

UNDERGRADUATE THESIS

**AN ANALYSIS ON INTERLANGUAGE FOSSILIZATION
PHENOMENON IN STUDENTS' WRITING PERFORMANCE**



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OF JURAI SIWO METRO

1435 H / 2014 M

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Presented as a partial fulfillment of the Requirements
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**STATE ISLAMIC COLLEGE (STAIN)
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ABSTRACT

By:

Mohammad Khoirul Mufid

It has been widely recognized that interlanguage fossilization is the common phenomena in second or foreign language acquisition. Interlanguage fossilization is caused by deviant forms from target language that produced permanently. Consequently, the students cannot achieve the same level of first language competence. Therefore, the present study tries to investigate the students' writing performance to know whether interlanguage fossilization occurs or not. The primary goal of this research is to give information about interlanguage fossilization in students' writing performance of English Education Study Program of STAIN Jurai Siwo Metro.

This research uses qualitative research. It is used to describe interlanguage fossilization that occurred in students' writing performance. In collecting the data, this study applies documentation and interview. Purposive sampling is used as the technique for choosing the participants. The participants of this research are ten students of the sixth and the eight semester of English Education Study Program of STAIN Jurai Siwo Metro in the Academic Year of 2013/2014.

The result of this research shows that there are two types of interlanguage fossilization that are commonly produced by students' writing performance. They are syntactical fossilization and morphological fossilization. Syntactical fossilization consists of 71, 86% and morphological fossilization consists of 28, 14%. Moreover, interlanguage fossilization phenomenon in students' writing performance is caused by the students' low English proficiency. Therefore, the students should be more active student than passive student to improve their English ability and the lecturers had better often give the students feedback on their writing to avoid interlanguage fossilization phenomenon.

ANALISIS TERHADAP FENOMENA INTERLANGUAGE FOSSILISASI DALAM KEMAMPUAN MENULIS MAHASISWA

ABSTRAK

Oleh:

Mohammad Khoirul Mufid

Telah diakui secara luas bahwa interlanguage fossilisasi adalah fenomena yang umum terjadi dalam pemerolehan bahasa kedua atau bahasa asing. Interlanguage fossilisasi disebabkan oleh bentuk-bentuk penyimpangan dari bahasa sasaran yang dihasilkan secara permanen. Sehingga, para pelajar tidak mampu mencapai tingkatan kemampuan yang sama seperti bahasa pertama. Oleh karena itu, dalam studi ini mencoba meneliti kemampuan menulis mahasiswa untuk mengetahui apakah interlanguage fossilisasi terjadi atau tidak. Tujuan utama dari penelitian ini adalah untuk memberikan informasi tentang interlanguage fossilisasi yang terjadi di dalam kemampuan menulis mahasiswa Program Studi Pendidikan Bahasa Inggris, STAIN Jurai Siwo Metro.

Penelitian ini menggunakan penelitian kualitatif. Hal itu digunakan untuk menggambarkan interlanguage fossilisasi yang terjadi di dalam kemampuan menulis mahasiswa. Dalam pengumpulan data, penelitian ini menggunakan dokumentasi dan wawancara. Purposive sampling digunakan sebagai teknik dalam pemilihan partisipan. Partisipan dari penelitian ini adalah sepuluh mahasiswa yang berasal dari semester enam dan semester delapan Program Studi Pendidikan Bahasa Inggris, STAIN Jurai Siwo Metro pada Tahun Akademik 2013/2014.

Hasil penelitian ini menunjukkan bahwa terdapat dua tipe interlanguage fossilisasi yang umumnya dihasilkan oleh kemampuan menulis mahasiswa. Tipe interlanguage fossilisasi tersebut adalah syntactical fossilisasi dan morphological fossilisasi. Syntactical fossilisasi terdiri dari 71,86% dan morphological fossilisasi terdiri dari 28,14%. Lebih lanjut, fenomena interlanguage fossilisasi di dalam kemampuan menulis para mahasiswa disebabkan oleh kurangnya pengetahuan para mahasiswa tentang bahasa Inggris. Oleh karena itu, para mahasiswa seharusnya lebih menjadi pembelajar yang aktif daripada pembelajar yang pasif untuk meningkatkan kemampuan bahasa Inggris mereka dan para dosen sebaiknya sering memberikan feedback terhadap tulisan para mahasiswa untuk menghindari fenomena interlanguage fossilisasi.



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Yth,
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Assalamu'alaikum Wr. Wb.

Setelah kami mengadakan bimbingan serta perbaikan seperlunya, maka skripsi yang disusun oleh :

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Sudah kami setuju dan dapat dimunaqosahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr. Wb.

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States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excerpted from the bibliographies mentioned.

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MOTTO

إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنْفُسِهِمْ ۗ

“Allah does not change a people's lot unless they change what is in their hearts.” (Q.S. Ar-Ra'd: 11)

**“In order to succeed, we must first believe that we can”
(Nikos Kazantzakis)**

**“We must believe that we can do”
(The writer)**

DEDICATION PAGE

“I highly dedicate this
Undergraduate thesis to my
Beloved family (my parent:
Ahmad Danuri and Siti Nurhayati,
My Brother and Sister) and all whom I
Love”

ACKNOWLEDGEMENT

In the name of Allah the lord of the world, the master and the creator of everything in this universe. He has been giving his mercy and blessing for us. As such, I could accomplish this undergraduate thesis. Moreover, may *sholawat* and *Salam* to our prophet Muhammad peace be upon him, who has brought us from the darkness to the lightness in the world.

In writing this undergraduate thesis, there were many helpful individuals. I would like to thank my parents for financial and spiritual support. My greatest acknowledgments go to both of my advisors, Widhiya Ninsiana, M.Hum. and Syahreni Siregar, M.Hum. May Allah SWT gives reward for them. Furthermore, I also thank to everyone that I could not mention one by one but involved in accomplishing this undergraduate thesis, directly or indirectly.

The last, I realize that this undergraduate thesis is inadequate. Therefore, I really need your valuable comment, criticism, and suggestion. I apologize for all mistakes in this undergraduate thesis which I made in writing. I hope that this undergraduate thesis will become good source for others.

Metro, June 24th, 2014
The Writer,

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CHAPTER I

INTRODUCTION

A. Background of the Study

It has been widely recognized that English teaching and learning is very significant for students in Indonesia because English is one of foreign languages. Moreover, English has become an international language that is used by some countries. In English teaching and learning, there are four skills that should be learned namely listening, reading, writing, and speaking. From the four English skills, writing skill is very important to be mastered by students who are studying English in a University.

Concerning with the importance of writing, some universities supply a writing course which basically purposes to encourage the student's writing skill from writing sentences, paragraphs, and essays. Writing skill covers the mastery of language, mechanical skills, treatment of content, stylistic skills and evaluative skills. Furthermore, writing is a compulsory subject in English language and letters department as it is needed by university students to express their ideas both non academic writing and academic writing.¹ Generally, writing subject involves into basic class, intermediate class, and advance class. Hence, university students have to pass the basic class to be able to continue the further class.

¹ Galuh Nur Rohmah, *How to Write Autonomously*, (Malang: UIN Malang Press, 2009), p.1-2

In teaching writing, the students are taught to use different patterns of organization and types of discourse such as narration, description, exposition, and argumentation. The competence to write an essay is the main target of the writing course because it is a starting point for the students to write the final project. Undergraduate thesis is the final project that should be composed by university students to achieve bachelor degree.²

However, teaching and learning English writing is like entering a new world. In entering a new world, most of the students especially Indonesian students face many conflicting situations. As learners of writing, they face the complexities of writing as a dimension of learning their mother tongue.³ Usually, they are influenced by their native language knowledge when they write in English. This is due to interference in foreign language acquisition. Consequently, they use incorrect linguistic features permanently which it will cause interlanguage fossilization phenomenon.

Interlanguage fossilization is a term for language learner who frequently applies inappropriate linguistic features. Errors become fossilized when they have become permanently. They are established in the interlanguage of a foreign language learner in a form that is deviant from the target language norms. Interlanguage fossilization is done in second or foreign language acquisition.

² *Ibid.*, p.2

³ Galuh Nur Rohmah, *Facing the Complexities of Writing*, (Malang: UIN Malang Press, 2008), p.2

Many Indonesian students fail to attain their aim of English proficiency which is the same as native speaker due to an inability to permanently correct persistent errors.

As noted by Selinker that most second or foreign language learners fail to reach the same level of target language competence. They often use deviant forms from target language norms permanently. The reason for the occurrence of errors is the difference between the source language and the foreign language. As a result, their target language (TL) always contains errors. In general, such errors are considered as an inevitable sign of human weaknesses, for example, as a consequence of lack of attention, poor memory, or incomplete knowledge of the language on the part of the learners, or inadequacy of the lecturers' teaching.⁴

It is widely accepted that interlanguage fossilization is very urgent to be prevented in English language instruction within Indonesian context. It has drawn much attention and commonly acknowledged at home and abroad. Many researchers have done research interlanguage fossilization in second or foreign language acquisition.

In this case, the writer conducted the research about interlanguage fossilization in students' writing performance of English Language Study Program of the State Islamic College (STAIN) of Jurai Siwo Metro. A pre survey had been done on October 23, 2013 in the State Islamic College (STAIN) of Jurai

⁴Endang Fauziati, "Interlanguage and Error Fossilization: A Study of Indonesian Students Learning English as a Foreign Language", *Indonesian Journal of Applied Linguistics Vol.1 No.1*,(July,2011), p.23.

