

**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

M.I. RESTURINI
innocentiaestu@gmail.com

ABSTRAK

Proses pemerolehan bahasa pertama atau bahasa ibu didapatkan oleh anak-anak dari lingkungan keluarga. Penulis tertarik untuk menganalisa bagaimana anak-anak mempelajari bahasa asing, khususnya Bahasa Inggris. Penulis memilih anak-anak usia enam tahun siswa Taman Kanak-kanak Mondial Education Semarang sebagai bahan penelitian. Hal ini dikarenakan guru-guru dan siswa-siswi di sekolah tersebut menggunakan Bahasa Inggris sebagai bahasa pengantar sehari-hari di sekolah. Hal yang menjadi fokus pada skripsi ini adalah bagaimana anak-anak yang berbahasa ibu Bahasa Indonesia berbicara menggunakan Bahasa Inggris di sekolah. Untuk mengetahui hal ini, penulis menggunakan teori pembelajaran bahasa kedua. Persoalan dibatasi hanya pada struktur bahasa antara atau *interlanguage grammar* yang digunakan oleh anak-anak. Tujuan penulisan jurnal ini adalah untuk mengidentifikasi kesalahan-kesalahan struktur ujaran Bahasa Inggris yang sering terjadi pada anak-anak usia enam tahun serta menjelaskan faktor yang mempengaruhinya. Data yang digunakan adalah berupa ujaran yang diproduksi oleh anak-anak usia enam tahun dalam percakapan sehari-hari di sekolah. Analisis dan interpretasi data didasarkan pada fenomena *interlanguage grammar* yang muncul dalam ujaran-ujaran tersebut. Hasil analisa menunjukkan bahwa kesalahan yang sering terjadi pada anak-anak adalah tentang penggunaan kata kerja waktu lampau. Mereka cenderung untuk menggunakan kata kerja asli tanpa mempersoalkan waktu terjadinya. Hal ini disebabkan oleh adanya interferensi Bahasa Indonesia sebagai bahasa ibu terhadap Bahasa Inggris sebagai bahasa kedua.

1. Introduction

1.1. Background of Study

The early education of the children comes from their family. This is a place where they can produce their first language. It is usually called as *language acquisition*. A child will learn a mother tongue as his/her first language. In this case, the Indonesian children usually acquire Bahasa Indonesia as their mother tongue.

In addition to the development of the technology, it seems that it is good for people to be able to speak more than one language. The clause that says, "English is an international language" makes people all over the world learn English as their foreign language. Thus, it is not surprising that people teach their children to speak English since they are very young. The existence of international school makes the children easy to improve their English.

Mondial Education is a national school that uses English as its instructional language. Since the students are in the kindergarten (six years old), they have to speak English to their teachers and friends at school. Although the children and their parents are mostly Indonesian people, they must try to speak English both at school and at home.

It is found that Indonesian children often make some grammatical errors in English. For instance, the kid said, "My mom here". It shows the grammatical error in morphology that there is no verb. It happens because in Bahasa Indonesia we say "Ibuku disini" without copula be.

This phenomenon shows that the children are in the process of language learning. They learn English when they have already acquired Bahasa Indonesia as

their mother tongue. It is found that they face many new words on both languages. As a result, language interference emerges from their mother tongue (Bahasa Indonesia).

1.2. Purpose of the Study

- a. to assess how the kindergarten students speak English
- b. to identify the interlanguage grammar errors that usually occur
- c. to describe the factors of the interlanguage grammar that influence their English

2. Theoretical Framework

2.1. Language Acquisition and Language Learning

Language acquisition, according to O'Grady (1997:464-465), is seen as the phenomenon of linguistic development which the end result is grammar that allows people to speak and understand a language. This development of linguistic skills must require the acquisition of a grammar. The children acquire grammatical rules in their sentences, and tend to make a universal rule to the verb, such as *goed, doed, writted*, etc. This happens during the period when the infant is maturing physically and mentally. He is acquiring many other skills and much other knowledge about the world (Corder, 1993:107-109). It becomes a behavior by parents and others, who encourage the child's linguistic development.

From those definitions, children usually learn a mother tongue as their first language acquisition. It happens informally during the early education in the family. However, it is possible to the children to learn not only a mother tongue but also a regional language. In this study, Indonesian children who live in Semarang mostly acquire Bahasa Jawa (Javanese language) and Bahasa Indonesia as their mother tongue.

