SENTENCE PATTERNS WHICH REPRESENT PAST, PRESENT, AND FUTURE EVENT: A CASE STUDY OF FEMALE STUDENTS AT INTERNATIONAL ISLAMIC BOARDING SCHOOL KH. MAS MANSUR OF MUHAMMADIYAH UNIVERSITY OF SURAKARTA

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ABSTRACT

The objective of the study is to describe sentence patterns which represent past, present, and future event, a case study of female students of International Islamic Boarding School KH. Mas Mansur of Muhammadiyah University of Surakarta. This study is qualitative research. The data are taken from all interlanguage systems which represent past, present, and future event made by the students in the form of English composition. The technique for collecting data is called documentation which are generated into three parts: (1) Collecting the data in the form of text containing interlanguage system (2) Identifying the English composition produced by the students by reading and marking the interlanguage system (3) Documenting the interlanguage system. The technique for analyzing data are classifying and describing the interlanguage system which represent past, present, and future event. The result of the study is the researcher found 19 types of interlanguage systems which represent past, present, and future event. The researcher found five types of interlanguage systems which represent past event, nine types of interlanguage system which represent present event, and five types of interlanguage systems which represent future event. Interlanguage system rises up as the result of less understanding of English rule and it is because of the influence of native and target language.

Keywords: Interlanguage System, university students, English composition, past, present, future.
A. Introduction

English in Indonesia has position as a foreign language which is taught to the students start from junior high school as the obligatory subject. It is also taught at International Islamic Boarding School KH. Mas Mansur of Muhammadiyah University of Surakarta. International Islamic Boarding School KH. Mas Mansur is a student boarding school under management of Muhammadiyah University of Surakarta. English is taught in university as general lecture for all students and it is also part of curriculum of International Islamic Boarding School KH. Mas Mansur.

Learning language especially writing cannot be separated from the text. The students will be provided some texts as the main tool to study language specifically for writing. According to Fauziati (2009: 155) Interlanguage is a study on the language of the second language learners, which currently receives a wider acceptance in the literature of error analysis (EA).

The writer has found some interlanguage systems on students’ writing when they make English composition. These things must be analyzed in order the students can know how to construct the sentence correctly. Most of them will make interlanguages when making the sentences which latter become the paragraph and text.

Talking about Interlanguage cannot be separated from Error Analysis. According to Fauziati (2009: 155) Interlanguage is a study on the language of the second language learners, which currently receives a wider acceptance in the literature of Error Analysis. Error analysis (EA hereafter) is the first approach to study of SLA which includes an internal focus on learners’ creative ability to construct language” (Saville- Troike 2006: 38 in Fauziati 28: 35). Errors “tell the teacher what needs to be taught, tell the researcher how learning proceeds, and are a means whereby learners test their hypotheses about the second language” (James 1998: 12 in Fauziati : 135). The researcher takes some examples of interlanguage system based on the students’ writing.
In the sentence above, there is interlanguage system that represents present event. The researcher asks the student to make an English composition concern with the student’s daily activity. Thus, they have to use present tense for their time. Actually, the correct sentence must be “I get up in the morning at 04. 30 a.m.”

Based on the writer’s analysis on the students’ writing of female students at International Islamic Boarding School KH. Mas Mansur, the researcher concluded a research entitled “SENTENCE PATTERNS WHICH REPRESENT PAST, PRESENT, AND FUTURE EVENT: A CASE STUDY OF FEMALE STUDENTS AT INTERNATIONAL ISLAMIC BOARDING SCHOOL KH. MAS MANSUR OF MUHAMMADIYAH UNIVERSITY OF SURAKARTA.

Hobson (Rhodes University: 1999) carried out the research entitled Morphological Development in the Interlanguage of English Learners of Xhosa. This study aims to provide a qualitative description and analysis of the morphological development in the interlanguage of selected English mother-tongue speakers learning Xhosa.

