

**INTERLANGUAGE PERFORMED BY STUDENTS OF ENGLISH
LITERATURE STUDY PROGRAM**



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This thesis is written to fulfill the requirements for the attainment of
Master of Education in English Education Study Program

**ENGLISH EDUCATION
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ABSTRAK

AYUDYA WHARDANI: *Penggunaan Bahasa Antara yang Ditunjukkan oleh Mahasiswa Program Studi Sastra Inggris.* Tesis. Yogyakarta: Program Pascasarjana, Universitas Negeri Yogyakarta, 2018.

Penelitian ini bertujuan untuk mencari tahu tentang penggunaan *Bahasa Antara* yang ditunjukkan oleh 20 mahasiswa jurusan Sastra Inggris di salah satu perguruan tinggi negeri di Yogyakarta yang duduk di semester pertama. Dalam menganalisis *Bahasa Antara* dan penyebabnya, penulis menggunakan hasil tulisan siswa yang diperoleh dari dua tugas menulis yang terdiri dari tugas menulis *Recount Text* dan tugas menulis *Narrative Text*. Hasil penelitian menunjukkan bahwa siswa menggunakan *Bahasa Antara* dengan membuat kesalahan umum berupa 15 grammatikal aspek meliputi (1) *past tense* (2) *modality* (3) *to + infinitive* (4) *words followed by verb ing* (5) *distribution of make* (6) *passive voice* (7) *noun (singular and plura noun)* (8) *pronoun* (9) *relative pronoun* (10) *sentence elements (subject and verb)* (11) *articles* (12) *preposition* (13) *collocations* (14) *native language transfer* dan (15) *question word order*.

Dari hasil analisis tersebut memperlihatkan bahwa penggunaan *Bahasa Antara* oleh siswa mencerminkan beberapa karakteristik yaitu dinamis, sistematis dan stabil. Hal-hal yang menyebabkan penggunaan *Bahasa Antara* oleh siswa adalah karena generalisasi, aturan tata bahasa yang terabaikan, penerapan tata bahasa yang tidak lengkap, kesalahan konsep dan intervensi bahasa pertama. Dari kelima faktor tersebut, generalisasi lah yang menjadi penyebab utama penggunaan *Bahasa Antara*. Maka, dapat ditarik kesimpulan bahwa penggunaan *Bahasa Antara* oleh siswa tidak dapat dihindari selama siswa dalam proses belajar bahasa kedua. Hal ini disebabkan karena siswa sedang mempelajari tata bahasa baru dan berusaha untuk mengikuti aturan tata bahasa baru tersebut sehinggalama menjalani proses tersebut siswa membuat kesalahan sampai siswa benar-benar dapat membuat ujaran yang sesuai dengan aturan yang berlaku pada bahasa target. Mengacu pada hasil penelitian, beberapa implikasi dapat diterapkan untuk meminimalisir kesalahan tata bahasa diantaranya : memberikan umpan balik yang tepat and memilih materi berdasarkan kesalahan yang paling banyak ditemukan.

Kata kunci : penggunaan *Bahasa Antara*, kesalahan tata bahasa

ABSTRACT

AYUDYA WHARDANI: *Interlanguage Performed by Students of English Literature Study Program. Thesis. Yogyakarta: Graduate School Program, Yogyakarta State University, 2018.*

This study attempts to present the evidence of interlanguage performed by learners of English as Second Language by involving 20 participants sitting in the first semester majoring English Literature from one of the state universities in Yogyakarta. In discovering interlanguage, the writer uses the two writing activity variations including recount text and narrative text. Interlanguage is evidenced in this study seen from the 15 common errors made by the learners including (1) past tense (2) modality (3) to + infinitive (4) words followed by verb ing (5) distribution of make (6) passive voice (7) noun (singular and plural noun) (8) pronoun (9) relative pronoun (10) sentence elements (subject and verb) (11) articles (12) preposition (13) collocations (14) native language transfer and (15) question word order.

Some interlanguage characteristics are also shown by the learners consisting of dynamic, systematic, stable and backsliding. It indicates that the learners' interlanguage is varied as they explore new grammar rules, add rules, delete rules and reconstruct the complete system by changing them time to time until the target language performance is fully shaped. Moreover, the factors of interlanguage are overgeneralization, ignorance of rule restrictions, incomplete application of rules, false concept hypothesized and native language transfer. But, it is overgeneralization which is found most in the study especially when the learners must deal with verbs. Referring from the findings, it is concluded that interlanguage is inevitable because during the process of learning second language learners may experience success or failure. Besides, if the learners' interlanguage is not remedied, it will be potential to fossilize. Therefore, some pedagogical implications including giving direct feedback and selecting materials based on the focus of errors are suggested to minimize temporary interlanguage fossilization.

Keywords : interlanguage, error analysis, writing activity variations.

DECLARATION OF AUTHENTICITY

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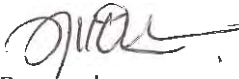
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RATIFICATION PAGE

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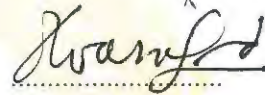
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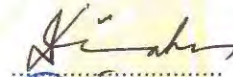
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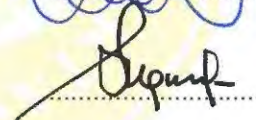
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LIST OF ATTACHMENTS

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CHAPTER I

INTRODUCTION

A. Background of the Study

During learning process, this is such an unquestioned reality that fundamentally human beings make mistakes, because learning is a process from not knowing to knowing. Several problem like mistakes, misconception, misunderstanding, missjudgement, misscalculation, and errorenous assumptions are important aspects of learning which will be useful to get information. It is believed that from the mistakes learners may find out the right information.

In the sense of language learning, it is acceptable that learning second language is unlike learning first language. When learning second language, learners probably make more mistakes, for learners are accustomed to using their L1 more frequently. However, learners must not worry about this, it is because making mistakes is a process of acquisition. The important thing is that learners must be more aware of error and correct it, so that their error will not be stable.

