TurnitinInterlanguageperformedbythestudentsofEnglishLiteratureStudy

by Devi Melisa Saragi

Interlanguage performed by the students of English Literature Study Program at Universitas Kristen Indonesia

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Abstract

Interlanguage is often heavinterlanguagey influenced by first language (L1) and it is inevitable in the process of second language learning. This process may make it seem perfectly logical to the learner, although it is incorrect. It is important for teachers to understand this and also to see it as a series of learning steps. This paper aims at finding the interlanguage perfomances made by the English Literary students at Universitas Kristen Indonesia and the causes of interlanguage itself. The method applied in this reasearch is qualitative–descriptive method whose data are the first year English Literary students' argumentative writings. All data were identified in order to obtain the language developmental in relation to grammar acquisition conducted by the students. The first result shows that the interlanguage perfomance consists of grammar aspects namely tenses, singular and plural, relative pronoun, collocation, passive voice, preposition, article, gerund, modality, agreement and native language transfer. The second one shows overgeneralization, oversimplification and native transfer were the causes of interlanguage.

Keywords: argumentative writing, overgeneralization, interlanguage

INTRODUCTION

Second learning acquisition (SLA) has been widely debated amongs the scholars. There are so many parts intergrated from one process to other ones. One of the parts which are inevitable in second language acquisition is making errors. This kind of fact is generally found in the classrooms, especially in the second language learning class. Since it is a natural process, we must not see it as an offence, but as an awareness of how the teachers have a positive beliefs towards students' errors and also how the students can construct themselves to be better in language learning.

Second language acquisition by Savolle-Troike (2006) represents both to the study of individuals and groups who are learning a language subsequent to learning their first one as young chinterlanguagedren, and to the process of learning that language, whinterlanguagee Ellis and Barkhuizen (2005) think deliver another meaning that it referes to the learning of another language (after second, third and foreign) after acquiring their mothers' tongue. Learning second, third or even a foreign language,

however is not easy especially for those who learn a certain language in foreign circumstance, such as the Indonesian students. They might face a lot of theoritical, practical and technical problem, since there are is not much exposure they can get, either in terms of practicing or conditioning.

Learning a foreign language automatically buinterlanguageds up a system for the learners since they face two different language systems. The system which the language learners buinterlanguaged up for themselves has been given various names or terms, such as idiosyncratic dialect and approximative system. The most widely used terminology is the one coined by Selinker (1977), interlanguage. His description about it refers to cognitive (psychological) emphasis and a focus on the strategies that learners employ when learning a second language so that interlanguage is the result of the learners' attempts to produce the target language norms. It also describes the type of language produced by second or foreign language learners who are in the process of learning a new learning. In short, it is also can be concluded that all the errors produced by language learners are the manifestation of the cognitive process in second language learning.

Selinker (1977) who first conceptualized the five cognitive processes/ strategies of second language learning. He describes the five processes in terms of: (1) language transfer (interference from native language), (2) transfer-of-training (errors due to the nature of the language-learning materials or approaches), (3) strategies of second language learning (errors due to the learner's own approach), (4) strategies of second language communication (errors due to the way in which the learner communicates with native speakers in natural language-use settings), and (5) overgeneralization of TL rules (errors due to the way in which the learner restructures and reorganizes linguistic material).

Ellis & Barkhuizen (2005) and Saville-Troike (2012) in Fauziati (2016) describes the characteristics of interlanguage as follows: (1) Systematic, means that there exists an internal consistency in the rule and feature system which makes up interlangue (2) Dynamic, means that the system of rules which learners have in their minds change frequently, resulting in a succession of interim grammar; (3) Interlangue is variable because learner employs various forms of grammatical structure at any stage of development.; (4) Learning strategies such as ative language transfer, simplification or generalization is produced by Interlanguage ; (5) Fossilization, means that errors may have become fossilized or permanent features on the learner's speech; and (6) Permeable or the susceptibility or Interlanguage to infiltration by L1 and L2 rules or forms.

There have been many previous researches about interlanguage. Choroleeva (2009) analyzed the Bulgarian students and found that their English writing were influenced by their new language learning in the level of phonology, orthography, vocabulary and grammar. Fauziati (2016) tried to see the interlangue of the native and target influence on the students'production through Indonesian EFL composition. Her findings about the research are that their interlanguage production was influenced by

their native language and the target language at both lexical and syntactical level. The dominant native language influence was on and the target language influence was on grammar, while Darusallam (2013) conducted a research on the learning strategy and interlanguage errors. His research shows that there are three major types of learning strategy used by the learners, namely overgeneralizatin, first language transfer and simplification and the most dominant learning strategy used by the students is the overgeneralization. He also adds that teachers should have positive attitude on the errors that the students made since making errors is an inevitable process in the language learning.

