ANALYSIS ON NEGATIVE TRANSFER OF "INDONESIAN" AS "SL" INTO "ENGLISH" AS "FL"

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Abstract: This research is conducted to find out the type of grammatical interference and to describe the frequency of negative transfer made by Indonesian-speaking students in transferring Indonesian text into English text. The corpus was collected from Semester-2 students of English Study Program in Teacher Training and Education Faculty of Tanjungpura University in Academic Year 2016/2017. This was a descriptive study. The result shows that 265 grammatical errors were encountered from the corpus. They are categorized into 8 types of interlingual negative transfer, covering verb-tense forms, subject-verb agreements, word orders, prepositions, articles, pluralities, pronouns and auxiliaries. The percentage was found highest in *verb-tense form* by 38,5% or equals to 102 errors. Students' grammatical errors in transferring Indonesian text into English text are highly influenced by their first or second language.

Keywords: Analysis, Negative Transfer, Interlingual, Grammatical Error

Abstrak: Penelitian ini dilakukan untuk mengetahui jenis gramatikal interferensi dan menggambarkan frekuensi transfer negatif oleh mahasiswa yang berbahasa Indonesia dalam mentransfer teks Indonesia ke dalam teks bahasa Inggris. Kumpulan tulisan diambil dari 12 siswa semester 2 dari Program Studi Bahasa Inggris di Fakultas Keguruan dan Ilmu Pendidikan di Universitas Tanjungpura pada Tahun Akademik 2016/2017. Ini merupakan penelitian deskriptif. Hasil menunjukkan sebanyak 265 kesalahan tata bahasa ditemukan di dalam kumpulan tulisan tersebut. Kesalahan-kesalahan tata bahasa itu dikategorikan menjadi 8 jenis transfer negatif interlingual, meliputi verb-tense forms, subject-verb agreements, word orders, prepositions, articles, pluralities, pronouns dan auxiliaries. Persentase kesalahan tertinggi adalah bentuk verb-tense dengan persentase error 38,5% atau setara dengan 102 kesalahan. Kesalahan tata bahasa siswa dalam mentransfer teks berbahasa Indonesia ke dalam Bahasa Inggris besar dipengaruhi oleh bahasa pertama atau kedua mereka.

Kata kunci: Analisis, Transfer Negatif, Interlingual, Kesalahan Gramatikal

First language has a significant effect on the second language acquisition. Second Language Acquisition (SLA) refers to the study of how students learn a second language (L2) additionally to their first language (L2). In Indonesia, English language learners often use Indonesian language (SL) system when they

speak or write in English as a Foreign Language. The language system of Indonesian language as a Second Language is shown from (1a) to (4a), and of English Language as Foreign Language is shown from (1b) to (4b).

(1a) Different with
(1b) Different from
(2a) Thank you before
(2b) Thank you in advance
(3a) She go there
(3b) She goes there every day
(4a) I go to Surabaya yesterday
(4b) I went to Surabaya yesterday.

The use of L2 system into FL system is called interference (negative interlingual transfer). Interference of L2 system into FL system commonly results in errors that can be in the form of grammar, or lexicon.

In reference to the above phenomena, it is significant to study the negative transfer of SL (Indonesian) into FL (English). This research investigated the linguistic errors made by Indonesian students of English Language Education Study Program, Teacher Training and Education Faculty, Tanjungpura University when transferring Indonesian into English. This study also studies the frequency of errors made in their writing. This study focused on interlingual errors. This study covers grammatical interference.

Studying in English Language Education Study Program, the students may recognize that Indonesian and English are similar in some aspects but different in other aspects. If the students do not know the system of each language, they may use the inappropriate grammatical form. Language transfer has been a central issue in applied linguistics, second language acquisition and language learning (Odlin cited in Wang, 2009, p. 138). Linguistically, "transfer" means what the students carry over their knowledge about their native language (NL) to the target language (TL). Weinrech (1953) defines language transfer refers to the expression made by students applying L1 knowledge into FL. Language transfer can be positive or negative. Positive transfer occurs when L1 system shares with TL system. According to Odlin (1989), the learner's L1 can facilitate L2 learning. Negative transfer, on the other hand, occurs when language system form is absent in FL. According to Whitley (2002, p. 358), it is natural for students to make such errors. Bransford (2000) also mentions "all new learning involves transfer based on previous learning."This could also explain why initial learning of first language will impact the learning of foreign language.

