

**INTERLANGUAGE ERRORS
FOUND IN ISLAMIC ENGLISH SPEECH TEXTS
IN “*CONTOH-CONTOH PIDATO 3 BAHASA*”**



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**INTERLANGUAGE ERRORS
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IN “CONTOH-CONTOH PIDATO 3 BAHASA”**

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ABSTRACT

This study aims at describing the interlanguage errors found in the texts of Islamic English speech in Contoh-Contoh Pidato 3 Bahasa; identifying types of errors in morphological level, syntactical level, and discourse level; describing frequency of each type of errors; explaining dominant types of error; identifying sources of errors and explaining the pedagogical implication in devising the appropriate English reading materials. The type of this research is descriptive qualitative. Elicitation technique and documentation are methods to collect the data. There are three steps to collect the data, namely: the writer gets the data from the texts of Islamic English speech, the writer classifies the data. The collected data are analyzed by using James's classification of errors theory, Slamet's frequency types of error and Brown's sources of error theory. The results of the research show that the texts of Islamic English speech contain 247 errors from 107 pages. The writer finds that from 247 data, there are three classification of error based on linguistic category and surface strategy taxonomy. There are morphological errors consist of 34.8% including: bound morpheme 15.6%, word 22.9%, code switching 0.4%, literal translation 0.8%, false friend 4%. Syntactical errors consist of 61.5% including: phrase 13.7%, subordinate clause 3.6%, sentence 4, 4%, tenses 16.9%, BE 14%, article 2.4%, pronoun 2%, preposition 3.2%. Discourse errors consist of 3.6%, including: conjunction 2.4%, reference 0.4%, and ellipsis 0.8%. It is derived from 57 types of errors; the highest frequency is errors in word spelling 37 or 14.9%. The researcher also finds 2 dominant sources of error, namely: interlingual and intralingual transfer.

Keywords: *Interlanguage, Error Analysis, Islamic Speech Text.*

A. INTRODUCTION

Most of learners including young and adult learners who are learning English as a second language belong to the language learners. They have to learn it through learning. "Learning is a conscious process, which results in a separate system of simple grammar rules, or "knowing about language" (Krashen, 1982:10) in (Fauziati, 2010:138). Knowing about language is to study the rules system of its language. Therefore, the L2 learners must study about language.

In a language, the learners can make use the ideas or thoughts to express something by using a symbol, a sound, a word for communication either oral or written. Before the learners try to associate their ideas or thoughts to others, they have to start by combining the language forms which include phonology (how the words spelled, or sounded), morphology (how the words formed), and syntax (how the words put up together into phrases, clauses, and sentences) through the basic rules of system found in a language. Then, it is called grammar. Grammar is very important in language skills such as listening, speaking, reading, and writing. One of the language skills to measure the learners' ability in using grammar is writing.

Writing activity can be the effective way to measure the learner's ability in using the L2 system. However; the learners sometimes ignore the pattern grammars therefore they tend to commit the errors. They sometimes use their own structure to construct the L2 system or linguistic system. Therefore, the learner attempts to construct his or her own rules of language which is neither the target language nor the mother tongue. This is called "interlanguage". According to Selinker (1972) "interlanguage as the separate linguistic system evidenced when adult- second language learners attempt to express meaning in a language they are in the process of learning". Interlanguage happens because the learners in the process of learning get stuck between the rules of his L1 and the rules of the L2 . This case is also found in the written product of Islamic English speech in *Contoh-Contoh Pidato 3 Bahasa*. In this book, it still contains erroneous sentences. The author tries to build his own hypothesis in constructing the sentences using neither his L1 system nor the L2 system. For example: *they __

quite afraid of the hell torture. Here, it shows the syntactical influence when to refer or to mean the same thing in Indonesian language; it says “*mereka sangat takut akan api neraka*” that is directly translated from the L1 to L2. In Indonesian, there is no TOBE to link the predicate in the nominal sentence. Then it is called interlanguage transfer. Another example showing the interlanguage of L2 learner is as follow: *Psychological need such as love, attention, and *advices*. The author assumed that plural noun always added by suffix-s. English noun can be divided into countable and uncountable noun. In countable noun, we can add the suffix-s but in uncountable noun we cannot add the suffix-s. In the case above, the author assumed that the word “advice” is countable noun, then he added the suffix-s. In fact, the word “advice” is always uncountable-noun; therefore he overgeneralizes the rules of uncountable-noun.

