

# CHAPTER I

## INTRODUCTION

### A. Background of Study

Teaching is the important thing for learners in Indonesia education. There are some subjects that can be taught in every school in Indonesia. One of them is language teaching which it helps learners for easier interacting with others. The several languages that are taught in every school are national language and foreign language. English is one of foreign languages that is taught in Indonesia. It is a second language after Indonesian language. "Language teaching and applied linguistics are fields which have their own core subject matter and which also draw on a number of complementary fields of study" (Jack C. Richards and Richard Schmidt, 2002: 8). Bachman in Gunadi H Sulistyono (2011) concept of communicative language ability, linguistic factors are considered equivalent to language competence or knowledge of language- one component of communicative language abilities.

English is now considered to be the world language of science, technology, and education. In fact, it has become a lingua franca, that is a common language used for communication over areas where several languages have usually been spoken. The knowledge of English allows professionals and researchers to get access to the latest information in their fields and to effectively communicate with their colleagues throughout the world (Yakhontova T.V, 2003: 14).

Learning a second language is also the important thing. Learning second language is one of all-time processes. Learning language is also a demanding

experience intended for second language learners. English is used as international relations, exchanging knowledge and technology. Because of this, it has become international language. English occupies the second language status in Indonesian education system, in both primary and secondary school. English is also taught as an obligatory subject in junior and senior high school. So far in elementary school that English still has been tried to be taught for the students.

Teaching English in Indonesia is focused on students communicative competence. The communication can be oral and written forms. The learners should be capable of using four language skills. They are listening, speaking, reading and writing . The learners should have Abilities in reading and listening to support their speaking and writing (DEPDIKNAS, 2004: 5).

The goal of language teaching is to develop communicative competence. Language learning does not merely acquiring the knowledge of the grammatical rules but also the ability to use language to communicate. Knowing a language is more than know how to understand, speak, read, and write sentences are used to communicate (Widdowson in fauziati, 2009: 131). Communicative competence is what a speaker needs to know in order to gain communicative competence; a student has to acquire not only knowledge but also ability of language use (Hymes 1972). Murcia developed competencies in order that the student can achieve communicative discourse competence in the ability to understand and create of forms of the language that a longer than sentences, such as stories, conversation, or business letters.

Discourse competence concerns with selection, sequencing, and arrangement of word, structures, sentences and utterances to achieve a unified spoken or written text. It includes understanding how particular instances of language as are constructed internally. In the meantime, the students are able to obtain discourse competence merely if they can gain the supported competencies that is linguistic competence, actional competence, Socio-cultural competence and strategic competence, linguistic competence deal with sentence pattern and types, constituencies structure, structure morphological inflection, lexical recourses, and phonological systems needed to realize communication such as spoken and written. The actional competence relates with oral communication.

It can be applied by the teacher in class in order that the students are familiar with English discourses. The socio-cultural competence concerns with how to express message in the socio and cultural context. It is very important in learning second language because the student can find the social and cultural context by themselves. The teacher needs to create a part or the entire language environment.

Brown (2000) stated that “teaching is guiding and facilitating learning enabling the learner to learn, setting the condition for learning”. The students study to express, to interpret, and to negotiate meaning according to culturally-derived norms and expectations. Thus, the three components are accommodated with strategic competence. It is used to break down the problem and difficulties encounter in communication.

Canale in Fauziati (2009: 137) communicative competence which includes four domains of knowledge and skills: (1) grammatical competence, including knowledge of vocabulary, pronunciation and sentences formation, linguistic semantic, pronunciation, and spelling; (2) socio-linguistic competence is based upon such factors as the status of those speaking to each other, the purpose of the interaction, and the expectations of the players; (3) discourse competence, the knowledge required to combine grammatical forms and meaning to find different ways to speak or write.

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.

According to John Foster (2001: 1-2) the way sentences are structured, the choice of words and the way they are used, plus punctuation are in writing. Effective writing skills deals not only with printed but also the spoken words: for messages to be properly communicated and understood clarity of speech is essential and a chapter is included for those giving audio-visual presentation and taking on public speaking assignments.

In language learning, especially English, in addition to learning the language skills-listening, speaking, reading and writing, 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 (Yudi cahyono, B and Kusuma ningrum, R. 2011: 87)

Basically, in writing, learners are not only realizing information message or idea in a sentence in correct grammatical but also they must be packed in text formulation that conventionally have been agreed by the society. So that, the reader or audience will more easily understand the content in the text. As for the criterion is (1) purpose, (2) rhetorical structure, (3)linguistic realization of grammatical pattern. In other word, as consideration of the effectiveness of using language, each written text should include these.

Mastering writing skill is not easy. Problem may rise during studying writing. Learning writing skill is difficult. Learning to write in either a first or second language is one of the most difficult tasks a learner encounters. Many native speaker leaves school with a poor command of writing. Learning to write is a difficult and lengthy process. One of that is induces anxiety and frustration in many learners. Learning to write is not just a question on developing a set of mechanical “orthographic skill”. It also involves learning a new set of cognitive and social relation. When someone learns a foreign languages, he often faces interference, where he/ she applies his/her mother tongue or first language

structure to structure of the foreign language which is different from his/her native language.

