

A Study of Interlanguage Used by Indonesian Teenagers in English as a Foreign Language

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Abstract

Various language mistakes made by teenagers in learning English as a foreign language in Indonesia is an important phenomenon to be studied. These language errors illustrate the effectiveness of foreign language learning that has been carried out. The production of a learner's language that cannot be categorized as either a first language or a target language (English) is called an interlanguage (IL). The focus of this research is to explore and study the literature related to interlanguage used by Indonesian at the age of teenagers (students in junior and senior high school), and interlanguage variability. Data collection techniques consist of; 1) checking the clarity of meaning and the results of previous literature searches, 2) grouping the data that has been collected according to the things discussed in the research, and 3) finding research using empirical data analysis referring to the previous relevant literature. The results show that NL and TL affect students' interlanguage production in all forms of grammar including phonology, morphology, and syntax. Furthermore, interlanguage variations can be explained by referring to individual learner factors, performance variations, and contextual factors.

Keywords: Interlanguage, Teenagers, Foreign Language

Introduction

Teenage is an advancement period from children to adults. King (2012) says that this period is started at the age of 12 years and finishes at the age of 18 to 21 years. Through this time, the individual experiences shift both physically and psychologically. In addition, teenagers also change cognitively and begin to think abstractly like adults. In the teenage period, adolescents begin to detach themselves emotionally from their parents in order to carry out their new social roles as adults (Clarke-Stewart & Friendman, 1987). At this time, adolescents enter the stage of looking for an identity. Erikson (in Santrock, 2003) says that adolescence enters a period of identity development where individuals will find out who they are, what their role is, and what their life goals are.

One aspect that develops and undergoes changes is language. Teenagers acquire new languages from various sources such as family, social relationships, school, and technology. In this era, teenagers put their attention to English. It is because English becomes a global language. Brumfit (2001) states that the English language is the major international language that gets the lingua franca of all nations in the world so if parties want to enter the international area, they must master English well. In extension, the development of the English language in all aspects of people's lives makes people especially teenagers learn and take English as a foreign language. So, it is not surprising enough that many teenagers involve English in their daily conversations.

However, Education First (EF) as a global language teaching service provider has launched the 2021 English Proficiency Index (EPI) Report. The results show that Indonesia's EPI score is still relatively low and in 2021 Indonesia's EPI achievement is ranked 80 out of 112 countries or down six places compared to the position in the previous year. Compared to neighboring countries, Indonesia's EPI achievement in

2021 is far below Singapore, the Philippines, and Malaysia which occupy the top three EPI positions in the Asian region.

It is found that teenagers in Indonesia often do some errors in using English practice. It happens because the English and Indonesian languages have different roles in their use. For instance, someone said 'I kidding'. It shows that there is a grammatical error in morphology because the speaker does not use the auxiliary verb 'am'. In Indonesia, people say 'Saya bercanda' sans copula be. This case indicates that the teenager is still in the learning process of getting English as a foreign language. Teenagers learn English after they require their local language, for example, the Minangkabau language, the Javanese language, etc., and their national language, Bahasa Indonesia. As a result, there is language interference that appeared in their tongue which is called interlanguage.

Interlanguage is a language that exists between one's first language and the aim language under study. The problem of interlanguage and fossilization of errors (irreversible errors) has enamored the attention of many researchers. The first is Fauziati's (2011) study about interlanguage and error fossilization. It is a study of Indonesian students learning English as a foreign language. This study concentrated on the issue of error fossilization, specifically grammatical errors. Grammatical errors from students were collected four times: before, after, and two months after one semester of instruction. The data was analyzed qualitatively. Most of the students' grammatical errors could be abolished based on the results. They were dynamic, according to further investigation. For a specific time of the learning study, some grammatical mistakes appeared.