This research would like to observe the interlanguage perfomed by the students of English Literature Study Program Universitas Kristen Indonesia. Generally the students at English Literary Program of Universitas Kristen Indonesia consist of various ethnics and English abilities. Regarding to the condition described, the writer would like to raise two problems; 1) What are the interlanguage performed by the students of English Literary Universitas Kristen Indonesia? and 2) What are the learning strategies used by the students of English Literary Universitas Kristen Indonesia?

RESEARCH METHOD

This research used a descriptive qualitative method. The subjects of this research are the students of Englist Literary Study Program Universitas Kristen Indonesia who took essay writing in third semester, while the objects of this research are the students' writing. There were 26 compositions written by the students as the data source. As what the writer has expalined before, the students of English Literary Universitas Kristen Indonesia consists of various ethnics and abilities in English, hence it is presumed that the variety of erroneous would be found.

In order to collect the data, the writer used the elicitation technique to assist the students to write since in the second language learning, this kind of technique can help the students to obtain a better understanding about their interlanguage than the study of naturally occuring speech or writing can provide. Another technique of data collection used is the documentation which was conducted by asking the students to compose their writings. After that, all the form of interlanguage in terms or erroneous sentences are listed tobe analyzed and then classified as necessary in order to describe how the permeability of the English Literary Students' language system.

FINDINGS

This section is discussing what the writer has analyzed toward the data. The writer would like to explain what the interlangue perfomances which were conducted by the English Literary Students of Universitas Kristen Indonesia and What the learning strategies they used during the process of language learning through their writing. Based on the data analyses, it can be seen that there are two general types of influences found the students writing, namely the lexical and the grammatical influences. The lexical influence was interfered by the used of Bahasa Indonesia.

1. **The Interlanguage Perfomance Conducted by the English Litereary Students of Universitas Kristen Indonesia Jakarta**

After analysing the 26 students' writing of English Literary Universitas Kristen Indonesia, as many as 452 erroneous sentences in thir writings were found. The type, frequency and percentage of the students' interlanguage perfomance can be seen in the table below.

1.1. Table of Interlanguage Perfomances

No	Type of Interlangue	Frequency	Percentage
1	Articles	48	10,62%
2	Plural and singular	80	17,70%
3	Gerund	51	11,28%
4	Agreement	27	5,97%
5	Preposition	67	14,82%
6	Passive	8	1,77%
7	Relative Clause	5	1,11%
8	parrarel construction	9	1,99%
9	Modality	6	1,33%
10	verb form	42	9,29%
11	Adjective	19	4,20%
12	Noun	5	1,11%
13	Tobe	56	12,39%
14	Pronoun	29	6,42%
	Total	**452**	**100,00%**

Based on the table, it can be seen that the highest frequency of interlanguage perfomance is the usage of *plural and singular* which covers 80 times or 17,70%. The example of error in plural and singular can be seen in datum number:

(1b) Parents should comfort *their childs*, ask their feelings and listen to them.

(3b) I will give you three *reason* how parents should handle your card report.

(4b) It contains about the core from all the **subject** and advice from the **teacher** to the *student*

The topic of singular and plural are always related to countable or uncountable noun and the regular and irregular plural form. English has the concept uncountable noun which can be counted, while the form of plural noun refers to the addition of –s/-es and any other irregular affixation which not only

can be form by changing the vowel like in *foot* (singular) into *feet* (plural) but also by changing the forms such as *ox* (singular) becomes *oxen* (plural). The concept of Bahasa Indonesia doesn't have the concept of –s/es in order to show the pluralism. Bahasa has the full reduplication form such as *anak* (singular) for *anak-anak* (plural) and half reduplication such as *daun-dedaunan* for *leaves*. In conclusion, both Bahasa and English have plural forms, but they are differently formed. Due to the different systems, the students should have performed their language skill based on its own system. However, in this case, the students tended to perform the interlanguage in term of plural and singular form.

The topic of *preposition* also becomes the most frequent interlanguage after plural and singular. It reaches 14,82%. The interlanguage in term of preposition can be seen below.