Language learning commonly starts at a later stage, when language performance has already become established and when many other physical and mental processes of maturation are complete or nearing complete (Corder, 1993:107). It usually happens under formal instruction. In language learning, it is said that the children learn a second language when they already settle with their mother tongue. They learn many vocabularies since they have already known how to speak and read. The writer agrees that the term *second language learning* is applied for people who learn the other languages under formal instruction.

2.2. Second Language Learning

2.2.1. The Study of Second Language Learning

In general, second language acquisition explores how people achieve skills in a language that is not their mother tongue (O'Grady, 1997:504). The second language learners have an organized interlanguage grammar because it is influenced by both the first and the second language and has characteristics of each. Brown (2000:271) improves that second language acquisition is followed by second culture learning, includes language interference, cognitive styles, and the learning of discourse and communicative meanings of language.

After researching the objects, the Kindergarten students in Mondial Education, it is found that the term *second language acquisition* does not match to explain this study. It is only suitable for the acquisition of the first language or mother tongue. In this case, Kindergarten students at Mondial Education acquire Bahasa Indonesia as their mother tongue. Thus, *second language learning* is the best term applied since English that they learn is not their mother tongue.

2.2.2. Interlanguage Grammar

Interlanguage grammar is a kind of ability that is about the learning of phonology, morphology, and syntax of a second language (O'Grady, 1997:511-523). Selinker (1992) stated that the learners have this ability to learn continuously and keep memorizing a system of rules until they achieve mastery over their second language. It is developed by people during the process of learning a new language,

when the learner begins to acquire competency in the new language but has not mastered it yet. It also contains elements of the speaker's original language.

a. L2 phonology

The domain of phonology is distinguished between segmental and prosodic. Segmental relates with phonological segment, such as consonants and vowels. In prosodic, it concerns with phonological phenomena that influence more than a segment, such as syllables and stress.

b. L2 morphology

The study found that on the second language learning, the order of acquisition of morphemes in L1 development is determined as follows:

- 1) *-ing* form (e.g., you are *cheating*)
- 2) Copula *be* (e.g., my mom *is* here)
- 3) Articles (e.g., *a, the*)
- 4) Auxiliary *be* (e.g., you *are* cheating)
- 5) Plural *-s* (e.g., books)
- 6) Irregular past (e.g., I *went* to Jakarta)
- 7) Regular past (e.g., I *walked* to the playground)
- 8) Third person singular *-s* (e.g., she wears new shoes)
- 9) Possessive *-s* (e.g., Raihan 's cards)

c. L2 syntax

There are two parts of syntactic structures, which is the null subject parameter and verb movement. The null subject parameter considers describing the contrast between languages, which involve clear grammatical subjects, and languages that allow subjects to be omitted. Verb movement reflects on verb that raises or not to inflectional.

2.3. Interference

According to Corder (1993:132), the learning of a second language means learning a set of rules of the language people already know. Some of the rules are used in the production and understanding of the second language. It is called *transfer*. The learners transfer what they already know about performing one rule to another and similar rule.

In learning the second language, the learners do not know what the correct rules are. When they produce utterances, they will perform the second rule they already know, and still apply the old rules so they will make mistakes. Making errors in the second language can be explained by *negative transfer* or *interference*. Some factors interfere the second language are motivation, intelligence, social background, knowledge of the world, and teaching receiving.

For instance, in English, we have to change the verb into past tense if it shows past experience. However, the Indonesian children usually say, "I eat egg this morning." They do not change the verb because in Bahasa Indonesia we do not have past tense forms. Thus, their utterance indicates the interference of Bahasa Indonesia.

3. Research Methods

The methodology that the writer used is descriptive method. It describes a phenomenon and reports frequencies, averages, and percentages (Glatthom, 2005:40).

3.1. Research Design

In this research, the writer uses the qualitative perspective as a general view and research approaches. This perspective insists a phenomenological view in the individual concepts. The writer also combines qualitative and quantitative method based upon the primary or secondary data. The writer uses qualitative primary and quantitative first. It means that the research begins by collecting quantitative preliminary data as a basis for collecting and interpreting the primary qualitative data.