Second, Fauziati (2017) conducted research on the influence of native language and target language on students' interlanguage production. The Indonesian EFL is an example of this. The purpose of this research is to provide empirical evidence on the permeability of students' interlanguage production by describing the type and degree of influence of the native and target languages, as well as explaining the potential causes of their influence. The findings indicate that both the mother tongue and the target language influence interlanguage production at the lexical and syntactic levels. The mother tongue has the most influence on vocabulary (for example, Indonesian loan), whereas the target language has the most influence on grammar (ex. verb tenses). Native language influence was slightly less common than target language influence. Their mental possession of two language systems, which was activated despite their intention to use only one language, was the primary source of their influence.

The third study is titled Interlanguage Performance of EFL College Students: Evidenced in the First Semester of the English Letters Major-Indonesia by Rahayu, Soepriatmadji, and Purwanto (2022). This study demonstrates how irregular or unsystematic errors lead to meaningless language. It is difficult to determine where students' learning progress is located in the interlanguage domain. In terms of word selection, the students stick to words they are already familiar with, yielding only the eleven most frequently used words. Unfortunately, the words "unforgettable memories" do not accurately represent the range of possibilities. As a result of students being forced to produce utterances when they are not prepared, meaningless utterances are found here and there as a class norm.

All learners make mistakes when learning a foreign language. Generally, such an error is considered natural, and inevitable (Corder 1981: 65). Errors are bound to arise when learning anything that requires creativity, including learning a foreign language. In the Corder concept, language errors are no longer considered as a mere deviation, but as a resource for learning the language method of foreign language learners (interlanguage).

Based on the results of the research observations that have been represented, the writer is further fascinated in studying the interlanguage, especially used by teenagers in English as a foreign language. Previous research has discussed a lot about the interlanguage itself. Therefore, the researcher will collect various existing literature in order to study and discuss how the interlanguage case is used by Indonesian teenagers in English as a foreign language.

Concept of Teenagers

People growth is a process of continuous physical, behavioral, cognitive and emotional growth and change throughout life. Throughout this process, everyone develop attitudes and values that guide their choices, relationships, and understanding (Huberman, 2002). Teenage or adolescence is one of the developmental stages. The adolescent stage marks the transition from childhood to adulthood in human life. During this time, there are significant and necessary changes in the maturation of spiritual and physical functions, particularly sexual functions (Kartono, 1995). Teenagers have a natural curiosity for adventure and new challenges. They are usually brave enough to take risks for their actions without giving them much thought. Piaget (in Hurlock, 1990) says that teenagers are the psychological old at which the individual integrates with adult society, the age at which people no longer feel within the older people's role but think on the same level. Entering the modern era, the community has many affective aspects, not only about puberty.

Puberty is another term for teenagers. According to Hurlock (1994), puberty is a developmental stage in which children transition from asexual to sexual beings. The adolescents are also referred to as the period of change, the rate of change in attitudes and behavior during adolescence, and the rate of change in physical changes (Hurlock, 2004)

Monks dan Haditono (2002) states that there are three stages in adolescence, that is, early adolescence (12-15 years), mid-adolescence (15-18 years) and late adolescence. adolescent or young adult (18-21 years old). five). Young adolescents are always amazed at the changes taking place in their own bodies and the urges that accompany these changes. They develop new thoughts and are quickly attracted to the opposite sex. During the teenage years, teenagers desperately need friends. Tends to be "narcissistic," which includes loving yourself, loving friends who share their traits. Moreover, they are in a state of confusion because they do not know which to choose: sensitive or apathetic, busy or solitary, optimistic or pessimistic, idealist or materialist, and so on. In late adolescence, which is a period of consolidation into adulthood and marked by a growing interest in the functions of the mind, centralism is replaced by a balance between thinking and thinking.

Language Development of Teenagers

Language development is very important for every individual. This is because language is needed in everyday life in communication. Adolescence is a period of abstract thinking, where adolescent reasoning resembles how research scientists solve problems in the laboratory (Gunarsa, 1982).