Interlingual transfer (Interlanguage transfer) is a term first used by an American linguist, Larry Selinker. It is the intermediate grammar, or a linguistic system created by L2 learners. Interlanguage forms can be viewed as learner's hypotheses about the L2 and are believed to be systematic and rule-governed (Park & Riley, 2000; Hatch, 1983). Learners' L1 may influence the formation of interlanguage (Larsen-Freeman, 1991, p. 81-113). Interlingual transfer (Brown, 2000, p. 94) is a major source of errors for all L2 learners. The first stage of learning a second language is prone to the occurrence of interlingual transfer from the native language, or interference. In these early stages, before the L2 system

becomes familiar, L1 is the only previous linguistic systems that can be relied upon by the learners. So, it is not uncommon when the learners say "sheep" for "ship", or "book of Jack" instead of "Jack's book." All transfers of this kind can be attributed to the negative interlingual transfer. L2can lead to negative effects in the second language acquisition.

Students' Grammatical Errors in English Writing, according to Taher (2011) grammar is the most essential part in learning a language in which the students need to master it for proper use in the language. Batstone cited in Limengka (2014) states, "Language without grammar would be chaotic in cause the same communication problem such as grammatical errors in writing and speaking". It means that grammar is indeed a necessary resource for the students to have a good communication. If the students do not have the good ability to compose their English writing grammatically, it may lead the students to produce errors. On the other hand, errors are considered as a natural result that cannot be avoided in writing, for instance when the students transfer a text or translating it from L2 into L2. The grammatical errors can be categorized into.

The first one is **Verb – Tense Form**. (Cakir, 2011) is "a matter of inflection that is the changing of the shape of a verb by adding or not adding a morpheme". The term "tense" is used to refer to a verb form. A verb is a word which describes an action or the state of being. In English, there are three tenses namely, present, past and future with 3 aspects; simple, continuous or perfect. English verbs are divided into two categories. They are regular and irregular verbs as seen in Table 1 and Table 2 respectively.

Table 1. Regular Verbs

Base form	Past form
Jump	Jumped
Cry	Cried
Close	Closed
Empty	Emptied

Table 2. Irregular Verbs

Base form	Past form
Write	Wrote
Buy	Bought
Catch	Caught
See	Saw

Second is **Subject – Verb Agreement**. Sutomo (2011, p. 51)claims, "Every sentence must have a subject and a verb and must express a complete thought. The subject of the sentence must agree with the verb in order to create a correct sentence". Murshidi (2014, p. 44) states, "Subject-verb is a base principle of the English language grammar, it simply denotes that a singular needs a singular verb and a plural need a plural verb".

Next is **Word Order**. According to Chi-Hsin Yu and Hsin-Hsi Chen (2012, p. 3004) "Word ordering errors are defined to be the cases where words are placed in the wrong place in sentence". Hourani (2008, p. 31) states, "There is evidence and counter evidence of transfer in studies related to word order". It means that the students transfer the pattern of a sentence SVO (Subject Verb Object) from L2 into L2.

After that is **Preposition**. Richard and Ravina cited in Castro (2012, p. 98) state that the study of preposition is one of major grammatical errors in learning English in both speaking and writing. This is because there are lots of variations of English prepositions which need to be mastered than those encountered in Indonesian. Simply, the preposition error is caused by the interference by the students' L2 since English preposition has several function based on the context or a situation.

Then the next one is **Articles**. According to Sawalmeh (2013, p. 13) an article is "a word that is used with a noun to indicate the type of reference being made by noun". English has three articles namely the definite (the), indefinite (a/an) and zero (no articles) which have a wide range of semantic and syntatic functions in discourse (Moore in Barrett &Chen, 2011, p. 3). Article "the"is used to refer the specific or definite particular noun while article **a/an** is used to modify or refer the non-specific or indefinite particular noun.

Next is **Plurality**. English and Indonesian has a noun. According to Russel (Hamouda, 2015, p. 670), a noun is defined as "a word that is used to name any person, animal, thing, idea, state or quality". Kristetyawati (2009) states, "A noun is attached to a verb to arrange a form that becomes a sentence core which is essential to every complete sentence". It means that a noun is considered as one of the most important part of speech in English. There are singular and plural nouns.

After that is **Pronoun**. Guigan cited in Sembiring (2015, p. 27) states, pronoun refers to "a word used as a place-holder of a noun, noun phrase or a different pronoun." In both writing and speaking, pronouns are generally used to reduce the repetition of the subject.

The last one is **Auxiliary**. In English, every sentence must be headed by a verb whether it uses main verb or helping verb (linking verb) to convey an action or describe condition. The helping verb or auxiliary must be used to link the subject being talked with another action or activity or condition.

To describe the errors of students' writing in Surface Strategy Taxonomy is used. There are four categories of errors namely omission, addition, misinformation, and misordering (Dulay, Burt and Krashen, 1982:50 and Brown, 2000, p. 222). They are defined as follows:

1. Omission is the absence of an item that must appear in a well-formed utterance.
2. Addition is the presence of an item that must not appear in a well-formed utterance.
3. Misinformation is the use of the wrong form of morpheme or structure.
4. Misordering is the incorrect placement of morpheme or group of morpheme in an utterance.

