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INTERLANGUAGE ERRORS IN DESCRIPTIVE TEXT MADE  
BY THE EIGHT GRADE STUDENTS OF 
SMP MUHAMMADIYAH 4 SAMBI

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ABSTRACT
This study aims at describing the interlanguage errors in descriptive text made by the eight grade students of SMP muhammadiyah 4 Sambi; identify the types of morphological errors, syntactical errors and discourse errors; describing the frequency of each type of errors; explain the dominant type of error; and identify the source of error. The type of this research is descriptive qualitative research. In collecting the data, the writer uses elicitation technique and documentation. The data will be analyzed using error analysis theory based on surface taxonomy strategy and linguistic category taxonomy by James (1998). There are four steps to collect data, namely: the writer gets the data of English made by the students from the teacher, the writer reads every composition seriously, the writer classifies all of the erroneous sentences of the student’s composition based on the type of errors, the writer writes all the erroneous sentences into a list and used them as the data. The collected data are analyzed by using Selinker interlanguage theory, Carl James, Brown, and Corder the notion of errors, Dulay, Burt and Krashen classification of errors theory, Brown, Norrish, and Richard source of errors theory. The results of the research show that the second grade students of SMP Muhammadiyah 4 Sambi still make 238 errors in their compositions. The writer finds that from 105 data, there are three classifications of error based on the combination of linguistic category and surface strategy taxonomy. There are morphological 32,35% which covers: The error is classified into five errors. Indefinite and definite article 4,62%, bound morpheme 4,20%, wrong spelling 20,58 %, code switching 1,68%, and false friend or 1,26%. Errors on syntactical errors consist of 49,15% of errors covering: phrase 1, 68%, the use of verb tense 26,47%, Pronoun 7,98%, Literal translation 1,68%, Conjunction1,68%, article 7,14% , simple preposition 1,26% of and errors on discourse consist of discourse error 13,86% It divided into two parts, they are generic structure 12,60% and component of discourse 1,26%. The dominant of errors that the researcher found is in wrong spelling in morphological error with total number of errors are 49 errors or 20,58% of errors. The researcher also finds 2 dominant sources error, namely: interlingual transfer (7 errors or 2,94%) and intralingual transfer (9 errors or 3,78%).

Keywords: Interlanguage, Error Analysis, Descriptive Text, Surface Strategy Taxonomy, Linguistic Category Taxonomy
A. INTRODUCTION

English language is the key of International language. The influence of English language is very dominant in teaching learning process. All of students can make mistakes when they learn target language. The language learning, like any other learning process, involves making errors. English is important to increase the student’s communicative ability. Because of English is a foreign language, That is why the students should know the rules of English. Surely, the students found the problems about the first language (L1) and the second language (L2). The use of mother tongue in the learners’ written production is also a result of borrowing. It indicates that there are many benefits for students to learn English rules. Sometimes, they only write based on their lack of knowledge. In Lado’s work the comparison of the learner’s native language with the language to be learned was explicitly hypothesized as a predictor of learner error.

Since English has become one of the main languages of international communication, it has a very important role in education. In Indonesia, students learn English as the first foreign language, sometimes they get some difficulties and need much time to learn. English structures are different from Indonesian structures and it could make students error. According to Fauziati, Interlanguage is native language learning system. Selinker’s hypothesize says that interlanguage is different from mother language (NL) and from target language.

In teaching learning English, there are many theories have developed by scientist. Interlanguage and error analysis are the theories in English learning by Selinker and Carl James. The theories are important role in English learning, because it can help the teacher to assess the mastering of target language of the students. The teacher can find new method to improve the student’s ability in English learning. The theories can anticipate the errors that student made.
Many activities in English learning. One of them is writing. Writing is one of the competence that English learner must have. Writing is evidence of English understanding competence. Writing is one of the testing form in school. That is why, writing is important think in English competence. The eight grade students is good time for joining of this research. The researcher took the eight grade students to do this research. The researcher can’t take the seventh grade students of junior high school because this grade isn’t good time for this joining. The researcher can’t took the nine grade students of junior high school because they only focus on their exam preparation.

Interlanguage is a language system that has developed in the minds of language learners that learn a second language (Selinker, 1972; O’Grady, Archibald, Aronoff, and Miller, 2005; Tarone, 2000; Riyanto, 2011; Riyanto, 2012). Ellis and Barkhuizen (2005) call the interlanguage the ‘learner language.’ Interlanguage system is mix between native language and target language. Brown (1987) gives the definition of error analysis as follows;”The fact that learners do make errors and these errors can be observed, analyzed, and classified to reveal some thing of the system operating within the learner led to a surge of study of learner’s errors, called ‘error analysis’.”