Berk (2003) describes some features of adolescent cognitive development. First, it is the ability to reason abstractly in situations that provide many opportunities for hypothetical reasoning and propositional thinking. Hypothetical reasoning is a cognitive process in which a person is faced with a problem, so they start with a "general theory" of all the factors that can influence the outcome and conclude it with a hypothesis or prediction of what might happen. Unlike children at a specific stage of activity, where teenagers solve problems starting from the most realistic reality such as predicting a situation; if the fact is not found, then they cannot think of other alternatives and do not solve the problem (Berk, 2003). Thus, at this stage of formal activity, adolescents are able to think systematically, come up with various combinations, and understand different aspects of a problem that can be solved immediately.

Second, it refers to understanding the logical needs of propositional thinking, allowing reasoning on premises that contradict reality. Propositional thinking is the second most important feature of the formal activity stage. Adolescents can assess the logic of (verbal) propositions without reference to real-world situations. Children at a specific stage of activity, on the other hand, judge the logic of statements solely by examining the basis of concrete evidence. Then, it demonstrates cognitive distortions associated with imaginary/imaginary listening and personal fairy tales, which gradually diminish and disappear as adults. Adolescents' ability to think abstractly, combined with physical changes, causes them to become more self-conscious.

In the teenage period, there is some increase in word usage. According to Santrock (2007), adolescents reported language development as follows:

- a. There is an increase in the fluency of complex word use.
- b. Progress in understanding metaphor or comparing meanings between two different things, using one word for another and satire (using irony, ridicule, or jokes to expose disgust or stupid)
- c. Increase comprehension of complex literature.
- d. Better children at organizing writing ideas, combining sentences to make sense, and organizing writing into the opening, core, and conclusion.
- e. Speak in sentences with dialects, and language variations with distinct vocabulary, grammar, or pronunciation.

Language Acquisition and Language Learning

According to O'Grady (1997), language acquisition is considered as a phenomenon of language development, with the end result being that grammar allows people to speak and understand a language. The acquisition of grammar must be necessary for the development of language skills. In their sentences, children learn grammar rules and tend to apply universal rules to verbs. This happens during the period when children are maturing both physically and mentally. They acquire many other skills and knowledge about the world (Corder, 1993). It becomes a habit of parents and others who support their child's language development.

According to these definitions, people often learn their mother tongue as their first language. It occurs informally during early childhood education in the family. However, people can not only learn their mother tongue, but also learn another language. In this study, Indonesian adolescents living in Indonesia mainly learned their local language (Javanese, Minangkabau, Sundanese, etc.) and Bahasa Indonesia as the national language.

Learning a language often begins later in life, once language ability has been established and many other physical and mental maturation processes have been completed or are about to be completed (Corder, 1993). Kramina (2000) states that language learning is a conscious process that results from a formal curriculum or self-study. Language learning usually occurs during formal and informal education. It is said in linguistics that people learn foreign languages after settling down with their native language. They learn a lot of vocabulary because they already know how to speak and read. The author agrees that the term foreign language learning refers to people learning other languages through formal instruction as well as informal situations influenced by technology.

English as a Foreign Language

According to Tomlinson (2005), as a foreign language, English means that it is used and placed for study in an educational institution, whether formal or informal. English is not used as a social language or in everyday communication, nor is it a base language in a country. This proves that English is only studied theoretically and scientifically. This is clearly contrary to the concept of language learning, which involves four language skills, including listening, speaking, reading, and writing.

In fact, nowadays English is also used by teenagers in informal communication. It is because of the popularity of English today. All aspects of human life are affected by the technologies that use English. In terms of goals or skills to be acquired, English emphasizes aspects of language skills including oral and written language skills, both receptivity and productivity. Rayner (2001) argues that English is an international language, so it is the most used language in the world. The status of English as an international language can be seen with the presence of English speakers (Anglophones) spread across five continents. English is not only used by English speakers but it is used by the global community, especially those with modern trends. This is also due to the various advantages of English, including an abundance of idioms (special expressions), more diverse and constantly changing compared to other European languages.