This error is caused by the faulty or partial learning of the target language than the native language, it is called intralingual transfer. The last exmple is : *Is human being will make his own law? In the first example, the author made error in the use of auxiliary modal, and if it is translated in Indonesian, it says “*Apakah manusia akan membuat hukum tersendiri?*” the writer tends to translate it one by one according to its meaning. It is because the author wants to try to use the structure of native language; he tends to produce the English words using their native language. It is considered as inter lingual errors.

From the phenomena above, committing error can be one of the ways to measure the ability of learner in learning L2 system. According to Brown (2007:217) defines an error as “noticeable deviation, from the adult grammar of native speaker, reflecting the interlanguage competence of the learner”. Here, error can be a device to measure the L2 system of L2 learners.

The writer uses Error Analysis in analysing this book, firstly, because this book contains a lot of erroneous sentences, secondly, this book can be used by the either the teacher or students. For the teacher, it can be used as the teaching materials, therefore, if it contains a lot of errors, it will provide the unsuitable materials. For the students, it can be used to practice their speech especially English in front of the public, therefore if it contains a lot of errors, it will disturb

the communication either oral or written. Moreover, Through analyzing of errors we can ponder which kinds of linguistic items should be omitted or added in order to make a good reading material. In the frame of error analysis's view, the researcher hopes that this research can be used as a guidance for the language practitioners, especially English editors who edit the books in order they can correct the non-native author's book or English teachers who also use English books as their teaching materials in order to do the correction or to make the suitable teaching materials.

Compared with Eun Pyo's finding of which the classification covers:

The incorrect use of word, the incorrect use of words, the incorrect use or deletion of prepositions, and omission of articles, omission of indefinite article, incorrect use of definite article and incorrect use of indefinite article. The writer's doesn't involve similar in form and meaning errors. Moreover this recent research classifies the errors based on either linguistic category which involves morphological, syntactical, and discourse level or surface strategies taxonomy while the previous research classified the errors only based on the basic types of errors. Both findings, the writer's and Eun Pyo's however have thing in common that is the incorrect use of word.

Compared with Mufidah's finding of which the classification covers:

TO BE, verb, phrase, bound morpheme, vocabulary, noun, grammatical structure, preposition, article, conjunction, and adjectives. The writer's doesn't involve similar in form and meaning errors. Both findings, the writer's and Mufidah's have thing in general that is errors in syntactical level.

Compared with Agustiawan's finding of which classification covers:

Bound morpheme, addition of -s/-s in verb of present tense, addition of -s/es in noun, misuse of -'s in the present tense, omission of 's in the interrogative form of present tense, TOBE, Omission of article, misused of preposition, noun), misspelled word, verb. The writer's finding doesn't find genitive case. However, both findings identify the errors on the morphological and syntactical level.

Compared with Afida's finding of which identifies the errors based on the surface strategy taxonomy cover: Omission, addition, misformation, and

misordering. The writer's finding classified the errors based on linguistic category and surface strategy taxonomy while the previous research only classified the type's basic of errors based on surface strategy taxonomy. However, both findings have in common in classifying the errors based on surface strategy taxonomy.

Compared with Tinzon's finding of which classification of errors cover: global and local errors. The global errors are morphological and syntactical while local errors are lexical and mechanical errors. The writer's finding doesn't explain the mechanical errors. Both findings have in common in morphological and syntactical error.

The writer employs "Linguistic category and Surface strategy taxonomy" in classifying, describing, and analyzing the data of Islamic English speech texts.