METHOD

This research is descriptive. It is to describe the types of errors made by students in transferring L1 into L2 negatively. The students already have the experience of learning English at least 3 years. The corpus was the texts written by 12 students.

The procedures proposed by Corder (1974) is used in this research to recognise errors as listed below.

1. Sorting out the data from the corpus.
2. Classifying the data.
3. Computing the frequency of each type of negative transfer.

The first step is to indentify students' error. The errors were then sorted out into types of grammatical errors. After identifying and classifying the error(s), the researcher explains why the error(s) occurs. The next step is to compute the number of each category to find out the frequency of occurrence. The researcher will count the error(s). After identifying the errors, the errors will be computed to find out the frequency of occurrence.

The researcher found out the percentage of students' error using the formula below.

$$X = \frac{\sum Er}{\sum W} \times 100\%$$

Legends:

X : the proportion of frequency errors

$\sum Er$: frequency of a particular type of errors

$\sum W$: total number of errors

FINDING AND DISCUSSION

Finding

From the research finding, it can be seen that students could not avoid transferring SL (Indonesian) into FL (English) one in their English Test. The transferring itself was still influenced by their native language structure that in Indonesian or called interlingual transfer. They tended to produce English sentence like Indonesian structure. This interference was frequently found in the students' writing text.

After analyzing and calculating for each item in the text that was produced by the students, the item had different total in number. So, the number of errors in percentage also depends on the production of item in the text. It also shows that the students had committed errors such as subject-verb agreement, verb-tense form, auxiliary, preposition, word order and the rest. The type of errors which contribute the biggest percentage is considered as the most frequent error made by the students in their writing text. So, from the figure 1, the biggest error made by the students was verb-tense form. The total number of three biggest error production was verb-tense form error is 38.50% with the frequency 102 errors, error in auxiliary on percentage 23% with the frequency 61 errors and error in preposition was on percentage 16.7% with the frequency 44 numbers of errors. For each type of error in this item such, error in article was on percentage 6% with the frequency 16 errors, error in pronoun was on percentage 5.7% with the

frequency 15 errors, error in plurality was on percentage 4.5% with the frequency 12 errors, error in word order was on percentage of 4.1% with the frequency 11 errors, and error in subject-verb agreement was on percentage of 1.5% with the frequency 4 errors as the smallest number of errors that the students committed. Those errors were analyzed and taken from 12 students' writing text.

Figure 1 shows the percentage of students' errors in transferring SL system into FL. The result of the percentage of each error based on negative transfer can be seen in the figure below.
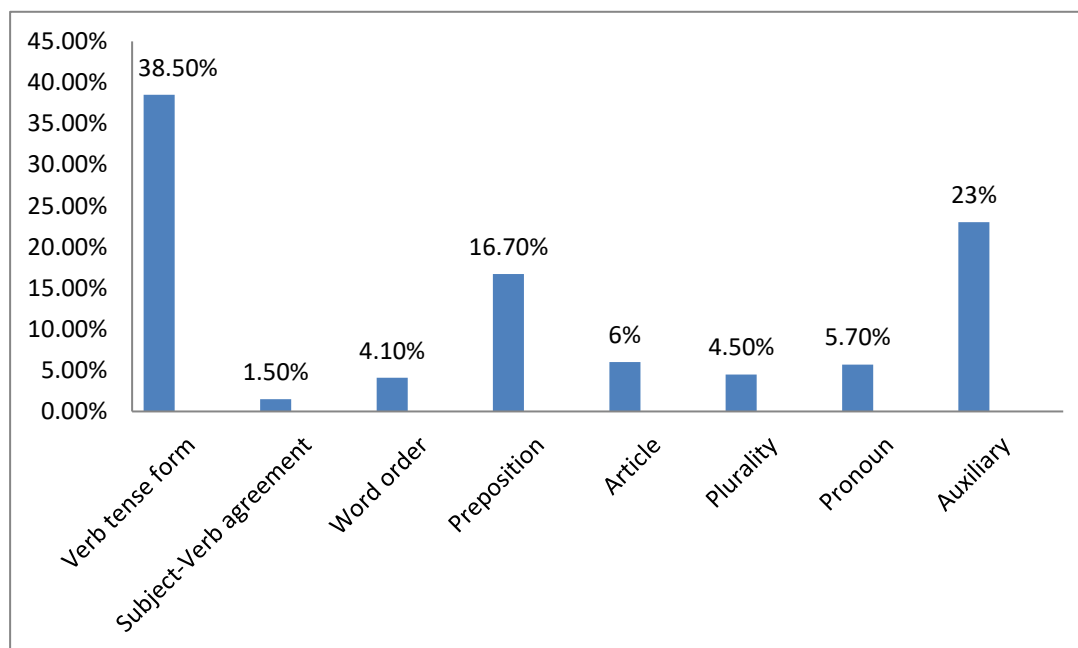

Figure 1
The Percentage of Negative Transfer in Simple Past Tense

As can be seen in above figure, the number of errors in percentage also depends on the production of item in the text. It also shows that the students had committed errors in subject-verb agreement, verb-tense form, auxiliary, preposition, word order and the rest. The most error often made by the students was verb-tense form. The biggest error production is verb-tense form error (38.50%) and the least frequent error is subject-verb agreement (1.50%).

