

**INTERLANGUAGE ERRORS IN WRITING DESCRIPTIVE TEXT
MADE BY STUDENTS OF SMA NEGERI 1 SUMBERLAWANG**



PUBLICATION ARTICLES

**Submitted as a Partial Fulfillment of the Requirements
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by

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ACCEPTANCE

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Accepted and Approved by the Board of Examiners Schools of Teacher Training
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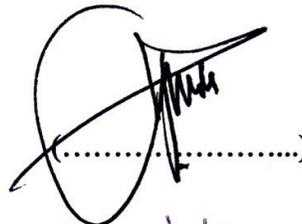
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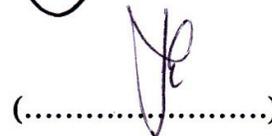
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INTERLANGUAGE ERRORS IN WRITING DESCRIPTIVE TEXT MADE BY STUDENTS OF SMA NEGERI 1 SUMBERLAWANG

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ABSTRACT

This study aims at describing the interlanguage errors made by the students of SMA Negeri 1 Sumberlawang in their written descriptive text; identify the types of lexical errors, syntactical errors and discourse errors; describing the frequency of each type of errors; explain the dominant type of error; identify the source of error and explain the pedagogical application in teaching learning English as foreign language.

The type of this research is descriptive qualitative research. Elicitation technique and documentation are methods used by writer to collect the data. There are three steps to collect data, namely: the writer gets the data of English composition made by the students from the teacher, the writer identifies and marks the errors within the text made by students, the writer classifies the erroneous sentences into a list and used them as the data. The collected data are analyzed by using James classification of errors theory, Slamet the frequency of type of error theory and Brown source of errors theory.

The results of the research show that the students of SMA Negeri 1 Sumberlawang still make 139 errors in their compositions. The writer finds that from 1139 data, there are three classifications of error based on the combination of linguistic category and surface strategy taxonomy. There are lexical errors consist of 7, 91% including: wrong spelling 4, 32% and use Indonesian word/code switching 3, 60%. Errors on syntactical errors consist of 75, 54% including: phrase 11, 51%, the use of verb 34, 53%, pronoun 20, 15%, article 5%, literal translation 2, 16%, conjunction 1, 44% and preposition 0, 72%. And errors on discourse consist of 16, 55% including component of discourse 9, 35 and generic structure 7, 19%. It is derived from 27 types of error. The highest frequency of errors that the researcher found is misordering of words in a phrase. There are 12 or 8, 63% errors found from the total errors. The researcher also finds 2 dominant sources error, namely: interlingual transfer and intralingual transfer.

Keywords: Interlanguage, Error Analysis, Descriptive Text,

A. INTRODUCTION

Language is media to communicate for people in the world. Many languages exist in the world with its' own features and characteristics. Almost every country has language as first language (L1) that different from another country. The difference makes some trouble in communication between countries in the world. One of some solutions is mastering the second language (L2) to communicate with others that have different language.

The process of mastering target language called interlanguage. This term was first used by Selinker (in Fauziati 2009:165) to describe the linguistic stage second language learners go through during the process of mastering the target language. Actually, when learners faced a problem in mastering the target language system, learners will produce an erroneous production. This case is the background why the interlanguage currently receives a wider acceptance in the literature of error analysis (EA).

Teaching learning English also given in SMA N 1 Sumberlawang. In the same case, learning English as a foreign language still low in the result of mastering the target language system. Many students of SMA N 1 Sumberlawang still find difficulties in some activities of learning English. One of them is writing. Almost all of learning English activities are dominated by written form. Composing a text or sentence is the simple form of learning English in Senior High School level. The sample of this research indicates that almost all of students of SMA N 1 Sumberlawang difficult to compose an English passage or sentence properly. In other word, it can be said that the process of mastering second language system done by students of SMA N 1 Sumberlawang still in an interlanguage level.

From the phenomenon above, errors made by the learners is influenced by the learners' native language system. Learners express the idea in the target language regardless the new system in the target language, which different from the learners' native language system. Selinker's IL hypothesis assumes that interlanguage is natural languages; they are systematic through their development. Interlanguage reflects the learners' attempts at constructing

linguistic system that progressively approaches the target language system. The creation of interlanguage happens when learners try to learn a new language other than his mother tongue (L2, L3, etc.)