"The surface strategy taxonomy is a classification system based on the ways in which the learner's erroneous version is different from the presumed target version" (James, 1998:106). This surface strategy taxonomy can be the ways to highlight the errors made by the learners or the deviation of L1 learners in making errors. For example, learners may omit necessary items or add unnecessary items; they sometimes may misform or misorder them. Based on this category, error is classified into four types: omission, addition, misformation, and misordering.

"The linguistic category taxonomy carries out errors in term of where the error is located in the overall system of the target language based on the linguistic item which is affected by the error" (James, 1998:105). It indicates in which the language form affected by the error. Language forms include phonology (e.g. pronunciation), syntax and morphology (how the words formed and how these words are linked together), semantic and lexicon, and style. Constituents may include elements that comprise each language component. For example, in syntax, the error can be either in phrases, the main or subordinate clause, sentences, the auxiliaries, the preposition and the conjunction.

Based on the criteria mentioned in the theory above, there are some differences and similarities between the theory and the writer's findings. The theory says that the "linguistic category taxonomy" divides errors into four types namely: phonology, syntax, lexicon and style. The difference between the theory

and the writer's finding is that the writer's finding does not discuss the errors on phonology or sounds as well as style. The main difference is based on the existence of "discourse error". The similarity between them is that the syntax and lexicon or morphology belonging to the element from which the errors come from.

The research of error analysis has been conducted by the previous researchers as mentioned above although there are similarities and differences in this research, I hope that through this recent research, it can extend the theory of the previous research and it can give us the enlightments and insights how the learners learn the linguistic competence in the process of second language. According to Richard (1985:63), "one of the goals of error analysis was to help construct account of the second language learner's linguistic competence". Therefore, Error Analysis is very useful study to know how the learners learn their second language.

B. RESEARCH METHOD

This study is a descriptive qualitative research which describes the errors produced in the texts of Islamic English speech in "*Contoh-Contoh Pidato 3 Bahasa*", identifies the types of error produced in the texts of Islamic English speech based on linguistic category and surface taxonomy strategy, and explains either the dominant types of errors or the dominant sources of errors.

The data are erroneous sentences found in the texts of Islamic English speech. There are 107 pages consisting of 22 chapters. The data sources are the book of Islamic English speech in *Contoh-contoh Pidato 3 Bahasa*.

The researcher uses elicitation method in her research to get the data accurately. The steps used in collecting the data are as follows: the writer collected the data containing erroneous sentences from the texts of Islamic English speech, the writer identifies the writing production, she reads and marks the types of error in the texts of Islamic English speech. After that she writes the erroneous sentences and classifies all types based on linguistic category and surface strategy taxonomy.

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

C. RESEARCH FINDING AND DISCUSSION

This subchapter discusses the finding of the writer's analysis and discussion from the texts of Islamic English speech.

1. Types of Error in Morphological Level

Morphology concerns about how the words shaped by combining morphemes that can be attached with the base forms. Here, the learners sometimes make errors in the case of bound morpheme, word form, the use of word class, code switching, literal translation, and false friend.

In the type of morphological errors, the researcher finds 86 errors or 34.8%. The error is classified into 5. They are bound morpheme 15, 6%, word 57, 22.9%, code switching 1, 0.4%, literal translation 2, 0.8%, and false friend 10, 4%.

The first is bound morpheme. In the case of bound morpheme the author omits the suffix-s in making the plural nouns. In the case of bound morpheme the researcher finds 15 errors. For example: *there will be 3 *person*. The errors happen because the author omitted the suffix-s. The word "person" should be added by -s because it indicates the plural of number (3) adjectival phrase that the head is person and it can be counted.