Case study research is the perspective used in qualitative primary studies. It concerns with exploring, describing, and explaining a phenomenon. Yin in *Writing the Winning Thesis or Dissertation* (Glatthorn, 2005:43) stated

A case study is an empirical inquiry that investigates a contemporary phenomenon within its real life when the boundaries between phenomenon and context are not clearly evident; and in which multiple source of evidence are used.

The writer took Kindergarten Students of Mondial Education academic year 2012/2013 as the objects. They are 5-6 year-old-children. Then the writer used the conversations of the talkative children that have grammatical errors.

3.2. Population and Sample

During the observation, the population is the utterances spoken by the children. All of them can speak both in Indonesia and in English. In their daily activities at school, they produce many utterances in English since they have to speak English.

From the population, the writer took 30 conversations as the samples. They had randomly taken according to the utterances that indicate the ungrammatical utterances, especially interlanguage grammar. The way to take the samples was by doing the conversation and listening of what the children say during the school activities. Then the writer made notes and selected the conversations.

The observation was run from October 2012 to February 2013. Those data were collected directly by listening from the utterances of the 22 Kindergarten Students of Mondial Education. They are 21 Indonesian and one Pakistani. However, from 21 Indonesian children, the writer only took the utterances from the most talkative children in the class.

3.3. Data Collection

The specific technique to collect data is by observation. It is built to decide what is happening and what individuals are doing (Glatthorn, 2005:45). The writer observed carefully and gave attention to the objects that has been organized.

The writer conducted the observation by listening and taking notes to the utterances spoken by the children during the school activities. In this case, the writer participated in the conversation among the children. The writer took some short conversations that have ungrammatical structures. Those conversations can be the conversation between the teachers and the students or between the students themselves.

3.4. Data Analysis

The writer required the data analysis after completing the acquired data. They were analyzed by using the phenomena of interlanguage grammar emerging. The writer participated in the school activities of Kindergarten students of Mondial Education, then listened to and took notes of utterances the children spoke. After that, the writer chose the utterances from the conversation that show the ungrammatical structure. The writer identified each utterance according to the phenomena of interlanguage grammar appearing. Finally, the writer made a list of the ungrammatical structures types and then made proper forms for each utterance.

In identifying the data, the writer used the theory of *error analysis*. Error analysis learns the forms and causes of language errors. Corder said that error analysis studies the characteristics of the second language learners' errors and confirms or disproves the predictions of contrastive analysis (1993:150). In this study, the writer compared the synonymous utterances in the learners' dialect (Bahasa Indonesia) and the target language (English). Translational identify method was used in analyzing this study. Since there are interferences of Bahasa Indonesia, the translational method was used in order to translate from English the children spoke as a proof that there are some interferences of Bahasa Indonesia. As

Sudaryanto said, identify method has a tool that does not become a part of its language (1993:13).

4. Results and Discussion

4.1. Speaking Profile

Mondial Education Semarang has a rule that every person has to communicate in English. Since the students are in the Kindergarten, they have to speak English to their teachers and friends at school.

The writer directly took the data by doing conversations to the students. In taking the data, the writer found that most students spoke in the structure of Bahasa Indonesia. They had known many English vocabularies since they were taught in English every day. They only produced simple utterances as long as they understood each other. They often made errors in speaking English, but the teachers always made corrections in order to make them know and understand what the proper forms are.

4.2. The Form of Interlanguage Grammar

4.2.1. Phonological Errors

No.	Types of Errors	Frequencies
1.	Consonants	2
2.	Vowels	-
	Total	2

1. *Move* [muf] → [mu:v] (see appendix no.1)

The phonetic transcription of *move* is influenced by the phonetic transcription of Bahasa Indonesia where the alphabet *v* [vi:] is sounded as alphabet *f* [əf].

2. *Present* [presen] → [prez'nt] (see appendix no.4)

The word *present* is sounded as [s] [presen], in which the proper sound is [z] [prez'nt].

4.2.2. Morphological Errors

No.	Types of Errors	Frequencies
1.	-ing form	1
2.	Copula <i>be</i>	2
3.	Articles	2
4.	Auxiliary <i>be</i>	3
5.	Plural -s	3
6.	Irregular past	11
7.	Regular past	2
8.	Third person singular -s	3
9.	Possessive -s	2
10.	Others	8
	Total	37

1. -ing form

Bryan play → Bryan is playing (see appendix no.26)

Evan reported to the teachers that somebody was playing whereas it was not playing time. Since the experience was happening at that time, Evan should speak in present progressive tense (*is playing*).