English language is very important for teenagers at this moment and for the future. Some parties in Indonesia try to increase English use as a foreign language for teenagers. Visiati and Piantari (2019) state

that the existence of inspirational learning classes in English has increased teenagers' interest in English. This interest is reflected in the increased desire of students to watch foreign language films without language translation, increasing participants' curiosity about the meaning of the language songs they hear and the meaning of the surrounding English words. Two stages of training using English songs can inspire teenagers to learn English.

Interlanguage

Interlanguage is a concept from the theory of second and foreign language acquisition proposed by the American linguist Salinger at the Cambridge International Association. In 1972, Salinger explained this phrase in an intertextual article. He notes that cross-linguistics is a unique feature of second language learning systems. Language contact is the linguistic structure between the mother tongue and the target language that L2 learners use. This system differs from the student's native language and the target language in terms of phonetics, vocabulary, grammar, culture, and communication functions. It is a language-dynamic system that deals with the modification of the target language in the process of learning and improvement. This system starts from the native language and gradually approaches the target language, but not by the target language.

According to Selinker (1997), interlanguage is a natural language that is systematic throughout development. This shows the effort of learners in building a language system that approximates the target language system. This creates additional time as students receive more and more information from the aim language and attempt to produce the language in spoken and/or written form. It is considered to be different from both the learner's mother tongue and the target language. It is considered to be the result of the interaction between two language systems. Therefore, it has some characteristics of both. In this regard, Smith (1994) defines language as the formal linguistic behaviour of learners of a second or foreign language; In other words, it identifies non-native learners. The term language indicates that it is an independent system that has certain characteristics that are different from other natural languages. It is the only one. While the text indicates that this option should be an intermediate step in a student's language development. Saville-Troike (2006) asserts that the language of instruction is formal and empirically applied, systematic, dynamic, mutable, and simplified in relation to linguistics and students' mother tongues. According to Selinker, the notion of IL is illustrated in Figure 1.

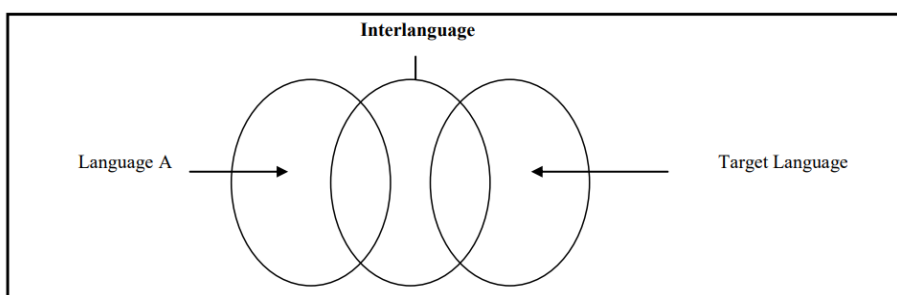


Figure 1. The notion of the IL. (Adopted from Corder, 1981:17). In this diagram, Language A represents the learner's L1.

Figure 1. The Notion of the IL

The pronunciation of target language learners may differ from the norms of the target language, which has its own formal system. Deviations are systematic. If languages are natural, then systematicity means the presence of internal consistency in linguistic rules. Students form, test, and revise hypotheses about the new language they are practicing. Thus, interlanguage is an independent, rule-based entity worth studying (Brown, 2000).

In addition, interlanguage includes the ability to learn the phonology, morphology, and syntax of a target language (O'Grady: 1997). Selinger (1992) argues that learners have the ability to continuously learn and maintain a system of rules until they become proficient in their foreign language. It is developed

by people learning a new language as students begin to acquire new language skills. However, it has passed. It also includes elements of the speaker's native language.

Methods

This study is qualitative research. Sugiyono (2012) revealed that qualitative research is research conducted with researchers who are the instruments in the study. Sugiharto (2017) explains that qualitative research is research results obtained not from statistical data processing, but research results obtained from natural data which are then analyzed. Creswell (1998) defines a qualitative approach as a methodologically based research and inquiry process that studies a social phenomenon and a human problem. Thus, qualitative research describes a phenomenon with in-depth study and does not use statistical analysis to obtain research results but uses analysis of empirical data that can describe a phenomenon or problem.

