

**THE INTERLANGUAGE ANALYSIS OF THE SENIOR HIGH SCHOOL
STUDENTS OF SMAN I DAGANGAN MADIUN**

Publication Manuscript

Submitted to

Postgraduate Program of Language Study

Of Muhammadiyah University of Surakarta

As a Partial Fulfillment of the Requirements for Getting

Magister Degree of Language Study of English



By

SULIS IDA ROYANI

NIM: S. 200. 120. 050

**POST-GRADUATE PROGRAM OF LANGUAGE STUDY
MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

2015

THE INTERLANGUAGE ANALYSIS OF THE SENIOR HIGH SCHOOL
STUDENTS OF SMAN I DAGANGAN MADIUN

PUBLICATION MANUSCRIPT

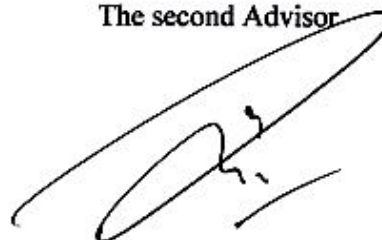
Has been approved by:

The first Advisor



Prof. Dr. Endang Fauziati, M. Hum

The second Advisor



Dr. Anam Sutopo, M. Hum

POST-GRADUATE PROGRAM OF LANGUAGE STUDY
MUHAMMADIYAH UNIVERSITY OF SURAKARTA

2015

Sulis Ida Royani S.200.120.050. The Interlanguage Analysis Of The Senior High School Students Of Sman I Dagangan Madiun. Research Paper. School of Teacher Training and Education. Muhammadiyah University of Surakarta. 2015

As language communication, both written or orally, English is very important to study because of it is universal language. However, it is not easy to study, particularly to students in senior high school. On the other hand, English is also difficult for Indonesian students to use the structure of sentences correctly. This is mostly because the students are influenced by their mother tongue on the acquisition of the new structure. However, the students are still weak in English, especially in their writing skill; they still seem to commit errors in all aspect of language.

Based on the errors made by students, the writer intends to study about The Interlanguage Analysis of The Senior High School Students of SMAN I Dagangan Madiun. This study is concentrated on systems of inter language. The type of this study is qualitative research which aims at explains of inter language system types which based on the collected data from students writing test. The subjects of this research are 30 students, 20 are females and 10 males in X class. The method of collecting the data are observation and documentation.

The result of this research shows that the three kinds of interlanguage systems, they are interlanguage systems used by students of SMAN I Dagangan Madiun to express present event, to express past event and to express future event. The first kind is nine types of interlanguage system. The second kind is six types of interlanguage systems and the third is four types of interlanguage systems.

Based on the result of this study, the writer concludes that all of interlanguage systems used by the students are in general, it means as the learners for second language are some factors influenced them. Especially the students are influenced by mother tongue on the acquisition of the new structure. In the meantime, the most important of this case is how the teachers correct the errors in every writing test. The students errors in writing test need to do the remedial in every test.

Keywords: Interlanguage systems, writing skill, error analysis, qualitative research.

I. Introduction

English is one of important languages to study by learners in Indonesia. The one of four skills in English that should be studied is writing skill. Writing is one of the important skills in teaching English. It has always occupied applied in most English language course. One of the reasons is that more and more people

can explain who people perform different processes in a sequence of steps. To write well, people must have good capabilities in writing. Moreover, someone who one to write s/he should know the steps in writing process and aspect of writing. The writer must be able to organize the idea, to construct a sentence, to use punctuation and spelling well. Besides, they must be able to arrange their writing into cohesive and coherent paragraphs and texts.

In a learning a language, especially English, learners need to learn about the language structure or grammar. Understanding language structure is really important to make student able to apply the language. Unfortunately, they often find difficulties in comprehending grammar (Bambang Yudi Cahyono and Shirly Rizky Kusuma ningrum, 2011: 87).

Indonesian students learn English as the first foreign language. Therefore, English is a new language so that they get some difficulties and they also need much time to learn. Furthermore, the most of learning problem is caused by different elements found between the two languages. Therefore, he will be able to learn the elements of the target language with are similar to those with his own more easily than those which are not found in his native language. On the other hand, it is difficult for Indonesian to use correct structure in English. This is mostly because the students are influenced by their mother tongue on the acquisition of the new structure. However, the students are still weak in English, especially in their writing skill; they still seem to commit errors in all aspect of language.