Siwo Metro. The writer asked five students' writing product of English Education Study Program at the third semester. And then, the writer analyzed their writing product. The result of analyzing showed that the students made some errors in their writing. The errors are use English grammar (55 cases), vocabulary (28 cases), and mechanic (23 cases).

In line with the result of the pre survey, it could be assumed that the students have low ability in target language, especially in the writing performance. Dealing with this case, the writer is interested in doing research about interlanguage fossilization phenomenon in students' writing performance of English Education Study Program of STAIN Jurai Siwo Metro in the Academic Year of 2013/2014.

B. Focus of the Study

Writing is the competence to send our ideas into written language. Being a good writer has to have a good linguistic competence. It means that the Indonesian students should have English competence are like native speaker when they write in English.

Based on the above statement, thus the writer would focus on the students' writing performance whether they do interlanguage fossilization or not.

1. Problem Limitation

In order to get focus on conducting this research, therefore the writer would limit the scope of this research only to analyze interlanguage fossilization

especially syntactical and morphological fossilization in students' writing performance of English Education Study Program of STAIN Jurai Siwo Metro in the Academic Year of 2013/2014.

2. Problem Formulation

In this research, the writer is going to answer some research questions, as follows:

- a. What types of interlanguage fossilization are commonly produced by students' writing performance of English Education Study Program of STAIN Jurai Siwo Metro?
- b. What are the causal factors of interlanguage fossilization in students' writing performance of English Education Study Program of STAIN Jurai Siwo Metro?
- c. What is the solution of interlanguage fossilization in students' writing performance of English Education Study Program of STAIN Jurai Siwo Metro?

3. Objectives and Benefits of the Study

a. Objectives of the Study

1. To find out the types of interlanguage fossilization that they are commonly created by the students' writing performance of English Education Study Program of STAIN Jurai Siwo Metro.

2. To investigate some causal factors of interlanguage fossilization in students' writing performance of English Education Study Program of STAIN Jurai Siwo Metro.
3. To give a solution for overcoming interlanguage fossilization that occurs in students' writing performance of English Education Study Program of STAIN Jurai Siwo Metro.

b. Benefits of the Study

1) For the students

This research is supposed to help students of English Education Study Program of STAIN Jurai Siwo Metro in understanding interlanguage fossilization in English language teaching and learning. Hence, the students will attempt to avoid interlanguage fossilization in their foreign language acquisition, namely English.

2) For the lecturers

This research can be inspiration to the lecturers of English Education Study Program of STAIN Jurai Siwo Metro to apply appropriate teaching method to prevent interlanguage fossilization.

3) For further researcher

This research is expected as a reference for other researchers to conduct the further studies.

C. Prior Research

A number of researchers had done research about interlanguage fossilization; one of them is Endang Fauziati. She is a professor of English Education, English Education Program of Muhammadiyah University Surakarta. She had done research in 2011. The research title is “*Interlanguage and Error Fossilization: A Study of Indonesian Students Learning English as a Foreign Language*”. This research concerned with error fossilization, with specific focus on grammatical errors. The data were grammatical errors from the learners’ free compositions collected four times: prior and after one-semester instruction and two months afterwards. This study was initiated by assigning the research subjects (30 secondary school students learning English as a Foreign Language) to write a free composition entitled “About Myself” of about 150 to 200 words. Moreover, the data were analyzed qualitatively. The conclusion drawn from this study is that the learners’ grammatical errors are dynamic and not fossilized. They may get stabilized but just temporarily.⁵

Furthermore, Yanping Zheng, he is currently an associate professor in Foreign Languages Department of North China Institute of Science and Technology, China. He had written a journal entitled “On Some New Models of Instruction for Overcoming Fossilization in English Learning”. In his journal, he focused on presenting some new models of instruction for overcoming

⁵Endang Fauziati, *Loc. Cit.*

fossilization in the course of foreign language teaching so as to provide some guidance to college English teaching and learning.⁶

Based on the prior research, the writer is interested in analyzing interlanguage fossilization phenomenon in students' writing performance. The research subjects are the students of English Education Study Program of STAIN Jurai Siwo Metro. Furthermore, the purpose of this study is to find out the types of interlanguage fossilization that they are commonly made in the students' writing performance and some factors that cause interlanguage fossilization in their writing performance.

⁶Yanping Zheng, "On Some New Models of Instruction for Overcoming Fossilization in English Learning", *Journal of Language Teaching and Research Vol.1 No.2*, (March,2010), p.148

CHAPTER II

THE LITERATURE REVIEW

A. Writing Performance

1. Concept of Writing Performance

Etymologically, writing is derived from the word ‘write’. In Oxford Advanced Student’s Dictionary the word ‘write’ is defined as:⁷ (1) make letters or other symbols (e.g. ideographs) on a surface, especially with a pen or pencil on paper (2) put down (on paper) by means of words.

Terminologically, as it was cited by Jordan stated that “Writing is method of human intercommunication by means of conventional visible marks”.⁸ It means that writing is a way to deliver a message from someone to others by written language. Furthermore, Saville and Troike assumed that “Writing is a common medium for testing knowledge in much of the world—including knowledge of the L2 itself, even within instructional programs that emphasize oral production”.⁹ It should be noted that writing is a method that used to know second or foreign language students’ competence in the target language. Moreover, Harmer explained that “writing has always been used as a mean of reinforcing language

⁷A.S,Homby,*Oxford Advanced Student’s Dictionary*, (New York: Oxford University Press, ,1995). P.996

⁸R.R Jordan, *Academic Writing Course*, (England: Longman, 2003). P.41

⁹Murriel Saville-Troike, *Introducing Second Language Acquisition*, (Cambridge: Cambridge University Press, 2006) .p.163

that has been taught”.¹⁰ It can be explained that writing is used to reinforce the material that has been taught by the lecturer. Lecturer is able to ask students to write recently material such as grammar, genre, phonetic, and others. The lecturer can then ask the students to write a story about something that happened to them. It can be added that writing can improve the students’ language competence.

Meanwhile, Performance is derived from the word “perform” .In Oxford Advanced Student’s Dictionary, it has mean as “do a piece of work, something one is ordered to do, or something one has promised to do”.¹¹ It means that performance is doing something of work to reach certain purpose. Performance shows realization of work.

Furthermore, Brown stated that “performance is the overtly observable and concrete manifestation or realization of competence”.¹² It might be assumed that performance is a real doing of something that shows the competence of people. It can be observed to know the competence of people. In other words, it can be inferred that writing performance is the ability of people produce a language to communicate each other for any purposes that it includes the physic and mental activities to produce written language.

¹⁰Jeremi Harmer, *How to Teach Writing*, (England: Pearson Longman),P.32

¹¹ A.S ,Homby,Oxford Advanced student’s dictionary,*Op. Cit*, P.623

¹²Douglas Brown, *Principle by Language Learning and Teaching (4th Ed)*, (New York: Eddison Wesley longman.Inc, 2000) , P.30

2. Writing Types

There are four types of writing as follows :

a. Description

“Description helps the reader, through his/her imagination, to visualize a scene or a person, or to understand a sensation or an emotion.”¹³ It means that description is a text in which the readers imagine on what the writer describe in a text.

b. Argumentation

“Argumentation means supporting one side or the other of a controversial topic. This method is to make a general statement and support it-or sometimes to lead logically to a general conclusion by a series of facts.”¹⁴ It illustrates that argumentation presents several statements to obtain a general conclusion logically. Then, the writers give some evidences to support their opinion.

c. Narration

“Narration is a type in which the writer tries to recount an event (object) of his world experience in order his readers can see, feel, hear, and taste it as he can.”¹⁵ It can be concluded that narration is one of writing types that retells an event in this world. In the narration, the readers can see, feel, smell, hear and taste as the writer has done.

¹³Wishon George E & Julia M.Burks,*Let's Write English*, (Canada:Van Reinhold Ltd., 1980),p.128

¹⁴*Ibid.*,p.147

¹⁵Sanggam siahaan, *Issues in Linguistics*,(Yogyakarta: Graha Ilmu, 2008),p.217

d. Exposition

“Exposition is the writer tries to show the (new) truth of fact an object in order the readers believe or disbelieve something related to the object they are experiencing.”¹⁶ It can be noted that exposition is used in giving information for the readers. Furthermore, the writer attempts to convince the readers about the writer’s experience.

3. Writing Process

Writing is complex activities. It needs several units of language competence. Furthermore, there are some steps for making a good writing. Thomas explains several writing steps. “The first step is "thinking," involves choosing a subject, exploring ways of developing it, and devising strategies of organization and style. The second step is "doing," is usually called "drafting"; and the third is "doing again" is "revising.”” Furthermore, the explanations of those steps are as follows:¹⁷

a. Looking for subject

It is related to a writer should have a source in writing. It is because many people want to write but they do not know what they will write. Solution for the problem is reading some books and look around. As a result, a writer will inspire and enrich her or his minds.