The second is word. Error in the case of word is divided into 4 namely, word spelling, noun, verb, and adjective. The researcher finds 37 errors in the word spellings. Word spelling happens because the learner forgets the graphological system and its spelling. For example: *our program will run with no obstouction. Here, wrong spelling appears on the word "obstouction", it makes the words meaningless; it should be "obstruction". In the case of noun, the author used the incorrect word form. For example: *Because of *Tauheed* is very *importance*. Here, the author chose the incorrect word form, it should be adjective, because there is an intensifier "very" that is used to modify adjective not noun. So it becomes "important". In the case of

adjective, the author used the incorrect adjective, for example in misinformation where the author used the incorrect structure or morpheme. *O Allah, truly you are *the most rich*. Here, the author misselected the form of structure. In this datum, it should be added by suffix *-est* because the word “*rich*” contains one syllable. Moreover the determiner “*most*” must be omitted because “*most*” is used in more than 2 syllables. So it becomes” *the richest*. In the case of verb, the author also used the incorrect verb, for example in the case of the use noun for verb. *Allah will give him reward, on the contrary who betray in leadership, that doesn’t ___ advantage to the others. In this datum, the error happens because the author used the noun “*advantage*” for “*verb*”. He thought that the word *advantage* is verb. We need a verb after the auxiliary verb “*doesn’t*”.

The third is code switching. Code switching happens because the learners attempt to switch their native’s words into target language because they don’t know how to say those words in target language. The researcher finds 1 erroneous sentence containing code switching. For example: *It’s also a must to help materially and look for jobs which suitable with their ability and *potention*. In the datum, it says “*hal ini merupakan sebuah keharusan untuk membantu mereka secara materi dan mencarikan pekerjaan yang sesuai dengan kemampuan dan potensi*”. The author thought that the word “*potention*” is “*potensi*”. Moreover, he assumed if the word “*potensi*” as same as *informasi*” in which “*informasi*” can be translated into “*information*”.

The fourth is literal translation. Literal translation happens when the learner translates the word one by one according to its dictionary. He or she does not consider about the context of the texts. The researcher finds 2 errors. For example: *Never take anything without the owner’s *knowledge*. Here, it says “*jangan pernah ambil barang tanpa sepengetahuan pemilik*”. In English “*pengetahuan*” is “*knowledge*” instead of saying “*knowledge for*” “*sepengetahuan*” it is better to use the word “*permission*”.

The fifth is false friend. False friend happens because the learners feel confused with the English words that may have same sounds but they are

different in the meanings and the word classes. The researcher finds 10 errors. For example: *A future disaster has *allready* begun. Here, the author was confused how to write the letters. He used “allready” which means “all-prepared” than “already which means “*sudah*”. The correct word must be “already” because it is preceded by auxiliary has and followed by V3.

2. Types of Error in Syntactical Level

How the words are put and linked together with others is called syntax. Syntax is very useful to combine the words together with the rules system of L2. Here, the author made errors in the case of syntax with the total number of errors 152 errors or 61.5%, including: phrase, clause, sentence, tenses, BE, article, pronoun, and conjunction.

Firstly, In the case of phrase, the researcher finds 34 errors. The researcher divides this part into 4 namely: adverb phrase, adjective phrase, noun phrase, and gerund phrase. The first is, adverb phrase. Adverb phrase is a phrase that consists of 2 or 3 words that its head is adverb. The error happens in the case of redundancy or the repetition of unnecessary elements. For example: * we are able to meet, face to face and gather *in* this afternoon. In the datum above, the author made repetition by using preposition “in” that actually is not needed in the adverb phrase “this afternoon”. If we translate it into Indonesian, it says “*di siang hari ini*” so, because it has already used the determiner “this” referring to “*ini*”, it needn’t the presence of preposition “in”.

In the case of adjective phrase the researcher finds 4 errors in the category of misordering. For example: There are a lot of them *weak economically and physically*. Here, the author used the wrong order in predicative adjective phrases. When it is predicative, it should be followed by linking verb that modifies and it should appear in the outside of noun phrase. Here the linking verb “is” function as predicate. Then the head of its adjective phrase should be placed in the end. In the case of noun phrase, the researcher finds 2 errors in misordering. For example: *Woman pays an *small thing and real*. Here, the author made the wrong order; the head (noun) should be in the

end of the sentence. It can be proven by the using of article “an” referring to “thing” .Then, the conjunction “and” must be omitted. The phrase should be “a real small thing”. In the case of gerund phrase, the researcher finds 6 errors. For example: *we keep *remember* to the His guidance. Here, it shows that the word “keep” is always followed by V-ing because the word “keep” belong to the verb followed by gerund and it is followed by complement.

