

Interlanguage in writing of early semester students of IBIT Denpasar

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Abstract - The purpose of study is aiming at to discover the interlanguage system produce by students in writing an English composition. There were 25 descriptive text compositions as an instrument used to obtain the data. Qualitative research is administered in the study. Descriptive qualitative is used to evaluate and present data. The result of the study shows that most of students error in English writing are omission (-s) as plural form 25 %, then, 6,2 % error in using of article, there were 5,7 % error in use of verb have and preposition. Surface structure taxonomy proposed by Carl James is administered to analysing data. Type of error found in the student composition were error in omission, addition, misformation, misordering and blend.

Keywords: interlanguage, descriptive text, error analysis, learning processes

1. Introduction

In foreign language learning processes, all the learners of English will try to produce the language they have learned to approach the target language system. The linguistic system produced by learners of languages are not their first language or their target language called interlanguage (IL). According to Selinker (1977, 1997), when learning a second language, language learners build a distinctive language system that is different from their first language. Selinker put forward the theory of IL based on the theory that every human being has hidden psychological structure in the brain that will be active when humans learn a second language or a foreign language. Ellis (1992: 123) stated that interlanguage is systematic in that the IL system produced by language learners is internally consistent. In certain points at the stage of its development, IL is governed by the rules of internal language learning. These rules can be known by analyzing the language produced by language learners. Permeability is a linguistic system in IL in an unstable state so that the system changes easily over time.

Interlanguage is dynamic, that is, IL develops continuously in line with the increasing knowledge of second language or foreign languages from language learners. There are five processes that influence IL formation according to Selinker in Tarone (2006), namely, as they are presented as follows.

- (a) Language transfer.
- (b) Transfer of training
- (c) Strategies in learning a second language
- (d) Strategies in communication of the second language
- (e) Overgeneralization of linguistics to target language

Based on previous explanation, the objective of the research are 1) to discover the interlanguage system of students writing ability in International Bali Institute of Tourism Denpasar, 2) to find out the interlanguage factors occurs in students composition. Later on, based on the result of study researcher will prepare learning strategy and teaching material to improve students ability in mastering foreign language particularly English as foreign language.

In this study, writing skill is used as the object of research because from the results of the writing exercise of the students it was found that the English writing skills of STPBI students were still lacking. This can be seen from the results of student writing exercises that have not fulfill the writing criteria, this is seen from the use of grammar such as the use of verbs, prepositions, determiner, articles and so fort. In addition, the use of mechanical elements such as the use of dots, commas, the use of capital letters and spelling is still lacking. The skills referred to in this study are the skills of writing descriptive text in English. There are three previous study related in the study as references. The first study is conducted by Endang Fauziati and Muamaroh Maftuhin entitled “Interlanguage Verb Tense System of Indonesian EFL Learners”. They conducted the research in Muhammadiyah Senior High School Surakarta, Central Java. The purpose of the study is exporing interlanguage verb tense to indicate present, past and future events employed by the learners of English as foreign language. They found 444 errors formed utterances elicited trough free composition of the students. They found that the students have developed their own grammatical system to reveal present, past and future events.

The second study is conducted by Lestari Kelik M, entitled “Permealibility of Interlanguage System: A Case Study of Students Learning English As A Foreign

Language A SMP Muhammadiyah Surakarta”. The study aims at 1) to describe a type of permeability, 2) to discover the source of influence in students IL system, and 3) to describe the influence frequency of students IL system. The result indicate that 1) the permeability is found at the level of morphology and syntax, 2) the source of language is first language and second language, and 3) the frequency of students interlanguage system are 48 % of first language and 52 % target language. The third study is conducted by Rosa Munoz Luna, entitled “Interlanguage in Undergraduates’ academic English: Preliminary Result from Written Script Analysis”. The research aims to analyze a group of undergraduates written script in second language (L2). Selinker theory of interlanguage is used to analyze data. The result show that the students produce errors in their composition e.g. lack of third person –s composition or absence of impersonal subject. There is a cognitive interference of first language into second language.

2. Method

Qualitative research is implemented in the study. According to Larsen, Freeman and Long (1991: 11) prototypical qualitative method is an ethnographic study in which researcher do not set out the hypotheses, but rather to observed what it present with their focus, and consequently the data, free to vary during the course of observation. The subject of the study were the students of early semester of hospitality management programme in Internasional Bali Institute of Tourism. The data is collected from the descriptive text composition, the object of the study was an interlanguage system produce by the students in their composition. The procedure which is applied in the study namely, 1) collecting data, the researcher collect the data in the form of free students composition, 2) identifying error, the reseacher identify the error and make a list of error, 3) describing errors, analyzing of errors that have been identified, by explaining the form of errors produced by students both verbally and in writing, 4) explaining errors, the description of error is explain linguistic and psycholinguistic characteristic with the intention to find out the source and cause of language errors, 5) clasifying errorneous, at this stage to classify the types of errors based on the similarity of forms and properties according to the limits to be taken by the researcher in analyzing student errors (Corder, 1981). The data is analyzed with surface structure taxonomy Carl James (1998). James devide the surface structure taxonomy into five, they are omission, addition, misformation, misordering and blend.

3. Results and Discussion

Twenty five students composition are collected by the researcher to elicit data. In this study, researcher focused on grammatical errors produce in the students composition. When the students produce language they learned into target language, they constructed language system that is different both in the first language and the target language. It is called interlanguage. To analyze interlanguage error in students composition, the researcher administer error analysis framework proposed by Corder (1981) and surface structure taxonomy proposed by James (1998). Next, the factors that influence interlanguage system in student composition is analyzed with interlanguage theory proposed by Selinger (1977, 1992).