Teaching learning in SMP Muhammadiyah 4 Sambistill becomes the problem faced by teachers. Learning English as a foreign language in this school is still low in the result of mastering the target language system. Many students of SMP Muhammadiyah 4 Sambi still find difficulties in some activities of learning English. One of them is writing. Almost all of learning English activities is dominated by written form. In this research, the researcher took the results of the student products in writing descriptive text. First, the material presented is about understanding the text. Teachers provide a detailed explanation of descriptive text. The material includes text purpose, generic structures, language features.

This research indicates that almost all of students of SMP Muhammadiyah 4 Sambi difficult to compose English sentence correctly. Beside that, it can be said that the process of mastering second language system
done by students of SMP Muhammadiyah 4 Sambi still in an interlanguage level. As we know, there are several types of text. Among them, recount, narrative, news item, report, descriptive, etc. Teaching learning process in the written form is a major activity in this school based on the curriculum has been made. That is why students of Junior high school must be able to exercise and make a text based on genres of the text. There are some types of text must be learned by Junior high school students, one of them is descriptive text.

Descriptive text is a text that aims to describe something good that inanimate objects, living things, or a place to the reader. It is constructed from simple present tense in the sentences Generic structure of descriptive namely identification and description. The language used is simple present tense. The second step after the teacher explains the descriptive text as a whole, students are trained to create a sentence that uses simple present tense. Within composing the easiest form of sentence and text, namely simple present tense and descriptive, done by students of SMP Muhammadiyah 4 Sambi still find errors either morphological, syntactical or discourse error.

Actually, the students still find difficulties in writing a paragraph. The students cannot write in good sentence and often make errors. They only write based on their lack of knowledge. This condition happens to the eight grade students of SMP Muhammadiyah 4 Sambi. They need learning English more. In fact, the data shows that the students still confuse with the rule of English. The researcher found many errors made by the students. Most of them didn’t attend the English rules, whereas the English rules is different with Indonesia rules.

Based on the phenomenon above, error analysis is one of the techniques used to anticipate the error appearing in learning English process. Error is a systematic deviation, when a learner has not learnt something and consistently gets it wrong’ (Norrish, 1987:7) and errors are systematic deviations from the norms of the language being learned (Cunningworth, 1987:87). Carl James says that “Error Analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language (James, 1998:1). There are
four steps to describe error. Richards, (1977), Dulay, Burt, and Krasen (1982), James (1998) (in Fauziati, 2009:144) state that “errors can be described using different kinds of taxonomy, namely, linguistic category, surface strategy, comparative taxonomy, and communicative effect”. Error analysis can help the teacher to assess the students in facing English test in order to reduce the uncommon error.

This study is focused on the second grade students of SMP Muhammadiyah 4 Sambi in writing descriptive text and emphasizes on grammar and vocabulary of the error on the levelssurface. The data will be analyzed using error analysis theory based on surface taxonomy strategy and linguistic category taxonomy by Dulay, Burt, and Krashen (1982).

B. RESEARCH METHOD

This study is a descriptive qualitative research. The writer purposes to describe the errors made by the second grade student of SMP Muhammadiyah 4 Sambi in their writing production, identify the types of errors made by the students in their written production based on surface taxonomy strategy and linguistic category taxonomy, to describe the frequency of errors, explain the dominant type of error made by the students in their composition and the source of errors.

The data are in the form of erroneous sentences and paragraph made by the students. They are 90 compositions of writing descriptive text which produced by students. The data sources are the composition written productions by the second grade student of SMP Muhammadiyah 4 Sambi. The choice of the population was based on the fact that the students have been taught several types of writing particularly descriptive writing both in Indonesian and in English since they were at the first year.

The researcher uses elicitation method in her research to get the data accurately. Elicitation method is the method to elicit students to produce language. Nunan (in Fauziati, 2002) adduces that elicitation that elicitation techniques vary enormously in scope, aim, and purpose. They include studies,
which obtain their data by means of stimulus, such as picture, diagram or standardized text, as well as those based on questionnaire, survey, and interview data.

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

This subchapter discusses the writer’s analysis of the result and discussion. From the research of the descriptive text composition, the result of the analysis is as follows:

1. Morphological Error

According to Formkin, Rodman, and Hyams (2007), morphology can be understood as the study of structure and formation of words.

   a. Indefinite and definite Article

   1) Omission of article “the”

   (1)* Then I go to __ beach.

   The

   From the example above, omission of article “the” appears in the sentence. Article are used to show that are known. This use of the (to show that there is no choice). Before the word “beach”, we should give article “the” because the place was known. The usually means something like “we know which one”.