¹⁶ *Ibid.*

¹⁷ Thomas S. Kane, *The Oxford Essential Guide to Writing*, (New York: Berkley Books, 2000). P.19

b. Exploring the topics

It means that a writer has to explore the subject to look for the topics before beginning draft. Topics refer to specific aspects of the subject. Of course, any topics can be analyzed to subtopics.

c. Making a plan

A writer makes a plan that shows the writer's purposes. By planning, a writer will not deviate from the topics that made by the writer.

d. Draft and revisions

A draft is an early version of a piece of writing. Most of writers cannot compose anything well at the first try. We must write and rewrite. These initial efforts are called drafts, in distinction from the final version. As a rule, the more you draft, the better you get the result. It can be concluded that a writer needs much time to make a good writing.

Meanwhile, revision is a procedure for correcting a work in progress. Revision is the final steps of writing. It purposes to re-evaluate the writing. Then, the writer will compose it becoming perfect writing. Both drafting and revising are creative, but they differ in emphasis. Drafting is more spontaneous and active; revision, more thoughtful and critical.

4. Types of Writing Performance

There are four types of writing performance. It was noted by Brown as follows:¹⁸

a. Imitative

At the beginning level learning of writing, a student has to obtain skill in the fundamental. Therefore, the students write down what they hear in order to know the mechanics of writing.

b. Intensive (controlled)

Intensive is students can examine the form of writing. Thus, the students are able to use the form of writing correctly.

c. Responsive

Here, the students are able to perform at limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs.

d. Extensive

Extensive shows successful management of all the strategies and processes of writing. The writer focuses on obtaining a purpose, organizing and developing ideas logically, using details to support ideas for achieving a final product.

¹⁸H.Douglas Brown, *Language assessment: principles and classroom practices*,(New York: Addison Wesley Longman,2003),p. 220.

B. Interlanguage Fossilization

1. Concept of Interlanguage Fossilization

According to dictionary of language teaching, “interlanguage is the type of language produced by second and foreign-language students who are in the process of learning a language”.¹⁹ It means that interlanguage is a process of language learning of second and foreign language students who produce the language types. The term interlanguage was first put forwarded by Selinker in 1972. Interlanguage is conceived the product of interaction between two linguistic system, the Native Language and the Target Language. From the quotations, it can be stated that interlanguage is concentrated as the result of interaction between two linguistic systems, the source language and the target language. Second or foreign language students usually produce different language from both source and target language norms. It is encountered by language students to achieve a correct language of target language.

Moreover, Selinker “introduced the term Interlanguage (IL) to refer to the intermediate states of a student’s language as it moves toward the target language”.²⁰ Then, it shows that language students face interlanguage in attaining the target language. In addition, it should be cited that interlanguage refers to the developmental process of the target language learning. A student’s Interlanguage is influenced by first language and second language systems. It is clearly

¹⁹Jack C.Richards and Richard Schmidt, *Longman Dictionary of Language Teaching & Applied Linguistics (3rd Edition)*, (Cambridge: Pearson Education Limited,2002),p.267

²⁰Murriel Saville- Troike, *Op.Cit.*, p.40

accepted, stress is on the interlanguage itself as a third language system in which it differs from both first language and second language during the course of its development. For example:

- a. IL: *Subject I don't like is physics because is very difficult.
L1: Subject yang tidak saya sukai adalah fisika karena sangat sulit.
- b. IL: *My Novel favorite is Harry Potter, I very like it.
*L1: Novel favorit saya adalah Harry Potter, saya sangat menyukainya.*²¹

Moreover, Brown argued that “second language students tend to go through a systematic or quasi-systematic developmental process as they progress to full competence in the target language. Successful interlanguage developmental is partially a result of utilizing feedback from others”.²² It illustrates that learning a foreign language differs considerably between systematic and unsystematic linguistic features and underlying rules. In addition, lecturers have to have feedback in language learning. Lecturers are engaged to give appropriate feedback to students about whether or not their actual language is clear and unambiguous.

Furthermore, Skehan argues that “the study of interlanguage and language transfer have been long-standing issues in applied linguistics, he states that interlanguage is a language transfer in which huge importance to the pedagogic domain”.²³ Interlanguage is a language transfer which is very important in second and foreign language acquisition. Interlanguage can influence both negative and

²¹Endang Fauziati, “Interlanguage and Error Fossilization: A Study of Indonesian Students Learning English as a Foreign Language”, *Indonesian Journal of Applied Linguistics Vol.1 No.1*, (July,2011), p.30.

²²H.Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*(2nd Edition), (New York: Addison Wesley Longman,2001),p.67

²³Bernard Spolsky and Francis M.Hult, *The Handbook of Education Linguistics*, (Oxford: Blackwell Publishing,2008), P. 411

positive transfer that has a major impact on second or foreign language learning. Positive transfer is transfer which makes learning easier, and may occur when both the native language and the target language have the same form. Negative transfer, also known as interference, is the use of a native-language pattern or rule which leads to an error or inappropriate form in the target language. Therefore, it should inform teaching decisions, and the developmental stages should be incorporated in second language acquisition-informed account of syllabus design.

Interlanguage has other term. They are "Approximative System" by Nemser in 1971 and "Idiosyncratic Dialect" by Corder in 1971.²⁴ They are the characteristic that will be exactly owned by the foreign language learners. Approximate system refers to the system that learners improve on approaching the target language. The process of approaching the proper system of the target language is called as 'gradual approximation'. This term was proposed by Widdowson. Meanwhile, idiosyncratic dialect represents the students' target language ability which produces the rules often wildly different from those of Standard English.

From the above quotations, it can be concluded that the concept of an interlanguage as a system of language student which produces a different language both first language and second language. It is highly productive in the study of second language or foreign language. In addition, Interlanguage is a

²⁴Francis Borgias Alip," Historical Perspectives in Learning English", *Phenomena: Journal of Language and Literature Vol.6 No. 3*, (February, 2003), p. 118.

developmental process in learning language; the students' errors are the result of their 'wisdom'.²⁵ They use their proper knowledge to analogically elaborate new language items, they think that their new language is correct but it is the opposite of the target language. Therefore, complete ignorance of the language does not cause of their errors. Then, lecturers need appropriate teaching decisions and syllabus design which is incorporated in achieving foreign language norms. In other words, the lecturers should give students appropriate feedback in teaching. If the students receive inappropriate feedback, it is possible that the errors will be fossilized.

Meanwhile, in dictionary of language teaching, "fossilization, in second or foreign language learning a process which sometimes occurs in which incorrect linguistic features become a permanent part of the way a person speaks or writes a language".²⁶ It means that fossilization is inappropriate language forms becoming a language result of language student. Language aspects may become fixed or fossilized in second and foreign language learning. They are aspects of pronunciation, vocabulary usage, and grammar. Fossilized features of pronunciation contribute to a person's foreign accent.

Moreover, Selinker first put forwarded the notion of fossilization in the paper interlanguage in 1972. He noted that 95% of second language students

²⁵ *Ibid.*

²⁶ Jack C. Richards and Richard Schmidt, *Op. Cit* p.211

failed to reach the same level of first language competence from his observation.²⁷

This kind of phenomenon is defined by Selinker as fossilization. It can be cited that fossilization is unsuccessful student in second or foreign language learning. This is because the students stop learning before achieving the target language competence. So, fossilization is recognized as a widespread phenomenon in second language acquisition for linguistics and language students have been aware that it is extremely rare for the student of a second language to achieve full native-like competence.

In addition, Selinker also said as follows:

Fossilization is the process whereby the student creates a cessation of interlanguage learning, thus stopping the interlanguage from developing, it is hypothesized, in a permanent way . . . The argument is that no adult can hope to ever speak a second language in such a way that s/he is indistinguishable from native speakers of that language.²⁸

From the quotations, it is obvious that fossilization includes the process of second or foreign language acquisition that produces a cessation of interlanguage learning. Second or foreign language students cannot develop to the target language competence because of the stopping interlanguage. Furthermore, linguistic items, rules, and subsystem are fossilizable linguistic phenomena which speakers of a particular native language will tend to keep in their interlanguage

²⁷Xueping Wei, "Implication of IL fossilization in Second Language Acquisition by Chinese College Students", *English Language Teaching Vol.1, No.1*, (June, 2008), p.127

²⁸ZhaoHong Han, *Fossilization in Adult Second Language Acquisition*, (Multilingual Matters Ltd, 2004), p.15

relatively to a particular target language, no matter what the age of the student or amount of explanation and instruction he receives in the target language.

Then, Selinker and Lamendella redefined that “fossilization as a permanent cessation of interlanguage learning before the student has attained target language norms at all levels of linguistic structure and in all discourse domains”.²⁹ It can be explained that the student cannot achieve the target language level competence. It is caused by deviant language permanently.

Meanwhile, Brown’s definition of fossilization differs from Selinker and Ellis as he sees it can be prevented. He uses metaphor of “cryogenation”, the process of freezing matter at very low temperatures; to depict the reversibility of fossilization. He assumed that fossilization as a factor of positive and negative affective and cognitive feedback.³⁰ It means that fossilization can be overcome by giving feedback. Giving a feedback will encourage student to retry, to restate, to reformulate, or to draw a different hypothesis about a rule.