From the errors of L2 learners, researchers and teachers of second language come to realize that errors made during the process of recognizing new concepts of new languages need to be analyzed carefully, for they are helpful as the key to understand the process of acquiring second language. It is supported by Corder (1967:167), he notes that “ Learner’s errors are significant in that they provide to the researcher evidence of how language is learned or acquired what strategies or procedures the learner is employing in the discovery of the language”.

Since learners language is not considered as sins, it is important to encourage L2 learners rather than judging their incorrect productions as bad habits. Because when it comes to over criticising, it will affect learners psychologically and make them less interested in learning second language. Deviant utterances, in particular circumstances, do not always come from their language skill but the prescribed time limited involving anger, excitement, and lack noticing information.

To deal with errors, it is reasonable to not only focus on the language system that the learners generate, but also other aspects that shape it. Learners' errors are not solely related to whether first language interference or new language rules complexity, in some cases, both can impact second language performance. It is often found that learners produce speech whose performance seems to be different from their first language and the target language. Referring to such errors, this phenomenon is called as interlanguage.

Interlanguage is a phenomenon in the field of second language acquisition in which its presence will always exist as the acquirers are in language development. Some experts give names to this in some ways. Selinker (1972) introduces it as interlanguage. Nemser (1971) calls it as approximate language. Brown (1994) uses the term "separateness of L2 learners' system". While Corder (1967) labels this as "transitional competence". However, later it is more commonly acceptable to call it as interlanguage. Selinker (1972) says that this phenomenon occurs because learners get difficulties to express their first language into target language style caused by several things such as (1) native language

transfer (2) overgeneralization of target language rules (3) transfer of training (4) strategies of communication and (5) strategies of learning. Those what he calls as process of interlanguage. Besides, Richard (1973:175) also provides some factors of error including (1) overgeneralization (2) ignorance of rule restriction (3) incomplete application of rule and (4) false concept hypothesized.

After reviewing interlanguage, the writer is interested in investigating interlanguage of L2 learners performed by students of English literature study program in one of the universities in Yogyakarta. Those learners are majoring in English Literature sitting in the first semester. The writer decides them as the participants of the study because they meet the criteria of interlanguage. It shows that their language performance gain immediate status between L1 and L2. This phenomenon should be a concern because the learners belong to college students. That is to say, these learners have acquired English at least more than six years. It is because according to Indonesian's curriculum, English is taught officially from junior high school to senior high school even in some circumstances some of them have also acquired English in primary schools. It means that they have learned English for quite some time whether in natural context or formal context.

This situation is crucial because after this long time of learning their interlanguage may be stagnant. This phenomenon is called fossilization. Fossilization is about the stopping of learners' interlanguage. Ellis (2005) via Hulin (2013:878) mentions some factors that cause fossilization such as age, sex, social class and ethnic identity. In terms of age, those who start learning L2 after puberty will be less possible to have native like accent and less likely master

grammatical comprehension than those who begin before (Han, 2005). This thing is similar to the actual situation that these learners begin to study English in puberty causing them to make more errors.

The writer chooses writing as the data source because writing is essential for some ways like the need to do assignments (papers, essays, journals, etc.). Also, Brown (2000; 491) says that it is important for L2 learners to master writing skill because in school, writing is a way of life. If learners have no ability to pour their idea into writing, they will not pass the course. Further, writing involves language rules complexity specifically academic writing. In this activity, learners must deal with formal language constructions forcing them to explore more language styles and grammars. From this writing activity, it enables the writer to explore their language performance which can uncover several evidences which are useful for pedagogical implications.

The study of errors as well as interlanguage can be advantageous for both language teaching and language learning. In terms of teaching implication, the study of interlanguage provides theoretical basis and implication for classroom instruction, choices, and arrangement of teaching materials (Song, 2012: 781). From the learners' prostory performance, the teacher can see how the L2 learners make speech in the target language rules. As learners' interlanguage is systematic and dynamic, it can provide information for teacher to design materials based on the most common errors they make to minimize errors. Besides, the study of interlanguage can be a means for learners to be more aware of their performance. It is supported by Song (2012:781), that "active learners employ hypothesis

testing to gain the recognition of the target language, while passive learners are more likely to refrain from learning, and given more time, a learner is likely to perform better”.

B. Focus and Identification of the Problem

This study focuses on describing interlanguage performed by students of English literature study program. In doing so, it can be done by identifying errors based on some linguistic items such as phonology, morphology, syntax and/or semantic in order to analyze language systemacy of the learners. This evidence becomes meaningful information to further find out the characteristics of learners' interlanguage whether they are dynamic, static or systematic. Moreover, this study also finds out the factors in shaping the process of interlanguage because it is advantageous for the teacher to decide teaching implications which meet learners' needs.

C. Limitation of the Problem

This study describes interlanguage by exploring language systemacy in written form. Since this study concerns interlanguage performed by students of English Literature study program who sit in the first semester, therefore the study of interlanguage in the level of phrase and sentence is necessary. Writing is important to be mastered, for it deals with some activities in classroom such as doing assignments and making paper or articles. Also, it is useful for further classroom implications such as deciding the best teaching method or strategy and materials which can minimize the errors.

D. Research Questions

In reference to the identification of the problem, the research questions are formulated below:

1. What kinds of interlanguage are performed by students of English Literature Study Program?
2. What are the interlanguage characteristics shown by students of English Literature Study Program?
3. What are the factors that initiate interlanguage performed by students of English Literature Study Program?

E. The Objectives of the Study

In accordance to the research questions, the purposes of the study are as follows:

1. To describe interlanguage performed by the students of English Literature Study Program.
2. To describe the interlanguage characteristics shown by students of English Literature Study Program.
3. To find out the factors that initiate interlanguage performed by the students of English Literature Study Program.

F. The Significance of the Study

The writer hopes that this study confers theoretical significance as well as practical significance as presented below:

1. It is useful for the teacher to know interlanguage performed by the learners based on grammatical aspects seen from written form. Also, it

is supported by Khresheh (2015:128) that the study of interlanguage can help the teacher in what L2 learners know at a particular point of time in and what they should be taught.

2. Interlanguage study may help the teacher to understand L2 learners' problem better , and by providing time to help the learners, it is hoped that the learners can achieve target language competence.
3. Interlanguage brings in the acknowledgment of the fact that errors are a part and parcel of the learning process, thus reducing errors is needed for continuum supervision by the teacher (Richards,1996; Rustipa,2011; Ellis,2008). Thus, finding on learners' interlanguage are advantageous to present significant changes in the teaching procedures.