   2) Addition of “a”

   (1)* My friend always give me a books every Friday.

   Book

   A singular countable noun normally has an article or other determiner. Plural nouns cannot be used with a/ an because a/ an has a similar meaning
to ‘one”. The word “foods” is the plural noun because there is s after food. “s” is one of the types of plural noun.

3) Use “a” in front of word which has the consonant word

(1)*My hamster is a energetic hamster and funny.

an energetic

b. Bound Morpheme

A bound morpheme is one that must appear with a least one other morpheme, bound or free, in a word. Example: happy, book, look. Etc.

1) Omission of {-s} in possessive form

(1)* My father name Mr. Syafi’i.

name’s

Possessive nouns are nouns that show ownership or possession. Based on the sentences above, the students omit {-‘S} in the sentence. The correct sentence is added {-‘S} because it has function as a sign of the owner.

2) Omission of {-s} in plural form

(1)* I also have three little sister.

Sisters

Based on the sentences above, the incorrect sentences are being omitted {-s} in plural form. The plural morpheme in English is suffixed to the end of most nouns. The words three indicate into plural form. Therefore, the nouns sister and pet should be added –s for plural form.

3) Addition of {-s} in singular form

(1)* I have a brothers.

a brother.

The incorrect sentences are being added {-s} in singular form. The students do not reflect the function of {-S}. The word “brother” in plural form, whereas there is article a that indicates singular form. The correct sentence is I have a brother.
c. Wrong spelling

The errors appeared because the students apply Indonesian language into English language.

(1)* He is bisnisman.

businessman.

(2)* My mother is theacher.

Teacher

Based on the sentences above, the students made errors in their spelling. In this case, the students was using a wrong letter in writing. The students use words bisnisman, and theacher. It occurs caused the students do not reflect the writing. They only wrote it based on their comprehension. It makes the sentences meaningless. The correct words are businessman, and teacher.

d. Code Switching/ Use Indonesia Word

Code-switching is the alternative use by bilinguals (or multilingual) of two or more languages in the same conversation (Muysken, 1995, p.7).

(1) * hair color cokelat and whit.

brown.

The word cokelat is Indonesian rule. The correct word is brown to apply on the sentence. The sentence clearly shows that the students used Indonesian word in their sentence. Student uses *coklat in the sentence, it is Indonesian word.

e. False Friend

False friends are the words that are similar in spelling and/or pronunciations in two languages but have different meanings.

(1) * My friend an I buy a snake in market every Friday.

Snack
There is word *snack* which has meaning that is a small portion of food eaten between meals, but for the students think that *snack* is animal. The correct word is *snake* which has meaning of animal in the sentence above.

2. **Syntactical Errors**

Syntax is the system of rules and categories that underlies sentence formation in human language” (O’Grady, et al., 1997:128) in (Srijono, 2010:61).

a. **Phrase**

A small group of related words within a sentence or clause. Adjective: *phrasal*.

1) Redundancy

Redundancy is the repetition of the unnecessary word because it has same meaning.

(1) * Pussy like eat animal fish.*

*Fish*

In the example above, the writer made repetition by using noun. The objective noun “animal” has a meaning and *fish* has a meaning. If the words *animal* and *fish* are in the one sentence, it is called redundancy. Because there are double nouns in one sentence. We didn’t need to write the *animal* and *fish* in one sentence. *Fish* is kind of animals and one example of animals is *fish*.

2) Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes.

(1) * I have a cat extremely funny eyes beautiful.*

*Funny beautiful eyes.*

From the first sentence, the writer made the wrong order. The writer doesn’t reflect with the grammatical sentence. The student didn’t put the head in the last sentence. the head (noun) should be in the end of the sentence. The words *funny and beautiful* are adjective phrase. Surely, it should be put after adjective.
b. The use of Verb Tense

1) {-s} in present form

a) The use of Present tense for past event (omitting –ed)

(1) * we go to the mall last night.

* went

On the examples above, the verbs used in the sentences are incorrect based on grammar. The verbs go and see are used for present tense whereas there are past time last night and yesterday. Therefore, the use of verbs and time aren’t relevant.

b) Omission of {-s} in singular present form

(1) * She love with brother and sister.

* Loves

There is singular pronoun she too. The verb should be given –s or –es because the student write in present form. If the writer only write the verb without –s or –es is wrong grammatical. Surely, the verb love is loves.

c) Addition of {-s} in plural present form

(1) * I loves my little family any time and any where.

* love

The error appears because {-S} added into verb. The error maybe caused by the lack of student’s knowledge in using {-s/-es} in verb of present tense. The word I included into plural form. In present tense, {-s/-es} cannot be added into verb if the subject is plural.