Secondly, in the case of subordinate clause, the researcher finds 9 errors, they are in the categories of misordering noun clause, the use of who for whose, and omission of relative pronoun. For example in the case of misordering the researcher finds one sentence as follow: *the fools will not be asked their responsibility on the day of judgement, “till the learnt are asked for what *are used their knowledge*. Here, the error happens because the author used the wrong order to make the noun clause. He thought the sentence is question mark; therefore he placed TO BE “are” after “what”. But it is not question; it is a statement that contains noun clause. The function of the noun clause above is the object from the preposition. Here “for” is preposition and the object of the preposition is possessive pronoun “their”+knowledge. Therefore, it can be followed by verb. Then, the TO BE “are” must be changed into “is’ because “knowledge” is uncountable-noun.

Thirdly, in the case of sentence, the researcher finds 11 errors. They are in the question formation, passive sentence, imperative sentence, and persuasive sentence. In the case of question formation, the researcher finds 3 errors in misordering. For example: *why *it could be?* Here, the author misplaced the subject “it” after question forms “why”, and the auxiliary is placed after subject. When we want to make a question form especially 5W + 1H, the formula is, 5W+1H + TOBE/ auxiliary verb + subject + object. In the case of passive sentence, the researcher finds 2 errors in the case of the use of V1 for V3. For example: *Miserly and faith will never be *unite* in one servant. Here, the author made the passive sentence using V1 that grammatically it is not correct. The pattern to make passive is, S+TOBE/Aux +BE+ V3. So unite = united.

In the case of imperative sentence, the researcher finds 4 errors. For example error in the use of V2 for V1: *the prophet was obviously decided that whoever got sickness, *cured* it right away. Here, the author used the V2 “cured” which refer to command the readers to do certain action. In English, when we want to make the command, it always begins with the base form of verb or V1 only. In the case of persuasive sentence, the researcher finds 2 errors. For example in the use of V2 for V1: *Let us *excluded* to those who perform prayers, read the Holly Book. Here, the error happens because the author used the V2 in making the persuasive sentence. It should use V1 because persuasive sentence is used to persuade someone to do certain action in the present or in the future.

Fourthly, in the case of tenses, the researcher finds 40 errors. They are in simple present tense, simple past tense, simple perfect tense, and alternating forms. In the case of simple present tense, the researcher finds 29 errors. For example error in the omission of {-s,-es,} in third-singular person: *It *signalize* the prophet focused on *Tauheed*. In the datum here, it shows that the author omitted the suffix {-s} that is necessary to be attached in the verb after the third-singular person (it). In the case of simple past tense, the researcher finds 4 errors. For example error in the use of V1 for V2: *Long time ago Rasullullah p.b.u.h *has* a warning to parents. In the datum here, the errors appear because the author used V1 to indicate the past event, in the first datum; it indicates the past by its time signal “long time ago”. So the word “has” must be changed into “had”. In the case of simple perfect tense, the researcher finds one error in misuse of auxiliary. For example: **Have* Ibrahim bin Adam’s advise realized in our life? In the datum here, the error appears because the author used the wrong auxiliary. The noun here is “advise (singular noun)”belonging to the third-singular pronoun “it”.