CHAPTER II

LITERATURE REVIEW

This chapter elaborates related issues such as second language acquisition, contrastive analysis hypothesis, error analysis, interlanguage, standard of English, syntax, grammar and writing.

A. Theoretical Review

1. Second Language Acquisition

SLA is the study of how second languages are learned. In other words, it is the study of the acquisition of a non-primary language; that is, the acquisition of language beyond the native language. It is the study of how learners create a new language system with only limited exposure to a second language. Gass And Selinker (2008:21) refer second language acquisition to cover a term for acquisition after the first language. Similarly, Ellis (1997: 4) defines second language acquisition as the way in which people learn other language as additional language of his/her mother tongue formally (in a classroom) or informally (outside of a classroom). It is also the study of what is learned of a second language and what is not learned; it is the study of why most second language learners do not achieve the same degree of knowledge and proficiency in a second language as they do in their native language. Moreover, it is the study of why only some learners appear to achieve native like proficiency in more than one language. Second language acquisition is focused on the nature of hypotheses (whether

conscious or subconscious) that learners come up by regarding the rules of the second language.

In terms of how second languages are learned, there must be connection between the rules of learners' L2 acquisition and the process behind it. The study may focus on the analysis of the language skills comprehension of the learners. To analyze whether L2 learners achieve the same degree of the proficiency in a second language as they do in their L1, it can be done by conducting such case study related to writings produced by the students based on particular level of proficiency. The analysis can be done by applying three theories of analyses including Contrastive Analysis Hypothesis (CAH), Error Analysis and Interlanguage.

In terms of Contrastive Analysis Hypothesis, Fries (1945:9) in Johnson (2004:22) presents that the most efficient materials are those that are based upon a scientific description of the language to be learned carefully compared with parallel description of the native language of the learners. On the contrary, another version of analyzing error is called Error Analysis. EA focuses on how the observed learners' errors in the target language are compared with the target language. As the new evidence is found that neither CAH nor EA are fully responsible to reveal learners' problem in producing speech, hence, interlanguage appears as the further investigation over second language learners' performance. This idea believes that the learners' L2 performance are neither like L1 nor L2. To make them clearer, the following paragraphs elaborate those three issues.

a. Contrastive Analysis Hypothesis (CAH)

The issue of contrastive analysis is mainly initiated by the American linguist C.C Fries (1945) and ten years later the study was taken up by Robert Lado (1957) in his book entitled “ *Linguistics Across Cultures*”. Lado tries to draw that in learning second language, social and culture can influence the process of learning new languages. Besides, the study of CAH is also issued by Bloomfield (1933). He proposes the idea of behaviorism in language learning that it is viewed as the imitation of the utterances to which the child has been exposed by his or her environment. Behaviorism, according to Johnson (1958:18), is regarded as a general theory of learning and language learning (whether first or second language) considered to adhere the same principle. Behaviorists believe that the learning will be advanced by making stimulus response connection. Moreover it is followed by creating new habit formations by means of reinforcement and practice of the established links between stimuli and response. From above linguists’ idea, it can be inferred that there is a connection between learners’ prior language as well as their environment which may impact the success of learning second language. The relation can come from the habit formations carried by the mother tongue which can cause difficulties in exploring new language.

As a matter of fact, CAH provides investigation that area of difficulties can be seen from the comparison between first language and target language. In observing the pattern of language performance of the learners, there are two versions to deal with: a strong version known as priori version and a weak

version known as posteriori version. The strong version, as cited from Lado's preface to *Linguistics Across Cultures*: " We can predict and describe the patterns that will cause difficulty in learning and those that will not cause difficulty, by comparing systematically the language and culture to be learned with the native language and culture of the student. In our view, the preparation of up-to-date pedagogical and experimental materials must be based on this kind of comparison" (Lado 1957:vii).

From Lado's statement, it is possible to predict the area of difficulties by providing sources of the two language backgrounds. For instance, the grammatical structures that do not exist in the acquired second language but exist in the learner's first language will cause learning difficulties. Hence, the teacher may prepare learning material involving thorough scientific description of the learners' first language which in turn should be compared to the language to be learned. The comparison must be based on the well- established structural linguistic formations. For example no matter language organization such as phonetic, phonology, morphology, or syntax of the first language should be compared with the language organizations of the target language. It means that any both target language or mother tongue information which is different from one or the two languages must be excluded.

Even though the strong version of CAH approach is believed that it is capable in helping teacher to predict the area of difficulty of second language learning by carefully examining the two languages in order to alleviate the learners' problem, but the strong version of CAH is also criticized by its

opponents. It is because CAH only focuses on the language system comparison between the native language and the target language without considering other factors that also cause learners' performance such as communication strategies, training- procedures, overgeneralization, etc. Fisiak (1981:8) also agrees that the value of CAH essentially lies in its ability to indicate the investigation in the potential area of errors caused by interference. Moreover, Johnson (1958: 23) criticizes that in CAH not all of predicted area of difficulty could be observed in the learners' performance. Some areas that should not have caused learning difficulty for instance the positive transfer in reality still becomes the problems for L2 learners. As a result, the failure of the strong version to successfully predict L2 learning difficulty contributes to its rejection.

Due to unsuccessful application of the strong version, the weak version is less confident in its power to predict and alleviate problem with learning a second language. As stated in the previous paragraph that the strong version is known as the priori version, while the weak version is known as posteriori version. The weak version, unlike the strong version does not begin the process of helping the L2 learners' learning by comparing the two languages previously, but it begins a posteriori – after the actual problem occurs. It can be said the the weak version concerns the comparison of the two languages learned after knowing the learning performance of the L2 learners. This way is more visible, for it will make the teacher or material designer easier to determine the proper material based on language knowledge of learners.

