INTERLINGUAL AND INTRALINGUAL ERRORS OF WRITING DESCRIPTIVE TEXT MADE BY THIRD SEMESTER STUDENTS OF ENGLISH EDUCATION DEPARTMENT SARJANAWIYATA TAMANISWA UNIVERSITY YOGYAKARTA

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Abstract
The present study analyzes the types and sources of errors in descriptive text made by the third semester students of English Education Department. The study was conducted through descriptive qualitative method. Students’ writing documents were analyzed. The data analysis technique involved several steps such as identifying, classifying, describing, and counting. The theory proposed by Dulay et al (1982) was used to analyze types of errors and the theory of Brown (2007) was employed to analyze the sources of errors. There were four types of errors and two sources of errors in the students’ writing descriptive text. Those were omission, addition, misformation, and misordering errors. In omission, there were 41 errors (23.29%), addition there were 11 errors (6.25%), misformation, there were 5 errors (48.29%) and in misordering, there were 39 (22.15%). Whereas the sources of errors in this research were interlingual and intralingual errors. The total error of interlingual was 62 errors (35.22%) and intralingual was 114 errors (64.77%). So it can be concluded that the most dominant types of errors found in students writing was misformation error. While Intralingual error was the most frequent of sources of errors based on the finding in this research.

Keywords: Error analysis, Grammatical error, Writing, Descriptive text

Introduction
In Indonesia, English is still a foreign language. English becomes the object that is studied starting from Junior high school and Senior high school even at University level. Indonesia grammar and English grammar are different. This difference causes many students to have difficulties in mastering English especially grammatical rules. So it can cause the problem that brings the errors.

Along with the importance of learning English in Indonesia, there are four skills that should be mastered by the students such as listening, reading, writing, and speaking. Among the four skills in English, writing skill is the most difficult skill to master because the students have to be able to understand some aspects such as controls of content, format, sentence structure, vocabulary, spelling, punctuation, and etc. Students are hoped to be able to express their ideas in the form of various texts such as descriptive, recount, narrative, procedure, report, review, announcement, and advertisement, and explanation. Those texts have different generic structures and lexico grammatical feature that should be understood by the students.

In writing an English text, the students sometimes made some errors. Those errors are made not only by junior high school and senior high school students but also by the students at university level. They also did some errors in writing. Brown (1980) said that the learners’ errors in the second language result from the learner’s assumption that the second language forms are similar to the native language (interlingual errors) and the negative transfer of items within the target language (intralingual errors). So this condition also happened to the
English Education Department students. Although they have taken English Department but it does not mean that they will not make some errors in writing. In one case, the students have some problems such as lack of vocabulary, inappropriate grammatical structure, and lack of ideas in developing a text. Not only that the students experienced several factors in making some errors in writing for instance they are less of practice in writing so that they cannot develop their ideas in writing, lack of motivation, learning strategies are not suitable, and teacher’s teaching strategies are not suitable in develop students’ writing especially in descriptive text.

By considering that it is very important for the researcher to analyze students’ errors and diagnose the difficulty their experienced in the classroom. Actually there are types of errors such as intralingual error and interlingual error. In this study the researcher focused to analyze types of errors and sources of errors of interlingual errors and intralingual errors. Examples are presented to clarify interlingual errors and intralingual errors made by students.

The writer took descriptive texts as the resources of the data, and focused on types of errors and sources of errors in interlingual error and intralingual error found in writing the texts by students in English Education Department. The writer also revealed whether there are any significant differences of the error made by students. Besides the important of this study is to discover errors of students’ text and it is also intended to draw teacher’s attention on the situation of our students because it is necessary to determine the areas that require remedy in order to think of appropriate solutions.

**Literature Review**

English in Indonesia is a foreign language because it is a language that comes from another country. According to Richards and Schmidt (2002), a foreign language is a language which is not the native language of large numbers of people in a particular country of region. It is not used as a medium of instruction in schools and it is not widely used as a medium of communication in government, media, and etc. They state that foreign languages are typically taught as school subjects for the purpose of communicating with foreigners or for reading printed materials in the language itself.