The errors in English writing skill are done by students that are interlanguage system. From the interlanguage system becomes English system or Target language needs more time for teacher as model and for students as learner. Interlanguage system is a kind of materials that is focused in this study.

Interlanguage is a study on the language of the second language learners which currently receives are wider acceptance I the literature of errors analysis (Fauziati, 2009: 155).

An interlanguage is an emerging linguistic system that has been developed by a learner of a second language (or L2) who has not become fully proficient yet but is only approximating the target language: preserving some features of their first language (or L1) in speaking or writing the target language and creating innovations. An interlanguage is uniquely based on the learners' experiences with the L2. It can ossify in any of its developmental stages. The learner creates an interlanguage using different learning strategies such as language transfer, overgeneralization and simplification.

The Formulation of the Problems of this research is based on the problem, the problem is formulated as interlanguage system used by the students to express present events, interlanguage system used by the students to express past events, and interlanguage system used by the students to express future events. The objectives of the study is for explain all of interlanguage systems based on the research questions. Limitation of the study is the interlanguage system in English writing of Xclass at SMAN I Dagangan Madiun.

The subject of the study is the students of SMAN I Dagangan Madiun that's consisting of 30 students (20 female students and 10 male students). The object of the study is the students' works. In this study, the writer chooses the three kinds of interlanguage based on the finding of errors used by students in writing test. They are interlanguage systems in present event, past event and future event. From interlanguage systems is found several types. There are nine types for present event, six types for past event and four types for future event.

Some of the previous studies below related to the applying about interlanguage analysis. There will be some previous studies that the researcher wants to give in this research. Those which are carried out by:

Thousney (2011), "Modeling second language learners' interlanguage and its variability". This thesis suggests a dynamic assessments model grounded in socio cultural theory. The aim is to distinguish between errors and mistakes in texts form and investigate the extent to which interlanguage competence varies across time, text types, and students. Data were collected from the learners of French by writing test, interview and observation. The main finding shows that knowledge over time is subject to not only systematic, but also unsystematic variations.

Hobson (1999), "Morphological Development in the Interlanguage of English Learners Of Xhosa". This research investigates the development of morphology in the interlanguage of English learners of Xhosa. The aim of the study is to investigate whether the features of interlanguage identified in other studies appear in the learner language in this study. This study analyses the interlanguage of learners of an agglutinative language. Studies of other languages have concluded

that learners do not use inflectional or agreement morphology at early stages of development and this conclusion is tested for learners of an agglutinative language in this study. Since agreement and inflectional morphology play a central role in conveying meaning in Xhosa.

The result is found that learners use morphology from the beginning of the learning process, although forms may be used incorrectly and the functions of forms may be restricted, morphemes appear in the interlanguage of learners of this study earlier than other studies predict. This study concludes, therefore, that the presence of morphology in the interlanguage of learners of Xhosa cannot be an indicator of advanced language development.

Leonini, (2005), “V2 in Adult L2 German: analyzing the inter-language grammars”. This interlanguage analysis focuses on adult second language acquisition of German Verb Second by native speakers of Italian. A quantitative approach and hypothesis was adopted. Data collected from a group of Italian adults learning German at the university, analyzing their inter-language grammars with respect to an area where the two languages involved differ, specifically the position of the finite verb within the clause. The purpose of this study is to investigate the L2 German inter-language grammars, by analyzing the spontaneous production data of a group of young adults with Italian as L1. The techniques to collect data are focused groups and interview.

The result has shown that the analysis of the data reveals that even though the learners produced a high number of main clauses which display a correct verb pattern, they have not acquired the Verb Second parameter at this stage. In what

follows we will provide evidence for this assumption. First the data notice that most of the V2 sentences produced by the learners are of the simple declarative type. Secondly, main clauses that are 'real' V2 were produced only a few times. Finally, V2 has been extended to embedded clauses, thus showing that not only the V2 parameter but also the underlying structure of German, and consequently the new-value for the head-complement parameter has not yet been acquired by these Italian learners of German.

Khorshidi (2013), "Interlanguage Pragmatic Development in Study Abroad Program". The purpose is to study the impact of length of stay in study abroad (SA) context on pragmatic development in request and apology speech acts by 72 Iranian. The research used Questionnaires and Surveys technique. Data were collected and elicited from Iranian by a pre-test at the beginning and a post-test of Discourse Completion Task (DCT) at the end of the program on two of the most frequent speech acts (request and apology). The result of the research is more mastery in language use and communication and puts support on belief in longer programs of study.

