

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

Language is media to communicate in the world and English is an international language that is used as communication media. There are many languages in the world. Almost of the country has language as first language (L1) that different from another country. The difference of the language makes some difficulties in communication among countries in the world. One of the solutions of difficulties is mastering the second language (L2).

Mastering the second language (L2) is not easy especially if L2 is studied not in the country where L2 comes from like Indonesian learner who study 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 erroneous will be produced.

Interlanguage is a situation which student's linguistic system is influenced by student's mother tongue linguistic system (for instance *Bahasa Indonesia*) and student's target language linguistic system (for instance *Bahasa Inggris*) and student's target language linguistic system (English). Fauziati (2002) says that most of learning problems are caused by different elements found between the two languages. It is like in Indonesian learner

who have difficulties to use correct structure in English. This is mostly because students are influenced by their mother tongue on the acquisition of the new structure.

There are three major characteristics of interlanguage (IL) system according to Adjémian (1976:298-311), namely: its systematicity, vulnerability and fossilization. The first characteristic of IL system is its systematicity. IL system is systematic and is having consistent rule and feature. The second characteristic of IL system is its vulnerability (Adjémian prefers to use the term “permeability”) toward infiltration or influence of linguistic elements from both native language (L1) system and the target language (L2) system. The last characteristic of interlanguage is its fossilization. Selinker (1988:92) confirms that if the characteristic of interlanguage is being disappeared, then someone’s interlanguage system tends to be fossilized. In other words, fossilization of IL system can be occurred if the interlanguage system is no longer developing towards the L2 system.

From the above description of the characteristics of IL, the researcher is interested in exploring the first characteristic of IL— the sistematicity of IL system. 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 languages, learners of non native languages”.

There are two media for language communication: 1) receiving the message, i.e., reading and listening, 2) and sending the message, i.e., speaking and writing.

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 mastering of written skill. The researcher finds some interlanguage in students' composition. They often make interlanguage in their sentences especially in grammar. One of them might be caused interlanguage.

Writing a short text will make students really enjoy the writing class. As learners know more about language, many errors will disappear especially in the past tense. To get the data, the researcher asks the students of SMP Muhammadiyah 6 Surakarta to make the recount text and daily activity text. The following are examples of the erroneous made by students:

I visit Borobudur last month.

My mother buy a ring last month.

Last month my sister go to beach.

The sentences above are incorrect because they applied the Indonesian rule into English. The correct sentence uses past tense. The students are still

confused about the rule. They should use V2 because there is “last month” in the sentences. The phenomenon is the proving that learners made interlanguage in systematicity.

Related to the phenomenon above, in this research the writer would like to conduct a research about “*Interlanguage System to Represent Present and Past Event by Students of SMP Muhammadiyah 6 Surakarta Academic Year 2013/2014*”.

## **B. Formulation of the Problem**

Based on the background of the study, the problems are formulated the problem statement as follow:

1. What is the interlanguage system of verb to represent present and past event?
2. What is the interlanguage system of to be to represent present and past event?
3. What is the interlanguage system of auxiliary to present present and past event?

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

In this research, the writer focuses her reseach on recount text teaching writing at eighth grade for excellent students program of SMP Muhammadiyah 6 Surakarta.

#### **D. Objectives of the Study**

In relation to the background of the study and the problem formulation, there are some objectives that are expected to be achieved in this study. The objectives are as follows:

1. To identify the interlanguage system of verb at the present and past event.
2. To identify the interlanguage system of be at the present and past event
3. To identify the interlanguage system of auxiliary at the present and past event.

#### **E. Benefits of the Study**

This study will be very useful for:

1. Theoretical Benefit

The finding of the research will be useful as a reference and comparison for the future research. This research is dealing with interlanguage system to represent past event by students of SMP Muhammadiyah 6 Surakarta.

2. Practically Benefits

- a. For the teachers

By reading the result of this study, the English teachers can get clear description about the common errors made by the students so

they get input to anticipate the making of errors and improve teaching ability in English class especially in teaching writing.

- b. For the readers: the study can serve as a reference for those who want to conduct a research dealing with error analysis and interlanguage.

## **F. Research Paper Organization**

In this research the writer constructs the research paper into five chapters. Chapter I is introduction, which consists of background, problem statement, objective of the study, benefit of the study, and research paper organization.

Chapter II is underlying theory that presents of previous study and theoretical review that consists of notion of Interlanguage, approach of interlanguage, classification of interlanguage.

Chapter III is research method that deals with type of 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 where the writer presents types of interlanguage.

Chapter V is conclusion and suggestion that concern with the conclusion of the research finding made by the writer.