2. Copula *be*

- a. *you Dumpty* → you are Dumpty

I Humpty → I am Humpty (see appendix no. 20)

Gadiel's and Kirana's utterance are lack of copula *be* (*are* and *am*).

- b. *I hungry* → I am hungry (see appendix no.21)

Evan's first utterance indicates the lack of auxiliary verb *be*. In Bahasa Indonesia, he will say *Bu, saya lapar*. In English, we need copula *be* to state an adjective.

3. Articles
 - a. *crown small* → a small crown (see appendix no.2)
Kaytlin told the teacher that she would wear a crown in Halloween Costume Party. Since the crown was a count noun, it should be *a small crown*.
 - b. *she has baby* → she has a baby (see appendix no.11)
Denise told the teachers that her mother was busy with her little sister. Since Denise has one little sister, the proper form should be *a baby*.
4. Auxiliary *be*
 - a. *will angry* → will be angry (see appendix no.6)
Farren's utterance identifies the lack of auxiliary verb *be*. It can be seen from the clause, *the teacher will angry with you*. Auxiliary verb *be* is needed to state an adjective (*angry*) and after modal (*will*).
 - b. *why you eating* → why are you eating (see appendix no.13)
Evan asked to the teachers why they were eating. In Bahasa Indonesia, it means, *mengapa Anda sedang makan, Bu?* In English, we need auxiliary verb (*are*) to state a present progressive tense.
 - c. *why you speak* → why are you speaking (see appendix no.14)
Alexa asked to the teachers why they spoke Bahasa Indonesia. In Bahasa Indonesia, it means *mengapa Anda berbicara dalam Bahasa Indonesia?* Since the speaking was happening at that time, the present progressive tense (*are speaking*) is the proper tense used.
5. Plural *-s*
 - a. *toy car* → toy cars (see appendix no.3)
Since the toys are more than one, it should be used plural form *toy cars*.
 - b. *the teacher* → the teachers (see appendix no.6)
The using of *the teacher* that means *guru* in Bahasa Indonesia should be called as *the teachers* since it means Farren's whole teachers.
 - c. *two week* → two weeks (see appendix no.10)
Varrel's utterances are lack of plural *-s* in which it should be *two weeks*.
6. Irregular past
 - a. *is not move* → did not move (see appendix no.1)
Gaby used auxiliary verb *is* which should be *did*. It can be because in Bahasa Indonesia, *motorku mogok*, we do not need to change the verb.
 - b. *say* → said (see appendix no.5)
Kaytlin explained that she already said about joining the bus to Kelvin during the field trip, but he did not want to join. The word *say* in *I already say it to Kelvin*, should be in past form *said*.
 - c. *say Varrel* → Varrel said (see appendix no.8)
Say should be *said* since the activity (Varrel told Kenneth) is done.
 - d. *is* → was, *throw* → threw (see appendix no.9)
Rista's tooth was already off, so *is* should be *was*. Then the past form of *throw* is *threw*.
 - e. *go* → went (see appendix no.10)
Varrel's utterances do not deal with the past tense form. The proper verb of *go* is *went*.
 - f. *don't come* → didn't come (see appendix no.12)
In Haidar's utterance, he said that Rista does not the heart picture because of her absence. Therefore, Haidar should use past tense *did*.
 - g. *am bleeding* → got bleeding, *am fall down* → fell down (see appendix no.15)

Kaylee got a scar in her finger. She told it by saying the present form to tell the past experience. It can be seen from the words *am* and *fall*. The proper form is no need auxiliary verb *am*, then the word *fall* should be *fell*.