This study used a literature study. Literature study is also often called library research. Sarwono (2006) explains that literature study is used to explore and study the literature that has existed before and it is used as a guide to discuss, study, and describe a phenomenon or problem. Sugiyono (2012) explains that the study Literature is to browse the literature, such as scientific reports, scientific articles, books, magazines, and other documents that can be used as guidelines and discuss phenomena in or study material discussed in the research.

The sources used in this study include scientific articles, books, and research reports on the use of English as a foreign language by Indonesian adolescents. According to Arikunto (2010), data collection techniques include 1) verifying the clarity of meaning and results of previous literature searches, 2) grouping the collected data according to the factors discussed and, 3) looking for search results. Using empirical data analysis refer to previous relevant literature. In addition, the technique of data analysis consulted by Arikunto (2010) suggested that literature research search results can be used for content analysis. An analysis or review of literature that has been followed and used as a guide for discussing or studying a phenomenon is known as content analysis.

Results and Discussion

Interlanguage Used by Indonesian Teenagers

There are many studies related to the interlanguage used by Indonesian teenagers in learning English as a foreign language. The first is research written by Fauziati (2017). For this study, the researcher used 45 eleventh-grade students from Muhammadiyah High School in Surakarta, Indonesia. This research discusses about one of the characteristics of interlinguistic languages, permeability, which refers to the susceptibility of languages to intrusion by the rules or forms of the first and second languages. It purposes to provide empirical evidence of the permeability of student cross-language production by describing the types and degrees of influence of the native and target languages. The data includes 264 malformed sentences taken from their free English compositions. Error analysis frameworks and cross-language analysis are used to collect, define, describe, and interpret data. The students speak Indonesian as a first language (NL) and have learned English as a foreign language. Research can be used to make some inferences. First, this study ensures that student IL production is affected by both NL and TL. The simultaneous use of the Indonesian and English languages by students accounts for most of the influence. Second, the main influence of their NL was the borrowing of Indonesian vocabulary, such as compound words, acronyms, and culturally related expressions. The students' ability to use good energy and their limited English ability are the sources of influence of NL.

Furthermore, using two adolescent students as case studies, Puspita (2019) conducts research on error analysis in learners' interlanguage and intralanguage. The research is being carried out in the context of SLA, specifically in Indonesia. These are case studies of two adolescent students, one as a colleger and then another as a junior high student. Sera is the first learner aged 19-year-old. He has been studying English since the age of ten. His native language is Indonesian, and he also speaks Sundanese as a second

language. Elvina, a junior high school student, is the second learner. She started to learn English language when she was nine years old. The collected data is gathered through interviews. Identification and classification of object defects are carried out. According to the findings, interlanguage influences the occurrences of errors made by learners in terms of grammatical structural accuracy: subject-verb agreement and tense. This is due to the fact that what is correct in the L1 structure is incorrect in the TL in this case. Subject-verb agreement errors on the part of the subjects cause interlanguage and interlanguage interference. The teacher must provide appropriate feedback based on the needs of the students.

A study on interlinguistic languages was also done by Asikin (2017). This study is a descriptive case study of the narrative language of EFL students. The study examined the presence of interlanguage in students' writing. The research data consisted of ten narrative texts written by nine 12th graders from a high school in Kuningan. In this study, only one data collection method was used: analysis of documents. According to research results, interlanguage appears in forming passive sentences, choosing an incorrect idea, choosing an incorrect complement, creating unprecedented sentences from ten texts and words, and word-by-word translating of sentences. Due to the strong influence of the mother tongue, it has been concluded that interlanguages exist. Researchers recommend that students be exposed to the proper use of English grammar in their writing.