Then, Han reviews fossilization from both cognitive and empirical level. He states that fossilization involves those cognitive processes, or underlying mechanisms that produce permanently stabilized interlanguage form; fossilization includes those stabilized interlanguage forms that remain in student speech or writing over time, no matter what the input or what the student does.³¹ It can be

²⁹Xueping Wei,*Loc.Cit.*

³⁰H.Douglas Brown, “*Principles of Language Learning and Teaching (5th Edition)*”, (San Francisco State University: Pearson Longman, 2007), p.270

³¹ZhaoHong Han, *Op.Cit.* p.148

recited that fossilization includes cognitive process that produce stabilized interlanguage feature permanently in which it can be fossilization in student's language feature. Thus, fossilization occurs in student's cognitive processes which become the basis of stabilized interlanguage.

In addition, Muriel and Troike suggest that identification of fossilization or cessation of interlanguage development before attaining target language norms is even more controversial (though primarily for social and political rather than linguistic reasons).³² It shows that fossilization is a controversial problem in second or foreign language acquisition.

Based on the above quotations, it can be inferred that interlanguage fossilization is the linguistic phenomena which the language students' interlanguage is stabilized permanently. The students frequently use inappropriate linguistic features in the target language. They use incorrect language form permanently before reaching the correct linguistic forms of target language. Furthermore, fossilization is cognitive process in language learning, stabilized interlanguage permanently shows occurring fossilization in the target language learning.

³²Muriel Saville-Troike, *Op. Cit.*, p.42

2. Characteristics of Interlanguage

According to Muriel and Troike, an interlanguage has the following characteristics:³³

a. Systematic

It is related to any particular point or stage of development, the interlanguage is governed by rules which constitute the student's internal grammar. These rules are discoverable by analyzing the language that is used by the student at that time, what he or she can produce and interpret correctly as well as errors that are made. It illustrates that language has applied language rules. As such, language students are to produce language as well as the target language norms.

b. Dynamic

It is related to system of rules which students have in their minds changes frequently, or is in a state of flux, resulting in a succession of interim grammars. Selinker views this change is not as a steady progression along a continuum, but discontinuous progression from stable plateau to stable plateau. It can be stated that in learning language, the student will move from the errors to be correct in the target language usage. Yet, the change will not move progression, if the language student frequently use incorrect language feature. So, it will not change to be a good language student.

³³Muriel Saville-Troike, *Introducing Second Language Acquisition*, (Cambridge: Cambridge university press, 2006) ,P.41

c. Variable

Although interlanguage is systematic, the differences in context can affect the differences in patterns of language use. In brief, interlanguage depends on the context in language use.

d. Reduced system, both in form and function

It is related to the characteristic of reduced form refers to the less complex grammatical structures that typically occur in an interlanguage compared to the target language (e.g. omission of inflections, such as the past tense suffix in English). The characteristic of reduced function refers to the smaller range of communicative needs typically served by an interlanguage (especially if the student is still in contact with members of the first language speech community). In short, reduced language system identifies the characteristic of interlanguage in which language result differs from target language norms.

3. Classification of Interlanguage Fossilization

Selinker had classified interlanguage fossilization into two classifications, they are as follows:³⁴

a. Individual fossilization and group fossilization

Individual fossilization is interlanguage fossilization that occurs in individual competence. So, language competence fossilization shows that student's language competence still conducted the language errors even though they have been learning the target language for a long period of time.

³⁴Xueping Wei,*Loc.cit.*

Meanwhile, group fossilization occurs in a community in which fossilized language competence becomes pervasive, they frequently apply inappropriate linguistic forms in their community. The linguistic feature errors often lead to a new dialect in a community. They have become a deviant language of the target language. The community assumes that it is not deviant language but innovative language of the target language. Group fossilization conducted in Indian English and Singapore English that are good cases in point.

b. Temporary fossilization and permanent fossilization

Temporary fossilization refers to the students who cannot achieve the development of the target language feature, it refers to stagnant process in their interlanguage development. It is caused by inhibitions for shorter or longer periods of time. Temporary fossilization is also called stabilization. It has become one of the heated topics in the current fossilization studies. Furthermore, temporary fossilization can be prevented with good language learning.

Moreover, permanent fossilization is a result of social, psychological and interactive variables. Permanent fossilization is the errors of language features that assumed as a constructive language. Thus, it has become a deviant language of the target language. The second or foreign language students will be very difficult to overcome their language competence fossilization.

4. Types of Interlanguage Fossilization

According to Wei, fossilization is a linguistic phenomenon that demonstrated as deviant forms from target language. It happens at all levels, from phonological layer to pragmatic layer.³⁵

a. Phonological fossilization

It is related to the speech sound of a particular language. Every language has the greatest different phonology. Phonological fossilization shows that produce from the inappropriate acquisition of pronunciation of target language in which the repetition of phonological errors that influenced by source language.

b. Morphological fossilization

It is related to morphology. In Oxford Advanced Learner's Dictionary, Morphology is study of morpheme or the study of the forms of words, studied as a branch of linguistics. Meanwhile, morpheme is the smallest unit of meaning that a word can be divided into: *The word 'like' contains one morpheme but 'unlikely' consists of three morphemes.*³⁶ Actually, between the target language and the source language are different. For example, English has got a variety of changes in morphology and therefore has various grammatical morphemes. The most common problems lay in two aspects, inflectional morpheme and article. The third-person singular *-s* is a facet of syntactic agreement such as *drinks* and is

³⁵Xueping Wei, "Implication of IL fossilization in Second Language Acquisition by Chinese College Students", *English Language Teaching Vol.1, No.1*, (June,2008),p.128

³⁶A.S ,Homby,*Oxford Advanced learner's dictionary*,(New York: Oxford University Press, 2003) P.862

suffixed to lexical verbs and auxiliaries such as *has*. However, there are other markers for third-person singular, such as *buses, crises, and criteria*. Because in Indonesian does not exist such linguistic phenomenon, thus Indonesian students often forget to use the morphological English or misuse the features.

c. Syntactic fossilization

It is related to that way words and phrases are put together to form sentences in a language. Moreover, it uses grammatical rules. In English, there are tenses namely past, present, future, and so on. They have certain rules in using. Meanwhile, in Indonesian does not exist the tenses are like in English. As a result, it makes Indonesian students use inappropriate tenses in composing sentences. In the situation that they cannot make clear distinction, they have to turn to their instinct for help from time to time and thus fossilization occurs.

d. Semantic fossilization

It is related to the connecting with the meaning of words or sentences. Semantic fossilization mentions the use of language features that exist in target language but do not constitute the meaning second language students intend to express in the context. For example, the word of *dragon* is the symbol of evil in the western culture but the symbol of power in China.

e. Pragmatic fossilization

It is related to the way in which language is used to express what somebody really means in particular situation, especially when the actual word used may appear to mean something different. Pragmatic fossilization shows the

students of the target language use inappropriate language. Thus, it results in misunderstanding because using language is not appropriate in particular situations.

5. Causal Factors of Interlanguage Fossilization

Fossilization is a linguistic phenomenon in which it occurs on second or foreign language acquisition. There are some factors that caused fossilization in language learning.

Selinker contends as follows:

The most interesting phenomena in interlanguage performance are those items, rules and sub-systems which are fossilizable in terms of the five processes: Language transfer, transfer of training, strategies of second language learning, strategies of second language communication, and overgeneralization of target language linguistic material.³⁷

It means that fossilization is an interesting phenomenon in learning language which fossilization inhibits the students to reach the target language. Fossilization is caused by inappropriate learning in second or foreign language acquisition.

Then, Selinker emphasizes that interlanguage development in second language acquisition and first language acquisition by children are different, including different cognitive processes as follows:³⁸

a. Language transfer

³⁷ *Ibid.*

³⁸ Muriel Saville-Troike, *Op.Cit.*, p.41

It is correlated to transfer from first language to second language. Actually, first language rules is different with second language rules, it is the reason for the occurrence of error. The errors apply of second language mainly from first language. The transfer of first language can be positive or negative. Positive transfer shows that the similarities shared by the first language and second language help second language acquisition. Meanwhile, negative transfer shows that the differences between first language and second language that interfere second language acquisition.

b. Transfer of training

It is correlated to instruction in second or foreign language acquisition. Fossilization will occur, if lecturer uses inappropriate method. Moreover, transfer of training refers to how the second language is taught. It means that incorrect teaching method can become fossilization and prevent successful second language learning.

c. Strategies of second language learning

It is correlated to how students approach the second language materials and the task of second language learning. It refers to strategies learning influence in learning second language. Incorrect application of learning strategies can cause fossilization.

d. Strategies of second language communication

It is correlated to ways that students try to communicate with others in the second language. A second language student is assumed the achieving target

language, if the student can speak with others in the target language. Therefore, it has to have a good communication strategy which it will not cause fossilization. The student usually tends to simplify the target language, especially to simplify the grammatical rules. Then, it can be easily fossilization, if the student often uses incorrect grammatical rules and not too pay attention toward using grammatical rules in communication.

e. Overgeneralization of the target language linguistic material

It is correlated to apply too broadly second language rules that are learned. Overgeneralizations cover some of the intralingual or developmental errors which were demonstrated in the previous section. Furthermore, overgeneralization refers to a student of target language who is always influenced by the rules in the previous learning. For example, the student uses grammatical rules especially past tense, they cannot distinguish between the regular and irregular verb such as *teached*, and it should be *taught*.