The type of the research is qualitative research. The data of the research is the oral interlanguage of six learners of Xhosa for a period of eight months. The data collections technique of the research are called cross-sectional, longitudinal study, and a collaboration between cross sectional and longitudinal approach. Data of the study is analyzed from two different perspectives. Firstly, a form-focused approach is employed using error analysis (EA), so that general trends with regard to morpheme use in the data can assessed. Secondly, a function-focused approach is used to look at some of the functions which the learners are able to perform it.

The results of the study are learners do not use inflectional or agreement morphology at early stages of development, agreement and inflectional morphology play a central role in conveying meaning in Xhosa, it 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.

The second research is conducted by Endang Fauziati (2003) from English Education Program at UMS Surakarta entitled *Interlanguage and Error Fossilization: A Study of Indonesian Students Learning English as a Foreign Language*. The research intents to study the fossilization of learners’ grammatical error. The subjects of the study are 30 Indonesian secondary school students grade twelve who are learning English as a foreign language. They have been learning English for 7 years through formal instruction.

The type of the data is qualitative research. The data are grammatical errors from the learner’s free compositions. The data are collected four times: prior and after one – semester instruction and two months afterwards. The data are analyzed qualitatively.

The result indicates that almost all of the learner’s grammatical errors can be eliminated. Further surveillance shows that they are dynamic. At a certain period of learning course, some grammatical errors appeared. The conclusion drawn from this study is that the learner’s grammatical errors are dynamic and not fossilized. They may get stabilized but just temporarily. The learners can take a lot of benefits from the given instruction so as to make their grammatical errors destabilized and rectifiable.

The research is done by Retno Asri (UMS: 2012) entitled *Susceptibility of Interlanguage system: A Case Study of Students Learning English as Foreign Language at SMP Muhammadiyah 4 Surakarta*. The writer’s research intents to describe the types of susceptibility of interlanguage system at SMP Muhammadiyah 4 Surakarta, to explain the source influences in student interlanguage and to describe the frequency of influences in students interlanguage.

The type of the research is descriptive qualitative research. The data of the research is erroneous sentences in the students English composition. In collecting the
data, the writer uses elicitation technique and documentation. In this research the writer uses descriptive analysis by Celce Murcia and framework of Error Analysis by Shrinder. The writer analyzes the collected data using following steps: errors identification, errors classification, calculation of errors, and conclusion.

The result of the study shows that influence of target language in SMP Muhammadiyah Surakarta is greater (61.75%) than first language (38.25%) in the students’ interlanguage system. From this, we know the students’ interlanguage system is caused by the interference of the target language. Interlanguage towards infiltration of elements linguistic of the second language, it means that the students’

The fourth research is conducted by Resturini entitled “The Interlanguage Grammar of Children in Speaking English as Second Language: A case study of Kindergarten Students of Mondial Education Semarang Academic Year of 2012/2013. The purposes of the research are to assess how the kindergarten students speak English, to identify the interlanguage grammar error that usually occur, to describe the factors of the interlanguage grammar that influence their English.

The type of the research is qualitative research. The data of the research are grammatical errors produced by the students’ oral conversation. The specific technique to collect data is by observation. In analyzing data, the writer participates in the school activities of Kindergarten Students of Mondial Education, then listen to and take notes of utterances the children spoke. After that the writer choose the utterances from the conversation that shown the ungrammatical structure.

The results of the research are in phonology, the children produced the sounds of Bahasa Indonesia. For example, they produce [f] to both letter f and v. In morphology, they often make error in the aspects of subject and verb agreement. The most errors occur in stating past tense using present tense. In syntax, the children do not make inversion in stating noun phrases. As in Bahasa Indonesia, there is no such inversion form. They also sometimes do not say the subject or the verb of a sentence whereas in English, there must be at least a subject and a verb to state a sentence.
This study aims to describe the interlanguage systems which represent past, present, and future event in the form of English composition made by the female students of International Islamic Boarding School KH. Mas Mansur of Muhammadiyah University of Surakarta.