Discussion

It is summarized that Semester – 2 students of regular B of English Language Education Study Program in Teacher Training and Education Faculty of Tanjungpura University in academic year 2016/2017 transfered Sl (Indonesian) into FL (English) when writing English Test. There are some grammatical interference errors in their writing text. The result shows as much as 265 grammatical errors are detected in the 12 of students' writings. They are categorized into 8 types of interlingual negative transfer, including verb-tense form, subject-verb agreement, word order, preposition, article, plurality, pronoun

and auxiliary. It can be seen in Appendix 1. Errors happen for different reasons. Some errors are a result of interlingual interference or L2 interference. As beginning learners have not learned much about L2 yet, they assume that it ". . . operates like the native language" (Brown, 1994, p. 65).

The data shows that the student's first language (SL) is one of the biggest influences. When learners start studying a new language, their first language (SL) helps to facilitate the learning process of the new language (FL). At the beginning stages of FL learning, the only reference learners have is SL, so they assume that FL is similar to SL, according to Brown (1994). The students were still using the Indonesian structure in transferring text in their mother language into English. Most of the students did not realize that they applied L1 system, in case of word order, the use of grammar, or another possibility. The students might be confused that there are past regular and irregular verbs in English that are not required in Indonesian. It means that the students have to know very well that when transferring L1, the rules of FL should be used.

Another cause is overgeneralization. This is the use of one form or construction in one context and extension of its application to other contexts where it should not be applied. Examples of overgeneralization include the use of *comed* and *goed* as the past forms of *come* and *go* and the omission and addition in sentences. In that way, the students over generalized the use of auxiliary verbs. This error can lead to negative effects in the second language acquisition.

Finally from the research finding, it is obvious that students could not avoid the errors when transferring the text especially from SL (Indonesian) into TL (English). They were still confused in using kinds of the right grammar in their writing text. Students' grammatical errors in transferring Indonesian text into English text are highly influenced by their first or second language. This phenomena is regarded as interlingual negative transfer.

CONCLUSIONS AND SUGGESTIONS
Conclusions

The result of this study indicates that there is a number of errors made by the second semester students of English Language Education Study Program, Regular B, Teacher Training and Education Faculty, Tanjungpura University in Academic Year 2016/2017 in transferring text from Indonesian as their source language into English as their foreign language. After counting the errors, the researcher found 265 errors made by the students related to grammatical. It means that the students used certain rules in first language which are universally applied. Consequently, their L2 may contain errors, which are likely due to their knowledge of L2. There were eight types of errors made by the students in transferring text from Indonesian into English. They were verb-tense form, subject-verb agreement, word order, preposition, article, plurality, pronoun and auxiliary. The percentage was found highest in *verb-tense form* by 38,5% or equals to 102 errors. The result of the analysis answered the problem of this research. It shows that the second semester students of English Language Education Study Program, Regular B, Teacher Training and Education Faculty, Tanjungpura University in Academic Year 2016/2017 still make interfere in their foreign language (English). The

interfere dominantly made by the students was interfere of verb-tense form by 102 out of 265 interference occurred.

Suggestions

In order to create a better progress in transferring Indonesian text into English, the researcher would like to propose some suggestions especially for the lecturers and the students. First, after knowing the errors made by the students, the lecturers should pay more attention and provide more exercises and also focuses on the material which is difficult for the students. There is a need for students to recognize the significance of errors which occur in their writing, to fully grasp and understand the nature of the errors made. This requires English language teachers to be better equipped, more sensitive and aware of the difficulties students face with regard to grammar. Second, the difference of grammatical system of both Indonesian and English can be introduced by the lecturers while teaching because the students need to know more about how grammar works, how it is used and misused at the very beginning. Third, the lecturers should create or invent the new and creative ways in teaching. For instance, providing a safe place for students to express themselves through writing is the first thing teachers need to provide. The classroom should become a "community of authors, a supportive and cooperative relationship among students and teacher that occurs when writers explore possible topics, try out ideas, and struggle together to create which can engage more of students' attention and give motivation particularly in learning how to transfer one language to another language. The last, for the student, they should not worry of making errors. They should use the errors as the device in order to learn more about using the correct grammar in transferring source language (Indonesian) into foreign language (English).

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