Fifthly, in the case of BE, the researcher finds 35 errors. They are in the category of omission of TO BE as predicate in nominal sentence, omission of TO BE in simple perfect tense, omission of BE in adjective, omission of TO BE in subordinate clause, addition of TO BE in simple present tense, addition

of TO BE in simple past tense, and misselection of BE. In the case of omission of TO BE as predicate in nominal sentence, the researcher finds 10 errors. For example: *they ___ quite afraid of the hell torture. In the datum, the error happens because the author omitted the TO BE that has function as predicate to link the adjective or to express the quality. It needs TO BE “are” which refers to the subject pronoun “they”. In the case of omission of BE in adjective, the researcher finds 2 errors. For example: *It will __ better if our brother or sister. Here, the error appears because the author omitted the linking verb “BE” to express the quality or adjective. BE can be followed by modals (will, can, may, might, should, etc). It uses the modal “will” so it needs “be” to connect the word “better” which belongs to adjective. In the case of omission of TO BE in simple perfect tense, the researcher finds 3 errors. For example: *Knowledge is an invest which will give us profit even though we have already ___ dead. Here, the author made error because he omitted TO BE “been”. Here, we should add “been” because the word “dead” indicates the adjective and it shows the quality so after auxiliary ‘have already’ must be added by “been”.

In the case of omission of TO BE in subordinate clause the researcher finds 2 errors. For example: *A father must be jelous if there is bad attitude and things which ___ called Allah’s wrath. Here , the errors appear because the author omitted TO BE “are” which connect the last words of the main clause “things” which refers to plural noun then it is extended by the relative pronoun “which” followed by the word “called” indicating to passive. Passive sentence uses V3 then must be preceded by TO BE. In the case of addition of TOBE in simple past tense, the researcher finds 2 errors. For example: *the prophet *was* obviously decided that who so ever got sickness, cured it right away. In the case of addition of TO BE in simple present tense, the researcher finds 14 errors. For example: *all praise *are* belong to Allah. Here, the author assumed that the word ‘all praise’ is plural then he adds TO BE “are”. But actually the word “all” can be either plural or singular noun”. If plural noun, it refers to “*semua*”, we don’t have to add suffix-s to be attached to the word

“belong”, but if we regard it as singular noun, it refers to “*segala*” we need suffix-s to be attached to the word “belong”. In the case of misselection of BE, the researcher finds 2 errors. For example: *Man *are* social being. Here, the subject is “man” which indicate the third-singular person for “he” therefore, it must use TO BE “is” to link the complement.

Sixthly, in the case of article, the researcher finds 7 errors which belong to the definite and indefinite article. In definite article, the researcher finds 2 errors, for example in the case of omission of article “the”. *All praise belongs to Allah who has put the learnt on ___ high rank. Here, the error appears because the author doesn’t add the article “the” that has function to modify specific noun or if the noun is modified by the adjective. The words “high” belongs to adjective that modify the word “rank”. In the case of indefinite article, the researcher finds 5 errors, for example error in the use of article “a” instead of “an”. *Atho’ bin Rabbah was *a* old man of Habsyi. Here, the error appears because the author used the incorrect article after the word “old”, the first letter of the word “old” is vowel so it must use the article “an”.

Seventhly, in the case of pronoun, the researcher finds 5 errors. They are archi-form “possessive pronoun his for its, the use of article for subject pronoun, the use of article “the” instead of possessive pronoun. In the case of possessive pronoun that refers to the ownership, the researcher found one sentence, for example: *A fair government uses *his* position fairly. Here, the errors happen because of the wrong uses of possessive pronoun that indicates the ownership. The possessive pronoun above is “his” that indicates the person but the noun phrase “a fair government” indicates the non-living thing. So it must use “its” to replace the non-living thing. In the case of the use of article “the” for subject pronoun, the researcher found one sentence, for example: *Never let any garbage around his house, so that *the* doesn’t spread around. Here, the error appears because the author presented the article “the” after predicate. Article “the” cannot be used after predicate. Before predicate, in writing the sentence, we need subject, the subject here is “it” that refers to

the head of the main clause that is “garbage”, the words “around his house” is just an additional information or preposition phrase so the word “garbage” can be placed by the subjective pronoun “it”. In the case of the use of article “the” for possessive pronoun, the researcher finds 3 errors. For example: *they let *the* wife go out. Here, the error appears because the author used the article “the” instead of possessive adjective although article “the” can be used with the noun, but if looked from the context. The word “wives” belongs to “they” so it is better to change it into “their”.