The writer uses qualitative research for her research. The subjects in this research are 54 female students of International Islamic Boarding School KH. Mas Mansur of Muhammadiyah University of Surakarta in academic year 2014/2015. The object of the study is the interlanguage system in English composition made by 54 female students of International Islamic Boarding School KH. Mas Mansur of Muhammadiyah University of Surakarta. The data are in the form of interlanguage system made by the students and the data sources are English composition made by 54 female students of International Islamic Boarding School KH. Mas Mansur of Muhammadiyah University of Surakarta. The researcher used documentation as the method of collecting the data. The writer analyzed the collected data by using descriptive analysis.

B. Findings and Discussion

The writer classifies interlanguage system into three parts: 1) interlanguage system which represents present event, 2) Interlanguage system which represents past event and 3) interlanguage system which represent future event. It is explained as follows:

1. Interlanguage System which Represents Present Event

a. Interlanguage System in Using of Verb as Predicate

Verb is part of speech that describes an action or indicates a state of being. Here the writers found out 5 types of interlanguage systems. They are as follows:
(1) S + Be + Verb Ing

Example:

IL System: I am reading Al - Quran.

TL: read

(2) S + Ving

Example:

IL System: I usually studying about two hours.

TL: Study

(3) S + Be + V1

Example:

IL System: I am study until 2 a.m.

TL: Study

(4) S+V2

Example:

IL System: I spent much time to study for about 12 hours

TL: Spend

(5) S (Singular) + V1

Example:

IL System: He read quran

TL: Reads
(6) \(S + \text{Will} + V1\)

Example : 

IL System : I will take a nap

IL : Take

b. Interlanguage System in Using Auxiliary Verb

Auxiliary is verb used in forming the tenses, moods, and voices of other verbs. After having a look at the students’ composition, they were confused how to use auxiliary in present and past. There are three interlanguage systems found by the researcher. They are mentioned as follows:

(1) \(S + \text{Must} + Ving\)

Example : 

IL System : I must finishing two reports.

TL : Must finish

(2) \(S + \text{To be} + \text{Can} + V1\)

Example : 

IL System : I am can study until 11.00 p.m.

TL : Can study

(3) \(S + \text{Adjective}\)

Example : 

IL System : I ......back to my room and prepare to go to the campus.

TL : am
2. Interlanguage System which Represents Past Event

a. Interlanguage System in Using of Verb as Predicate

The characteristic of past tense is using verb 2. The formula of past tense is \( S + V_2 \). The researcher found out two interlanguage systems. They are explained as follows:

(1) \( S + V_1 \)

Example:

IL System: When I went home my father always *invite* me there.

TL: Invited

(2) \( S + V_{ing} \)

Example:

IL System: I *sharing* every time with my family.

TL: Shared

b. Interlanguage System in Using of Copula Be

Copula *be* is a liaison between subject and object. The past tense of “to be” is used to join a subject with a word or words that tell something about the subject that happened in the past.

(1) \( S + Is/ Am \)

Example:

IL System: *it is* not the reason for us to be lazy

TL: Was
c. **Interlanguage System in Using of Auxiliary**

Auxiliary is verb used in forming the tenses, moods, and voices of other verbs. After having a look the students’ composition, they are still confused how to use auxiliary in present and past. The writer found two interlanguage systems in this case. They are as follows:

(1) \( S + \text{Can} + \text{Verb 1} \)

Example : 

IL System : *I can* accompany my father.

TL : Could

(2) \( S + \text{Can} + \text{Ving.} \)

Example : 

IL System : *I can sharing* about my experiences and my problem with my family.