Gudmestad (2012), "Acquiring a Variable Structure: An Interlanguage Analysis of Second Language Mood Use in Spanish" in University of Michigan. The aim of the study is to investigate connect in issues in second language (L2) acquisition to topics in quantitative sociolinguistics by exploring the relationship between native-speaker (NS) and L2 variation. It is the first large-scale analysis of L2 mood use (the subjunctive-indicative contrast) in Spanish. This study used Questionnaire and surveys technique to search the data. Data come from Spanish

responses by giving some questions. The question was composed by researcher before.

The result of this research: findings on the range of linguistic and extra linguistic factors (form regularity, semantic category, time reference, hypothetically, and task) shown to influence NSs' mood use to an interlanguage analysis of L2 development and shows that analyses of frequency and predictors provide revealing details about how learners acquire the ability to vary their use of verbal moods in Spanish. Variations, it is concluded, can foster rich descriptions and explanations of interlanguage and its evolution. In the research: Inter language in undergraduates' academic English: Preliminary results from written script analysis. The purpose of the research is to find common linguistic patterns in a sample of Spanish University students' written evidence in English. It used quantitative and descriptive methods. The data is oral interview data. The finding is inter language provides a complex, unique and rich linguistic environment from where teachers can withdraw students' weak areas of development in L2.

Meanwhile this research is different with the research above because it does not used quantitative method and the data doesn't oral interview. The data and sample in this research are taken from senior high school students' written English test.

Rosa Munoz Luna (2010) the research: Inter language in undergraduates' academic English: Preliminary results from written script analysis. The purpose of the research is to find common linguistic patterns in a sample of Spanish University students' written evidence in English. It used quantitative and

descriptive methods. The data is oral interview data. The finding is inter language provides a complex, unique and rich linguistic environment from where teachers can withdraw students' weak areas of development in L2. Meanwhile the research does not used quantitative method and the data doesn't oral interview. The data and sample are taken from senior high school students' written English test.

Gregory L. Thompson (2012), in the research: Inter language variation: The influence of monitoring and contextualization on L2 phonological production. The methods of the research are quantitative sociolinguistics and via L2 pronunciation to analyze bilinguals' perceptual error. The result showed that the participant was most accurate in her production of /l/ in the more vernacular register, i.e. narration, than in the more formal register, i.e. minimal pair naming.

Meanwhile, in this study is different from the recent research. In this present research, the writer analyze out interlanguage systems based on some errors writing of students, the research uses qualitative descriptive. And the subject used by the researcher is the ten grade students of SMAN Dagangan Madiun that's consisting of 30 students (20 female students and 10 male students). The object of the study is the students' works. In this study, the writer chooses the three kinds of interlanguage based on the finding of errors used by students in writing test.

The findings are interlanguage systems in present event, past event and future event. From interlanguage systems is found several types. There are nine types for present event, six types for past event and four types for future event. The nine types in present event are the find about the structures: the first type is Subject +

adverb (place, time), the type II is about the structure: Subject + verb ing + adverb, the type III is the structure: Subject (plural) + BE (single), the type IV is the structure: Subject + BE + verb I, the type V: Subject + to + verb I, the type VI is the structure: Subject + verb I + Verb I, the type VII is the structure: Subject + verb II, the type VIII is the structure: Subject + object, the type IX is the structure: Subject (single) + verb I (without “s”).

Then, The six types in past event are the find about the structures: the first types is Subject + Verb I, the type II is the structure: Subject + do not + verb o, the type III is the structure: Subject + be (is, am, are) + adjective/adverb, the type IV is the structure: Subject + to + Verb I, the type V is the structure: Subject + adjective, The type VI: Subject + not + Verb I. And the last is four types in future events are the find about the structure: the first type is Subject + Verb I, the type II is the structure: Subject + will + Object, the type III is the structure: Subject + BE (present) + adverb, the type IV is the structure: Subject + adverb.

II. Research methodology

Research is in academic activities as such the term should be used in a technical sense (C.R. Kothari, 2004: 13). One of the important factors in conducting a research is the use of research methodology. Research methodology is a away to systematically solve the result problem (C.R Kothari, 2004: 21).

The researcher will discuss about the research methodology that cover: place of the time of the research, method of the research, design of the research, the source of the data, technique of analyzing this data, and research procedure.