Eighthly, in the case of preposition, the researcher finds 8 errors. They are in the category of the use of preposition “of for on”, omission of preposition, addition of preposition, misselection of preposition in preference. In the case of the use of preposition “of for on”, the researcher finds one error, for example: *don’t make our death *of* unpricious way. In the sentence above, the error happens because the author used the preposition “of” after the object “death” followed by possessive “our”. The correct preposition is “on” because “on followed by noun phrase” can be used as the additional information. In the case of omission of preposition, the researcher finds 2 errors. For example: *in coping __ crimes, Islam is not only punish the doer. Here, the word “in coping” belongs to the verb phrase or idiom, so the word “coping is always accompanied by the preposition “with” which indicates the verb phrase or idiom.

In the case of addition of preposition, the researcher finds 4 errors. For example: *we often hear *of* some villagers get typhoid. Here, the error happens because the addition of preposition “of” preposition “of” can be used if it refers to the “typhoid” not the object “some villagers” if after the verb “hear” it is usually followed by object. The object is “some villagers”. In the case of misselection of preposition, the researcher finds one error, for example: *Mother prefers going out *than* caring on their house hold. Here, the error happens because the author misselected the wrong preposition of making preference. The preference begins with “prefer” and “prefer” can be

followed by infinitive, gerund and noun. While this case “prefer” is followed by “gerund” and it must use the preposition “to” not “than”.

3. Types of Error in Discourse Level

Discourse is used to communicate something that must be coherent. A good discourse doesn't create the ambiguity between sentences or paragraphs therefore it doesn't emerge new perspective about them. The errors happen when the learner doesn't aware with the elements of discourse which have relationship to connect the meanings of one sentence to the others therefore the discourse will be coherent. The elements of discourse, namely: substitution, reference, ellipsis, conjunction, and lexical conjunction. However, In this case, the researcher just focused on the 3 namely: conjunction, reference, and ellipsis with the total number of errors 9 errors or 3.6%

Firstly, in the case of conjunction, the researcher finds 6 errors. For example: *All praise may be to Allah, the most giveth, the one with His love and mercy ____ we are able to meet, face to face and gather in this afternoon. In the sentence above, actually there is a main clause and sub clause but the writer omits the conjunction to connect the meanings between them. If there is no conjunction, the sentence will sound so strange. The relationship of the sentence above should be “hypotactic” because there is a main clause and sub clause”. The conjunction should be “therefore” which refers to summative because it gives the result of the mentioned case.

Secondly, in the case of reference, the researcher finds one error, for example: *we are all know that power, position and status are a strategical way to reach wealth, to oppress others, to satisfy desire. But A fair government uses *his* position fairly not out lawly or oppress others. In this sentence, the author made error in the use of possessive adjective. The noun phrase “a fair government” is a thing not human, it can be replaced by the subject pronoun “it”. “It” refers to a thing not human so the use of possessive adjective “his” is wrong. “His” is only used to replace the person not a thing. Therefore the possessive adjective from the subject pronoun “it” is “its”.

Thirdly, in the case of ellipsis, the researcher finds 2 errors. For example: *Islam teaches us to throw away egoism and self centered attitude. It means that Islam is not a cruel religion and forgets the common wealth and also _____ a hard religion and forgets the poor. In the datum above, the error appears because the author omitted the necessary words to correlate the sentence. The first meaning is “Islam is not a cruel religion” and the second is “a hard religion”. Those sentences are different because the first sentence it means Islam is easy to learn and respect other while the second sentence “a hard religion”. Those misunderstandings happen because in the second sentence “a hard religion” there is no negation “not” that explains “Islam is not”.

4. Frequency of Each Type of Errors

First, the author made errors in the morphological errors (84 errors or 34.8%), second, the author made the errors based on the syntactical level (152 errors or 61.5%). Third, the author made errors based on the discourse level (9 errors or 3.6%).

5. Dominant Type of Error

The dominant type of error is the word spellings in morphological level with the total number of errors are 37 errors or 14.9%.