Making errors is usual and it is natural in learning process. Errors have been perceived as a device a learner uses in order to learn. Therefore the students can learn more and try to develop their skill through mistakes. Vahdatinejad (2008) mentions that error analysis can be used to determine what a learner still needs to be taught. Based on that statement, actually error analysis has benefit to identify student weakness in writing and provide the teaching needed by students. He also makes distinction between errors and simple mistakes. Mistakes are a sure sign that learners are learning language, especially for learning foreign language. This statement suggests learners know a point or have used many times correctly but somehow slip has occurred. On the other hand, errors can occur because learners do not probably know a particular point of target language. There are four types of error according to Dulay’s on surface strategy taxonomy as follow:

**a) Omission**

Omission is the error of leaving out an item that is required for an utterance to be considered grammatical.

For example:

“My name Isti nur rokhmah”. *(incorrect)*

“My name is Isti nur rokhmah”, *(correct)*

This sentence leaves out to be “is” that must put after the word name.
b) Addition
Addition is the error of adding some unnecessary or incorrect element in an utterance. There are three types of addition namely double marking, regularization, and simple addition. These are the explanations:

a) Double marking
Double marking happens when two items rather than one are marked for the same feature:
For example:
“I like helping mama cook in the kitchen”. * (incorrect) “I like to help mama cook in the kitchen”. (correct)
This sentence is incorrect because added “Ing” at the word “help”. Then there is no add “to” before the word “help”. So this indicates addition errors.

b) Regularization
A rule typically applies to a class of linguistic items. This is related to the class of noun. Nazalia (2018) stated that errors in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker are called Regularization errors. The error of this type can be seen in the term of regular, an irregular forms and construction in a language.
For example:
“Sinta study English yesterday”. *(incorrect)
“Sinta studied English yesterday”. (correct)
The sentence above is incorrect because there was regularization of regular past, the verb “study” does not become “studied”, because “study” is an irregular verb.

c) Simple addition
Simple addition is a term to express an error in which an addition is not a double marking nor regularization.
For example :
“I can taken a picture”. * (incorrect)
“I can take a picture”. (correct)
There is an error in the sentence above. The verb used must be verb 1 after a modal.

c) Misformation
Misformation is the error of using one the grammatical form place another grammatical form. Misformation are divided into three types such as regularization, archi-form, and alternating form.

a) Regularization Errors
Imilda Fatmawati (2016) stated that Regularization error which is describes in the misformation category are those in which place of an irregular one. The linguistic item misformed which is found in the verbal production of child second language larners, include reflexive pronoun, regular past and plural.

For example :
Reflexive pronoun : his self (himself)
Regular past : I sleeped (slept)
Regular plural : Childs (children)
            Knifes (Knives)
b) Archi-form

The selection of one member of a class of forms to represent others in the class is a common characteristics of all stages of second language acquisition.

For example:
That cat (correct)
That cats (incorrect)
Our pens (correct)
Us pens (incorrect)
Give me that (correct)
Give me it (incorrect)

c) Alternating Form

Fatmawati (2016) described that as the learners’ vocabulary and grammar grow, the use of arci-forms often gives way to the apparently free alternation of various members of a class with each other. So based on that statement, it can be used in alternative form.

For example:
These cat (incorrect)
These cats (correct)
I eat fried chicken two days ago * (incorrect)
I ate fried chicken two days ago (correct)

d) Misordering

Misordering is the error of putting the words in utterance in the wrong order.

For example:
“I am a child second from three brother.” * (Incorrect)
This sentence has the wrong order of noun “child second”. It must be changed into “second child”.

There were two sources of errors according to Browns’ theory such as Interlingual error and Intralingual error:

a) Interlingual error

Interlingual error is the most significant source of error for all students. Corder (1981) states that these kinds of errors occur when the learner's habits (patterns, systems, or rules) interfere or prevent him or her, to some extent, from acquiring the patterns and rules of the second language. Lado (1964) says Interference (negative transfer) is negative influence of the mother tongue (L1) on the performance of the target language (L2). Chelli (2013) defines that interlingual errors as being the result of language transfer, which is caused by learner's first language.

Based on the statements from several researchers above it can be concluded that Interlingual error is the native influence of the mother tongue of the learner. So most of the students used the same rules in first language and second language. These are the examples of Interlingual errors.

For example:
“The pen of Rebeca” instead of “Rebecas’ pen”.
“Sinta very beautiful” instead of “Sinta is very beautiful”.

b) Intralingual error
Intralingual error is the second factor in second language learning. Students may make mistake in the target language, since they do not know the target language very well, they have difficulties in using it. Richard (1974) states, intralingual interference refers to items produced by learner, which reflects not the structure of mother tongue, but generalization based on partial exposure of the target language.

