THE STUDY OF INTERLINGUAL AND INTRALINGUAL ERRORS OF STUDENTS' DESCRIPTIVE WRITING AT ONE PRIVATE UNIVERSITY IN SINTANG

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Abstract: This study aims to investigate the errors that students made in writing descriptive text in a private university in Sintang and mainly focuses on interlingual and intralingual errors. This study used descriptive qualitative method and confirmed that the errors made by the students in the concerned private university was dominated by the intralingual error which happened in more than half cases of errors made by the students or around 68.75%. In addition, interlingual error were also found in the students' descriptive text, but its appearance was less than a half from all cases (i.e. 31.25%). From this findings, it was highly suggested that students be exposed more seriously to the target language.

Keywords**:** Interlingal error; Intralingual error; Descriptive Writing

INTRODUCTION

Writing skill is considered as one of the most important aspects of English language skill to be mastered by the students. In addition, there is also a high demand expected from the students to master writing many kinds of texts either in genre or in academic writing. However, based on the researchers' observation, it was found that students still made many errors especially in sentence order, grammatical aspect, and diction. These errors were identified because of the influence of native language in this case Bahasa Indonesia and the difficulty of target language (TL). As a result, most students get used to making a negative transfer when they transferred First Language (L1) to the Second Language (L2).

The negative transfer that the students made could be errors or mistake. Corder in (Ellis, 1994) claims that an error can happen when the deviation appears owing to the lack of knowledge. It represents a lack of competence. In addition, James (1998) staes that an error arises only when there was no intention to commit one. Errors are systematic, consistent, deviance which is characteristic of the learning produced by students' linguistic systems at given stage of laearning. Error are typically produced by the students who do not yet fully command some institutionalized language system; they arise due to the imperfect competence in the target language.

Meanwhile a mistake occurs when learners fail to perform their competence; That is, it is the result of processing problems that prevent learners from accessing their knowledge of a target language rule and cause them to fall back on an alternative, non-standard rule that they find easier to access (Ellis, 1994). Mistakes, then, are performance phenomena.

Based on the definition above, the researchers limit this study just in the error analysis because the students got limited knowledge about the target language. The main purpose of this study is to investigate the errors that students made in writing descirptive text. In relation to the concept of errors, this study focuses on two main sources of errors in this case intralingual errors and interlingual errors.

The first source is interference from the native language while the second source can be attributed to intralingual and developmental factors. The native language of learners plays a significant role in learning a second language. Errors due to the influence of the native language are called interlingual errors. Interlingual errors are also called transfer or interference errors. Intralingual and developmental errors are due to the difficulty of the second/target language. Intralingual and developmental factors include eight factors.

According to Touchie (1986) there are eight factors that become the factors of intralingual errors. Four factors among these eight factors that become the focus in this study are simplification, overgeneralization, avoidance, and fals concept hypothesized. The explanations of these four factors are given below.

Firstly, simplification happens when learners often choose simple forms and constructions instead of more complex ones. An example of simplification might involve the use of simple present instead of the present perfect continuous.

Secondly, overgeneralization is the use of one form or construction in one context and extending its application to other contexts where it should not apply. Examples of overgeneralization include the use of *corned* and *goed* as the past tense forms of *corne* and *go* and the omission of the third person singular *s* under the heavy pressure of all other endless forms as in *I,e go*.

Thirdly, avoidance happens when some syntactic structures are considered difficult to produce by some learners. Consequently, these learners avoid these structures and use instead simpler structures. Arab ESL learners avoid the passive voice while Japanese learners avoid relativization in English.

Furthermore, inadequate learning is mainly caused by ignorance of rule restrictions or underdifferentiation and incomplete learning. An example is omission of the third person singular *s* as in: He *want*.

Lastly, false concepts hypothesized can be attributed to wrong hypotheses formed by these learners about the target language. For example, some learners think that *is* is the marker of the present tense. So, they produce: He *is talk to the teacher*. Similarly, they think that *was* is the past tense marker. Hence they say: *It was happened last night*.

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Those five aspects of intralingual errors will be used to analyze the students' descriptive text in this study. In addition, the researchers also analysed the other source of errors that is interlingual error.

Accroding to Allen and Corder (1974), interlingual errors are caused by transfer error. Tourchie (1986) suggested that interlingual error are caused mainly by mother tongue interference. Another researcher is Al- Khresheh (2010) suggested that interlingual errors are caused by three main factors namely transfer error, mother tongue, and literal translation.

The first one is transfer error. It is caused by the interference from mother tongue. A student wo has not known the rules of target language will use the same rules as he obtianed in his native language.

The second one is mother tongue interference. This happens because of the learners' attempt to discover the structure of the target language rather than transferring models of the first language.

The last one is literal translation. In this factor, the error happens bacause the students translate their frist language sentence or idiomatic expression into the target language word by word.

The eight factors of error sources both from intralingual and interlingual that had been explained above were all used to analyse the students' descriptive text.

The descriptive text was chosen because this text was considered easy to write in university level. Its easiness is seen from the simple generic structure and language features it is made of. The language feature mainly used simple present tense. The simple present tense itself has been taught since junior high school. However, in reality, most students in this university level still made many errors instead. Therefore, the researchers used the descriptive text in this study.

METHOD

This study used qualitative descriptive method to investigate the errors made by the students in writing descpritve text. According to Creswell (2013) qualitative researcher properly seeks answers to questions by examining various social settings and the individuals who inhabit these settings. Qualitative researchers, then, are most interested in how humans arrange themselves and their settings and how inhabitants of these settings make sense of their surroundings through symbols, rituals, social structures, social roles, and so forth (see also Hennink, Hutter, & Bailey, 2010; Denzin & Lincoln, 2011). Qualitative procedures provide a means of accessing unquantifiable facts about the actual people researchers observe and talk to or people represented by their personal traces (such as students' texts, photographs, newspaper

accounts, diaries, and so on). As a result, qualitative techniques allow researchers to share in the understandings and perceptions of others and to explore how people structure and give meaning to their daily lives. Researchers used qualitative techniques to analyze the students' errors in writing descriptive text. The qualitative data in this research was the students' texts in the form of descriptive text. The subject of this research was students at the first year of English Study Programat a private University in Sintang.