2) Be

Be is the linking verb to connect the complement with subject in nominal sentence.

a) Omission of BE a Full Verb

(1) * the fur __ soft.

* is
The examples above, the structure of sentences are incorrect because the sentences didn’t give *be*, whereas the function of *be* is as verb in that sentences. That is why, the first sentence until the last sentence should be given *be*.

**b) Addition of Be as Full verb**

(1) *I am havea family.

*have*

The student made error in grammatical sentence. The sentence form is possessive form. In English, we use “have or has” in possessive without others to be. Here, the student think *I* and *am* are one word and have one meaning. Whereas, *I* is pronoun and *am* is to be. Therefore, the correct sentence is *I have a family*.

**c) Misuse of Be**

(1) *My sister Khanza is 13 years old yesterday.

*was*

The sentence is past tense form. That is why, to be *is* which used in those sentences are incorrect. Because *is* doesn’t use in past tense. The correct is *was*.

**3) Have/ has**

‘Has’ is a singular verb. ‘Have’ is plural. ‘Have’ is more commonly used.

**a) Misuse of Has/ Have**

(1) *I hastwo sisters in my family.

*Have*

There are *I and has*. It is wrong sentence form. *I* is the singular form of the first person. Based on the explanation above, *has* used for third person. Therefore, after *I* should give *have*. 
b) Addition of Has/Have

(1) * He has have round eyes.

Has

The students use double has and have in one sentence. The errors appear because there are double using of has and have. Perhaps, the student still confuses by using of has and have.

c. Pronoun

A pronoun is used in place of a noun or nouns.

1) Objectives Pronoun for Subjective

(1) * And meis student in high school.

I am

Objective pronoun used for subjective pronoun. It is ungrammatical. The student put the objective pronoun that followed verb or auxiliary. That is why, the sentence is incorrect. After the objective pronoun me is verb. Properly, pronoun which used in sentence is I am.

2) Subjective Pronoun for Objective

(1) * and I call she Rima.

Her

The error occurs because students put she in two sentences above as object. The student doesn’t reflect grammatical sentence. The correct pronoun should be written her.

3) Objective pronoun for possessive adjective

(1) * They soft fur, roud eyes and feeble sweet voice.

Their

Properly, the objective pronoun isn’t used for possessive adjective. The possessive pronoun from they is their.

4) Possessive Adjective for Objective
(1) * Pussy makes my smile and happy.

Me

The subjective pronoun used for objective pronoun. The word “my” has objective pronoun. It is a me.

5) Misuse of Subjective Pronoun

(1) * Rabbit is mal tabby cat. he is very adorable with his soft fur.

They didn’t notice using of the subjective pronoun in sentences. They don’t know what the function of the subjective pronoun is in the sentences. Properly, the correct word is it.

6) Omission of Possessive Adjective Pronoun

(1)* her favorite color is green and __ favorite drink is tea.

Her

The student omitted the possessive adjective pronoun. After conjunction, it should be given the subject. The students forgot it. it should be added her.

7) Misuse of Possessive Adjective

(1)* Pussy like eat mouse in my house. At night, he like sleep at seven a.m.

Pussy is kind of animal. We don’t know that is male or female. The possessive adjective he isn’t suitable with the subject. That is why, the correct subject is its.

d. Literal translation

The error is caused by the difference system between target language and native language.

(1)* I love very love my family because my family is my life.

Do love
The error of the three sentences are caused by repeating certainly word. There is repeating of word used to indicate emphasizing.

e. Conjunction

Conjunction is the part of speech (or word class) that serves to connect words, phrases, clauses, or sentences.

1) Omission of Conjunction

(1)* She very love with her brother __ sister.

*and*

Conjunctions because of the translation of those sentences from Indonesian to English. The error appears because of the omission of conjunction which make those sentences become ungrammatical sentences.

2) Addition of Conjunction

(1)* She very love with her brother sister.

(deleted)

The error appears because of the addition of conjunction which make those sentences become ungrammatical sentences. The students added those conjunctions because of the translation of those sentences from Indonesian to English.

f. Article

*A/ an is called the “indefinite article”.

1) Addition of Article

(1)* I have a some pets.

*Some*

The student doesn’t reflect with the function of the indefinite article and indefinite article. There are two words *a and some*. Whereas article *a* used for singular noun, while *some* indicate to plural noun. The student added article *ain* plural form. It is ungrammatical sentence.
2) **Omission of Article**

(1)* I have __ family.

*a*

The student omitted *article*. They forgot in writing of article in the sentence. They write sentences based on native language.