Richard (1974) classifies the intralingual errors into four categories including overgeneralization, ignorance of rule restrictions, incomplete application of the rules, and false concept hypothesized or semantic errors.

1) Overgeneralization: it happens when a learner creates a deviant structure on the basis of his experience of other structure in the target language. Littlewood (1984) the example of forming plural by adding “s” to even irregular plurals, also generalizing the “-ed” past form.

2) Ignorance of Rule Restrictions: James (1998) that ignorance is specific in the sense that one is normally said to be ignorant of structure; the learner of the second language does not obey the structure of the target language. In this type of error, the learner fails to observe the restrictions of existing structures. Some rule restriction errors may be accounted for in terms of analogy and may result from the role learning of rules.

3) Incomplete Application of the Rules: this error may occur when learner fails to apply the rules completely due to the stimulus sentence.

4) False Concept Hypothesized: learners’ faulty understanding of distinctions of target language items leads to false conceptualization. Learners’ faulty understanding of distinctions of target language items leads to false concept hypothesized.

For example:
He is go home early.
Does she can dance?
She is hate English.

Method
This research applied descriptive qualitative method. According to Selinger and Shohamy (1989), the descriptive qualitative research is a type or category of research that refer to investigation, which utilizes already existing data or non-experimental research. This type of research is used to describe the existing data about error analysis in writing. The aims of qualitative research often involves the provision of careful and detailed opposed to the quantification of data through measurement, frequencies, scores, and ratings. The data of this research were the sentences that contains grammatical errors. The research conducts at a private university in Yogyakarta by taking the data in the third semester writing class consisting of A1 and A2 classes. The data were collected using document of students’ writing task. The data were taken on March until May 2020. The researcher analyzed the student’s descriptive text by identifying, classifying, describing, and counting.

Finding and Discussion
Types of errors found in descriptive text made by third semester students of English education department
Based on the result of data analysis, the researcher calculated the types of errors. The following is the recapitulation of students’ types of errors made by students.

<table>
<thead>
<tr>
<th>No</th>
<th>Types of errors</th>
<th>Frequency</th>
<th>Percentage</th>
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</table>


Table 1 shows that the highest rank of types of the errors is misformation. While, omission and misordering have almost the same number of errors. It can be seen in the table that misformation has a number of errors much higher than other types of errors. The most common type of error students did was misformation. Then the lowest rank of types of errors is addition. Following are some examples taken from the data.

**a. Misformation**

It has the highest frequency. The students have 85 (48.29 %%) errors. It happened because the students used wrong form of the morpheme and structure such as misformation of (verb, adjective, preposition, to be, modal, pronoun, to infinitive etc). The most dominant error made by students is misformation on (verb, subject, and pronoun). The following sentence is the example:

a) **Misformation of Verb** :

In misformation, the students who make errors in verb are 14 students. For example: He like (*) football because it is his favorite sport. (*) The verb “like” should be changed into “likes” because it is suffix-s form that is added “s”. The verb “like” should be added “s”. So if the subject (He, she, it) or third person, the verb must be added “s”. The correct sentence is: He likes football because it is his favorite sport.

b) **Misformation of Pronoun** :

In misformation, the students who make errors in pronoun are 6 students. The error in pronoun such as his, her and us. For example: My sister always spends his (*) time for us. The pronoun “his” must be changed into “her” because the subject is woman while “his” is pronoun for man. The correct sentence is: My sister always spends her time for us.

c) **Misformation of Subject** :

The students who make errors in Subject are 4 students. The error in subject such as she and he. For example: He (*) is a smart, beautiful, kind and talented teacher. The subject “he” is error because the object is woman. So the suitable pronoun is “She”.

The correct sentence is: She is smart, beautiful, kind and talented teacher.

**b. Misordering**

It has the second highest frequency. Students have 39 (22.15%) errors. It happened because the students constructed the sentences with incorrect position of a group of morphemes in an utterance. In analysis of students’ data, the researcher found misordering in noun, subject, and modal. The following sentence is the example:

a) **Misordering of Noun** :

In misordering, the students who make errors in noun are 9 students. For example: He is in grade sixth (*) in elementary school. The bold phrase is wrong in placement so that it has a strange meaning. The phrase “grade sixth” should be changed into
“sixth grade”.
The correct sentence is: He is in sixth grade in elementary school.