The type of this study is descriptive qualitative research. Descriptive research includes surveys and fact finding-enquiries of different kinds. The major purpose of descriptive research is description of the state of affairs as it exists at present(C.R. Kothari, 2004: 15). Qualitative research is characterised by the fact that the researcher works on the basis of an open question (Jan Jonker Bartjan Pennink, 2010: 91).

The writer tries to describe the interlanguage system of students writing in using simple present tense, past tense and simple future tense to make one composition of paragraph or text in English. This research concern the subjects in improving writing skill in using simple present tense, past tense and future tense in the composition of text.

The place of this research is in SMAN I Dagangan Madiun. The time of research is at the second semester of SMAN I DAGANGAN in Madiun in Academic Year 2013/2014.

The subject of research is some of sentences from students' writing test in present event, past event, and future event. Subsequently, the object of research is X class students, there are twenty of female and ten male students. The Data of this research is some errors sentences from the text of students' work.

The method is used to solve the problem of this research is writing test. In addition, the research uses the technique of Descriptive analysis; the analysis of data uses the Descriptive qualitative. For analyzing the collected data uses some steps: Collection of a sample of learner language, Identification of errors, Description of errors, Explanation of errors and Evaluation of errors.

III. The Finding and discussion

Based on the analysis of the data findings, the writer concludes that the students are appropriate to the interlanguage system. The systems are three kinds. They are interlanguage systems used by students to express present events, past event and future event. In every kind are several types.

The first kind is about interlanguage system used by students of SMAN I Dagangan Madiun to express present event. They are 9 interlanguage system types. The interlanguage system type I is the find about the structure: Subject + adverb (place, time), the type II is about the structure: Subject + verb ing + adverb, the type III is the structure: Subject (plural) + BE (single), the type IV is the structure: Subject + BE + verb I, the type V: Subject + to + verb I, the type VI is the structure: Subject + verb I + Verb I, the type VII is the structure: Subject + verb II, the type VIII is the structure: Subject + object, the type IX is the structure: Subject (single) + verb I (without "s").

The second kind is about interlanguage system used by students of SMAN I Dagangan Madiun to express past event. They are six interlanguage system types. The interlanguage system type I is the find about the structure: Subject + Verb I, the type II is the structure: Subject + do not + verb o, the type III is the structure: Subject + be (is, am, are) + adjective/adverb, the type IV is the structure: Subject + to + Verb I, the type V is the structure: Subject + adjective, The type VI: Subject + not + Verb I.

The Third kind is about Interlanguage System used by students of SMAN I Dagangan Madiun to express future event. They are four Interlanguage System types. The interlanguage system type I is the find about the structure: Subject + Verb I, the type II is the structure: Subject + will + Object, the type III is the structure: Subject + BE (present) + adverb, the type IV is the structure: Subject + adverb.

The finding of this study suggests for the teachers and the future writer. Supporting for the teachers must be care to the students and does not revert to conduct the students for exercising writing English. Teacher also must always opponent to students work and in learning class. In learning process, teacher must be good Model for students and always make them to be active students by participating them in English subject in writing skill. And supporting for the future writer can enhance the research in the other place or different place, the different grade school and students. The future writer can use the study into the reference for other dealing with the study done.

Bibliography

- Adamson, H. D. 2009. *Interlanguage Variation in Theoretical and pedagogical perspective*. University of Arizona.
- Azhar, B. 1989. *Understanding and Using English Grammar*. Englewood Cliffs, NJ: Prentice-Hall
- Betty Schramper Azar. 1989. *Understanding and Using ENGLISH GRAMMAR*. Second edition. PRENTICE HALL REGENTS EnglewoodCliffs, New Jersey 07632.
- Brown, H. D. 2000. *Principles of Language learning and Teaching*. New York: Longman.
- Brown, H. D. (2004). *Principles of Language learning and Teaching*. London: Longman.
- Corder, S. P. 1978. Error Analysis. In J. P. B. Allen and Pit S. Corder(Eds).1978: 116-115.
- Corder, S.P. 1982. *Error Analysis and Interlanguage*. Oxford University press.
- DEPDIKNAS. 2004. *Kurikulum 2004 Standard Kompetensi Mata Pelajaran Bahasa Inggris SMA*. Direktorat Pendidikan Masyarakat.
- Dulay, Heydi; Marina Burt and Stephen Krashen. 1982. *Language Two*. New York. University Press.
- Fachrurrazy. 2011. *Teaching English as a Foreign Language for Teachers in Indonesia*. Malang: State University of Malang Press.
- Fauziati, Endang. 2009. *Applied Linguistic: A Handbook for Language Teacher and Teacher Researcher*. Era Pustaka Utama.
- Fauziati, Endang. 2009. *Introduction of methods and approaches in second or foreign language teaching*. Era Pustaka Utama.