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. Competence based curriculum 2004 claims, ".....when one learns a foreign language, he is involved in creating and interpreting various kinds of texts made from the foreign culture with a different from his own. "thus, kinds of texts which are colored by various communicative objectives, arrangement of parts of the text, and certain linguistic features should be noticed by every language learners. It means that the learners can not only create English sentences in isolation, but also arrange them to become those that are accepted by the native speakers.

Moreover, the most of learning problems are caused by different elements found between the two languages. Therefore, he will be able to learn the elements of the target language which 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 aspects of language.

Errors in writing such as tenses, preposition and weak vocabulary are the most common and frequent type of errors that are committed by learners. The

learners usually face difficulties in learning the grammatical aspects of the target language, such as in subject – verb agreement, the use of preposition, articles and the used of correct tense. Such errors can be seen clearly in the learners' written performance. The problems that the students are bound to encounter would be weak vocabulary, inappropriate use of grammar in sentence etc. Teachers who can analyze and treat errors effectively would be more able to help their students to become more correct. Techniques that can give affective learning and teaching of English. In fact, making mistakes is a natural process of learning and must be considered as part of learning.

As a result, errors must be viewed positively. Therefore, EA is the best tool for describing and explaining errors made by speakers of the languages. By investigating students' written work, it will provide a means to help the teachers to recognize the importance of errors as one of the challenging areas in teaching English.

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

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 notion 'interlanguage' means to "a language between two (or more) language i.e. a target language(Lt) norm which are student is trying to achieve, and his first language(L1) or a language created by learners of a second language which is between the target language and the learner's first language (L1).The interlanguage has characteristics of both of the languages. It is 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 product reflective of his current stage of L2 development, or underlying competence.

Due to the intricacy of writing, it is understandable that students usually find difficulty in writing task. Normally, they are affraid of making mistaked and worry about their ability within arranging plus reproducing words of making mistakes also worry about their ability in writing and reproducing tasks, they do not want to try and still they don't like writing. It is teacher's task to cerate an exiting and conductive writing class other than to give continuous guidance to students. The teachers should try to explore new productive strategies in



brightening the writing class. It is really a hand job, however students should be given a strong foundation for their writing skill before toward the inside the education higher level.

Writing are short text will make students in actuality enjoy the writing class. As learners know supplementary about the language, many errors will fade away not only do the they replace one tense with the order tense (s), but also they fail to construct the correct verb forms for this tenses, for examples:

- My best friend was *spoken* on the phone with Mr. Bill at seven o'clock.
- Mom was *speak* on the phone with Nina at seven o'clock.
- Mawar and Rumi were *spoke* with their friends at tent o'clock.
- Deni and Dana were *speak* with their friend at tent o'clock.

These errors are in grammar system that focused on using verbs form. Which also were caused by the difference among the rule of the language used by the students (Indonesia) and the rule of target language. Even though, the writer admits that the students need remedial work or if not they will remain errors.related the fenomenon above, in this research the writer would like to conduct the research about "The interlanguage analysis of the senior high school students".

## **B. Formulation of Problem**

Based on the problem, the problem is formmulated as what the writer rises some research questions as follows:

1. What interlanguage system used by the students to express present events?
2. What interlanguage system used by the students to express past events?  
and,
3. What interlanguage system used by the students to express future events?

### **C. The Objectives of 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 explain Interlanguage system used by the students to express present events;
2. to explain interlanguage system used by the students to express past events, and;
3. to explain interlanguage system used by the students to express future events.

### **D. Limitation of Study**

Problem limitation is made in order to avoid misunderstanding and misinterpretation. It also hopefully can give a limitation toward the given analysis. The writer only focuses the study on the inter language system in English writing of class X at SMAN I DAGANGAN, so that the study in writing texts can be improved.

In order the study can be examined deeply why the writer needs to limit the study as follows:

1. The subject of the study is limited to the senior high school students of tenth grade at SMAN I DAGANGAN MADIUN. There are 30 students in the X class. They are 20 females and ten males' students in the academic year 2013/2014.
2. The object of the study is limited on the interlanguage system in English writing of class X students of SMAN I DAGANGAN.

#### **E. The Benefits of Study**

Here with, the author expert that this research would give several benefits both theorytically and practically.

1. Theoretical benefit

The finding of the research is usefull as a reference and comparison for the future research.This research is dealing with the system of inter language the senior high students in SMAN I DAGANGAN.

2. Practically benefits

- a. For the teachers

- 1). By reading of the result of this study, they can get clear description about the common errors made by the student so the find new methods to anticipate the making of errors and to improved their teaching ability in English class especially in teaching writing.

- 2). By investigating the student's errors in the written works, it will provide help to the teachers to learn something about the effectiveness in their teaching English
  - 3). The teachers also that clear explanation about the learning writing skill in English subject that the students employ to master English.
- b. For the readers: the study can serve as a reference for those who want to conduct a research dealing with analysis system of interlanguage.