In addition, Han stated as follows:

There is no consensus concerning the actual causes of fossilization. As broadly conceived, the causal factors fall into the following categories: environmental, cognitive, neurobiological, and socio-affective. And in turn, on the whole, all of these causal factors can be put into two groups: internal factors and external factors.³⁹

From the quotations, it is obvious that causal factors consist of two factors namely external factors and internal factors. External factors include language transfer, training transfer, learning strategy, communication strategy, and

³⁹ Xueping Wei, *Op.cit.*, p.130

overgeneralization. Likewise, internal factors include cognitive, neurobiological, and socio-affective.

6. Avoiding the Phenomenon of Interlanguage Fossilization

The fossilization of interlanguage is caused by inappropriate teaching and learning to a great degree. Therefore, as a lecturer of foreign language has a task how to solve the temporary fossilization in teaching and learning as much as possible. The lecturer need to make the interlanguage more close to target language, Here, Qian Huang put forward suggestions in four aspect as follows :⁴⁰

a. Improve the quality of students' language output.

Input is not very important without output; the input cannot lead the internalization of language knowledge effectively. Therefore, lecturers should make a research about their students' competence. By observing, the lecturer will know what they should do. Furthermore, the lecturer will design appropriate syllabus to enhance their students' competence in target language.

b. Appropriate cognition feedback and emotion feedback.

Ellis states that positive emotion feedback and negative cognition feedback is the best options for avoiding language fossilization. Positive emotion feedbacks support sstudents to continue the language trying, while negative cognition feedback indicates that students should make necessary changes and adjustments. In teaching, lecturers have to control the teaching and learning feedback, give

⁴⁰Qian Huang, "Probe into the Internal Mechanism of Interlanguage Fossilization", *English Language Teaching Vol.2, No.2*, (June, 2009), p.77

students encouragements spiritually, make them keep on trying in learning the target language, and invite them to use correct language forms.

c. Giving attention to learn the target language culture.

It means that language student should know about the target language culture. The student should be able distinguish between the target language culture and the native language culture. Culture influences language learning result. Thus, lecturers have to emphasize on comparison between the native language culture and the target language culture, absorb the cultural differences into the teaching of language knowledge purposely, and make repetitive comparison between two languages.

d. Cultivating students with positive and correct self-recognition competence.

It is correlated to the lecturer should give some motivations to their students in learning target language. Furthermore, the lecturer invites their students to evaluate their target language competence. Consequently, the students should improve the standards for themselves and keep on studying hard and continuously. In order to avoid the interlanguage fossilization and drive the development of the students' target language competence.

In line with some quotations above, it can be concluded that in learning English writing, the students are influenced by their source language norms. As a result, it will affect their writing product in which it also makes some errors in

their writing. It is because language learning process to achieve the target language features. Yet, the errors will be fossilized before attaining the target language norms. It can be conducted because the students frequently use incorrect language features in foreign language learning. Such, it is called interlanguage fossilization in which the students fail to attain the foreign language norms.

Moreover, Interlanguage fossilization is a phenomenon that occurs in second or foreign language acquisition. In foreign language learning, the students will develop to achieve the target language. The students will produce the type of language in the language learning process. Moreover, the students are influenced by their mother tongue in producing the target language. As such, they usually use the deviant language from the target language norms. If the errors is stabilized and often made, fossilization will be occurred.

In addition, there are some types of interlanguage fossilization. One of them is syntactical fossilization. Syntactic fossilization is inappropriate in using language features in which it is related to syntax. Syntax is the way words and phrases are put together to form sentences in language by using the rules of grammar. So, syntactic fossilization is inappropriate in using the rules of grammar in foreign language students' writing.

CHAPTER III

RESEARCH METHOD

A. The Type and Characteristic of the Study

In this research, the writer investigated and analyzed the interlanguage fossilization phenomenon that was conducted in students' writing performance. The research was done in STAIN Jurai Siwo Metro. In line with the explanation, the characteristic of this research was qualitative research. According to Creswell, "the researcher made interpretation of the data. This included developing a description of an individual or setting, analyzing data from themes or categories, and finally making an interpretation or drawing conclusions about its meaning personally and theoretically".⁴¹ It means that qualitative research produces a descriptive data that uses multi methods to interpret, explain, and give conclusion about its meaning.

The type of this research is case study. The writer chose case study because it is the intensive study of a phenomenon, but it gives subjective information rather than objective. It gives a detailed knowledge about the phenomena and not able to generalize beyond the knowledge. Therefore,

⁴¹John W. Creswell, *Research design: Qualitative, Quantitative, and mixed methods approaches* (2nd Ed), (New Delhi: Sage Publications,2003), p.182

prediction cannot be made on the basis of knowledge. No statistical inferences can be drawn from the exploration of a phenomenon.⁴²

Moreover, the writer used purposive sample as the participants. In this type of sampling, items for the sample are selected deliberately by the researcher; his choice concerning the items remains supreme.⁴³ It means that the researcher chooses the data source based on certain consideration. In the present study, the writer chose ten students which they had learned writing 4 subject at English Education Study Program of State Islamic College of Jurai Siwo Metro in the Academic Year of 2013/2014 as the participants. It is because they have learned English for a long period. Indeed, they have the English writing products from the first semester up to now.

B. Data Source

In collecting data, it should contain important and accurate data. Therefore, the writer will use two data sources namely the primary and secondary data source in this study. The primary data is the students' writing performance. Then, the secondary data is from books, articles, English dictionary, journal, and documentation that are correlated to the research will be obtained.

⁴²Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International Publishers,2006), p.147

⁴³ C.R. Kothari, *Research Methodolgy: Methods and Techniques (The Second Revision)*, (New Delhi: New Age International Publishers,2004), p.59

C. Data Collection Technique

In the present study, the writer used some techniques in collecting the data.

They are explained as follows:

1. Documentation

Documentation is used to collect some information in which has been produced by someone. As such, in this study, the writer used the students' writing performance to support the information that is correlated to the students' interlanguage fossilization phenomenon. The writer had compiled the students' English writing results that were produced on different time or different semester. In this case, the writer collected 2 pieces of writing from each participant.

2. Interview

This technique is applied to find out the reason and the solution of interlanguage fossilization in students' writing performance. The writer applied open-ended questions. In the open ended-questions, the writer varied some questions in the form of 5WH/1H questions that allow the participants answer in free thought, suggestions, and detailed answer.

D. Data Analysis Technique

The technique of data analysis that had been used was the Inductive Analysis. The process of data analysis includes sense of text and image data.

Cresswell explained the data analysis technique in the following steps:⁴⁴

1. Gathering the data

In this step, the writers organized and prepared the data for analysis. This involves transcribing interviews, optically scanning material, and arranging the data into different types depending on the sources of information.

2. Grouping the data

It is related to use the coding process to generate a description of the setting or people as well as categories or themes for analysis. In this step, the writer compiled the data based on the categories.

3. Selecting/displaying

The writer should display multiple perspectives from individuals and be supported by diverse quotations and specific evidence. Moreover, the writer selected the data that correlated to this research.

4. Interpretation

A final step in data analysis involves interpretation or meaning of the data. “What were the lessons learned” captures the essence of this idea.

E. Approach

Research approach is a problem solving strategy of the research which done to arrange the field fact and field summary for understanding, explaining,

⁴⁴ John W. Cresswell, *Op. Cit.*, p.191

predicting, and managing the condition of the research. In this research, the writer will apply case study. Case study is the intensive study of a phenomenon, but it gives subjective information rather than objective. The essential procedure of the case study method is to take account of all pertinent aspects of one thing or situation, employing as the unit for study an individual, an institution, a community or any group considered as an unit. The complex situation and combination of factors involved in the given behaviour are examined to determine the existing status and to identify the casual factors operating.⁴⁵

⁴⁵Yogesh Kumar Singh, *Op.Cit.*p.148

CHAPTER IV

DATA PRESENTATION

A. Description of Research Setting

1. The Historical Background of STAIN Jurai Siwo Metro

The history of establishing STAIN Jurai Siwo Metro cannot be separated from the history of establishing IAIN Raden Intan Bandar Lampung. This is because establishing IAIN Raden Intan Bandar Lampung is the result of elite and religion figures' efforts that had joined in Yayasan Kesejahteraan Islam Lampung (YKIL). YKIL established in 1961 and lead by RD. Muhammad Sayyid. From the result of the conference was decided to establish two faculties namely Tarbiyah Faculty and Syariah Faculty that was located in Tanjung Karang.

On October 1964, the Ministry of Religious Affairs switched private status of Tarbiyah faculty to become state through the Ministry of Religious Affairs Decree No. 86/1964. It was, then, legalized as the branch of Tarbiyah faculty of IAIN Raden Fatah Palembang. Moreover, Tarbiyah and Syari'ah Faculty were also established in Metro in 1967. Since then, Tarbiyah Faculty of Metro was transformed into a long-distance class of Tarbiyah Faculty of IAIN Raden Fatah Palembang in Tanjung Karang.

In 1965, YKIL brought up three faculties as the preparation to found Government Institute for Islamic Studies (IAIN) in Lampung. Such faculties are

Tarbiyah, Syari'ah, and Ushuludin Faculty. Nevertheless, YKIL had wide function, compensation and construction toward the existing faculties. Hence, an institute was formed by the name Perguruan Tinggi Islam Lampung (YAPERTI) which runs on August 27, 1966. The official members of YAPERTI were K.H. Zakaria Nawawi as chief, Rafi'un Rafdi and R.H A.Basyid as Secretary.