b) Misordering of Modal:
In misordering, the students who make errors in modal are 2 students.
For example: He or she be should also (*) the one who is always there. The bold phrase is error because the formula of future tense is (S+should/would+bare infinitive). So it can be changed into “Should be also”.
The correct sentence is: He or she should be also the one who is always there.

c) Misordering of Subject:
In misordering, the students who make errors in subject are 3 students.
For example: Day Kartini (*) is to commemorate and respect the struggle of R.A Kartini. The sentence is error in writing the subject. “Day Kartini” should be changed into “Kartini day”.
The correct sentence is: Kartini day is to commemorate and respect the struggle of R.A Kartini.

c. Omission
It has the third highest frequency. Students have 41 (23.29%). It happened because the students omitted an item that must be presented in a well formed utterance and the students did not put grammatical elements that should exist in constructing the sentences such as omission of subject, to be, preposition, suffix-s in a plural form, noun, etc but the dominant errors are in to be, subject, and suffix-s. The following sentence is the example:

a) Omission of to be:
The students who make errors in to be are 6 students. The error in to be such as omitting to be present tense, (be) in future tense form and to be in past tense form.
For example: The heaven.... (*) under mother feet. The student omitted “to be” in this sentence. so it must be added “to be” □ “is” because the sentence is present tense. The correct sentence is: The heaven is under mother feet.

b) Omission of Subject:
The students who make errors in subject are 7 students. The error in subject such as omitting subject he, she and name.
For example: He has a favorite meal of fried rice and ...... (*) really likes iced tea. This sentences includes a compound sentence but the student omits the subject in the second sentence. Then it can be added the subject “he”.
The correct sentence is: He has a favorite meal of fried rice and he really likes ice tea.

c) Omission of Suffix-s/es
In omission, the students who make errors in suffix-s/es are 3 students. The error was such as in suffix-s/es did not add (s/es) in verb1.
For example: It just make me bothered. The verb in the sentence is suffix-s but the student omits “s” in the verb. So it can be changed into “makes”.
The correct sentence is: It just makes me bothered.

d. Addition
It has the lowest frequency. The students have 11 (6.25%). It happened because the students added unimportant items in the sentence that should not present in a well formed sentence
and the students did not use grammatical elements that should exist in constructing the sentences. The errors were such as addition of plural, preposition and to be. The following sentence is the example:

a) Addition of Plural:
In addition, the students who make errors in plural are 2 students. The error in plural such as in the form of plural noun in the sentence.
For example: My sister is a smart students in the school (*). The word “students” should be in the form of singular in this sentence because it can be indicated with being article “a”. So it can be changed into “student”.
The correct sentence is: My sister is a smart student in the school.

b) Addition of Preposition:
In addition, the students who make errors in singular form are 2 students. The error in singular such as in the form of singular noun in the sentence.
For example: My brother continues on (*) his education at the university level. The sentence is sentence because it adds preposition “on”. So it should be omitted.
The correct sentence is: My brother continues his education at the university level.

c) Addition of To be:
In addition, the students who make errors in to be are 3 students. The error in to be such as adding (to be) before verb.
For example: She is was disciplined. The sentence is error because the student added double to be in the sentence. So to be “was” should be deleted.
The correct sentence is: She is disciplined.

Sources of errors found in descriptive text made the students

The second problem formulation of the research was about sources of errors made by third semester students of English Education Department Sarjanawiyata Tamansiswa University Yogyakarta in writing descriptive text. Based on the theory of (Brown, 2007), there were interlingual error and intralingual error. Following are some examples taken from the data.

<table>
<thead>
<tr>
<th>No</th>
<th>Sources of errors</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Interlingual</td>
<td>62</td>
<td>35.22%</td>
</tr>
<tr>
<td>2</td>
<td>Intralingual</td>
<td>114</td>
<td>64.77%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>176</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 2 shows the recapitulation of students’ errors in writing descriptive text. Interlingual has 62 errors and Intralingual has 114 errors. The total number of source of errors is 176 errors. Intralingual has the highest rank than Interlingual error. Those are Interlingual error and Intralingual error based on (Brown:2007).

a. Intralingual
It is the highest error and it has 114 (64.77%) errors. It happened because the students made errors in grammatical structure. In data analysis, the researcher found types of intralingual error such as (verb, noun, to be, and pronoun). The following sentence is the example:

**a) Intralingual of Verb:**
In this error, the students who made the errors of verb are 15 students. The errors are in the use of V1/V2/V3, add of double verbs, the use of to + infinitive, the use of suffix-es. This is one of the example of intralingual of verb as following:

For example: She **wearing** a red and pink uniform. The verb “wearing” should be changed into verb 1 because it is present tense. So it can be changed into **wears**. This sentence includes Intralingual error because there is an error in using grammar and the student lacked grammar mastery.

