

**INTERLANGUAGE ERRORS MADE BY  
ELEVENTH GRADE STUDENTS OF SMA 1  
DAGANGAN IN WRITING RECOUNT TEXT  
2013/2014**

**PUBLICATION MANUSCRIPT**

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**GRADUATE PROGRAM OF LANGUAGE STUDY  
MUHAMMADIYAH UNIVERSITY OF SURAKARTA  
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The thesis describes the interlanguage errors made by the students in writing recount text at SMAN 1 Dagangan. By doing the research, the researcher could investigate the errors and the classification of errors, the possible factor that contribute to the errors made by students at SMAN 1 Dagangan based on the surface strategy taxonomy. Subjects of the research are the students at eleventh grade at SMAN 1 Dagangan. The data collection was conducted through students' test in writing recount text. The data collection was analyzed by using qualitative research. The result of the research showed that the total 499 errors were identified. Of them 207 (41,5%) were errors of omission, 97 (19,5%) were errors of addition, 119 (23,8%) were errors of misformation and 76 (15,2%) were errors of misordering. Based on the finding above the characteristics of the errors : systematicity (46,9%), permeability (30,7%), dynamicity (22,4%). There are three factors that contribute to the errors that made by the students, the first is the language transfer or interlingual transfer, second is overgeneralization and the last factor is influence of mother tongue.

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**Keywords: interlanguage, error analysis, teaching writing.**

**Introduction**

This research focuses on the discussion of Interlanguage error made by learners of English in learning English. Selinker in Fauziati (2009:158) studies that interlanguage are natural languages: they are systematic through their development. Interlanguage reflects the learners' attempt at constructing a linguistic system that progressively approaches the target language system. It is thought to be distinct from both the learner's native language and the target language.

The term interlanguage was originally introduced by Selinker to refer to a language system which he believed was intermediate between the learner's mother tongue and the target language on the grounds that it showed some formal characteristics of both. Interlanguages were unstable, i.e. always in the process of complication (except when they became 'fossilized') and consequently did not show the feature of institutionalization (though in some educational institutions, where the language of instruction is not the mother tongue, institutionalized school inter language pidgins regularly develop). It has since become clear however that the inter languages of second language learners do not necessarily show evidence of 'transfer' from the mother tongue (Blurt and Dulay 1974). The name interlanguage might therefore after all seem to be inappropriate to characterize the phenomenon, since it does not show in all cases obvious interlingual features. This has been found to be the case particularly among young children acquiring a second language without formal instruction, though there is little evidence that this happens with adults or older children, whether free or institutionalized learners.

The research conducted in one of Senior high schools in Dagangan Madiun. Madiun is a small town in East Java .This research will take place in one of so many Senior high schools in Madiun. The researcher chooses SMAN 1 Dagangan Madiun as the location of the research since it is the most wanted Senior high school in the town. It is located on JL. *Raya Gerilya Dagangan Madiun* The school is well-located and built side by side with another high school in the town.

It is surrounded by the view of paddy-field so that it makes the air circulation goes well.

There are twenty –two classes in SMAN 1 Dagangan Madiun, consisting, the first eight classes are from grade X, the second seven are from grade IX and the rest are from grade XII. In addition, there are also four English teachers in SMAN 1 Dagangan Madiun. They are one male teachers and the others are female ones. This research focuses on the discussion of the interlanguage error made by students in writing recount text at SMAN 1 Dagangan Madiun year 2013. Thus, the researcher will only conduct the research in grade XI, which consists of seven classes.

### **Research Methodology**

This study uses descriptive qualitative research. Descriptive research involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data collection (Glass & Hopkins, 1984). In this research, the writer tries to identify and explains the interlanguage error made by students in writing recount text at SMAN 1 Dagangan Madiun on the eleventh grade year 2013 / 2014.

The subject of this research is the students at eleventh grade of SMAN 1 Dagangan Madiun year 2013 / 2014. There are seven classes at eleventh grade of that school. Four classes are science programs and three classes are social program. Each class contains around 30 students. He takes randomly from each

class. The writer takes forty students as the subject of the research.. It contains of fifteen male students and twenty five female students.

In this research, the data is the writing recount text that contain of errors that made by the students. The source of the data The students' writing assignment of eleventh grade of SMA 1 Dagangan that be held three times.