The weak version of CAH is treated less harshly than was the strong version. It is in line with what Wardaugh states “ the weak version requires of the linguist only that he uses the best linguistic knowledge available to him in order to account for observed differences in second language learning. It does not require what the strong version requires, the prediction of those difficulties and, conversely, of those learning points which do not create any difficulties at all. The weak version leads to an approach which makes fewer demands on contrastive theory than does the strong version starts with the evidence provided by linguistic interference and uses such evidence to explain the similarities and differences between systems” (Wardaugh 1970:10).

It can be inferred that Wardaugh agrees with the point of view of the weak version that the contrastive investigation of the learners’ two language systems should be initiated from the occurrence of observed difficulties in the learners’ performance. Regardless of the version, the idea of posteriori learning observation is synonymous with “learner’s error”. Based on CAH, errors are considered as sins that they should be avoided at all cost (Brooks:1964). Since CA is adapted from behaviorism, therefore the goal of CA is to develop teaching materials aiming to prevent the learners from acquiring wrong habit formations.

The various study of CA leads to the comparison of the system of two languages: native language and target language. According to CAH the difficulty of learning resulting erroneous language performance is caused by the interference of the mother tongue of the learners. However, the contribution of CAH is criticized by its opponents. Even though CA views errors as interference,

or negative transfer of learners' first language habits to the target language habits, but in reality errors made by the learners are not solely caused by the wrong habits carried by learners. Fisiak (1981:7) mentions that "the value and importance of Contrastive Analysis lies in its ability to indicate potential areas of interference and errors. Not all errors are the result of interference. Psychological and pedagogical, as well as other extra linguistic factors contribute to the formation of errors".

Khansir (2012: 1028) also supports the claim of CAH by providing evidence that the influence of the first language is much less than that said by Contrastive analysis approach. His researches show that cause of errors like generalization or transfer as the use of previous learned strategies in a new situation may give impact confuse in learning new other language rules. Additionally, some other factors such as failure to observe the restrictions of existing structures, incomplete application of rules, and false concept hypothesized also belong to errors that are not caused by the interference of mother tongue. As a result, it is not surprising to see the decline of Contrastive Analysis in the 1970 and later replaced by other explanations of learning difficulties such as error analysis and interlanguage.

b. Error Analysis (EA)

Based on this approach, the learners' errors are not considered as "sins" that learners must avoid at all cost, indeed errors in EA gained a new status and significance because learners are still in the transitional competence or which Selinker (1972) called as interlanguage. Interlanguage refers to the separation of a

second language learner's system. A system that has a structurally intermediate status between the native and target language (Brown, 2000:215). In his seminar paper “ *The Significance of Learners' Errors*” Stephen Corder (1967) defended the learners' error, which he considered indispensable for second language learning. In investigating learners' errors, the researcher should not focus on mistakes, but mainly on errors. Therefore, those two terminologies need to be differentiated.

1) Mistakes and Errors

To indicate whether what L2 learners make is categorized as mistake or as error, according to Ellis (1997: 17), it can be seen by checking the consistency of learners' performances. The researcher may analyze the whole learner's writing performance. For instance, if learners consistently substitute V2 in prerogative sentence instead of V1 as what is supposed to be, it means that the learner is considered lack of knowledge – or making errors. On the contrary, if learner sometimes uses V2 and sometimes V1 in making prerogative sentence, this would suggest that learner possesses knowledge of the correct formula and is just slipping up, thus it is called only a mistake. Brown (2000: 217) agrees that a mistake refers to a performance of error that is random guess or a 'slip'. Additionally, another way to indicate mistake or error is proposed by Ellis (1997: 17) who states that the researcher may ask the learners to try to correct their own deviant utterances. If they are able to do self correction towards their utterances, it could be said mistaken. On the other hand, if learners cannot make a correction to their own deviant utterances, it is said errorneous.

2) Identifying and Describing Error

One of the difficulties in understanding linguistic system produced by second language learners is that such system cannot be observed directly. It is because learners have different cognitive skills capacity to comprehend target language. One learner may differ from other learners in terms of understanding a language rule. As a result, in analyzing learners' utterances whether written or spoken, the teacher or the researcher needs to gather representative data to get the information about L2 learners performance. Besides, repeating observations of learners' performance is necessary. However, Brown (2000:220) disagrees because it might result unpredictable or even contradictory data. That is to say, the teacher or the researcher must have a systematic way or steps of analysis to infer order and logic in this unstable and variable systems.

In terms of error analysis in written language, the main steps of analysis are the identification and description of errors. It could be done by selecting all the erroneous utterances made by the L2 learners. There are several ways in doing this. Firstly, the researcher could identify errors by classifying them into grammatical categories. We might choose present tense as the topic of the analysis, gather all the errors relating to the verbs used and identify different kinds of deviant verbs in the sample of analysis. Also, it can be done by identifying general ways in which the learners' utterances differ from the reconstructed target language utterances. Such way is adapted from Corder (1981: 36) including: (1) Errors of omission where some element is omitted which should be present. (2) Errors of addition where some element is present which should not be there. (3)

Errors of selection where the wrong item has been chosen in place of the right one and (4) Errors of ordering where the elements presented are correct but wrongly sequenced.

However, Corder (1981:37) states that the four classifications are still insufficiently deep or less systematic. For instance, the omission of an article where it is required or the addition of an article where it is not required are classified in this scheme as different sorts of errors. Whereas, the explanatory about any deviant application of language rules is more useful because it will reveal the important information as evidence for an incomplete knowledge of the system of identification or specification. Further, again according to Corder (1981:37) , in investigating errors, a more adequate classification, in terms of language systems, such as tense, number, mood, gender, case and so on is more systematic and interpretable.

Added to this, Richards (1973: 175) provides some factors of errors including over generalization, ignorance of rule restriction, incomplete application of rules and false concept hypothesized. Overgeneralization is defined in Richards (1973) as ‘the use of available strategies in new situations. In second language learning, some of these strategies will prove helpful in organising the facts about the second language, but others, perhaps due to superficial similarities, will be misleading and inapplicable’. Ignorance of rule restrictions deals with deviant structures that have close relation to the generalization, that is the application of rules to contexts where they do not apply. For instance, the use of **make**. Some learners tend to make sentence **I make him to do it**. The sentence clearly ignores

the restriction on the distribution of **make**, that is, **make** must not be followed by **to**. Under the category incomplete application of rules, the deviant rules can be seen in the use of question and statement. In this case a statement form may be used as question by omitting one of the transformations in series, or a question word may be simply added to the statement form. False concepts hypothesized is related to faulty rules that are sometimes due to poor gradation of teaching items. The form **was**, for instance, may be interpreted as the sign of the past tense, it gives **one day it was happened**, while **is** may be understood as the marker of the present tense, for example, **he is speaks Spanish**. Both examples are not common in English speaking country, that native will express **one day it was happened** to **one day it happened**. Another confusion between **too**, **so** and **very**, between **come** and **go**, and between **make** and **do** are also the cases found in the category of false concepts hypothesized.

