

CHAPTER I

INTRODUCTION

This chapter represents the background of the study, problems identification, statement of the problem, the objective of the study, the significance of the research and research scope.

1.1 Research Background

Errors experienced by Indonesian learners of English as a foreign language is a challenging topic to be discussed. The phenomena are more interesting when the tourism students make the errors of the vocational program in the university level, where the students are used to have English as their everyday communication tool both in theory and practice. The errors made by the students can be both in speech and writing. The utterances that the learners create can be observed as neither those of the native language (Indonesian) or the target language (English). Indonesian students may produce:

1. I like study English
2. My hobby playing football
3. The boy who are visit our campus
4. He go to the home
5. I gave the flower with the girl
6. I watch *sendratari* the other day

These examples contain linguistic elements of Indonesian and English. The sentences produced by students, which cannot be classified as a native language (NL) or target language in Second Language Acquisition is called

interlanguage (henceforth IL) (Selinker, 1972).

In learning a second or foreign language, it is common for the students to make mistakes. These mistakes can be identified through error analysis. Error analysis is a significant area of applied linguistics and second and foreign language learning. According to Jabeen Kazemian, & Mustafai (2015), error analysis provides a picture for the understanding of the process of language learning and could be used as attempts for better understanding the process of language acquisition. Error analysis helps teachers providing feedback on the errors made by the learners (Kazemian & Hashemi, 2014). Most importantly, recognizing causes of errors, analysis of mistakes, and timely adjustment of teaching contents and methods are accurate guidance of L2 acquisition (Tarone, 2012)

Interlanguage or transition language processes cannot be parted from the process of target language acquisition (Huang, 2009). It has its essential role in the learners' method of learning, where interlanguage can influence the interlanguage pragmatics competency which determines the learners' proficiency in their target language (Khorshidi & Nimchahi, 2013),. Kasper and Rose (2002) as cited in Khorshidi & Nimchahi (2013) emphasize that the importance of interlanguage pragmatics competency is that it allows the students to act in the target language in context (Ravesh Mahmoudi & Tabrizi Heidari, 2017; Sykes & Cohen, 2018).

Erroneous sentences are indicated as one of the most observable phenomena found in Indonesian EFL learners (Faisal, Mulya, & Samsyul, 2016; Fauziati, 2017; Halimi, 2008; Mardiono, 2003). Fauziati (2017) confirmed that

interlanguage has been an interesting topic to be observed, which is proven by many researchers that have conducted studies in this field. The research concerned with the influence of NL and TL on interlanguage had been carried on in French, Spanish, Thai, Malay, Ghanam, Yemeni, and Persian language background (Fauziati, 2017). Ciesielkiewicz and Márquez (2015) conducted a study about identifying the main features of interlanguage and classifying the errors produced by Spanish students of Bachillerato in ESL in their composition. The result of the study showed that students face errors in their writing, especially in the choice of vocabulary. It also showed that students met confusion and overgeneralization of English rules.

Aziez (2016) conducted a study of interlanguage in Islamic boarding schools. This study described the phonological, lexical, and syntactic forms of English students' interlanguage. The data were obtained from students' conversations, interviews, and reading aloud. The results of the study showed that there were several aspects in students' interlanguage noted, namely: (1) phonological transfers, (2) lexical transfers, (3) syntactic transfers, (4) phonological overgeneralizations, (5) lexical overgeneralizations, and (6) syntactic overgeneralizations.

Asikin (2017) conducted a study about the analysis of interlanguage in narrative writing text for the 3rd grade of high school students. This study aimed at analyzing the reason of interlanguage existed in students' writing. The results of the study showed that the interlanguage appeared in the narrative text in the form of passive sentences, choosing the incorrect verb agreement, choosing the wrong auxiliary, making the single sentence, and translating sentence word by

word.

Fauziati (2017) conducted a study about native and target language influence on the students' interlanguage production (Indonesian EFL composition). This study aimed at describing the permeability of interlanguage. The result of the study showed that their native language and target language influenced students' interlanguage production in terms of lexical and syntactical level. The native language, on the one hand, changed vocabulary (i.e. Indonesian borrowings). On the other hand, the target language influenced grammar (i.e. verb tenses).

The researches in the previous studies investigated IL in one particular language skill. Studies on interlanguage that observe both speech and composition production by Indonesian learners have not been carried out yet. Therefore, it is interesting to look at the interlanguage produced by the students in the two language skills.

1.2 Problem Identification

Speaking and writing are essential as the foundation of English language learning. However, still, speaking and writing become a problem for the second language learners, including the English learners. The issues appeared because of the different structure and rule of students' native language and the target language. The production of target language sometimes influenced by native language. Therefore, this study aims at investigating the form of influence of interlanguage on students' speech and composition production.