- h. *buy* → bought (see appendix no.23)
The word *buy* should be *bought* (the past form of *buy*).
 - i. *say my mom* → my mom said (see appendix no.24)
In Bahasa Indonesia, Andrew said *kata ibu saya, saya tidak bisa pergi*. Since the experience of his mom saying had done, the proper tense used is past tense (*said*).
 - j. *say my driver* → my driver said
he want to → he wanted to (see appendix no.25)
In saying *say my driver*, it is not a proper form. In English, we have to say the subject first to state something (*my driver said*). Besides, the proper tense should be past tense since the experience was done (*said* and *wanted*).
 - k. *go* → went (see appendix no.27)
Rista's utterance shows the lack of past tense. Since Michelle went home in the previous hours, Rista should answer in the past tense form (*went*).
7. Regular past
 - a. *is wiggle* → wiggled (see appendix no.9)
Rista should use the past form of *wiggle*, *wiggled*.
 - b. *before Kenneth kick me* → Kenneth kicked me (see appendix no.19)
Most of the children use word *before* to show past form. They say *before* to state *tadi* in Bahasa Indonesia. Kirana has to use the past tense form (*kicked*) since it already shows past experience.
 8. Third person singular –s
 - a. *sleeping* → sleeps (see appendix no.8)
Kenneth's utterance indicates the habitual experience that is always done by Varrel. The proper verb should be *sleeps* since Varrel is the third person singular.
 - b. *why everybody have* → why does everybody have (see appendix no.12)
Rista's utterance indicates the lack of auxiliary verb *do*. In making English question sentence, we need an auxiliary verb *do*. Since *everybody* is the third person singular, auxiliary verb *does* is used.
 - c. *why Humpty have* → why does Humpty have (see appendix no.18)
Bernice's utterance also indicates the structure of Bahasa Indonesia. This utterance is lack of auxiliary verb *do*. Since *Humpty* is a group, the third person singular *does* is suitable used.
 9. Possessive –s
 - a. *Kathleen car* → Kathleen's car, *me* → mine (see appendix no.3)
These utterances is lack of possessive –s. The using of *me* as a subject is also incorrect because it should indicate the possessive form (*mine*).
 - b. *me* → mine. *you* → yours, *I am* → mine is (see appendix no.7)
Farren's and Kenneth's utterance shows about the lack of using the possessive form. In Farren's utterance, the using of *me* as a subject is incorrect because it shows the possessive (Farren's mats), *mine*. The word *you* also indicates of the possessive of *yours*. Then Kenneth should say *mine is* instead of *I am* in stating possessive.
 10. Others
 - a. *am* → will wear (see appendix no.2)
Kaytlin's utterance has a problem with subject and verb agreement. Since the question use future tense, the answer should use *will*.
 - b. *not yet open* → have not opened yet (see appendix no.4)

Denise's utterance, *I not yet open my present*, indicates the structure of Bahasa Indonesia. It means *saya belum membuka hadiah saya* in Bahasa Indonesia. Thus, it should use the present perfect tense *have + past participle*.

- c. *nice* → *nicer*, *the long one* → the longest (see appendix no.7)
Farren's utterances show the using of comparative form in which the pattern should be *adjective* followed by *-er*. Since they played together, Kenneth wanted to show that his mats are better than Farren. In Kenneth's utterance, it shows the using of superlative form in which the pattern is *the* followed by *adjective + -est*. His utterance also shows about the lack of using the possessive word (*mine*).
- d. *don't bring* → will not bring, *cannot going* → cannot go (see appendix no.11)
Denise answered that she could not bring a present. Her mother could not buy it since Denise's sister is still a baby. In Bahasa Indonesia she said, *saya tidak bawa kado. Ibuku tidak bisa pergi karena punya bayi*.
Since Farren's birthday would be held in the next day, Denise should use the future form (*I will not bring*) to state her ideas. Moreover, modals should be followed by infinite verbs (*cannot go*).
- e. *want eat* → want to eat (see appendix no.21)
The verb *want* should be followed by *to*.
- f. *want see* → want to see (see appendix no.22)
The verb *want* should be followed by *to*.
- g. *tomorrow is spelling quiz* → will we have spelling quiz tomorrow (see appendix no.28)
Varrel's utterance indicates the ungrammatical sentence because there is no subject. In Bahasa Indonesia he said *Bu, besok ulangan mengeja?* His utterance is a question so the sentence should be in question form. It also does not deal with the tense. Since the spelling quiz would be held the next day, the proper tense is future tense (*will*).
- h. *want eat* → want to eat (see appendix no.30)
Alexa showed the writer which food she wanted to eat first. She used words *this one* to point her kind of food (banana and bread). The words *this one* should be called as the names of her food. Besides *want* should be followed by *to*.