(1.e) ... and the last is to search and choose private study *for* add your knowledge.

(2.e).... you should study *in* home

(3.e) *With* reading book, you can do anything with poor knowledge.

As we know that English has various prepositions which can be attached to place, adjective, verb, and noun. The various preposition must be gramatically correct to be applied in the phrase, clause or sentence. In example 1.e, the student used *for* in stead of *to*. The preposition of *for* usually comes before *noun*, while *to* usually stands before *verb*, however the meaning of *to* and *for* are same – *untuk*, the student tended to overgeneralize the meaning of preposition without considering the grammar. The cases were also found in 2.e where the student directly translated the preposition *di rumah* becomes *in home*, not *at home* and in 3.e *dengan membaca* which is supposed to be translated as *by reading*, not *with reading*.

The topic of *tobe* also belongs to the three most dominant interlanguage perfomance which is 12.39%. In most researches referring to interlangue perfomance, *tobe* becomes one of the most dominant errors conducted by the Indonesian students. This is due to the fact that Bahasa does not have *tobe* in order to modify tenses like English which use *is, am,are* for present, *was, were* for past, and *be* for future. The perfomance of interlanguage in using *tobe* can be seen below these sentences:

(1.d) If you lazy to read books, you don't know what you learn in classroom

(2.d) I sure you can't do anything.....

(3.d) To act as friend also fun..

The three sentences above show that there is an ommission of tobe. This is due to that Bahasa Indonesia tend to not use tobe in its structure system. That automatically intereferes the students to bring their L1 influences into English. Beside omittinig the tobe, there are many students who incorrectly used the tobe regarding to the tenses signal, such as (6.g) when I am still a child..... The sentence (6.g) shows that the student has been able to insert a tobe, but she didn't realize that she should have used the past tobe- was. This is due to that Bahasa doesn't have verb I, II and III in order to sign the tenses.

The interlanguage of using article has also been found frequently used. In this reasearch it reaches almost 10,62%. Bahasa Indonesia actually has article or *kata sandang* which refers to word identifying nouns, such as *hang, dang, si, sang para* ect and so does English which has *a, an, the*. Although both of them have articles, however the difference aspect of using article between Bahasa and English tend tend to make students especially the students of English Literary UKI confused. The errors of using articles can be seen below:

(7.f) The books are very important in our daily life.

(8.f) Why does report card such a night mare not only ......

(9.f) Reading is a activity that we usually do everyday.

The three sentences above represent the interlanguage perfomance of articles in English. The usage of article *the* in the sentence (7.f) is not needed since it is a general sentence, while the sentence (8.f) the article *a* should be put in it- Why does *a* report card such a night mare not only... Based on these two sentences, it can be seen that the interlanguage are overgeneralization and ommission. The sentence (9.f) also shows that the student used the article *a* without seeing the sound of the noun following it. The article used should have *an* since the word *activity* begins with vowel sound.

Having a higher percentage than article, gerund also reaches almost 11,28%. As it is defined, gerund refers to the form of *v+ ing* which stands as a noun. Again, Bahasa Indonesia does not have the form of *v+ ing*. The interlanguage performances found in the data can be seen at:

(12.g) Read books is important because with reading book can .....

(13.g) Do you like read books?

(15.g) Many people are not interested to read.....

(16.g) You can't see the world without read the books because...

Gerund in English can be divided into gerund as subject, gerund as the complement of the verbs tobe, gerund after preposition, gerund after phrasal verbs, gerund in compound nouns and gerund after some expression. The four sentences above implies the interlangua conducted by the English Literary students of UKI. In sentence (12.g) the students directly translated *membaca buku penting karena dengan membaca buku dapat...* The student tended to bring the L1 influences by directly translated *membaca* into read, whereas it stands as gerund as subject- Reading books is important because.... While in (13.g) the verb *like* can be followed both to infinitive and gerund, but again the student tended to translate the sentences without seeing the grammatical rules. It is the same with the sentences (15.g) which should have been used preposition *in* after interested so that it becomes Many people are not interested in reading.. The writer concluded that because English has very many preposition attached to word (adjective, verb, noun), the students tended to use the preposition as what it is translated in Bahasa.

The percentage of verb form and pronoun are in order 9,29% and 6,42%. These two grammatical aspects can't be applied in Bahasa since it doesnot have tenses system which can be identified through the verb usage, and so can the pronoun. English has subject, object, possessive adjective and possesive pronoun. Each of these pronoun is used based on its function. In this case, most of the student used subject in order to show the object and the possessive. The other interlanguage performance are also found in passive, relative clause, , modality and noun which only place the average percentage below 2%.