3) **Misuse of Article**

(1)* My favorite is an rabbit.

*a*

The student write the error article. The article *a* used for vowel alphabets and article *an* used for consonant alphabets.

g. **Preposition**

Prepositions are a grammatically distinct class of words whose most central members characteristically express spatial or temporal relations

1) **Omission of Simple Preposition**

(1)* Because he is jealous __ my friends

*Of*

They use the native language for target language. That is why, the errors appear here. Properly, before the words *my friends, fun, and grasshopper* should be given the preposition *of*.

3. **Discourse Error**

According to Celce Murcia (1995: 14) discourse competence concern the selection, sequencing and arrangement of words, structures, sentences, and utterances to achieve a unified spoken or written text.

a. **Generic Structure**

Generic structure is the way in which a text that is constructed to suit its purpose.
If there are any people that haven’t the house. I feel how a pity they are. Are there any places you were living and missing except your house? I think there aren’t. My house is located little village that have many rice fields.

Based on the examples above, the researcher concludes that the students still omit identification of generic structure. The error appears because they didn’t understand about the generic structures of descriptive text. They confused the generic structure of descriptive text.

b. The component of Discourse error

1) Reference

The use of pronouns and the definite article to indicate the semantic identify of an item with another.

(1) * She is short. My body is slim.

her

The students made discourse errors of reference. The students use My which they think that My refers to she in reflexive pronoun. The correct pronoun is using her.

4. Frequency and Dominant of Errors

The dominant type of error is wrong spelling in morphological error with total number of errors are 49 errors or 20.58% of errors covers: Indefinite and definite article 4.62%, bound morpheme 4.20%, wrong spelling 20.58 %, code switching 1.68%, and false friend or 1.26%. Errors on syntactical errors consist of 49.15% of errors covering: phrase 1.68%,
the use of verb tense 26.47%, Pronoun 7.98 %, Literal translation 1.68%, Conjunction 1.68%, article 7.14%, simple preposition 1.26%, on discourse error 13.86% It divided into two parts, they are generic structure 12.60% and component of discourse 1.26%.

5. The Source of Errors

a. Interlingual Transfer

a) Interlingual transfer at word level

(1)* he is bisnisman.

There is bisnisman. The student wrote the word based on the lack of knowledge.

b) Translation

(1) * Although my house simply, I feel very happy with all my family.

( meskipun rumah kusederhana, sayasangat senang dengan semua keluargaku)

b. Intralingual Transfer

a) Overgeneralization

(a) Overgeneralization at preposition in a sentence.

(1) * I live in on the grand father’s house.

The student uses two prepositions in sentence, there are in and on in the first sentence. The errors occur because the student is confused which preposition is appropriate to use.

b) Ignorance of rule restriction

1) Ignorance of Rule of v-ing in Gerund

(1) * Read is good for my knowledge.

Reading

c) Incomplete application of rule

It means that the learners apply a rule in a sentence

1)Incomplete application of rule in question mark

(1) * Rabbit runs to the cavity?
The student didn’t notice the function of question mark. They use based on their will. Surely, the sentence was wrong form. It is a expression or question. It is not clear.

D. CONCLUSION

Based on the analysis, the writer can give some conclusions of Interlanguage Error in Descriptive Text Made by the second Grade Students of SMP Muhammadiyah 4 Sambi.

1. The eight – grade students of SMP Muhammadiyah 4 Sambi, made many errors in their writing descriptive text. The writer uses ‘surface strategy taxonomy’ and ‘linguistic category taxonomy’ in analyzing the data. The researcher finds 238 errors which are grouped into three main categories, namely: morphological errors, syntactical errors and discourse errors.

2. Morphological Errors consists of 77 errors or 32,35 % of errors covers: Indefinite and definite article 4,62%, bound morpheme 4,20%, wrong spelling 20,58 %, code switching 1,68%, and false friend or 1,26%.

3. Errors on syntactical errors consist of 49,15% of errors covering: phrase 1, 68%, the use of verb tense 26,47%, Pronoun 7,98 %, Literal translation 1,68%, Conjunction1,68%, article 7,14%, simple preposition 1,26%.

4. Errors on discourse are made up of 34 errors or 20, 24% that covers of generic structure 11, 31% and component of discourse 8, 92%.

5. The dominant type of error is wrong spelling in morphological error with total number of errors are 49 errors or 20,58% of errors.

6. The writer finds 3 interlingual errors or 1,26% and intralingual errors or 72, 28% within student’s errors. The intralingual errors consists of ignorance of rules restriction (67 errors or 66, 34%) and over-generalization (6 errors or 5, 94%).
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