The method which is used in this research is test. The writer gives the test to the research participants to write the recount text with the topic about holiday. The text must be written based on the generic structure of recount text; Orientation, Events and Re-orientation. The test of writing recount text is held three times periodically with the same theme namely 'holiday.' The time to do the test is 60 minutes.

In analyzing the data, Dulai, Burth and Krashen (1982) presented about errors classification. They classify errors in term of (1) Linguistic Category. (2). Surface Strategy Taxonomy. (3) Comparative Taxonomy and (4) Communicative Effect Taxonomy. While James (1998) in surface strategy taxonomy classified errors into four types: Ommision is characterized by the absence of an item that must appear in a well-perform utterance. Addition is characterized by the presence of an item, which should otherwise not appear in a well formed utterance. Misformation, is characterized by the use of the wrong form of structure or morpheme. there are three types of misinformation namely, regularization, archi-form, alternating form. Misordering is characterized by the incorrect placement of a morpheme in an utterance.

In technique of analysing data the researcher take some steps :

- a. To describe the type of interlanguage errors made by students the writer uses the theory of James.
- b. To explain the characteristics of Interlanguage errors the writer uses the theory of Adjemian.
- c. To describe the possible factor that contribute to the errors the writer uses the theory of Selinker.

## **Result and Discussion**

### **1. Interlanguage errors occurred in students' writing:**

From the data analysis the researcher found errors of omission, errors of addition, errors of misformation and errors of misordering. There were 8 ommision, namely ommision of –ed (26,6%), ommision of article (10,1%), ommision of preposition(12,1%), ommision of to be (14,5%), ommision of s/es (16,4%), ommision of possessive (5,3%), ommision of verb (8,7%), and ommision of auxiliary (6,3%).

The table is below: .

Categories	Sum of errors	Percentage
Ed / d	55	26,6%
Article	21	10,1%
Preposition	25	12,1%
Tobe	30	14,5%
s/es	34	16,4%
Possesive	11	5,3%
Verb	18	8,7%
Auxiliary	13	6,3%
Total	207	100%

Based on the finding in data analysis above the first rank of errors made by students was ommision of d / ed. It happened in past tense. To differentiate verb in present tense and past tense for regular verb is by adding -d or -ed but most students didn't add -d or -ed. They still write verb present without adding anything. The second rank is the ommision of s / es. The usage of s / es is present tense for the subject or pronoun He, she, it or the third person singular followed by verb in present tense is added by s / es. For exampe: She plays badminton every Sunday. Besides s / es also used in plural. For nouns in plural usually added by s / es. For exampe: He takes five books. and the third rank is the usage of to be

Based on the data above the researcher conclude that the students have lack competence of gammar. However the researcher not fully the problem is for students. The researcher assume that the time to study for students is so limited. It can be seen in the curriculum in SMA in a week there are 44 hours. Every hour is 45 minute and for the English subject in a week just 4 hours (9,0%). The teacher should use time for four skill: listening, speaking, reading and writing. On the other hand today grammar is not taught specifically because the teaching learning is integrated.

2. **The characteristic interlanguage error made by the students:**

Based on the data analysis the researcher categorize the interlanguage error made by students in writing recount text into three important characteristics of interlanguage namely:

- a. **Systematicity.** Despite the variability of interlanguage, it is possible to detect the rule-based nature of the learner's use of the L2. He does not 'select haphazardly from his store of interlanguage rules, but in predictable ways. He bases his performance plans on his existing rule system in much the same way as the native speaker bases his plans on his internalized knowledge of the L1 system. It has often been pointed out (e.g. Jakobovits 1970; Cook 1971) that evaluating L2 performance in terms of the target language grammar is unsatisfactory, because the learner behaves 'grammatically' in the sense that he draws systematically on his interlanguage rules. The term 'error' itself is,

therefore, doubtful. A learner utterance can be classified as erroneous only with reference to the norms of the target language. For the L2 learner, however, the true norms are contained in the interlanguage system he has constructed.