3) Sources of Errors

In addition to identifying and describing errors of second language learners, it is important for the researcher to determine further analysis related to the sources of errors. This question will lead to the what cognitive strategies and styles of even personalities variables underlie certain errors. The answers of this question might be speculative, hence the writer must infer the information from the available data carefully. This thing is necessary to find out, since the findings of where the sources of errors belong to will provide essential value of error analysis in general. It is useful to understand how far the knowledge of second language learners is stored in their cognitive area particularly connected to

linguistic system. Besides, in terms of pedagogical purposes, the result of the analysis can be a consideration to rearrange or even reformulate the way of treating errors by designing appropriate syllabus based on what the learners have performed in their spoken or written production as a process of acquiring second language.

a) Interlingual Transfer

During learning second language whether written and spoken language, some learners are still influenced with their first language. However, the learners must not be discouraged because it is a very common phenomenon in learning second or third language. This source of error is mostly experienced by second language learners in the beginning stages of learning new language. It happens especially when the system of second language is totally new. It is also supported by Brown (2000:224) that “in these early stages, before the system of the second language is familiar, the native language is the only previous linguistic system upon which the learner can draw”. As a result, in learning target language, there will be interference from the mother tongue.

Interlingual transfer is closely related to the term interlanguage. After identifying errors, it mostly can be seen how linguistic behaviour is shown by the learners of L2. It could be right, wrong, or even between them. The behaviour that they show in between is the thing that what some experts call as interlanguage. A learner is said interlanguage because she/he is in the process in achieving the target language.

Additionally, the learning new languages is interesting to study because it provides an interesting context for research. The interference of the first language upon second language is not solely caused by the linguistic system of learners' mother tongue, furthermore according to Brown (2000:224) it depends on some factors including cultural relatedness and the context of learning. The degrees of interlingual interference may vary from both the first language to the second language. It occurs especially when the first language has close relation to the target language.

b) Intralingual Transfer

During the process of learning second language, learners are not always influenced by their first language. It is because every language has its own linguistic system that it is only phonological aspect which cannot be denied its influence. It is shaped by social and culture within the society. The analysis of language production whether spoken or written needs deeper investigation rather than only comparing between first language and second language. This is based on some findings that the problem of learning second language lies within the system of the learned language. Thus such source of error is called intralingual transfer. Some evidences taken from Brown (2000:224) show some examples of one of the negative intralingual transfers, or overgeneralization. The examples are illustrated as “ Does John can sing?”, other utterances like “He goed”, “I do not know what time is it”. The learners can create such errorenous utterances because they are exposed by particular language rules, unfortunately before they

understand clearly about the formula, they have to learn a new language system. It may result repeated system with the following new system.

c. Interlanguage

1) Definition of Interlanguage

The new term namely interlanguage comes out as the continuum investigation over second language learners' performance caused by the dissatisfaction towards CAH and EA. Interlanguage is not the only single terminology used to name the linguistic systems owned by L2 learners. Each expert has their own concept for this way. The very first one who introduces the term interlanguage is Selinker in 1972 and 1974. He refers interlanguage as the knowledge systemacy of L2 independently of both MT and NL. Also, Richards et al. (1996) describe interlanguage as a type of language system produced by those who are in the process of acquiring a new language. Nemser (1971:1974) gives another name of interlanguage as approximate language. It is because interlanguage indicates the approximate language system learned by the L2 learners. It also means that interlanguage is the language of L2 learners in which its performance approaches the standard of that L2 language but no yet the same.

Accordingly, Brown (1994) proposes interlanguage as the separateness of a L2 learners' system. He explains that interlanguage gains an intermediate structural status that is between the MT and TL. Similarly, Ellis (1997: 33) states that a learner's language has a unique system that it draws a recognition of the fact that L2 learners construct transitional competency that is different from their L1 as

well as their L2. Corder (1967) also uses the term “transitional competence” to describe how learners of foreign language create their linguistic performance which do not match foreign language. Selinker creates an illustration of interlanguage cited from Corder (1981:17)

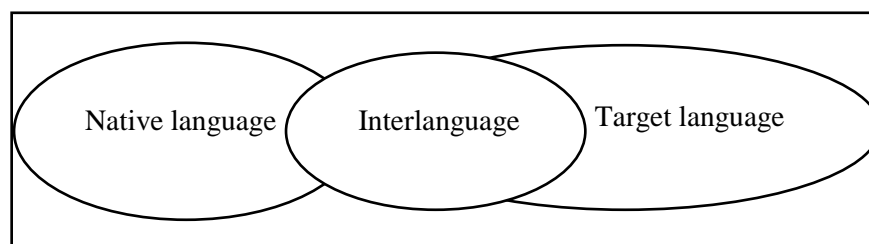


Figure 1. The notion of the IL, (Adopted from Corder, 1981:17)

From the figure above, Selinker is trying to generate that interlanguage is as the transitional process between L1 and L2 that is observable and can be explored.

Above all different terms given by the experts, basically they have the same idea that interlanguage is a language system owned by the L2 learners whose performance is between learner's native language and target language. In this sense, even though learner's interlanguage has an intermediate status between L1 and L2, but because L2 learners intend to learn L2, hence its performance mostly approximates the target language. In other words, interlanguage can also be said as learners' language. They do so because they are in the process of learning and acquiring new language. In this situation, it is possible for learners to make such errors. Interlanguage is also an approach that can be used as a recognition that learners of a foreign language is trying to have native like competency. Song (2012:778) says that “this is better understood if it is regarded as a continuum between the native language and the target language”. This continuum, the

systematicity of learners, and some other differences occurring during the process of learning can be interesting things to notice as a part of learners' learning experience (Freeman and Michael, 1991).