1.3 Statement of Problem

Based on the background of the study, some questions can be formulated as

follows:

1. What are the forms of interlanguage in students' speech and composition production?

1.4 Objectives of the Study

The general purpose of this research was to find out native language influence on the students' speech production and composition. In detail, the objectives were:

1. To investigate the forms of interlanguage in students' speech and composition production

1.5 Significances of the Study

Essentially, the significance of this study aimed at providing and also describing how this study would contribute theoretically and practically. The importance of this study was differentiated into two groups, namely, theoretical and practical significance.

1.5.1 Theoretical Significance

The result of this present study was expected to provide helpful information for educational fields in which it could give a contribution to the existing literature about the problems found in the area related to native and target language influence on students' interlanguage speech and composition production in EFL class of the higher education. It is not only as of the source of existing literature, but also it can be used as the source of planning, practice, and evaluating the process of teaching and learning especially in the context of speech and composition production of EFL

class.

1.5.2 Practical Significance

The result of this study is expected to give practical information or error made by students in speaking and writing practice. The research is also likely to become a reference for the students, the teachers, and other researchers in identifying error made by students in producing speech.

1) Students

The students can use the result of the study as the self-reflection about their strengths and weaknesses in the English speech and English composition product. After knowing their difficulties and weaknesses in their English speech and composition, the students would know how much improvement they have to make and in which part of their speaking and writing ability must be improved. Thus, each student could prepare themselves and determine what they should do to resolve their problems in speaking and writing. The students could solve the problems by discovering a new method in learning English.

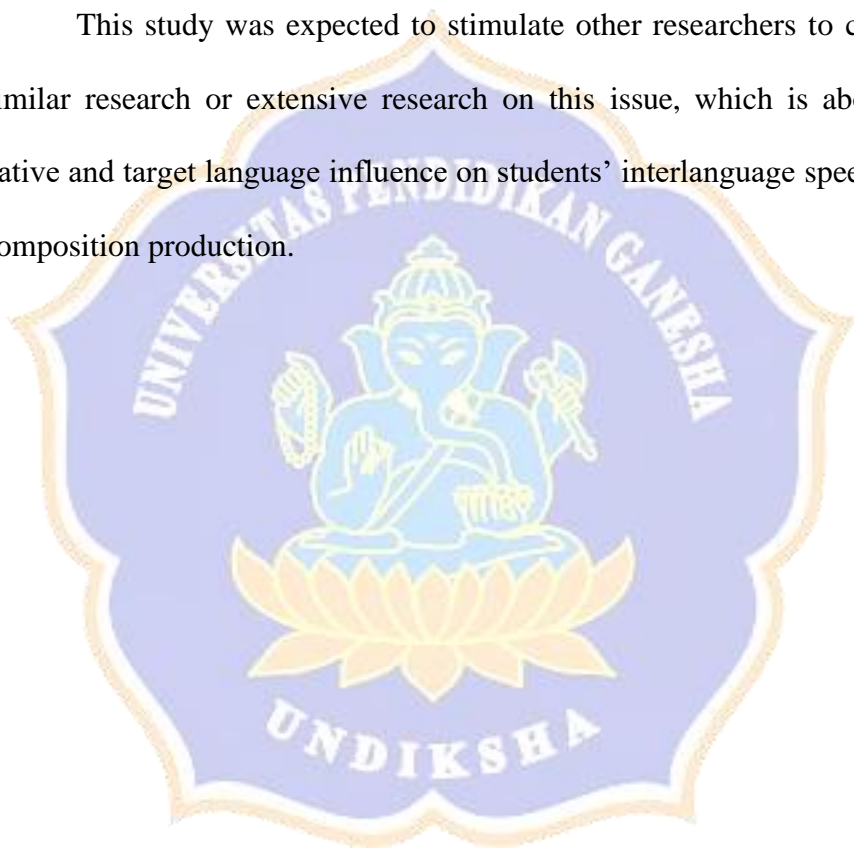
2) Teachers/Lecturers

By getting information about the native and target language influence on students' interlanguage speech and composition production, the teacher/lecturer could do self-reflection. The teachers/lecturers would recognize the core problems inside the students writing and speaking. In this case, the teacher/lecturer could use this information as guidance in

designing or selecting speaking and writing materials that help the students to improve their speaking and writing ability. Besides, the teacher/lecturer also could consider the strategy and the level of material that is used in teaching speaking and writing whether the teacher/lecturer should change the policy or modify it to make students can comprehend the skills better.

3) Other Researchers

This study was expected to stimulate other researchers to conduct similar research or extensive research on this issue, which is about the native and target language influence on students' interlanguage speech and composition production.



1.6 Research Scope

The present study aimed at examining the native and target language influence on students' interlanguage speech and composition production in EFL class of DIII Bahasa Inggris study program at Universitas Pendidikan Ganesha (Undiksha). The focus of this study was to investigate whether there are native and target language influences on students' interlanguage speech and composition production. The study was conducted during speaking and writing class. The interlanguage was analyzed in two aspects, namely lexical and grammatical elements. Error analysis was used in analyzing the interlanguage data in the present research.