4.2.3. Syntactical Errors

No.	Types of Errors	Frequencies
1.	Null subject	2
2.	Null verb	1
3.	Double verb	2
4.	Inversion	2
	Total	7

1. Null subject
 - a. *don't know* → I don't know (see appendix no.2)
When Denise was asked, she answered with short answers that indicate meaning in Bahasa Indonesia. The utterance *don't know* shows Bahasa Indonesia *tidak tahu*, in which it is no need to put a subject.
 - b. *where* → where is it (see appendix no.22)
Kaytlin wanted to see which one was Gaby's sticker. She answered Gaby's statement with the structure of Bahasa Indonesia: *mana? Aku mau lihat*. Syntactically, her utterances need subject and predicate, such as *where is it?*
2. Null verb
my grandma → my grandma did (see appendix no.23)

In Michelle's utterance, when she answered *no, my grandma*, it should be followed by auxiliary verb *did* since the question was in past tense.

3. Double verb

- a. *why Miss Yohana and Miss Lenny is want to go* → why are Miss Yohana and Miss Lenny going (see appendix no.16)

This utterance shows the using of auxiliary verb and infinite verb in the same time (*is* and *want to go*). In Bahasa Indonesia Evan wanted to ask why his teachers went outside. It means *mengapa Miss Yohana dan Miss Lenny mau pergi?* Thus, the proper form should be using present progressive tense (*are going*) since the experience was happening at that time.

- b. *are you see* → do you see (see appendix no.29)

Most of the children tend to say the infinite verb with auxiliary *be* altogether. Gaby mixed the using of infinite verb *see* with auxiliary verb *are* whereas it should be auxiliary verb *do*.

4. Inversion

- a. *crown small* → small crown (see appendix no.2)

In Kaytlin's utterance, the arrangement of noun phrase *the crown small* is incorrect. In Bahasa Indonesia, *saya akan memakai sebuah mahkota kecil*, people do not have an inversion for saying noun phrase, so it can be said *mahkota kecil*. However, in English it needs an inversion for saying noun phrases (*small crown*).

- b. *page what* → what page (see appendix no.17)

Kenny's utterance is inverted because of the interference of Bahasa Indonesia that means *halaman berapa, Bu?* In English, the proper form of asking pages is *what page*.

4.3. Social Factors

Here are some social factors interfere the English as the students' second language:

a. Motivation

Both the teachers and the students have their own motivation in speaking English. The teachers hope by speaking English all the time, the students can understand and speak English well since they apply English as the instructional language at school. If the students can understand and speak English, it is good for them in applying materials from the teachers. For the children, they will speak English because they have to obey the school rules. In this case, the teachers always motivate the children by saying such appreciations to make them brave and better in speaking English.

b. Intelligence

Intelligence relates to the ability of learning and understanding something. The children have their own intelligence that influences them in learning English. For some children, it is easy to copy their teachers' utterances and learn by themselves so that they can speak English faster. Besides copying adults' utterances, it is found that the children who like to read storybooks will learn English faster because they will get many new vocabularies. It is also related to the teaching and receiving process at school. The children who give attention in the way the teachers say will copy the utterances and apply them easily. When they produce ungrammatical utterances, the teachers will always make correction to tell how the proper forms are.

c. Social background

Some of the students already learn English before they study at school. It is because his/her mother or father can speak English. It makes the teachers easier to teach them at school since the children are used to be speaking English every day both at home and school. On the other hand, some parents who cannot speak

English also send their child to the teachers at school in order to make their child be able to speak English. It takes a longer time for the child in speaking English since they only communicate English at school. The child needs to adapt the situation at home and school well.

d. Facilities

Mondial Education has many facilities that support the children in learning English. The children learn from books, worksheets, flashcards, and charts written in English and completed by colorful pictures in the language and math center. They recognize many kinds of buildings by arranging various shapes of wood blocks in the construction center. They perform and act with the supported properties and equipments based on the themes in the dramatic play center. Then, in the science and exploration center, they acknowledge many kinds of arts and materials from nature and its surrounding.

The facilities are not only from the physic things, but also from the environment where the children study. The rule that both the children and the teachers have to communicate in English at school makes the children easier to adapt the situation of speaking English. Then they are familiar with English words since everybody speaks English at school.