In addition, Nurani (2017) writes research on interlanguage in adolescent interaction. She makes a comparison both of junior high school and senior high school miscommunications. This study aims to identify the kinds of interlanguage errors made by students in junior and senior high schools. The interlanguage errors that happened to students in Junior and Senior High School, as well as the extent to which the native and target languages influence the student interlanguage system, are compared and contrasted. The researcher discovered the following similarities in interlanguage errors: incorrect spelling of words, the use of Indonesian words, and the omission of bond morphemes'/es' as the plural marker. The researcher found "wrong spelling, use of Indonesian word, and omission of bond morpheme's/es as the plural marker" in both junior high school and senior high school composition. The following is a comparison of the cross-language error rates in junior and senior high schools: in the composition of the senior high school, V-ing is not used to refer to a previous event. Students' English is influenced by two factors: the influence of their native language and the influence of their target language. The target language has the greatest impact on the language of junior and senior high school students. Its percentages are 85.71 percent in junior high school and 85.71 percent in senior high school.

Adnyani and Kusumawardani (2020) do research on the Interlanguage Analysis of Speech Produced by EFL Learners. The study aimed to analyze the influence of the mother tongue and the target language on the language students produce during their speech generation. This study was designed using a qualitative research approach. Data were collected by interviewing 20 8th graders in English using a guided interview technique consisting of 15 questions. Student oral responses were recorded, identified, described, and explained. The results showed that at the syntactic and lexical level, the mother tongue and the target language affected the students' language production ability. The influence of the mother tongue includes 1) the use of the Indonesian syntactic model; 2) the use of Indonesian acronyms; 3) the use of Indonesian words; 4) Omit -s in the plural; 5) omission of to be; 6) subject deletion; and 7) the use of verbs.

Next is research conducted by Adnyani, et.al (2021) entitled interlanguage done by junior high school students in recount text. A junior high school student's English text consists of false sentences describing the student's language. The native or target language affects the errors. The study aims to describe the communicative language of EFL students in the narrative text. The subjects of the study are 20 students from Buleleng Regency High School. Data were gotten through a guided writing exercise in the form of a narrative passage. There are four steps in doing data analysis, namely error identification, classification, description, and interpretation. The results show the influence of the mother tongue including Indonesian grammar patterns, Indonesian words, poor word form choice, omitting the -s plural sign, and removing TO BE and verb tenses.

Hidayah (2019) conducted a study on the permeability of the interlanguage system in the student composition of the Islamic High School (MAN) Surabaya. This study is being carried out to learn more about students' interlanguage systems while learning a target language (English). The goal is to describe the types of students' first languages and target language mastery in an interlanguage system, as well as to know the degree of both students' first language and target language mastery. This research is descriptive in nature. As data, the researcher used written text from Islamic Senior High School (MAN) Surabaya students. To answer the research questions, the interlanguage theory and the influence of first and target languages are used. This study's data consists of incorrect sentences extracted from student compositions. The data were analyzed in four major steps: error identification, classification, description, and explanation. The framework provided by Elis and Barkhuizen was used by the researcher to identify the errors. The researcher synthesized 103 sentences with various types of errors and used them as data for the study. The errors were then graded to determine the impact of the student's native language (Indonesian) and target language level (English) on the student's interlanguage system. This is the researcher's conclusion from this study:

(1) Students' language systems are influenced by their native language (Indonesian) and their proficiency in the target language (English); (2) influence at the morphological and syntactic level; and (3) as the percentages show, the student's first language has a greater influence than their mastery of the target language.

From the various research studies that have been reviewed, there are results that are not too much different related to the interlanguage used by Indonesian teenagers both junior and senior high school students. It can be concluded that interlanguage used by Indonesian at the age of teenagers occurs in all aspects of grammar, including phonology, morphology, and syntax. The field of phonology is distinguished between segmental and paraphonic. Segmentation refers to phonological segmentation, such as consonants and vowels. In prosodic, these are phonological phenomena that affect more than one segment, such as syllables and stress. In morphology, the errors used by teenage learners consist of ing form, copula be, articles, auxiliary be, plural s, Irregular past, regular past, third person singular, and possessive s. At the syntax level, there are two parts to the syntactic structure, the null subject parameter, and the verb movement. The empty subject parameter considers describing contrasts between languages, involving explicit grammatical subjects, and languages that allow subjects to be omitted. The motion of the verb is reflected in the verb rising or not inflection.