6. Sources of Error

In the sources of errors, they are divided into 2, namely: interlingual transfer and intralingual transfer. The researcher finds 53 errors.

Firstly, In the case of interlingual transfer or error which is influenced by the structure of mother tongue, the researcher finds 39 errors which are classified into 3, namely: transfer of morphological elements, transfer of Indonesian grammatical structure into English, and transfer of words. In the case of transfer of morphological elements, the researcher finds 15 errors. For example: *there will be 3 *person*.

Here, the author tended to omit the plural suffix at the end of the word as Indonesian does not place in adjectival phrase indicating numbers of person (3 person). In the case of Indonesian grammatical structure into English, the

researcher finds 20 errors. For example: *They quite afraid of the hell torture. The sentence says “*mereka sangat takut akan siksa neraka*” which is translated directly from L1 to L2. In Indonesian, there is no TOBE to link the predicate in the nominal sentence. In the case of transfer of words, the researcher finds 4 errors. For example: *never take anything without owner’s *knowledge*. The errors are caused by the interference of first language. The author used the improper diction; he just translated it directly word by word. The word “*sepengetahuan*” is “knowledge”.

Secondly, in the case of intralingual error, error is influenced by the partial learning of L2 system or the structure of the target language. Here, the researcher finds 14 errors which are classified into 3, namely: overgeneralization, false concept hypothesized, and ignorance of restricted rules. In the case of overgeneralization, the researcher finds 4 errors, for example: *Psychological need such as love, attention, and *advices*. Here, it indicates the overgeneralization because the author used the form of suffix-s to extend the word “advice”. *Advice* belongs to uncountable-noun; therefore, it cannot be added by suffix-s. In the case of false concept hypothesized, the researcher finds 2 errors, for example: *the obligation *is occurred* to the neighboring place. Here, the intralingual error is caused by the false concept hypothesized in which the author made the wrong hypothesis about the target language. He thought that the sentence is passive, the word “occur” belongs to the intransitive verb, it means it cannot be made up into passive.

In the case of ignorance of restricted rules, the researcher finds 10 errors, for example: *Mothers prefer going out *than* caring on their household. Here, the author used the wrong rules of making preference. The preference begins with “prefer” and “prefer” can be followed by infinitive, gerund and noun. While this case “prefer” is followed by “gerund” and it must use the preposition “to” not “than”. Preposition “than” can be only followed by noun or V1.

D. CONCLUSION

Based on the analysis, the writer can draw some conclusions of Interlanguage errors found in Islamic English speech texts in *Contoh-Contoh Pidato 3 Bahasa* as follow. Firstly, the texts of Islamic English speech contain a lot of erroneous sentences. The writer uses “surface strategy taxonomy and linguistic category in analyzing the data. In this research, the research finds 247 errors which are grouped into three main categories, namely: morphological level, syntactical level, and discourse level. Secondly, morphological level consists of 34.8% errors including: bound morpheme 15, 6%, word 57, 22.9%, code switching 1, 0.4%, literal translation 2, 0.8%, and false friend 10, 4%. Thirdly, the syntactical errors done by the learner consist of 61.5% including: phrase 34, 13.7%, subordinate clause 9, 3.6%, sentence 11, 4.4%, tenses 40, 16.9%, BE 35, 14%, article 6, 2.4%, pronoun 5, 2%, and preposition 8, 3.2%.

Fourthly, the discourse level consists of 3.6% errors including: conjunction 6, 2.4%, reference 1, 0.4%, and ellipsis 2, 0.8%. Fifthly, the most dominant type of error found in the texts of Islamic English speech is the word spellings in morphological level with the total number of errors are 37 errors or 14.9%. Sixthly, the sources of the Islamic English speech texts' errors that the writer found are interlingual transfer and intralingual transfer. The writer finds interlingual transfer 39 errors or 15.8% and intralingual transfer, the writer finds 16 errors or 6.4%. Seventhly, the result of this research can be included in pedagogical aspect to the English editor to give a hand to identify the author's difficulties in the process of his or her next writings.

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