The writer uses Error Analysis framework which focuses on linguistic category and surface strategy taxonomy (James) to identify the error. The writer also uses interlanguage framework (Selinker) to indicate influences of Indonesian system in English toward interlanguage system.

B. RESEARCH METHOD

This study is a descriptive qualitative research which describes the errors produced by the second grade student of SMA Negeri 1 Sumberlawang in their writing composition, identifies the error types produced by the students based on surface taxonomy strategy, and explains the dominant type of error produced by the students in their composition and the dominant source of errors.

The data are erroneous sentences made by the students. They are 50 compositions of writing descriptive text which produced on February 11, 2013. The data sources are the descriptive text made by the second grade student of SMA Negeri 1 Sumberlawang.

The researcher uses elicitation method in her research to get the data accurately. The steps that are used for collecting the data are as follows: The writer has collected of data in the form erroneous sentences and paragraph from the writing descriptive text made by the students of SMA Negeri 1 Sumberlawang., the writer identifies the writing production of the student, and then she reads and marks the types of error in the student's works. After this step the writer can find the erroneous sentences, he writes the erroneous sentences and classifies all types of error based on surface strategy taxonomy and linguistic category taxonomy.

The writer analyzes those using following steps: identification of errors, classifying the errors, describing the frequency of errors, describing the dominant type of error, and describing the sources of error.

C. RESEARCH RESULT AND DISCUSSION

1. Lexical Error

a. Wrong Spelling

*The *plase* very nice.

On the example above, wrong spelling appears in the word *plase*. The word above does not exist in English word or they are meaningless. The word should be written *place*.

b. Code Switching (The Use of Indonesian Word)

*He is my *idola*.

The sentence above provides error on the use of Indonesian word called code switching. It is included to Indonesian word. The correct word is *idol*.

2. Syntactical Error

a. Phrase

1) Redundancy

**Chicken* rooster very strong and very beautiful.

From the sentence above, the word *chicken* should be deleted. Without the word *chicken*, people also know that rooster is a kind of chicken that is male chicken.

2) Misordering

*Wayne Rooney is professional *player football*.

From the example above, students are confused in arranging the correct phrase. The head of each phrase should be written in the end of phrase.

b. The Use of Verb Tense

1) {-S} in Present Form

a) Omission of {-S} in Singular Present Form

*He *love* his family and his friends.

The example above show that error occur because students omit {-S} in verb of each sentence.

b) Addition of {-S} in Plural Present Form

*I *likes* beach because a beautiful panorama

From the sentence above, the error appears because {-S} added into verb. The word *I* is included into plural form. In present tense, {-s/-es} cannot be added into verb if the subject is plural.

c) Addition of {-S} in Singular Form

*A kangaroo is my favorite *animals*.

The error exists because of the lack of student's knowledge in using {-S} in plural and singular form. The word *kangaroo* in the sentence is included into singular animal because in front of the word there is article as singular mark.

d) Omission of {'S} in Possessive Form

**My girlfriend* name is Elva.

The error appears because the students omit {'S} in stating ownership in a phrase. The errors probably caused by the restrictiveness of student's knowledge in the use of {'S} in possessive form.

2) BE

a) Omission of BE as Full Verb

*He __ very smart.

The error appears because there is no verb as predicate in those sentence. BE must be taken in front of adverb in the nominal sentence.

b) Misuse of BE

*Kangaroo *are* marsupials.

BE *are* in the second sentence must be *is* because *kangaroo* is singular.

3) Has/Have

a) Misuse of Has/Have

*It *have* four legs.

The datum above contain errors in the use of “Has/Have”. On the sentence *have* must be *has* because the subject of both sentences is singular.

b) Omission of Has

*He __ sharp nose.

On the datum above, the students omit the verb *has* that causes the sentence be ungrammatical. The sentence should added by *has* as a verb because the subject is singular person.

4) Regularization

**Peoples* come to the beach everyday.

From the sentence, the students use *peoples* which they thinks that the plural form of *people* is adding *-s*, whereas the word *people* is plural form, so it should not add *-s*.

c. Pronoun

1) Objective Pronoun for Subjective

*After that, *me and her* exchange number phone.