2) The Hypothesis of Interlanguage

In addition to definition of interlanguage presented by some experts in previous discussion, further, it is also important to know the hypothesis of interlanguage. Firstly, Lenneberg via Firth (1977: 156) uses the term “latent psychological structure” to refer to the brain area activated when someone tries to learn second language. He claims that this brain has been much explored by learning the first language so that it may result utterances which are identical neither to first language nor second language. That is also what Selinker calls as interlanguage. The evidence of interlanguage can be seen on learners' fossilization. Selinker (1972: 215) describes fossilization as “those features which, though absent from the speech of learners under normal conditions, tend to reappear in their performances when they are forced to deal with difficult material, when either anxious or in an extremely relaxed state”. On the other words it is also called as consistent errors made by the learners.

This evidence can be seen as a kind of regression led to systematic errors. Therefore it seems plausible to say that the existence of fossilization indicates that L2 learners have got some problems in restructuring target language rules. The way they express meaning into target meaning are still influenced by the long exposure of the L1. Interlanguage also has relation to social culture whether

learners get difficulties in adjusting new cultures. Richards (1970) suggests in his study “ Non contrastive approach to error analysis” that the role of mother tongue cannot be denied as a source of learning difficulty. Because when learning second language, it is essential to not only learn its rules but also its culture. When the learners only learn how to convert NL to TL, it will result interlanguage. Moreover, Richards (1972) adds that social factors, interlanguage, and language learning are connected one another. He asserts the importance of the social and communicative functions of language in these different language learning settings. It means that it is needed to learn second language based on context. It often occurs that context in L1 does not always meet context in L2 and results learners to manipulate its linguistic items based on their own language.

After elaborating what interlanguage is, its evidence and the social factors behind it, therefore the hypothesis of interlanguage can be outlined as follows :

- a) The interlanguage hypothesis sees errors not as a sin or learners bad habits that must be avoided at all cost , but as evidence of learners’ learning strategies. Eventhough it cannot be denied that mother tongue interferes second language performance, but it has been claimed that it is only applicable in the level of phonology.
- b) When learners are making errors, it will help them to examine hypothesis about the TL system. It is useful for the learners to make them more aware of restructuring L2 performance.

- c) The study of error analysis could help to discover the learner's built in syllabus as well as their learning strategies (adapted from Firth (1977:158)

3) The Characteristics of Interlanguage

At this point, two linguists Selinker (1972) and Tarone et al (2001) have their point of views about characteristics of interlanguage. Selinker presents three main characteristics including permeability, dynamicity and systemacity. Permeability relates to the learners' knowledge whose language rules to whom they constitute are not fixed, but are open to amandement (Song, 2012:778). However, this thing can be fixed as long as the learners keep continuing to revise their interlanguage to a closely target language like.

The second one deals with interlanguage dynamicity. Song (2012:778) says that “ interlanguage is constantly changing”. It implies that the second language learners' interlanguage develops as they explore new things of the target language. Knowing new rules and styles can make learners have got knowledge that can impact how learners generate their meaning in the target language. In this sense, the learners' dynamicity can lead into revision and extension towards language rules that causes instability of interlanguage. This dynamicity may be advantageous as long as learners intend to minimize their interlanguage into accurate target language rules.

The third characteristic is systemacity. Selinker (1972) in Song (2012:779) states that interlanguage is systematic and predictable. It indicates that how learners perform interlanguage can be detected from what rules they prefer to use. The learners tend to choose language that is not accidentally chosen from the store

of their interlanguage, but further their errors are kind of predictable based on what rules they are engaged to. For instance, when the learners are given a recount activity, their interlanguage will be mostly related to past expression.

Tarone et al. (2001) propose four characteristics of interlanguage such as stability, systemacity, mutual intelligibility and backsliding. Stability is divided into two, stability and instability. Stability belongs to those learners who make the same errors. The errors are not only made twice but even more. Whilst instability is seen from those learners who make errors inconsistently. Surprisingly, Henderson (1985) doubts that those categories are not clear, for it needs more explanation about human' tendencies to keep making the same errors or mistakes. Hence, the problem lies in deciding where the learners belong to in that the stability of learners cannot only judged based on errors frequencies.

Systemacity relates to how learners make their own language. As it is believed that interlanguage is also called as learners' language, therefore the language system built by learners is systematic and not a random collection of rules or items. The system used by the learners are neither like L1 nor L2. Tarone et al. (1976:97) say that L2 speech can be called systematic when its evidences are consistent in the form of its frequencies at a single point of time.

Mutual intelligibility deals with how interlanguage is used for communication. As the users of different languages, speakers may share confusion when natives talk to learners of target language, because they have different style and cultures which influence how learners convey their intended meaning. In

terms of mutual intelligibility, interlanguage can be a strategy to communicate among speakers L2 learners. Also, according to Adjemian (1976:300) interlanguage might be a means of communication among FL speakers for easier communication. Khresheh (2015:128) regards interlanguage as a relationship between dialects or languages in which speakers of different language can to some extent understand each other without extraordinary effort. Thus, mutual intelligibility can be considered as learners' language used among speakers of FL to as another means of communication different from NL and TL.

The fourth characteristic is backsliding in which most FL teachers are familiar with. Backsliding includes certain problem with linguistic mastery such as loss and misuse of language rules (Butler & Tanaka, 2000). Selinker (1972) refers backsliding to the interlanguage norms. It can happen when L2 learners focus on meaning and make IL forms due to former IL forms. This case is also similar to what Richards calls as overgeneralization. Backsliding, different from fossilization in which the learners seem to have fatal rules L2 application, on the contrary, in backsliding some contextual and emotional factors can lead the learners to failure, but there is always alternative rules of the TL that is available. This is like what Adjemian (1976: 317) asserts that “ the speaker should have intuitions about the correct rule of forms, whereas in the case of fossilization he may not”.

4) The Process of Shaping Interlanguage

Selinker (1972) mentions several factors during the process of interlanguage including native language transfer, overgeneralization over target

language rules, transfer of training, strategies of communication and learning strategies.