Some efforts were done by YAPERTI to realize the founding of IAIN Al Jami'ah in Lampung. Firstly, it was made state-owned faculties in private status. Next, Yaperti formed a state-owned committee maker and penjami'ahan committee which were officially ratified by the Ministry of Religious Affairs through the Decree No. 162/67 on December 16, 1967. The personals are; (1) H. Zainal Abidin Pagar Alam (Regional Leader Governor Level I in Lampung) is as chief, (2) R. H. A. Basyid and Muhtar Hasan. SH (Sekda Level I in Lampung) are as secretary, (3) H. Zakaria Nawawi is as exchequer. Finally, IAIN Al'jami'ah was founded based on the Ministry of Religious Affairs Decree No. 187/68 which was named "Institute Agama Islam Negeri Al Jami'ah Al Islamiah Al Humiah Raden Intan Lampung" together with the making state-owned Syari'ah and Ushuludin Faculty in Tanjung Karang and Tarbiyah Faculty in Metro.

Furthermore, The Ministry of Religious Affairs released the Decree No. 397, 1993 about Organization and Administration of IAIN Raden Intan. Then the STATUTA of IAIN was noted on the Ministry of Religious Affairs Decree No. 411, 1993. IAIN Raden Intan Tanjung Karang was changed to IAIN Raden Intan

Bandar Lampung based on the change of the name of capital province of Lampung from Tanjung Karang to Bandar Lampung. Then, the Ministry of Religious Affairs went out a handbill of Director General of Bina Masyarakat (BIMAS) Islam about Settlement of Institutional Faculties IAIN outside central institute to be Sekolah Tinggi Agama Islam Negeri (STAIN) on August 21, 1996.

Each STAIN was asked for giving name which was its special characteristic in its domiciling region. There five names were given to STAIN Metro, such name as STAIN Raden Imba Kusuma, STAIN Lampung, STAIN Sosrosudarmo, and STAIN Jurai Siwo. Then, STAIN Jurai Siwo was chosen as the name of STAIN Metro. It was based on the reason that was domiciling in Lampung Tengah which had culture of nine clans (marga/turunan) known “Jurai Siwo”. Furthermore, it was approved by the elite figures (Punyimbang) Lampung Tengah on May 20, 1997. It can be stated that “Jurai Siwo” could be eternalized as the name of STAIN Metro. Thus, 33 institutes of STAIN in Indonesia were ratified by the Ministry of Religious Affairs on June 30, 1997.

2. The Profile of English Education Study Program

English Education Study Program (PBI) is one of study programs of Tarbiyah Department in State Islamic College (STAIN) Jurai Siwo Metro. In 2002, the English Education Study Program (PBI) previously was known as Diploma 3 (D3). In response to the stakeholders, Diploma 3 appropriately was

needed for higher level education. Thus, it was converted to S1 degree of English Education Study Program (PBI) based on Directorial Decree of College for Islamic Studies No: Dj.I/220.C/2007 on May 28, 2007.

A vision of integrating Islamic values and academic excellent is mutually developed by the English Education Study Program (PBI) of State Islamic College (STAIN) of Jurai Siwo Metro. In this regard, the students are expected to be professional educator in the modern era, as well as in the wide bargaining. To achieve this, such vision is implemented throughout several missions, as follow ; (1) the English education study program strives for students' personality by exploring knowledge, understanding, and Islamic values to be implemented in religious and national context, (2) the English Department creates humanistic, democratic, and modern academic atmosphere, (3) the English education study program stimulates professional ethic of basic science theoretically and practically, (4) the English education study program applies an integrated educational system to give an eligible contribution of its educational development.

The English education study program is established to devote the particular goals, such as; (1) the students are exercised to be a deep understanding English teacher toward religious, knowledge, technology, and art. Indeed, they are hoped to be agent of change in society, (2) the students are presented to be a professional English teacher who can expand the English Subject within fully

Islamic motivation, (3) the students are taught a highly English mastery in order to give an available contribution toward Islamic culture and society at large.

In line with the vision, mission, and aim above, it shows that English Education Study Program (PBI) is established to produce a teacher who has a good English competence. Therefore, the students are expected to master English as well as native speaker. Interestingly, the writer conducted the research of interlanguage fossilization in students' writing performance to know their English competence. The research is hoped to be exerted in achieving the aim of the English Education Study Program (PBI).

B. General Description of Research Data

Interlanguage fossilization is a phenomenon in language acquisition which the language learner produces a deviant language from both source language and target language and it is stabilized permanently. Interlanguage fossilization has some types. They are syntactical fossilization, morphological fossilization, phonological fossilization, semantic fossilization, and pragmatic fossilization.

In this research, the writer had collected 20 writing products that produced by 10 students as the primary data. The writings are result of students' writing from the different time to find out interlanguage fossilization in their writing. As such, the writer had asked 2 pieces of writing from each student that is resulted from the different time. Furthermore, the writer had interviewed 10 students for

supporting the primary data. In presenting the research data, the writer codes the participants to give easiness in understanding of this research. The research data briefly will be analyzed in this chapter.

1. Types of interlanguage fossilization

The writer had found two types of interlanguage fossilization in students' writing performance namely syntactical and morphological fossilization. They are commonly produced by students in their writing. The findings would be displayed by the writer as follows:

a. Syntactic Fossilization

Syntactical fossilization is the permanent errors that related to syntax. In this case, the students frequently make errors in syntax. As the result, the students always produce the syntactical errors in every their writing. In the following explanation, the writer would show some errors in the students' writing both in writing 1 and writing 2. It is to describe syntactical fossilization in the students' writing. It is shown in the table below:

Table 1. Syntactical fossilization in the students' writing performance

No	Students	Error	Suggested correction	Types of Errors
1.	Std.1	Writing 1: <i>In fact, *very important to teach about Islamic education.....</i>	Writing 1: <i>In fact, *it is very important to teach about Islamic education.....</i>	Word order

		<p>Writing 2: <i>....beside *have bad effect.....</i></p>	<p>Writing 2: <i>.....beside *they have bad effect.....</i></p>	
		<p>Writing 1: <i>.....person follow *rule of God.</i></p> <p>Writing 2: <i>.....the body can't take *rest.....</i></p>	<p>Writing 1: <i>.....person follow *the rule of God.</i></p> <p>Writing 2: <i>.....the body can't take * a rest...</i></p>	Articles
		<p>Writing 1: <i>....so, life in Metro *make more peace and wise.</i></p> <p>Writing 2 : <i>.....stay up and talk all night *is not good for our health.</i></p>	<p>Writing 1: <i>....so, life in Metro *makes more peace and wise.</i></p> <p>Writing 2: <i>.....stay up and talk all night *are not good for our health.</i></p>	Concord
2	Std. 2	<p>Writing 1: <i>I have *best friend her name is Lisa Rahmawati.....</i></p> <p>Writing 2: <i>..... I have *best friend, her name is Putri Indah Pratiwi.</i></p>	<p>Writing 1: <i>I have *the best friend her name is Lisa Rahmawati.....</i></p> <p>Writing 2: <i>..... I have *the best friend, her name is Putri Indah Pratiwi.</i></p>	Articles
		<p>Writing 2: <i>I and *her are studying in campus.</i></p>	<p>Writing 2: <i>She and *I are studying in campus.</i></p>	Pronoun
3	Std.3	<p>Writing 1: <i>Once upon a time, the rain came pouring down on my brother and* I</i></p>	<p>Writing 1: <i>Once upon a time, the rain came pouring down on my brother and* me</i></p>	Pronoun
		<p>Writing 1: <i>.....when I *was</i></p>	<p>Writing 1: <i>.....when I *went to</i></p>	Verb

		<p>went to metro.....</p> <p>Writing 2: The first verse <i>*have the mean.....</i></p>	<p>metro..</p> <p>Writing 2: The first verse <i>*has the mean.....</i></p>	
		<p>Writing 1: <i>*A Metro city that's city of education centre at Lampung</i></p> <p>Writing 2: <i>.....from the darkness to *lightness.</i></p>	<p>Writing 1: <i>*Metro city that's city of education centre at Lampung</i></p> <p>Writing 2: <i>.....from the darkness to *the lightness.</i></p>	Articles
4	Std.4	<p>Writing 1: <i>..... I *still in the third grade senior high school.</i></p> <p>Writing 2: <i>If you *borred with your activity....</i></p>	<p>Writing 1: <i>..... I *am still in the third grade senior high school.</i></p> <p>Writing 2: <i>If you *are bored with your activity....</i></p>	Word order
5	Std. 5	<p>Writing 1: <i>* I am and my sister helps my mother....</i></p> <p>Writing 2: <i>Afidah and *me ever went to warnet</i></p>	<p>Writing 1: <i>* My sister and I help my mother....</i></p> <p>Writing 2: <i>Afidah and *I ever went to warnet</i></p>	Pronoun
		<p>Writing 1: <i>.....We found name card that *have the wallet.</i></p> <p>Writing 2: <i>She *is very frightened with her father, because came late back to home.</i></p>	<p>Writing 1: <i>.....We found name card that *had the wallet.</i></p> <p>Writing 2: <i>She *was very frightened with her father, because came late back to home.</i></p>	Tenses
		<p>Writing 1: <i>....we went to the market to *bought a gift.</i></p>	<p>Writing 1: <i>....we went to the market to *buy a gift.</i></p>	Concord