- b. **Permeability.** The L2 learner's interlanguage system is permeable, in the sense that rules that constitute the learner's knowledge at any one stage are not fixed, but are open to amendment. In many respects this is a general feature of natural languages, which evolve over time in ways not dissimilar to the developments that take place in language-learner language.. All language systems are permeable. Interlanguage differs from other language systems only in the degree of permeability, and, if the idea of fossilization is accepted, in the loss of permeability that prevents native-speaker competence being achieved by most learners (Adjemian: 1976)
- c. **Dynamicity.** The L2 learner's interlanguage is constantly changing. However, he does not jump from one stage to the next, but rather slowly revises the interim systems to accommodate new hypotheses about the target language system. This takes place by the introduction of a new rule, first in one context and then in another, and so on. A new rule *spreads* in the sense that its coverage gradually extends over a range of linguistic contexts. For example, early WH questions are typically non-inverted (e.g. 'What you want?'), but when the learner acquires the subject-inversion rule, he does not apply it immediately to

ail WH questions. To begin with he restricts the rule to a limited number of verbs and to particular WH pronouns (e.g. ‘who’ and ‘what’). Later he extends the rule, by making it apply both to an increasing range of verbs and to other WH pronouns. This process of constant revision and extension of rules is a feature of the inherent instability of interlanguage and its built-in propensity for change.

The following is the table.

<b>Categories</b>	<b>The sum of errors</b>	<b>Percentage</b>
Permeability	45	30.7%
Dynamicity	33	22,4%
Fossilization	0	0%

Based on the data above systematicity is the first rank then the second is permeability and the last is dynamicity.

The dominant characteristic in interlanguage errors from the first language L1 into the second language L2 is systematicity.

### **3. The possible factors that contribute to the errors.**

From the previous data that students made errors of Omission (41,5%), addition (19,5%), misformation (23,8%) and the last misordering (15,2%)

Based on the data, the first rank is misformation, the second rank is addition then omission and the last is misordering. The errors made by students can be concluded that most errors are grammar. There are some factors that influence the errors that the students made. There are some factors that influence the errors that the students made. The researcher concludes that there are three factors. **The first** is language transfer that has been used widely in the interlanguage and second language acquisition studies to describe different theoretical accounts of the role of the learner's mother tongue in learning second language.

The influence of mother tongue is also obvious in this case where some students were influenced by the sentence structures or patterns of their mother tongue or first language. **The second** is overgeneralization is another factor contributing to the students' errors where the learner creates a deviant structure on the basis of his experience of other structures in the target language.

It is possible that the processes of transfer and overgeneralization in second language learning are result of single cognitive strategy that could be informally stated as what the learner knows. This predicts that the kind of errors made by second language learners will be dependent on their level proficiency **The third** is that writing is not easy. It is generally agreed that writing is the most difficult skill to master for foreign language learners. In addition, students also have difficulties transferring ideas from their native

language (i.e. Indonesia) into the target language (i.e. English). The student must combine the words or phrase become a good sentence. From the sentence combine with other sentences become a good paragraph and the last combine first paragraph to other paragraph into a good text

## **Conclusion**

Based on the finding of the analysis the researcher finds errors, the errors are categorized into four categories. It is based on the surface strategy taxonomy (James). The errors contain of omission, addition, misformation and misordering. In this study from the three times assignment in writing recount text about Holiday for students of eleven grade at SMA 1 Dagangan the researcher found total 499 errors. Of them 207 were errors of omission, The omission of -ed (26,6%), omission of article (10,1%), omission of preposition (12,1%), omission of tobe (14,5%), omission of s/es (16,4%), omission of possessive (5,3%), omission of verb (8,7%) and omission of auxiliary (6,3%). There were 97 errors of addition. In addition there were (19,6%) error of double marking, (30,9%) errors of regularization and (49,5%) errors of simple addition. There were 119 errors of misformation, In misformation there were (56,2%) errors of regularization, (31,9%) errors of archi form and (31,9%) errors of alternating form, and the last were errors of misordering.

There are some reasons for these errors occuration namely:

- (1) Grammatical is very important in mastering writing. Mastery of grammatical is basic in writing systematically and structurally. The researcher found that the students in writing recount text they made some errors. The errors made by students because of language transfer and the influence of mother tongue.
- (2). Teaching writing method is also the main important role in encouraging the successful in learning process. In traditional way of teaching writing the focus is more on the product, very little in attention in paid to help learners develop their ideas in the process of meaning making wonder that writing activity become dul, dry and boring. Meanwhile there has been a paradigmatic change in the teaching of writing.

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