2. The Learning Strategies Used by The Students of English Literary Universitas Kristen Indonesia

According to Selinker's (1977), there are 3 major learning strategied used by the students in order to learn L2. They are the strategy of first language transfer, over generalization aand oversimplification.

2.1 First Language Transfer

This first language transfer strategy lets the students interfere the L2 learning with his native language. In this strategy the students tended to misuse the lexicon or special expression such as in (7.e).... because *development technology* which speeds in the name is gadget. From this sentence, we can see that the student had brought directly the influence of Bahasa, namely *perkembangan teknologi*. The student tended to translate the word the same as the structure of Bahasa. The other first language transfer strategy language learning can be seen in (10.f) Adult this generation more and more lazy to read, moreover read a book. This sentence show us that the student conducted the first language transfer in the level of clause. The student again tried to do a direct/literal translation without noticing the grammatical rules. The writer presumed that the student wanted

to write *Dewasa ini para generasi semakin banyak yang malas membaca, apalagi membaca buku*. In the level of word, the first language transfer can be seen in (3.j) .. they can read *filsafat* books and literature books. The word filsafat should have been translated into philosophy book, not filsafat. Slinker's said that there are two types of language transfer, namely positive transfer which happens when Bahasa and English have similarities, so the students will conduct L2 learning correctly, while another is called negative transfer which can happen because of the differences between English and Bahasa and the differences may produce the errors. In this case, all the transfers occuring are the negative ones.

2.2. Overgeneralization

According to Selinker (1977) in this strategy, the learners have activated their linguistic knowledge of the target language previously learned or acquired. This strategy sometimes can help the learners but in other hand, it can mislead them because of the superficial similarities. The overgeneralization performed by the students in this case are the overgeneralization in using article, overgeneralization in using tobe, overgeneralization in using pronoun and overgeneralization in using verb. The problem that the students face in using the articles is that they weren't quite sure how to use article, *a,an* and *the*. As we know that *the* is used to show a definite thing or object, while *a, an* are used to refer a singular indefinite noun or thing. The overgeneralization can be seen in (7.f) The books are very important in our daily life and (8.f).. and book give a success for people. In short the two sentences represent that actually the students have already had linguistic knowledge before, but they still fail to use the articles correctly.

Another overgeneralization found is in using tobe. The writing can be seen in (9.f) Are you like reading a book?, (11.a) May be they are do it very strogger. In sentences 9.f and 11.a, tobe is grammatically incorrect to be used. They have already been familiar with tobe, yet they are still unable to apply tobe correctly. The overgeneralization of using pronoun were also found such as in (11.c) Read the books always make our to increase knowledge. The student overgenerelized the usage of object pronoun us into our which must attach to noun, so did the verb. English has tenses which also change the verbs especially in simple past which uses V2 consist of reguler (-ed) and irreguler. This system has been already acquired by the students, yet they did the overgeneralization such as in sentence (11.f)...should read books for maked yourself become better. The verb *maked* is not grammatically correct. It should be written made.

2.3. Oversimplification

This strategy refers to reduce structure to a common denominator as parts of the features. The oversimplification occured is the oversimplification of omitting tobe such as in (1.d) If you lazy to read books, you don't know what you learn in classroom, (2.d) I sure you can't do anything... The two sentences show that the students did some errors since they need *tobe* to link the subject and the verb in both sentences.

CONCLUSION

Based on the data analysed, it can be concluded that the interlanguage performed by the students of English Literary at Universitas Kristen Indonesia are namely in using articles (10,62%), Plural and singular (17,70%), Gerund (11,28%), Agreement (5,97%), Preposition (14,82%), Passive (1,77%), Relative Clause(1,11%), parrarel construction (1,99%), Modality (1,33%), verb form (9,29%), Adjective (4,20%), Noun (1,11%), Tobe (12,39%) and Pronoun (6,42%). The number of errors found are 452.

This research also shows that there are 3 kinds of learning strategies applied by the students of English Literary of Universitas Kristen Indonesia, such as overgeneralization, oversimplification and native transfer. Regarding to those findings, it can be concluded that interlanguage is inevitable in the process of leanguage learning, thus the teachers should have positive and optimistic attitudes toward the interlanguage errors in the class so that the students become more positive in L2 learning.

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