The data were gotten from the collection of students' texts in writing descriptive text. It consisted of fourty texts. The researchers conducted the analysis through some steps. The first step, the researchers read some theories related to the study. In this step the researchers read some books and articles to strengthen the researchers' ideas and knowledge.

The next step was preparation. In this step, students' descriptive texts were directly gathered from the lecturer's document during the process of their learning writing in the writing subject. In this case, one of the researchers is the lecturer of the subject.

Last step was analyzing the data. This step was divided into some stages. In the first stage the researchers coded each item based on errors the students made. The researcher did decoding process to find out the meaning of the code. Then the researchers categorized the students' errors. Next the researcher calculated the number of errors in each type of errors sources to find out the most frequent type of the error source done by the students. The last step was the researchers drew the conclusion of the research form the biggest average number of the calculation.

FINDING AND DISCUSSION

The finding of this study revealed the purpose of this study in this case investigating the errors that students made in writing descriptive text. The texts were taken from the students' journal of writing subject. The data were analyzed into two main sources of errors. They were intralingual and interlingual error source. Each error source had some factors to analyze in this study. interlingual error source was divided into three factors. They were transfer error, mother tongue interference, and literal translation. Meanwhile, there were four factors in intralingual error source. They were overgeneralizations, ignorance of rule restrictions, inomplete application of the rules, and false concept hypothesized.

The data analysis showed that there were 80 cases appeared in both sources of errors. There were 25 cases happened in interlingual and 55 cases appeared in intralingual sources. The following table showed the frequency of each error source in each factor.

**Table 1. Types of Error and Its percentage**

Types of	Factors	Total

error					
Interlingual	Transfer Error	MTI	LT		
	7	12	6		25
	28%	48%	24%		100%
Intraling.	OG	IRR	IAR	FCH	
	6	15	15	19	55
	11%	27%	27%	35%	100%
TOTAL					80

The table above explained the sources of errors made by the students in writing descriptive text as stated in the research question. Firstly, the highest case in the interlingual source error were found in the mother tongue interference i.e. 12 cases or around 48% of all cases in interlingual sources. Meanwhile, in intralingual error source, the highest case was found in false concept hypothesized factor. It was 19 cases or approximately 35% of all cases.

From the result above, it could be revealed that the students made errors in both sources. In interlingual, the students made errors due to the interference of their first language aspect. This was, in some cases, caused by the their fault in discovering the structure of the target language such as the use of L1 structure. Furthermore, in intralingual case, the errors made by the students was caused by students' faulty understanding of the target language item which led them to make false conceptualization such as the false conception of using preposition and verb in English.

To clarify the data, this study also confirmed the result by comparing the percentage both from interlingual and from intralingual error sources. The comparison could be seen from the following chart.

Chart 1. Comparison between Interlingual and Intralingual Error

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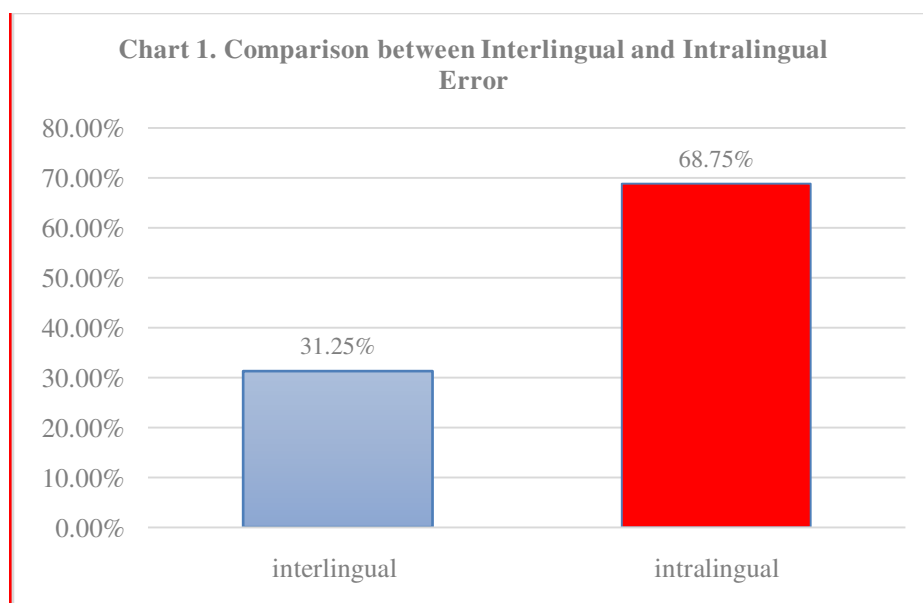
The chart showed that the most frequent error source appeared in intralingual which took more than a half of all error cases in students' writing texts. This meant that most of the students still found difficulty in the target language such as in the false conception of the target language. In addition, they also failed to understand the distinction of the target language items. This resulted in the high frequency of errors they made in terms of intralingual case. The percentage of error source in the above chart proved that the biggest problem of the students in writing descriptive text was caused by intralingual factor.

CONCLUSION

This study confirmed that the errors made by the students in the concerned private university was dominated by the intralingual error which happened in more than half cases of errors made by the students. In addition, interlingual error were also found in the students' descriptive text, but it just appeared less than a half from all cases. This meant that, in general, students had big problem with the target language.

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