Native language transfer is similar to what CAH has proposed that native language has a great impact towards second language learning. Despite its critics, it cannot be denied that in some circumstances the first language sometimes influences how learners express meaning in the target language. It is, of course, not easy for the learners to remove his/her first language style during learning new language. It is supported especially when L1 and L2 share totally different language rules for example *Bahasa* and English. In spite of having similar word order, English transforms verbs as the time changes. Additionally, singular and plural form matter in English. It is different from *Bahasa* that tenses and nouns (singular and plural forms) do not influence verbs.

The next process is overgeneralization over target language rules. In this process, learners might apply similar former language rule into new language rule. Tarone (2006:749) says that its evidence can be seen from the learners' performance showing that they master a general rule, but do not yet know all the exception to that rule. The most common phenomenon related to this is that past tense verb transformation. Some learners may be confused that not all of English verbs have suffixes (d/ed) to mark past tense verbs. Also, not all of English nouns have suffixes (s/es) to mark plural.

The third is about transfer of training. It can happen when learners follow how instructors or textbook share. During this process, not all of instructors

understand in dealing with target language style when teaching second language. Some expressions like idioms, collocation, verb phrases etc. are essential things to share added to grammar. Idioms are mostly different from either native language or target language, for they belong to different cultures. Therefore it is important to learn not only the language rules but also the cultures and the style of the target language. Besides, before delivering the learning material, the teacher had better to recheck it because it will lead learners to follow what the materials provide. The example is when a textbook describes past tense that its formula enables the learners to use definite time. On the other hand, the textbook does not give additional notes that definite time cannot be applied to present perfect tense. From this, the error can occur for instance by making statement “My parents have come to Surabaya on yesterday”.

Strategies of communication according to Tarone (2006: 749) are the things that learners usually do to resolve communication problem when they attempt to communicate meaning. It occurs when learners have no idea of linguistic items that they need to convey. For example, an Indonesian learner intends to say “ *di Indonesia banyak tempat makan lesehan*”, because this Indonesian learner does not know what English means by *lesehan*, therefore the Indonesian learners use longer expression to express *lesehan* by naming it as “ a place where people can eat food by sitting on the floor”. However, this linguistic pattern can change as the learner finds other forms.

Strategies of learning is mostly related to learners themselves. Tarone (2006:749) states that strategies of learning belong to conscious attempt of the

target language mastery. To do so, L2 learners can do several efforts such as reading more textbooks, memorizing vocabulary, learning tenses, making friends with natives of target language and speaking L2 with friends etc. All of them may lead to success or even failure by making errors. It is because memorizing of words list can result confusion. It also occurs when reading a lot can cause tiredness. Thus, it is suggested to keep learning which meets learners' learning capacity.

2. Writing

Writing is an obligatory activity done in schools and colleges because writing is necessary when learners do their assignment such as paper, reports, journals, etc. These activities not only deal with language subjects, but also cover all subject materials whether natural science or social science. In result, it is important for learners to master this skill without ignoring other skills (speaking, reading, and listening). When learners have something to do with writing activity, simultaneously, they should follow some rules of writing including sentence order, paragraph order, punctuation and language structure. If learners perform writing in their native language, they will be easier to pour their ideas even though it cannot be denied that even native may get difficulties in writing. Since writing in L1 is considered difficult, it is no doubt that most learners would say that L2 writing is more difficult. That is why it is often found that not all of learners are excellent writers either in their L1 or L2.

Some people may wonder that learning to write is different from learning to speak. Speaking can be learned naturally just as they learn to talk. Speaking even though it is also not easy to master, but speaking has a more concession in its use. Speaking allows the speaker to speak freely as long as the hearer can understand the message what the speaker intends to convey. In terms of speaking L2, L2 learners commonly focus on the vocabulary mastery rather than grammar mastery. That is to say, as the speaker and the hearer fit the topic and the context, the conversation might be successful. On the contrary, writing is more strict in its application because writing skill does not come to us naturally just as we learn to walk.

Writing commonly is known as an activity dealing with composing letter into word, word into sentence, and sentence into paragraph so that this composition has meaning and readers can catch it. Writing is a medium for human to communicate widely. If human are willing to share a message to a wider community, one of the effective ways is by writing and publish it. It is proven that good writers often make novel, fiction stories, books and literary works making them famous writers. Also, writing carries interesting issue in pedagogical research because in writing there are several things that can be explored. Generally, writing can be analyzed by seeing it from linguistic perspectives. Besides, to make the investigation deeper, discourse level of analysis can be used.

Elbow (1973:14-16) states that writing consists of two steps. The first is dealing with figuring out our meaning, and we put it into language. He further suggests that before starting to write, it is necessary to make a plan, use an outline

and begin writing afterward. Those things are important to make our writing keep organized. Brown (2000:335) explains that in pedagogical research, the major theme of writing is on the nature of composing process of writing. It is focused on how students generate idea, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product.

a. Characteristics of Written Language

Below paragraphs present characteristics of written language adopted from Brown (2000:341).

1) Permanence

Once something is written down and delivered in its final form to its intended audience, the writer abdicates a certain power; the power emend, to clarify and to withdraw. The prospect is the single most significant contributor to making writing scary operation.

2) Production Time

Given appropriate stretches of time, a writer can indeed become a good writer by developing efficient process for achieving the final product. In this sense the writer needs certain period of time in order to extend his/her idea deeply. It cannot be denied that sometimes a good final product takes longer time, eventhough some other writers also perform perfect writing by spending quite short time. But, by providing sufficient time, the writer has an opportunity to pour

some ideas, to arrange them into well ordered unity of paragraphs and to make interesting writing.

3) Distance

One of the essential problem writers have is anticipating their readers. That anticipation ranges from general readers characteristics to how specific words, phrases, sentences, and paragraphs will be interpreted. That is why every writer has his/own field of expertise making them unable to reach readers in common. Besides, readers also have their own taste of particular genre of texts. The most popular text likely read by the readers is popular literary works such as poem, novels and other fiction stories. While for another genre like science fiction cannot be read by general readers because it usually uses spesific terminologies related to the carried topic. Therefore, it is necessary for the writer to predict the readers' general knowledge, cultural and literary schemata, specific subject matter knowledge, and especially, how their choice of language will be interpreted.