6	Std. 6	Writing 1: <i>Sharing *each others burdens and joys.....</i>	Writing 1: <i>Sharing *each other burdens and joys.....</i>	Singular noun
		Writing 1: <i>... And if you are one of those people, *I hate you.</i>	Writing 1: <i>... And if you are one of those people, *I will hate you</i>	Conditional sentence
		Writing 1: <i>Love isn't exactly a feeling, now is it? When you *chose to love someone...</i>	Writing 1: <i>Love isn't exactly a feeling, now is it? When you *choose to love someone...</i>	Verb
		Writing 2: <i>.....It will *broke our country.</i>	Writing 2: <i>.....It will *break our country.</i>	
		Writing 2: <i>.....*she I difficult to sleep.</i>	Writing 2: <i>.....*she and I are difficult to sleep.</i>	Word order.
7	Std. 7	Writing 1: <i>English is *international language.</i>	Writing 1: <i>English is *an international language.</i>	Articles
		Writing 2: <i>She is *very beautiful woman and graceful.</i>	Writing 2: <i>She is *a very beautiful woman and graceful.</i>	
		Writing 1: <i>.....English *has learned.</i>	Writing 1: <i>.....English *has been learned.</i>	Passive voice
		Writing 2: <i>Mother can *to be a friend.....</i>	Writing 2: <i>Mother can * be a friend.....</i>	Concord
8	Std.8	Writing 1: <i>I *leaved at half eight a clock.</i>	Writing 1: <i>I *left at half eight a clock.</i>	Verb
		Writing 2: <i>He *able to sing a song.....</i>	Writing 2: <i>He *is able to sing a song.....</i>	
		Writing 1: <i>I saw much scenery</i>	Writing 1: <i>I saw much scenery</i>	Concord

		<p><i>*is very beautiful....</i></p> <p>Writing 2: <i>..., but he still *become amazing man.</i></p>	<p><i>*was very beautiful....</i></p> <p>Writing 2: <i>..., but he still *becomes amazing man.</i></p>	
		<p>Writing 1: <i>I direct to going *beach for swimming....</i></p> <p>Writing 2: <i>He is *amazing man.</i></p>	<p>Writing 2: <i>I direct to go *the beach for swimming....</i></p> <p>Writing 2: <i>He is * an amazing man.</i></p>	Articles
9.	Std. 9	<p>Writing 1: <i>One day, after pass national examination of the senior high school *I and my friends.</i></p> <p>Writing 2: <i>My parents always advised * that</i></p>	<p>Writing 1: <i>One day, after pass national examination of the senior high school * my friends and me.</i></p> <p>Writing 2: <i>My parents always advised *us that</i></p>	Pronoun
		<p>Writing 1: <i>Then we *did read qur'an....</i></p>	<p>Writing 1: <i>Then we *read qur'an....</i></p>	Verb
		<p>Writing 1: <i>They pick me up to *registered....</i></p>	<p>Writing 1: <i>They pick me up to *register....</i></p>	Concord
		<p>Writing 2: <i>....we *not go so far from my house.</i></p>	<p>Writing 2: <i>....we *did not go so far from my house.</i></p>	Word order
10	Std. 10	<p>Writing 1: <i>It took *very much ours.</i></p>	<p>Writing 1: <i>It took *many hours.</i></p>	Plural noun
		<p>Writing 2: <i>God *help them....</i></p>	<p>Writing 2: <i>God *helps them....</i></p>	Concord

In line with the above table, it describes that the students have low English proficiency. They had made some errors in their writing, especially syntactic errors. It is because they did not apply syntactical knowledge appropriately when they were writing in English. As a result, many various errors were made by students. The errors became syntactical fossilization because the errors made in the writing 1 and writing 2.

Some students are not able to use article and pronoun. They are common error among Indonesian learner as there are not equivalents to articles and pronoun in Indonesia. It could, perhaps, be said that this type of error could also be classed as L1 transfer. However, it has not been classed as such here as it does not reflect a pattern or a rule in Indonesia but merely the presence of a particular grammatical feature in English and its absence in Indonesia.

Moreover, using tenses is very difficult for Indonesian students. It is because a tense in Indonesia does not exist. Therefore, Indonesian students are confused in applying tenses in making English sentence. This is influenced by first language of the learner. Those are caused syntactic sentence in English is very difficult. This causes the differences between native language (Indonesia) and target language (English). As a result, they are influenced by their native language in writing English, for instance in the following students' writing performance:

“..... when I was went to metro for a followed the selection of a new student at university.....” (std.3)

“.....Then we did read Qur’an test and write Arabic test.....”(std. 9)

It illustrated that the students did not apply appropriate syntactic sentence in their writing. As such, it can be called interlanguage which the language learners use a deviant form from the target language.

b. Morphological Fossilization

Morphological fossilization is one of types of interlanguage fossilization. It shows a foreign language learner who is not able to perform about morphological knowledge. In this research, the writer had found some morphological errors in the students’ writing. Moreover, morphological fossilization was the second types of interlanguage fossilization that commonly produced in the students’ writing performance. It was described in the following table below:

Table 2. Morphological fossilization in the students' writing performance

No	Students	Error	Suggested Correction	Types of error
1	Std. 1	<p>Writing 1: <i>Many</i> <i>*university with</i> <i>Islamic background</i> <i>opened.</i></p> <p>Writing 2: <i>we can take</i> <i>many *benefit.....</i></p>	<p>Writing 1: <i>Many</i> <i>*universities with</i> <i>Islamic background</i> <i>opened.</i></p> <p>Writing 2: <i>we can take</i> <i>many *benefits.....</i></p>	Inflection
		<p>Writing 2: <i>This definition is</i> <i>written by me for</i> <i>*help you....</i></p>	<p>Writing 2: <i>This definition is</i> <i>written by me for</i> <i>*helping you....</i></p>	Derivation
2	Std. 2	<p>Writing 1: <i>She always *help</i> <i>me....</i></p> <p>Writing 2: <i>She always</i> <i>*accompany me....</i></p>	<p>Writing 1: <i>She always *helps</i> <i>me....</i></p> <p>Writing 2: <i>She always</i> <i>*accompanies</i> <i>me....</i></p>	Inflection
3	Std. 3	<p>Writing 1:<i>many *building</i> <i>for education....,</i></p>	<p>Writing 1:<i>many *buildings</i> <i>for education....,</i></p>	Inflection
		<p>Writing 1:<i>But I usually</i> <i>*thanks to god Allah</i> <i>swt.</i></p> <p>Writing 2: <i>Al-qur'an had</i> <i>*became orientation</i> <i>of life,...</i></p>	<p>Writing 1:<i>But I usually</i> <i>*thank to god Allah</i> <i>swt.</i></p> <p>Writing 2: <i>Al-qur'an had</i> <i>*become</i> <i>orientation of</i> <i>life,...</i></p>	Inflection

4	Std.4	<p>Writing 1: <i>We planned *to did our assignment....</i></p> <p>Writing 2: <i>.....shopping also *make me fun</i></p>	<p>Writing 1: <i>We planned *to do our assignment....</i></p> <p>Writing 2: <i>.....shopping also *makes me fun</i></p>	Inflection
5	Std. 5	<p>Writing 1: <i>At the time, I * look at the couple...</i></p> <p>Writing 2: <i>.... Didn't you *repeated what you did like this.</i></p>	<p>Writing 1: <i>At the time, I* looked at the couple...</i></p> <p>Writing 2: <i>.... Didn't you *repeat what you did like this.</i></p>	Inflection
6	Std. 6	There is not morphological fossilization		
7	Std. 7	<p>Writing 1: <i>English has given *easy....</i></p> <p>Writing 2: <i>Her support such as *give attention more in their study, *pray to Allah and etc.</i></p>	<p>Writing 1: <i>English has given *easiness....</i></p> <p>Writing 2: <i>Her support such as *giving attention more in their study, *praying to Allah and etc.</i></p>	Derivation
		<p>Writing 1: <i>..., but English also *need....</i></p> <p>Writing 2: <i>....She always *protect...</i></p>	<p>Writing 1: <i>..., but English also *needs....</i></p> <p>Writing 2: <i>.... She always *protects...</i></p>	Inflection
8	Std. 8	<p>Writing 1: <i>I direct to *going....</i></p> <p>Writing 2: <i>He also has hobby to *collection....</i></p>	<p>Writing 1: <i>I direct to *go....</i></p> <p>Writing 2: <i>He also has hobby to *collect....</i></p>	Derivation

9	Std. 9	There is not morphological fossilization
10	Std. 10	There is not morphological fossilization

The table above shows that morphological fossilization consists of inflection and derivation. Inflection is the morphological process that causes a change in the form of word, according to its grammatical function in a sentence. Meantime, derivation is part of morphology that concerned with formation of lexical items. In the students writing, the writer found some morphological errors. Yet, some students did not conduct morphological errors in their writing. They are std.6, std. 9, and std. 10. It means that morphological fossilization is seldom done by students in English writing.

The morphological problems showed that the students made errors in using suffixes, namely past tense inflection, present participle, third singular inflection, plural noun and some derivational suffixes that form noun and verb. The changes involve the absence of suffix that must occur in a well-formed sentence. Moreover, the students performed the presence of suffix that must not appear in the context, and the use of the wrong form of the suffix. In addition, there is no case which involves the absence of infinitive *to*. In using infinitive *to*, the students put verb *-ing* and verb to noun after infinitive.