The pronoun *me* and *her* has function for object pronoun in the sentence, but the students apply those for the subject pronoun, so it is become errors.

2) Subjective Pronoun for Objective

*I always give *they* carrot.

The error occurs because students put *they* in the three sentences above as object. The correct pronoun should be written *them*.

3) Objective Pronoun for Possessive Adjective

**Them* ears long like ribbon.

The word *them* is one of objective pronoun that cannot taken as possessive adjective. The word *them* should be written *their*.

4) Possessive Adjective for Objective

*She teach *my* how to speak.

Error appears because the word *my* is used as objective in the sentence. The word *my* is included possessive adjective that cannot placed as objective.

5) Subjective Pronoun for Possessive Adjective

**He* nickname is Nuttatvut Mourer

In the sentence above shows that students made errors on the use of subjective pronoun as possessive adjective.

6) Misuse of Possessive Adjective

*She has a motherly soul to *his* children.

The word *his* should be written *her* because the subject is female person.

7) Misuse of Subjective Pronoun

*My girlfriend name is Elva. *It* looks simple.

The word *it* in the sentence should be *she* because it indicates the female person, Elva.

d. Literal Translation

*We are message and *calling-calling*.

The error of the sentence is caused by repeating certainly word. Repeating of a word used to indicate act that done by each other.

e. Article

1) Addition of Article

*Manchester United is *a the* big club in England.

The sentence shows that error occurs because of two articles used in the same word. Article *a* and *the* used to indicate plural or singular word.

2) Misuse of Article

**A* rabbits has large ears and a short tail.

Based on the datum above, the error shown in the article *A* in *A rabbits*. Article *a* must used in a word that begun by consonant, and article *an* used in a word that begun by vocal.

f. Conjunction

1) Addition of Conjunction

*I very like *with* him.

On the sentence above, the students add those conjunction because of the translation of those sentences from Indonesian to English.

g. Preposition

1) Omission of Simple Preposition

*The education __ him is high school.

Based on the datum above, students omit the simple preposition which indicate the ownership of something.

3. Discourse Error

a. Generic Structure

Title { My Favorite Place

Description

My favorite place is my bedroom because I can do anything I like there. My bed is under the window, so I can hear the birds in the morning. My desk is next to the door, but I rarely study there. Usually, I sit on my bed to study. I have a beautiful, old chest of drawers with my jewelry box and bottles of perfume on it. Also, there is a fat, comfortable chair in my room. Sometimes I sit there to read, and sometimes I just throw my clothes on it. I vove to listen to music in my room, too. I have a stereo. It is on a book case. Also, there is a mirror above the chest of drawers. Sometimes I stand in front of it and pretend that I am a singer in a rack band. Also, there is a basket for my cat to sleep in the next to the book case. Finally, there is a might stand next to my bed. It holds my clock radio, a few empty soda cans, an several empty plantes with crumbs on them.

Based on the example above, the researcher concludes that the students still omit *identification* of generic structure. The students

should understand the generic structure of descriptive text which consists of *identification* and *description* and applied in their written production.

b. The Component of Discourse Error

1) Reference

*My idol is player football, his name Hamka Hamzah although *she* man player beck left.

The students use *she* which they think that *she* refers to Hamka Hamzah, whereas Hamka Hamzah is man, so the correct pronoun is using *he*.

4. The Frequency of Each Type of Errors

The first, the students made error based on the type of lexical errors (11 errors or 7, 91% of errors). Second, the students made error based on the type of syntactic errors (105 errors or 75, 54% of errors). Third, the students made error based on the type of discourse errors (23 errors or 16, 55% of errors).

5. The Dominant Type of Errors

The dominant error of this research is misordering error in the syntactical category in number 12 errors or 8, 63% of errors.

6. Sources of Error

a. Interlingual Transfer

*Because in livingroom I __ very happy.