The following are list of error that is found in students descriptive text composition.

No	Type of error	Number of error	Percentage
1	Omission (-s) of plural form	45	25,7
2	Addition (-s) of singular form	5	2,8
3	Omission of article a	30	17
4	Addition of article a	5	2,8
5	Omission of article the	11	6,2
6	Addition of article the	7	4
7	Misformation of verb have / has	21	12
8	Misformation of preposition	10	5,7
9	Phrases	4	2,2
10	Tense	10	5,7
11	Omission of BE	9	5
12	Misformation of there + BE	10	5,7
13	Omission of preposition	4	2,2
14	<i>Omission</i> of subject	4	2,2
	Total	175	

Based on the descriptive text composition, interlanguage system produced by students in their writing mostly error in use of singular and plural form, article, verb have and tense.

From the descriptive text composition, the following are the result of analysing data.

1. Omission of BE

The words *are*, *am* and *is* are the simple present form of BE. Verb BE can be used as a main verb in the sentence. In a sentence should have subject and verb as predicate. Omission of BE verb is known in the data as follow.

“my home in Singaraja”.

The sentence is not provide any verb as predicate, therefor, BE is used as a main verb in the sentence. Then, the correct sentence as follow.

“my home is in Singaraja”.

2. Omission of possessive adjective, plural form (-s) and there + BE

Grammatical error can be seen in the sentence as follow

“In home 4 room one for me, one for brother, one for sister, and one for my parents”.

The meaning of sentence above is not clear because the omission of several morfems to construct the meaningful sentence. First, the sentence need possessive adjective to describe possession. Second, the omission of there + Be to describe existentional things, there is is followed by singular noun and there are is followed by plural noun, and third, absence of plural form (-s) in the sentence. If noun is more than one add (-s) to make it plural (Sargeant, 2007). Therefor, the correct sentence as follow.

“In my home there are 4 rooms, one for me, one for brother, one for sister, and one for my parents”.

3. Omission of article

Articles give us information about noun, whether it is unknown or not both the speaker. There are two types of articles, they are definite article the and indefinite article a and an (Vago, 2007). Error in use of articles can be seen in the sentence as follow.

"I have living room, in living room has television, refrigerator, and fan".

There is an omission of indefinite and definite article in the sentence above. The correct sentence as follow.

*"I have **a** living room, in **the** living room has **a** television, **a** refrigerator, and **a** fan".*

Indefinite article use in the first sentence because it describe a general noun, the second one use definite article because it refer to the previous sentence.

4. Tense

Another grammatical error found in the sentence as follow

"I always comfortable in my house".

There is not verb as predicate identify in the sentence. In English grammar, there are two types of verb, those are action verb that is the subject do an action and stative verb that the subject do not do an action, in case stative verb refers to things in mind (Penston, 2005). The correct sentence as follow.

*"I always **feel** comfortable in my house".*

The sentence above uses a stative verb as main verb. Another stative verbs such as believe, forget, love, like and so fort.

5. Misformation of verb have and article

Grammatical error in the students composition can be found in the sentence as follow.

"My house have a one floor. In my house have a living room, family room, bed room, and bathroom".

The sentence above shows some interlanguage system particularly in use of verb have and indefinite article. The use of have is not suitable in the sentence because the subject of sentence is singular noun. The first sentence is categorize as Blend, according to James (1998) blend is apperance of two or more morphems as which has same function in a sentence. The second sentence the use of have is not suitable instead of there is or there are. Sargeant state that there is or there are used to describe the existential things. Therefor, the correct sentence as follow.

*"My house **has** one floor. In my house **there is** a living room, **a** family room, **a** bed room, and **a** bathroom".*

6. Misformation of preposition

Error of preposition in use shows in the students composition as well. This error can be seen in the sentence as follow.

"If you open the door you can see living room inside of left my house".

The sentence above is obscured because of phrase *inside of left*. In addition, the sentence is categorized as misordering. Misordering is incorrect placement of morphems or structure in a sentence. Therefor, the correct sentence as follow.

*"If you open the door of my house, you can see **a** living room **in the left side**".*

7. Phrase and omission of subject.

Error in use of preposition in noun phrases can be found in the sentence as follow.

"All is made by wood".

The previous sentence is a type of sentence fragment (act like a sentence but not have wherewithal to make it as a complete thought). The sentence need a subject to make it a complete sentence. According to Swan (1995) all (of) appear before noun or pronoun (e.g *All (of) my friends like riding, She's eaten all (of) the cake*), if *all* before noun without determiner, then all will not use *of* (*all children can be naughty sometime*). To describe material without change the substance use preposition *of*. The correct sentence as follow.

"All of my house is made of wood".

4. Conclusion

Based on the English descriptive text produced by students, it can be conclude that there are two factors influence the interlanguage system, they are:

Language transfer: Language transfer in a foreign language learning occurs because the strongly effect of first language of learners that unconsciously bring the first language into target language. According to Ellis (1992), the influence of native language would be frequently decrease when the development of foreign language knowledge of learners are increase. There are two types of language transfer namely positive transfer and negative transfer.

Vocabulary mastery: It would be beneficial to master vocabulary of target language, therefor, learners of foreign language will be able to express their ideas in writing. When the students tried to produce language into target language, they were lack of vocabulary so that they brought their first language into target language.

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