5. CONCLUSION

5.1. Speaking Profile

The Kindergarten students of Mondial Education have to speak English to their teachers and their friends at school. It is found that they produce simple utterances as long as they understand each other. They often make errors in speaking English, but the teachers always make corrections in order to make them know and understand what the proper forms are.

5.2. The Form of Interlanguage Grammar

According to the analysis, it is found that Bahasa Indonesia interferes the children in every scope of interlanguage grammar:

- a. In phonology, the children produced the sounds of Bahasa Indonesia. For example, they produced [f] to both letter *f* and *v*. They would say [muf] rather than [mu:v]. Besides, there are exceptions for some English vocabularies, such as, letter *s* in *present*; it is read as [prez'nt] instead of [presen].
- b. In morphology, they often made errors in the aspects of subject and verb agreement. The most errors occur in stating past tense using present tense. In English, they need to change the verbs into past tense form. However, in Bahasa Indonesia there is no need to change the verbs according to the time of speaking. Besides, children do not know how to apply auxiliary verbs, even they combined auxiliary verbs *do* with copula *be*.
- c. In syntax, the children did not make inversions in stating noun phrases. As in Bahasa Indonesia, there is no such inversion form. They also sometimes did 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.

5.3. Social Factors

This result shows the interference of Bahasa Indonesia in the English utterances the children produce. They produce English utterance with the structure of Bahasa Indonesia. It is not surprisingly since they live in Indonesia, and they usually produce Bahasa Indonesia in their daily life to their family. Some other factors interfere the second language are motivation of the children and the teachers, intelligence, social background, and teaching receiving. To make the children be better in speaking English, it is good to the parents at home and the teachers at school to teach how to speak English well. It can be done by correcting every time the children produce ungrammatical utterances so that they know what the proper forms are.

REFERENCES

- Brown, H. Douglas. *Principles of Language Learning and Teaching 4th ed.* New York: Addison Wesley Longman, Inc., 2000.
- Corder, S. Pit. *Introducing Applied Linguistics.* UK: Penguin Education. 1993.
- Dharmowijono, Widjajanti W. and I Nyoman Suparwa. *Psikolinguistik: Teori Kemampuan Berbahasa dan Pemerolehan Bahasa Anak.* Denpasar: Udayana University Press, 2009.
- Fauziati, Endang. "Interlanguage and Error Fossilization: A Study of Indonesian Students Learning English as a Foreign Language." *Indonesian Journal of Applied Linguistics* 1.1. July. 2011 <http://balaibahasa.upi.edu/wp-content/uploads/2011/07/03_Endang-Fauziati_Interlang-Fossil.pdf>.
- _____. "Interlanguage Errors in English Textbooks for Junior High School Students in Surakarta." <<http://journal.teflin.org/index.php/teflin/article/viewFile/71/208>>
- Fernandez, Eva M. and Helen Smith Cairns. *Fundamentals of Psycholinguistics.* Chichester: Wiley-Blackwell, 2011.
- Glatthorn, Allan A. and Randy L. Joyner. *Writing the Winning Thesis or Dissertation: A Step-by-Step Guide.* Thousand Oaks: Corwin Press, 2005.
- Lekova, B. "Language Interference and Method of its Overcoming in Foreign Language Teaching." *Trakia Journal of Sciences* 8.3 (2009): 320-324.
- Nugroho, Aprianto Hendhi. "Analisis Kesalahan Gramatikal pada Lembar Tugas Menulis Siswa Kelas VIII SMP N 3 Semarang Tahun Ajaran 2005/2006." Thesis. Universitas Diponegoro, 2007.
- O'Grady, William D., Michael Dobrovolsky, and Francis Katamba. *Contemporary Linguistics: An Introduction.* London: Addison Wesley Longman Ltd., 1997.
- Rini, Setiyo Puji. "Phonological Errors Made by Beginning Learners of Primary 2 and Primary 3 in Graceland Learning Center Semarang." Thesis. Universitas Diponegoro, 2009.
- Selinker, Larry. *Rediscovering Interlanguage (Applied Linguistics and Language Study).* UK: Longman Group Ltd., 1992.
- Sudaryanto. *Metode dan Aneka Teknik Analisis Bahasa.* Yogyakarta: Duta Wacana University Press, 1993.
- Trimmer, Joseph F. *A Guide to MLA Documentation 6th ed.* Boston: Houghton Mifflin Company, 2004.