The correct sentence is: She wears a red and pink uniform.

**b) Intralingual of Noun:**
In this error, the students who made the errors of noun are 10 students. The error of noun can be seen in the use of plural noun.

For example: There are many **reason** of tooth acne. The word that underlined is wrong. It should be in the form of plural, so it can be changed into **reasons**. This sentence includes Intralingual error because the student cannot master about grammar well.

The correct sentence is: There are many reasons of tooth acne.

**c) Intralingual of to be:**
In this error, the students who made the errors of to be are 7 students. The errors can be indicated by the use of to be (is) in present tense, the use of to be (was) in past event, the use of has/have, omission of BE in future event and add double verb. Here one of example of intralingual of to be:

For example: Her lips **is** very beautiful. The to be is error and it must be changed into **are** because the subject is plural. It is caused they do not understand the use of to be. The correct sentence is: Her lips are very beautiful.

**d) Intralingual of Pronoun:**
The students who made the errors of pronoun are 6 students. The errors of pronoun such as the use of pronoun his/her/him. This is one of the example the error of intralingual in the use of pronoun:

For example: The doctor also gave **he** medicine. The sentence is error because the pronoun is wrong. So it must be changed into “**him**”. It can happen because the student has poor understanding of grammar.

The correct sentence is: The doctor also gave him medicine.

**b. Interlingual**
It is the lowest error and it has 62 (35.22%) errors. It happened because it was influenced by mother tongue or first language. Then most of the students regarded that English grammar and Indonesia grammar are same. So they made English sentence using the structure of Indonesia language. The following sentence is the example:

**a) Interlingual of Verb:**
The students who made the errors of verb are 5 students.

For example: **go** to campus she always **tie** her hair.(*) The sentence is error because the student did not add subject and the verb in the sentence is wrong. This sentence
is interlingual error because the student writes the sentence using Indonesia grammar. The correct sentence is: Every time she goes to campus she always ties her hair.

b) Interlingual of To be:
The students who made the errors of to be are 6 students. In data analysis, Most of the students omitted “to be” in the sentence. The sentence below is the example: For example: The heaven.....(*) under mother feet. The sentence is error because the student omitted to be in the sentence. It should be added to be “is” because the sentences is present form. The correct sentence is: The heaven is under mother feet.

c) Interlingual of Wrong Word Placing
The students who made the errors of wrong word placing are 12 students. The errors can happen because the students put the words in the wrong place. For example: Being tall can never be (*) my forte. The phrase that underlined is wrong. It can be changed into “be never”. This error can include of interlingual error because the student cannot write English correctly. The correct sentence is: My mom has a smooth voice.

d) Interlingual of Subject:
The students who made the errors of subject are 7 students. The error is the students omitted the subject, whereas every sentence must have subject. Here one of the example: For example: Although.....(*) young she has successfully proved that she has the same abilities like other teacher. The sentence is error because there is no subject in the first sentence. So it can be added subject “she” because the subject is woman. Based on the explanation above the highest rank of sources of errors is Intralingual error. It can be seen from the total number of errors that are very much different between Interlingual and Intralingual errors.

Conclusion
Third semester students involved in this study performed some errors in their writing. Those types of errors are omission, addition, misformation, and misordering. In omission error, there were classified into subject, to be, preposition, suffix-s/es and noun but the dominant errors were to be, subject, preposition and suffix-s/es. Then in addition error, the most dominant errors were such as plural, preposition and to be. In misformation, the students have the errors in verb, adjective, preposition, to be, modal, pronoun, and to infinitive but the most dominant errors made by students were verb, subject, and pronoun. On misordering, the students have the errors such as in noun, subject and modal. The sources of errors that found in this research were Interlingual and Intralingual errors. Based on the data analysis, the researcher found that Intralingual error was the dominant of error in students’ descriptive texts. The benefit of conducting grammatical error analysis can be seen for different point of view. For the lecturer, it will be useful to improve the strategies in teaching and also the teacher can know what the errors made by the students. Whereas for the students, it can be used to measure their competence in understanding explanation from the lecturer and they can develop their understanding in learning English for their betterment in the next writing performance. As the result, the error in students writing can be minimized.
References