2. Causal Factors of Interlanguage Fossilization in the Students' Writing Performance

Selinker proposes some causal factors of interlanguage fossilization. The causal factors include five processes, namely, language transfer, transfer of training, strategies of second language learning, strategies of second language communication, and overgeneralization of target language linguistic material. It can be inferred that causal factors of interlanguage fossilization are the differences between source language and target language norms. Thus, it needs a hard effort to avoid interlanguage fossilization in learning English as a foreign or second language.

Above all, the writer had interviewed 10 students to know the causal factors of interlanguage fossilization in their writing performance. Based on the interview result, most of the students answered that writing is difficult subject. They assumed that writing needs many skills to compose a good writing. Actually, in English writing, they not only have a good competence in exploring their idea, but also they have to have good target language knowledge. Those reasons can be interpreted from some quotations below:

“Yes, I think writing is difficult because writing needs correct word patterns. In addition, writing expects the writer to be able to influence a reader through our writing.”(Std. 3)

“Of course, writing needs cooperation between brain and hand. It is a thought result that delivered into writing, this case requires more carefulness because many principles that must be considered in every writing. For instance, constancy of a word or phrase in every paragraph or related writing” (Std. 4)

Furthermore, the writer had given the question that related interlanguage fossilization in their writing. The question is *“What errors do you often conduct in writing? Why is it happened?”* From the question, 10 students answered that syntax is errors that often conducted by them. They are unaware that the errors will be interlanguage fossilization. They do the errors in their writing because they have lack of target language knowledge. In the following quotations, the writer chooses some students’ answer which they are representative to be displayed.

“Choosing a correct equivalent based on the context, and using structure and grammar. This is caused by inadequacy of vocabulary mastery and confusing toward language transfer from Indonesia into English” (Std. 1)

“The difficulty of English writing is frequently using the same word in writing. I often write word errors in writing and arrange of word based on the correct grammar. Those are caused by incomplete knowledge of the target language” (Std. 9)

It can be drawn conclusion that causal factor of interlanguage fossilization in the students' writing is the students do not have a good mastering of the target language (English). Moreover, they are often influenced by their native language in composing English sentence and over generalized by the target language material especially syntax.

3. Solution of Interlanguage Fossilization in Students' Writing Performance

Interlanguage fossilization is inevitable phenomenon in second or foreign language acquisition. Yet, this phenomenon can be prevented through some aspects. Qian Huang proposed four aspects to avoid interlanguage fossilization. They are improving the quality of learners' language output, appropriate cognitive feedback and emotion feedback, paying attention to learn the target language culture, and cultivating students with positive and correct self-recognition competence.

In this case, the writer had interviewed 10 students to ask comment from them about this case. 10 students had given opinion that interlanguage fossilization in writing can be overcome through a good teaching and learning English. There are some students' suggestions to prevent interlanguage fossilization in their writing, as follows:

“Giving more training in writing and giving guidance toward the errors that often conducted by students in their writing” (Std. 7)

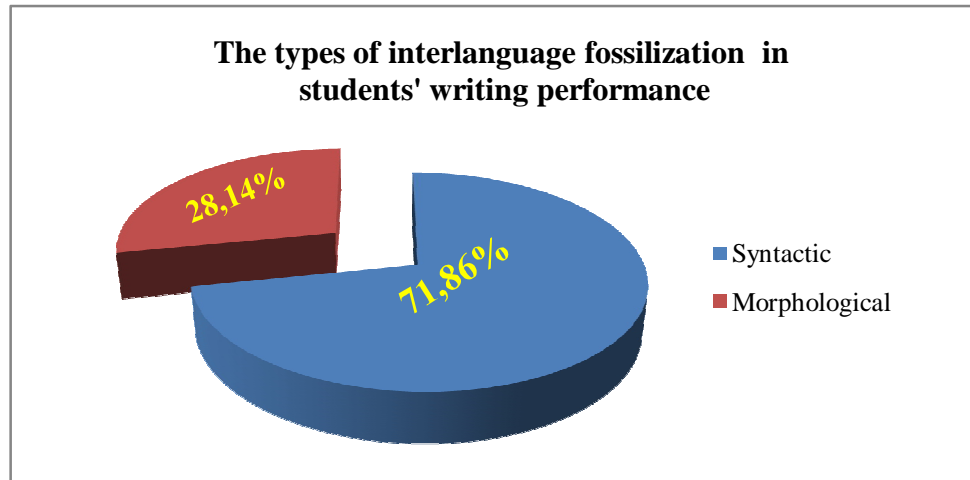
“In my opinion, a teacher or lecturer had better give guiding and understanding for the students in writing. In addition, a teacher or lecturer recommends the students to read a journal frequently, thus the students can look a correct and right writing both in grammar and punctuation”(Std. 3)

It can be concluded that a teacher or lecturer had better guide more the students to prevent the errors in the students’ writing performance. If the errors are ignored, the errors will become interlanguage fossilization. Overcoming interlanguage fossilization is not only duty of a lecturer but also the students have important role in avoiding interlanguage fossilization in their writing.

C. Discussion

In this case, the writer describes the finding of types of interlanguage fossilization in the students’ writing performance. Based on the writing 1 and writing 2, the writer has known the types of interlanguage fossilization that are commonly produced by students’ writing performance. They can be shown as the following chart below:

Figure 1: The types of interlanguage fossilization in students' writing performance



The above figure shows that there are two types of interlanguage fossilization in the students' writing performance. They can be classified as follows: 71, 86% (syntactic fossilization) and 28, 14% (morphological fossilization). They are commonly produced by students of English Education Study Program of STAIN Jurai Siwo Metro in the Academic Year of 2013/2014.

Furthermore, it can be concluded that syntactic fossilization is more common product in their writing than morphological fossilization. Most of the students can not apply their syntactical knowledge appropriately when they compose an essay or paragraph. Moreover, the students assume that writing is a very difficult activity. The students are difficult to express their ideas into written language.

In the students' writing performance, the writer found some errors in syntax. The students error because of unless to syntax. For example: in third singular...*God always bless...* It would be ...*God always blesses...* They omit the {-s} after the singular as the errors. This indicate that they are unless in grammar. Similarly, the present participle inflection {-ing} is added to the basic verb form after the infinitive *to*: ...*to going....* It would be ...*to go....* The examples are in the basic verb. In syntactic errors, for example: in the subject-verb agreement; ...*he also as a chief man of Islam....* It would be *He was also as a chief man of Islam..* . In using pronoun also found the errors. For example: ...*Afidah and me ever went to warnet....* It would be... *Afidah and I ever went to warnet ...*

Those above errors were representing of the syntactic errors. It was fossilized by the students in using English. The facts that found the errors would be improved in the next. Therefore, it can be inferred that the students' writing performance are fossilized, but rather they were just temporary fossilization at that particular period of the learning course. Selinker states that temporary fossilization can be prevented with good language learning.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In line with the discussion in the chapter IV, it can be concluded, as follows:

1. Types of interlanguage fossilization that are commonly produced by students' writing performance of English Education Study Program of STAIN Jurai Siwo Metro in the Academic Year of 2013/2014 are syntactical fossilization and morphological fossilization. Syntactic fossilization consists of 71, 86% and morphological fossilization consists of 28, 14%. Syntactical fossilization is more commonly produced by students' writing performance.
2. The students do interlanguage fossilization in their writing performance because of some causal factors. Firstly, the students have incomplete knowledge of English language such as syntax or grammar. Secondly, the students are still influenced by their native language when they were writing. Lastly, the students are difficult to explore their ideas into writing. As a result, their writing is not cohesive and coherence.
3. There are some strategies to solve interlanguage fossilization in the students' writing performance. They are giving feedback in teaching writing subject, giving a treatment for students who often make errors in writing, and using

autonomous learning in teaching writing subject which it leads the students to an active learning from the passive learning.

B. Suggestion

After identifying the interlanguage fossilization was done by the students of English Education Study Program of STAIN Jurai Siwo Metro, the writer would suggest as the following:

1. For the students

The students should learn more about syntax to avoid syntactical fossilization in their writing. In addition, the students must develop their concept through reading a book, journal, and article to know a correct writing.

2. For the lecturer

The lecturers should often evaluate their students' writing performance to decide appropriate method in teaching writing. Furthermore, the lecturers should give feedback for the students in order that they understand the errors in their writing.

3. For the further research

The further researcher who wants to conduct research interlanguage fossilization should be able to apply appropriate method to prevent interlanguage fossilization in teaching writing. Then, interlanguage fossilization can be avoided in the students' writing performance.

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Curriculum Vitae



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He took his elementary school at SDN 2 Bina Karya Utama finished in 2004, and then he took his junior high school at MTs. Ma'arif 10 Rantau Jaya Ilir finished in 2007. After graduating from junior high school, he continued his study on senior high school at SMA Binakarya Putra Rumbia and was finished in 2010. Having graduated from senior high school, he continued his study on STAIN Jurai Siwo Metro especially in English Education Study Program. Since 2010 he has been a member of Scout Movement of STAIN Jurai Siwo Metro. His personal interests cover Second Language Acquisition and Islamic knowledge.