APPENDIX

1. The writer : "Gaby, why are you late?"
Gaby : "Because my motorcycle *is not move*."
2. The writer : "What will you wear on Halloween Costume Party?"
Kaytlin : "I *am the crown small*."
3. The writer : "Kenneth, what do you play with Kathleen at home?"
Kenneth : "*Toy car. Kathleen car is pink, me is green*."
4. The writer : "What presents did you get yesterday, Denise?"
Denise : "*Don't know. I not yet open my present*."
5. The writer : "Kaytlin, Kelvin cried this morning."
Kaytlin : "Why?"
The writer : "Because he didn't want to join us at the bus."
Kaytlin : "Oh yeah, I know. I already *say* it to Kelvin, but *she don't* want to."
6. Teacher : "Aibell, why didn't you say the words?"
Aibell : (*silent, cry*)
Teacher : "Why are you crying, Aibell? I am just asking you to say the words."

- Farren : “Aibell, if you don’t say the word, the teacher *will angry* with you.”
7. Farren : “Look, Kenneth. *Me is nice* than you.” (*show the alphabet mats*)
Kenneth : “No, *I am the long one.*”
8. Teacher : “Who do you stay with, guys?” (*ask to all the students*)
Kenneth : “*Say Varrel, he sleeping* with his brother.”
9. Rista : “Miss, look at my tooth.”
The writer : “What happened?”
Rista : “My tooth *is wiggle*. It *is* off and I *throw* it up.”
10. Teacher : “What did you do on holiday Varrel?”
Varrel : “I *go* to Jakarta *two week* and then Bandung *two week.*”
11. Teacher : “Listen, guys. Don’t forget to bring a present for Farren, okay?”
Denise : “No. Miss. I *don’t bring*. My Mom *cannot going* because she has baby.”
12. Rista : “Miss, *why everybody have* the heart (picture)? I don’t have it.”
Haidar : “Yeah, because you *don’t come.*”
13. Evan : “*Why you eating*, Miss?”
Teacher : “Because we are hungry, Evan.”
14. Alexa : “*Why you speak* Bahasa?”
Teacher : “Sometimes between the teachers, we speak Bahasa.”
15. Kaylee : “Miss, I’m *bleeding.*” (*showing her bandaged finger*)
The writer : “Oh yeah? What happened?”
Kaylee : “I’m *fall down.*”
The writer : “Where did you fall down?”
Kaylee : “At home.”
16. Evan : “*Why Miss Yohana and Miss Lenny is want* to go?”
Teacher : “We are going to buy food, Evan.”
17. The writer : “Open page 37, please.”
Kenny : “*Page what*, Miss?”
18. Bernice : “*Why Humpty* (group) *have so many* (worksheets)?”
The writer : “No, all of you get the same worksheets.”
19. Kirana : “Miss, *before Kenneth kick* me.”
The writer : “Kenneth, say sorry to Kirana, please.”
20. Gadiel : “*You Dumpty* (group), right?”
Kirana : “No! *I Humpty.*”
21. Evan : “(*reporting*) Miss, I *hungry*. I *want eat.*”
22. Gaby : “Kaytlin, I have a sticker.”
Kaytlin : “*Where? I want see.*”
23. The writer : “Did your mom buy these shoes for you?”
Michelle : “No, *my grandma*. She *buy* in Thailand.”
24. Teacher : “Will you join the competition?”
Andrew : “No. *Say my mom* I cannot go.”
25. The writer : “Varrel, why are you still here (at school)?”
Varrel : “*Say my driver, he want* to say with his friend.”
26. Evan : “(*reporting*) Miss, *Bryan play.*”
27. Alexa : “Where is Michelle?”
Rista : “(*listening the conversation*) Michelle *go* home.”
28. Varrel : “Miss, *tomorrow is spelling quiz?*”
The writer : “Yes, Varrel. Tomorrow we will have spelling quiz.”
Varrel : “Ah, I hate spelling quiz.”
29. Gaby : “Miss, *are you see* Bernice?”
The writer : “I think Bernice is in the playground.”
30. The writer : “Which one do you want to eat first?”
Alexa : “I *want eat* this one first, and then this one at home.”