- Gudmestad, A. 2012. *Acquiring a Variable structure: An Interlanguage Analysis of Second Language Mood Use in Spanish*. University of Michigan.
- Gunadi H. Sulisty. 2011. *Reading for Meaning*. Faculty of Letters, State University of Malang.
- Hobson, C. B. 1999. *Morphological Development in the interlanguage of English learners of Xhosa*. Rhodes University.
- Hymes. D. 1972. *On Communicative Competence*. In C. Brumfit & K. Johnson (Ed.). *The communicative Approach to Language Teaching*. Oxford: b Oxford University press.
- Jack, C. Richards & Richard Schmidt with Heidi Kendricks and Youngkyu Kim. 2002. *Longman, Dictionary of Language Teaching and Applied Linguistic*. Pearson Education Edinburg, London.
- Jan. Jonker Bartjan Pennink. 2010. *The Essence of Research Methodology*. Springer Verlag Berlin Heidelberg.
- John Foster. 2001. *Effective Writing Skills for Public Relations*. The Institute of Public Relations.
- Jordan, R.R. 2003. *Academic writing course*. Cambridge University press.
- Khorshidi, H. R. 2013. *Interlanguage Pragmatic Development in Study Abroad Progra*. Departement of Studies in Linguistics, KIKS, University of Mysore.
- Khotari, C. R. 2004. *Research Methodology: Methods and Techniques*. University of Rajasthan, Jaipur (India).
- Kilickaya, F. 2009. *World Englishes, English as an International Language and Applied Linguistics*. Maria Curie-Sklodowska University, Division of Applied Linguistics Institute of German Studies PI. M. Curie-Sklodwskiej 5 20-031 Lublin POLAND.

- Kim Barker. Grammatical Analysis of Interlanguage. In international Journal: <http://spilplus.journals.ac.za>. University of Cambridge .
- Kurikulum. 2004. *Standar Kompetensi Mata pelajaran Bahasa Inggris*. Departemen Pendidikan Nasional.
- Leonini, Chiara. 2005. *V2 in Adult L2 German: analyzing the inter-language grammars*. University of Siena, German. Qingdao University of Science and Technology, China.
- Lichao Song. 2012. On Variability of Interlanguage. Qingdao University of Science and Technology, China.
- Michael M. T. Henderson. 1985. *The Interlanguage Notion*. Journal of Language Learning 21 (1985). University of Kansas.
- Nemser, William. 1977. Approximate System of Foreign Language Learners. In Jack C. Richards (Ed.) 1977: 55-63.
- Richards, Jack C. & Renandya, Willy A. 2002. *Methodology in Language Teaching – An Anthology of Current Practice*. Cambridge of University Press.
- Rosa Munoz Luna. 2010. Interlanguage in undergraduates' academic English: Preliminary result from written script analysis. University of Malaga Spain.
- Scott, A. Crossley and Danielle S. McNamara. 2010. *Interlanguage Talk: What can breadth of knowledge Features Tell Us about Input and Output Difference?*. Departement of English Mississippi State University.
- Selinker L. 1972. Interlanguage. *International Review of Applied Linguistics*. 10. 209-241.
- Selinker, L. 1992. *Rediscovering interlanguage*. London: Longman.

- Selinker. L. 1977. *Interlanguage*. In Jack C. Richard (Ed.). *Perspectives on Second Language acquisition*. 1977: 31-54.
- Stephen J. Davies. 2010. *An Analysis of Some Japanese Students' English Interlanguage*. From journal: *Comparative culture* 15: 63-68, 2010. Miyazaki International College.
- Thompson, G. L. 2012. *Interlanguage variation: The influence of monitoring and contextualization on L2 phonological production*. University of Central Florida. Departement Of Modern Languages and Literatures.
- Thousney, Sylvie. 2011. *Modeling second language learners' interlanguage and its variability*. Universite de Franche- Comte.
- Yakhontova. T. V. 2003. *English Academic Writing for students and researchers*. The ECA NIS College and University Partnerships program.
- Yudi Cahyono, B. & Kusumaningrum, S. R. 2011. *Practical Techniques for English Language Teaching*. State University of Malang Press.