Interlanguage Variability

Interlanguage is systematically much different from the language used by native speakers. A learner will say sentences like "I am tired" in one context and say "I am tired" in another context. This phenomenon is referred to by Chomskyan as "performance errors". Those who view this phenomenon in terms of sociolinguistics or psycholinguistics see this variability as a special feature of the learner's language.

Theories of variation in interlanguage play an important role in research into second language acquisition and foreign language acquisition. Many researchers have attempted to explain how and why some of the variations that learners display in their development between languages appear. That variation is sometimes seen in the parameters of acceptable norms, and sometimes not. Gatbonton (1983) suggests that a variation in the learner's language can be explained by the "gradual spread" of language forms that are inappropriate in the emergent and systematic stage of development.

Research on variability in language learners distinguishes between independent variation or non-systematic variation, which is not systematically related to linguistic or social terms, and systematic variation. Free variation in the use of a language is usually used as a sign that the language has not been fully acquired. Learners are still trying to understand the rules in the language they are learning. This type of variability is still common among novice learners, and not among advanced learners. An example of this variability is when native speakers from Indonesia pronounce the words he and she interchangeably, even though they refer to women. Systematic variation arises because of the influence of changes in

linguistic, psychological, and social contexts. For example, the pronunciation of a difficult phoneme depends on whether it is found at the beginning or end of the syllable.

Interlanguage variations can be explained by referring to individual learner factors, performance variations and contextual factors. Individual factors include age, talent, cognitive model, motivation, and personality. For contextual factors, they are situational context and linguistic context. The variation of the learner's language according to the situational context occurs when the learner uses their knowledge of the second or foreign language differently in different situations. For example, when a learner is pressured to communicate instantly, he or she does not have enough time to maximize their knowledge to communicate so errors will appear a lot, but errors will appear less when he is in a situation where has enough time to carefully create output. In the linguistic context, variation occurs when the learner makes an error in one type of sentence but not in another (Ellis, 1985).

The variability model proposed by Ellis (1994) is a variable competency model. Building on Bialystok's (1978) work, he hypothesized that the rules between languages change depending on how automatic they are and how they are analyzed. He draws a distinction between planned discourse and unplanned discourse to study variation. The former implies a lack of automaticity and therefore requires the learner to rely on the rules of his or her own language. As a result, this encourages learners to learn another set of rules. Meanwhile, Elaine Tarone (1983) provides a model of variability which she calls the capability continuum paradigm. She focuses her attention on contextual variability which she divides into four categories: (a) linguistic context, (b) psychological processing factors, (c) social context, and (d) language function.

Conclusion

Teenagers are individuals with unique personalities. They have different characteristics from other developmental stages. During adolescence, there are many aspects of development. One of them is language development. Language development can be defined as the ability to respond, obey orders, and speak spontaneously. Language development also greatly determines other aspects of development. In modern times, English is a very important requirement. Teenagers must be able to master English for various needs, such as education, work, etc. In English use by people, there is language interference that appeared in their tongue which is called interlanguage. Interlanguage is the language of someone who is learning another language; Interlanguage is different from the mother tongue and from the language learned. Interlanguage used by Indonesian at the age of teenagers (students in junior and senior high school) occurs in all aspects of grammar, including phonology, morphology, and syntax. The problem of interlanguage for Indonesian teenagers is not static but rather dynamic. They might stabilize, but only for a short time. The students can benefit greatly from the instruction provided to stabilize and correct their errors.

Moreover, Interlanguage variations can be explained by referring to individual learner factors, performance variations, and contextual factors. Individual factors include age, talent, cognitive model, motivation, and personality. Contextual factors consist of situational context and linguistic context. The variation of the learner's language according to the situational context occurs when the learner uses their knowledge of the second or foreign language differently in different situations. Variability in the language of the learner includes systematic variability and non-systematic variability. Systematic variability is individual variability and contextual variability. Contextual variability consists of linguistic context and situational context. Meanwhile, non-systematic variability consists of free variability and performance variability.

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