“*Karena di ruang tamu aku sangat senang.*”

In the Indonesian system, there is no BE in the sentence structure. From the sentences above, the students don't use BE in the sentence structure because BE doesn't exist in Indonesian system.

b. Intralingual Transfer

**Peoples* come to the beach everyday.

“*Masyarakat datang ke pantai setiap hari.*”

Based on the sentences above, intralingual error appears in those sentences. Students focus on how to transform the singular

word into plural word in the English system. As explained above, bound morpheme {-s/-es} inserted in the end of singular word to make it be plural one. But, not all English word can inserted by bound morpheme {-s/-es} in plural form. Some words have different spelling from singular to plural form.

7. CONCLUSION

Based on the analysis, the writer can draw some conclusions of An Interlanguage Error in Writing Descriptive Text Made by Students of SMA Negeri 1 Sumberlawang as follows:

1. The students of SMA Negeri 1 Sumberlawang, Sragen, made many errors in their writing descriptive text. The writer uses ‘surface strategy taxonomy’ and ‘linguistic category taxonomy’ in analyzing the data. In this research, the writer finds 139 errors which are grouped into three main categories, namely: lexical errors, syntactical errors and discourse errors.
2. Lexical Errors consists of 11 errors (7, 91 %) including:
 - a. Wrong spelling (6 errors or 4, 32%),
 - b. Use Indonesian word/ code switching (5 error or 3, 60%).
3. Syntactical Errors consists of 105 errors making up 75, 54% covers:
 - a. Redundancy of phrase (4 errors or 2, 88% of errors),
 - b. Misordering (12 errors or 8, 63% of errors),
 - c. Addition of {-S} in singular form (2 errors or 1, 44% of errors),
 - d. Addition of {-S} in plural present form (2 errors or 1, 44%),
 - e. Omission of {-S} in present form (11 errors or 7, 91% of errors),
 - f. Omission of {-‘S} in possessive form (6 error or 4, 32% of error),
 - g. Omission of BE as full verb (11 errors or 7, 91% of errors),
 - h. Misuse of BE (3 errors or 2, 16% of errors),
 - i. Misuse of *have* (9 errors or 6, 47% of errors),
 - j. Omission of *has* (1 error or 0, 72% of errors),
 - k. Objective pronoun for subjective (3 error or 2, 16% of error),
 - l. Subjective pronoun for objective (3 errors or 2, 16% of errors),

- m. Objective pronoun for possessive adjective (3 errors or 2, 16% of errors),
 - n. Possessive adjective for objective (1 error or 0, 72% of errors),
 - o. Subjective pronoun for possessive adjective (5 errors or 3, 60% of errors),
 - p. Misuse of possessive adjective (4 errors or 2, 88% of errors),
 - q. Misuse of subjective pronoun (9 errors or 6, 47% of errors),
 - r. Literal translation (3 errors or 2, 16% of errors)
 - s. Addition of article (2 errors or 1, 44% of errors),
 - t. Misuse of article (5 error or 3, 56% of errors),
 - u. Addition of conjunction (2 errors or 1, 44% of error), and
 - v. Omission of simple preposition (1 error or 0, 72% of error).
4. Discourse Errors consists of 23 errors or 16, 55% including:
- a. Reference (13 errors or 9, 35%), and
 - b. Generic structure (10 errors or 7, 19%).
5. The most errors made by the students are syntactical errors, especially on misordering of words in a phrase that consists of 12 errors equaling 8, 63%.
6. The source of students' errors that the writer finds out is 'Interlingual Transfer' and Intralingual Transfer. The writer finds 27 errors or 24, 79% including: Interlingual Transfer (19 errors or 13, 67%) and Intralingual Transfer (8 errors or 11, 12%).
7. The result of this study can be included in pedagogical aspect to help the teachers in developing learner's competence on writing skill focused in grammar especially in ordering words into correct phrase.

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SURAT PERSETUJUAN

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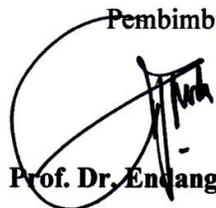
Judul Skripsi : **INTERLANGUAGE ERRORS IN WRITING
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Naskah artikel tersebut, layak dan dapat disetujui untuk dipublikasikan.

Demikian persetujuan dibuat, semoga dapat dipergunakan seperlunya.

Surakarta, 19 April 2013

Pembimbing I



Prof. Dr. Endang Fauziati, M.Hum

Pembimbing II



Dra. Dwi Haryanti, M.Hum