TL : Could sharing

3. **Interlanguage System Which Represent Future Event**

a. **Interlanguage System in Using of Verb as Predicate**

In future event, the predicate is followed by *Will*. The less understanding of English rule causes the students make interlanguage system. Actually, the formula is *S + Will + V1* but the students make *S + To be + Ving*. The researcher found out four interlanguage systems for this case. They are explained as follows:
(1) S + To be + V ing

Example : 
IL System : I am coming to seminar with my young sister.
TL : Will come

(2) S + Will + V3

Example :
IL System : My friend and I will visited in Muardi.
TL : Will visit

(3) S + To be + V1

Example :
IL System : I am not come alone.
TL : Will not come

(4) S + Would+ V1.

Example :
IL System : I would do these with my organization’s friends.
TL : Will do

b. Interlanguage System in Using of Auxiliary

In English language, there are two kinds of sentences which are called verbal and nominal sentence. Nominal sentence is sentence which predicate is auxiliary verb while verbal sentence is sentence which predicate is full verb. In nominal sentence the formula is S + Will be + Adjective / Noun. However, some students miss in using of “Be”. It is explained as follows:
1) **S + Will + Adjective**

   Interlanguage System : I *will happy* to enjoy it

   TL : Will be

C. **Conclusion, Pedagogical Implication, Suggestion.**

The conclusion is taken from the result of the research which is explained in chapter 4. On the other hand, the writer also gives suggestions to the teacher or other researchers who want to carry out the research in connection with interlanguage.

1. **Conclusion**

The researcher found six interlanguage systems in using verb. They are S + Be + Verb Ing, S + Ving, S + Be + V1, S + V2, S (Singular) + V1. Interlanguage System in using auxiliary Verb is classifies into three interlanguage systems. They are S + Must + Ving, S + To be + Can + V1, and S + Adjective. We can conclude that native language always influences the learners when making interlanguage system.

The researcher found two interlanguage systems in using of verb. They are S + V1 and S + Ving. On the other hand, the researcher found only one interlanguage system in using copula be. It is S + am/ are/ is. Then, the researcher got two interlanguage system in using of auxiliary. They are S + Can + Vo and S + Can + Ving. We can conclude that native language always influences the learners when making interlanguage system.

The researcher finds five types of interlanguage system which are divided into two categories. First, it is interlanguage system in using verb which are representative by S + To Be + V ing, S + Will + V3, S + To Be + V1, S + Would + V1. Second, it is interlanguage System in Using of Auxiliary which is representative by S + Will + Adjective. We can conclude that native language always influences the learners when making interlanguage sytem.
2. **Pedagogical Implication**

The researcher realizes that English is not the native language of Indonesia. The students make interlanguage system in their composition is not really big problem, remembering that they are in process of learning the target language. Error and mistake are common things as the part of learning process. Based on this case both teacher and students must strengthen their grammatical mastery to less interlanguage system.

3. **Suggestion**

According to the analysis and the findings, the writer wants to give the suggestions as follow:

**a. For the English Teacher**

The writer suggests to the teacher to gives more understanding for grammatical/structure class. As we know that grammar is the basic foundation of learning target language. The teacher must make sure that the students really understand about the material. If the teacher just has limited time to give the material, the teacher can ask the students to study by themselves and always monitor them. This is the way to less the students to make interlanguage system.

**b. For Curriculum Designer**

The subject of the research is the female students of non-English Department of International Islamic Boarding School KH. Mas Mansur. The curriculum designer provides once meeting a week for English class. The researcher suggests to the curriculum designer to make more practice for writing by giving more time. In this case, the researcher focuses on writing by asking the students non English Department to make English composition. Interlanguage systems happen because the students are lack in grammatical structure, so the researcher suggests to the curriculum designer to add more time to teach grammatical structure and give more practice.
c. For The Next Researcher

The researcher suggests for the next researcher to conduct a research with different subject but it is still same topic. The next researcher can get the data from the students but in different semester/ grade. So, the researcher can try to compare their ability in writing and draw conclusion whether the different level of the students influence the students in making English composition or not. In addition, the next researcher can try to identify the ability of writing among students from Indonesia and the foreign students which English is not their nature language. It will be the first research that has not been conducted before.

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