A. Background of the Study

Learning a second language is a lifelong process and it is a challenging experience for second language learners. English has become an international language and it is used as the language in international relations, and in exchanging knowledge and technology. English occupies the status of a foreign language in Indonesian education system in both primary and secondary school. It is taught as a compulsory subject in university, junior high school (SMP) and senior high school (SMA), even it has been tried to be taught to the students in some elementary schools.

In Indonesia, English is given to the students from the lowest level to the highest level at elementary school until university. Moreover there is a lot of play groups has taught English for their students. It means that Indonesian government is going to realize the education national goal, to increase the intelligence of Indonesian people.

Teaching English in Indonesia is focused on the students' communicative competence. The communication can be oral and written forms. The learners should be capable of using the four language skills, namely: listening, speaking, reading, and writing. Writing is one of the skills that need to be mastered.

Moreover, Fauziati (2009) says that most of learning problems caused by different elements found between the two languages. Therefore, it will be able to learn the elements of the roomates the target language similar to those with his own more than those easily roomates are not found in
his native language. On the other hand, it is difficult for Indonesian to use correct structures in English, because mostly the students are influenced by their mother tongue on the acquisition of the new structure. Therefore, the students are still weak in English, especially in their writing skills. They still seem to commit errors in all aspect of language.

When someone learns a foreign language, he faces interference often, where he / she applies his / her mother tongue or first language structure to structure roommates of the foreign language which are 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.

Mastering writing skills is not easy. Problems may rise during studying writing. Trible (1996) says that learning writing skills is difficult. His statement is as follows; “Learning to write in either a first or second language is one of the most difficult tasks a learner encounters”. Many native speakers leave school with a poor command of writing. Learning to write is a difficult and lengthy process. In real situation of writing session, students frequently transfer their native language to English, this phenomena is called interlanguage. Smith (1994:8) says “interlanguage studies typically focus on the linguistic and the psychological aspect of second language research”.

Interlanguage is a study on the language of the second language learner, which currently receives a wider acceptance in the literature of error analysis (EA). This term was first coined by Selinker (1977:1997) to draw attention to the fact that the learner’s language system in neither that of the target mother – tongue nor native language (NL) nor that of the target language (TL). The learner’s language system contains elements of both NL and TL.

This study uses error analysis as methodological framework. The researcher finds some interlanguage done by the students. They often make interlanguage in their sentence especially in grammar. To get the data, the researcher asked the student of Junior high school, senior high
school, and university student to write some writing paragraphs. One of that is induces anxiety and frustration in many learners. The students of Junior high school, senior high school, and university level still have the problem in writing, and the problem of their written is on interlanguage error. Below are the examples of students’ products:

Hello, my name is Hefritiara Limerza. I am thirteen years old. I am grade seven C, my life is Jl.DR.Sutomo, my hobby is watching TV. I am School at Junior High School ten Metro, I am want reach ambition is a teacher. My experience in class 7 are playing with friends the experience was very effective in my jalan with life, with my cry, laugh and always with my compact. (The student’s written product of Junior High School).

My name is Mahdy Muhana Aziz or Muhan. I’m as student and I am School in MAN 2 Metro, my address in Sukaraja Tiga. I have hoby and that hoby is book reading. My family is fourth peoples. A brother is Muna Marifah, a my father is Muhlison and a my mother is Dijah Diana. I have is dream, my dream is become a president. I want become president because I want work to country. My experience is time ago I age 9 years, I ever always to insult by my friends because I a mother children. (The student’s written product of Senior High School).

My name is Siti Habibah, usually called Habibah. I come from Way Jepara, I have two sisters and three brother. I am a simple woman. I have some dreams, the first I want my brother study in gontor, because he very dreamed. And than I want have yield own. When I was go to school by bycicle with my friend, suddenly she stop in fron of me, and then saya masuk sekolah. And I come back go to my house, because my clots is dirty. (The student’s product of University).

The sentences above are incorrect because they applied the Indonesia rule into English. The Junior High School product for example shows that the students ignored the rule restriction. They use the double “be”, choose the wrong word due to the influence of the mother tongue, “be” laid
before the verb ("be" misplaced), “be” should be placed after the subject or before the predicate. Choose the wrong word because of the similarity (False Friend). They use incorrect tenses and the use of Indonesian.

The Senior High School product, they have some errors view of the example above, they have (False Friend), additional articles that are not appropriate, the use of “be” after verb, they use double verb. The University product, they omitted ‘s’ as a plural marker. They choose the wrong word because of the similarity (False Friend), the using of double verb, wrong spelling and the use of Indonesian.

Dealing with the phenomenon, it can be seen that the native language affects the second language for language learners, so the students still make errors in writing and the degree of influence of the use of mother tongues is different among junior high school students, Senior high school and university students. Therefore the researcher wants to compare the type, similarities, differences, and the source of interlanguage errors made by Junior high school, Senior high school, and University students. The writer is interested in analyzing, what are the interlanguage errors made by Junior high school, Senior High school, and University Students in research entitled: “COMPARATIVE ANALYSIS OF INTERLANGUAGE ERROR MADE BY JUNIOR HIGH SCHOOL, SENIOR HIGH SCHOOL, AND UNIVERSITY STUDENTS”.

B. Problems of the Study

Based on the background of the study, the research problems are as follows:

1. What are the types of interlanguage errors made by the Junior High School, Senior High School, and University Students?

2. What are the similarities of interlanguage error made by Junior High School, Senior High School, and University students?

3. What are the differences of interlanguage errors made by Junior High School, Senior High School and University students?
4. To what extend do the native language and the target language influence the student interlanguage system?

C. Limitation of the Study

Based on the problem of the study above, the writer limits the problem. This research is focused on the interlanguage errors (includes the types, similarities, differences, and source) made by junior high school, senior high school, and university students in writing.

D. Objective of the Study

In relation to the background of the study and the problem formulation, there is objective that is expected to be achieved in this study. The objective is as follow:

To describe the differences of Interlanguage Errors made by Junior High School, Senior High School, and University students, to describe the similarities and the differences of Interlanguage errors made by Junior High School, Senior High School and University students. And to describe to what extend do the native language and the target language influence the student interlanguage system.

E. Benefits of the Study

The researcher expects that this research would give several benefits

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 the interlanguage error made by Junior High School, Senior High Schoo, and University students.
2. Practically Benefits

a. For the teachers

1) By reading the result of this study, they can get clear description about interlanguage error made by the students so they find new methods to anticipate the making of interlanguage error and to improve their teaching ability in English class especially in teaching writing.

2) By investigating the interlanguage error in writing, it will provide help to the teachers to learn something about the effectiveness in their teaching English.

3) The teachers also get clear explanation about the learning strategies that students employ to master the English.

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