mastering the target language. Actually, if the learner has problem in the mastering L2, an new system of language will be production.

In learning of foreign language, the students are supposed to master the language skill either communication competence in spoken or written. When mastering written one, the students will be able to communicate with kinds of genre-based writing such as descriptive, recount, report, procedure and the other genre. There are many difficulties in the mastering of written skill competence. The researcher finds some interlanguage done by written of the students. They often make interlanguage in their sentences especially in grammar. One of them is caused interlanguage.

Writing a short text will make students really enjoy the writing class. As learners know more about the language, many errors will disappear especially in the present and past tenses. To get the data, the researcher asks the students of SMP Muhammadiyah 6 Surakarta to make the recount text and daily activity text.

According to the describing above, the researcher interest to explore the interlanguage system. This research will help the teacher to apply this interlanguage research in learning activity. The teacher can give the example of English rule material. The teacher also should creat new method in learning process in order the students are easier to understand the material.

The type of this research is descriptive qualitative research. In gathering written materials, the researcher uses document analysis technique which involves
several steps as the research gives instruction to write recount text, the researcher reads each student’s text objectively and cautiously, the researcher writes all the erroneous sentences found in student’s text, the researcher lists them and makes them as the data of her research.

This study aims at identifying and describing the interlanguage system by the eighth grade students of SMP Muhammadiyah 6 Surakarta in their composition based on verb, copula be and auxiliary.

2. Research Method

Type of the research is a descriptive qualitative research, which is a type of research method without any statistic procedure. The subject of the study is the students of SMP Muhammadiyah 6 Surakarta in 2014 school year. The research picks eight grade students of it as the subject of her study. There are 25 students as participants in this research.

In gathering written materials, the researcher uses document analysis technique which involves several steps as the research gives instruction to write recount text, the researcher reads each student’s text objectively and cautiously, the researcher writes all the erroneous sentence found in student’s text, the researcher lists them and makes them as the data of her research. The technique for analyzing data of this research is identifying interlanguage, classifying, describing the interlanguage and conclusion.

3. RESEARCH FINDING AND DISCUSSION

After collecting the data, the researcher identifies all interlanguage system from the student’s English composition based on verb, copula be and auxiliary. From the identification of interlanguage system, the researcher finds that all of students conducted the text incorrectly. On the other hand, the students make
interlanguage system on their composition. From 75 data source taken from written production of students, the researcher finds 260 interlanguage systems. The researcher classifies this chapter into two parts: 1) interlanguage system which represents present event and (2) interlanguage system which represents past event.

The writer found 124 type language systems from student’s composition in the represents present event. It is because the student’s knowledge of English is low. So they made creativity of sentence to solve that problem. The researcher classifies the interlanguage system which represents present event in the student’s English composition based on of verb, copula be and auxiliary.

The representative of interlanguage system in using of verb is the use of Be + Verb ing instead of V1, the use of Be + V1 instead of Verb1, the use of Verb-ing instead of Verb 1 and the use of Verb 2 instead of V1.

The representative of interlanguage system in using of copula be is the omission of Be as predicate. The representative of interlanguage system in using of auxiliary is the use of auxiliary + Verb-ing instead of auxiliary+ Verb O, the use of auxiliary Could + Verb O Instead of auxiliary Can +VO. That is the creativity of students to solve their problem about the English rules.

The writer found 136 type language systems from student’s composition in the represents past event. It is because the student’s knowledge of English is low. So they made creativity of sentence to solve that problem. The researcher classifies the interlanguage system which represents present event in the student’s English composition based on of verb, copula be and auxiliary.

The representative of interlanguage system in using of verb is the use of Verb 1 instead of Verb 2, the use of Verb-ing instead of Verb 2. The representative of interlanguage system in using of copula be is the use of Be
present instead of Be past tense, the use of Be Was instead of Were, the use of Be Were instead of Was.

The representative of interlanguage system in using of auxiliary is the use of auxiliary+ Verb-ing Instead of auxiliary+ Verb 1, the use of auxiliary Can + Verb O instead of auxiliary Could + Verb O. That is the creativity of students to solve their problem about the English rules.

The writer finds 14 types of systematizes and the example are presented as follows:
Interlanguage System which Represents Present Event:

<table>
<thead>
<tr>
<th>NO</th>
<th>Interlanguage System</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Interlanguage system in using of verb:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. The use of Be + Verb ing instead of V1</td>
<td>In the school I am studying.</td>
</tr>
<tr>
<td></td>
<td>b. The use of Be + V1 Instead of Verb1</td>
<td>I am study in school</td>
</tr>
<tr>
<td></td>
<td>c. The Use of Verb-ing Instead of Verb</td>
<td>Then I sweeping my bedroom.</td>
</tr>
<tr>
<td></td>
<td>d. The Use of Verb 2 instead of V1</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>I arrived at school at 06.45.</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Interlanguage system in using of copula be:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. The Omission of Be as Predicate</td>
<td>I very happy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Could she watching TV in this room?</td>
</tr>
<tr>
<td></td>
<td>Interlanguage System in Using Auxiliary:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. The Use of auxiliary + Verb-ing instead of auxiliary+ Verb O</td>
<td>Tono can speak English.</td>
</tr>
<tr>
<td></td>
<td>b. The Use of Auxiliary Could + Verb O Instead of auxiliary Can +VO</td>
<td></td>
</tr>
</tbody>
</table>
### Interlanguage System which Represents Past Event:

<table>
<thead>
<tr>
<th>Interlanguage System</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td></td>
</tr>
<tr>
<td>Interlanguage system in using of verb as predicate:</td>
<td></td>
</tr>
<tr>
<td>a. The Use of Verb 1 Instead of Verb 2</td>
<td>Yesterday I <em>go</em> to Boyolali.</td>
</tr>
<tr>
<td>b. The Use of Verb-ing Instead of Verb 2</td>
<td>I <em>watching</em> television.</td>
</tr>
<tr>
<td><strong>B</strong></td>
<td></td>
</tr>
<tr>
<td>Interlanguage system in using of copula be as predicate:</td>
<td></td>
</tr>
<tr>
<td>a. The Use of Be present Instead of Be Past Tense</td>
<td>Yesterday I <em>am</em> very happy.</td>
</tr>
<tr>
<td>b. The Use of Be Was Instead of Were</td>
<td>They <em>was</em> handsome.</td>
</tr>
<tr>
<td>c. The Use of Be Were Instead of Was</td>
<td>Last week she <em>were</em> a headmaster.</td>
</tr>
<tr>
<td><strong>C</strong></td>
<td></td>
</tr>
<tr>
<td>Interlanguage system in using of auxiliary:</td>
<td></td>
</tr>
<tr>
<td>a. The Use of auxiliary+ Verb-ing Instead of auxiliary+ Verb 1</td>
<td>Tono <em>could speaking</em> English.</td>
</tr>
<tr>
<td>b. The Use of Auxiliary Can + Verb O Instead of Auxiliary Could + Verb O</td>
<td>Mary can swim when she was young.</td>
</tr>
</tbody>
</table>
4. CONCLUSION

This research shows that the eighth grade students of SMP Muhammadiyah 6 Surakarta made many type of language (or linguistic system) in the process of learning a target language based on using of verb, copula be and auxiliary. The writer found 260 type language systems from student’s composition, there are two classifications of interlanguage system based on interlanguage system which represents present event and interlanguage system which represents past event.

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VIRTUAL REFERENCES