4) Orthography

Everything from simple greetings to extremely complex idea is captured through the manipulation of a few dozen letters and other written symbols. What makes a writer excellent writer is that his/her skill in playing with such linguistic products. Through manipulating words, mixing them with symbols and arranging them into one unity of story , it will make the readers sunk in the story.

5) Complexity

One of the difficulties faced by writers is that how to deal with text complexity. Writers get confused in developing idea in various ways. It is seen by making repetitions causing the text boring, To handle this, writers must learn how to remove redundancy, how to combine sentences, how to make references to other elements in a text, how to create syntactic and lexical variety, and many more. It is because a good writing can be seen not only from the grammatical accuracy, but also its efficiency in generating the whole story.

6) Vocabulary

Written language places a heavier demand on vocabulary use than does speaking. Good writers will learn to take advantages of the richness of English vocabulary by using much variation of words. It can be done by using synonymous words when the writer intends to share the similar meaning with the previous word.

7) Formality

When writing a full – blown essay, the conventions of each form must be followed. For ESL students, the most difficult and complex conventions occur in academic writing where students have to learn how to describe, explain, compare, contrast, illustrate defend, criticize, and argue.

b. Types of Classroom Writing Performance

In the class, teachers usually give writing activities based on various ways and topics. The following section are five major categories of classroom writing performance adapted from Brown (2000:343):

1) Initiative, or writing down

At the beginning level of learning to write, students will simply “write down” English letters, words, and possibly sentences in order to learn the convention of the orthographic code.

2) Intensive, or controlled

A common form of controlled writing is to present a paragraph to students in which they have to alter a given structure throughout. For instance, they may be asked to change all present tense verbs to past tense. In such case, students may need to change other time references in the paragraph.

Guided writing loosens the teacher’s control but still offers a series of stimulators. For example, the teacher might get students to tell a story just viewed on a videotape by asking them a series of questions.

3) Self Writing

A significant proportion of classroom writing may be devoted to self – writing, or writing with only self in mind as an audience. Diary or journals writing can be included in this category.

4) Display Writing

For all language students, short answer exercises, essay, examinations, and even research reports will involve an element of display. For academic purposes, one of the academic skills that they need to master is a whole array of display writing techniques.

5) Real Writing

The two categories of real and display writing are actually two ends of a continuum and in between the two extremes lies some combination of display and real writing. The three subcategories are elaborated below:

- a) Academic. The language experience approach gives groups of students opportunities to convey genuine information to each other. Group problem solving activities, especially those that relevant to current issues and other personally relevant topics, may have a writing component in which information is genuinely sought and conveyed.
- b) Vocational/Technical. Quite a variety of real writing can take place in classes of students studying English for advancement in their occupation.
- c) Personal. In virtually any ESL class, diaries, letters, post cards, notes, personal messages, and other informal writing can take place, specifically within the context of an interactive classroom.

3. Types of Text

When dealing with writing activity, the students have to pay attention on the language formality such as the standard of language rules for instance, grammar awareness and punctuations. Additionally, there are some kinds of text learnt by students such as : narrative text, recount text, procedure text, descriptive text and the like. Among all of them, during the early stage of writing, narrative text and recount text are introduced in the beginning of the semester. It is because both narrative and recount text are considered basic skill for early writing activity.

a. Recount Text

Recount text is one of the texts in which its aim is to retell activities or events in the past. The purpose of the text is to give the readers information about the writer's experiences related to what happened and when they happened. Recount text has a generic structure including orientation, events and reorientation. Orientation functions to introduce the participants, time, and place. Events describe the series of events happening in the past. Reorientation is optional because the writer is free to put it or not. Its content is about stating of personal comment to the stories that has been written. Furthermore, recount text also has language features involving introducing personal participants (I, you, they, we, she, he, it), using chronological connection (first, then, etc), using linking verbs (was, were), and using simple past tense.

b. Narrative Text

Narrative text is a text type used to refer to some fiction stories and literary works. The purpose of the text is to entertain the readers. Narrative text is called narrative because of its narrative mode. This means that the set of methods are used to communicate the chronology through narrating process. Narrative text has generic structures such as orientation, complication, resolution and reorientation. Orientation is also called as an introductory paragraph consisting of set of time, set of the place, and the participants involved in the story. Complication is where the story begins and how the story is built until it reaches climax. Resolution covers the solution of the story by providing either sad ending or happy ending.

Re- orientation is the end of the story where the writer can put moral value that can be taken from the story. Putting its value will be better, for the essence of narrative text is not only to entertain the reader, but also to give worthy lessons.

4. Standard of English

Despite the world wide use of English, there are only two standards of English: British English and American English. Both of them have similar rules of language organization, they sometimes only differ in the use of specific terminologies in which they are only familiar whether in British or America. Some instances like British mostly uses football, while Americans prefer to use soccer to refer to a sport event commonly known by non native as football. Besides, in the case of spelling, based on British orientation some words such as: colour, centre, levelled etc are more familiar, while Americans are familiar with color, center, and leveled. Moreover, another grammatical difference can be seen in the use of either singular or plural form. An example taken from Quirk, et al (1985:19), the government is/are in favor of economic sanctions. That is the example of how British structure enables both singular or plural verb used with collective noun like the word government. Whereas in American English singular verb is more required.

Apart from the similarities or differences in the usage of both British English or American English, learned or formal publications such as academic journals and school text books, prefer British spelling. While popular publications including newspaper prefer American spelling. Individuals may use both variants according to situation or even randomly. For non native English speaking country

or second language learners sometimes get difficulties in separating each language organization of either British English or American English. However, both of them have restricted structure dealing with verb because tense matters in English. In making utterances, both speaker or writer must pay attention on verbs changing. It means that as the activity happens in the different period of time, therefore verbs must change as well.

Such language organizations, syntax, or grammar can be used as a guideline of speaking and writing. There are different formalities in making utterances. Speaking is commonly more casual which causes speakers to not always follow the rules strictly. On the contrary when dealing with writing, the writers must follow the criteria of ideal writing in which not only grammar that the writer should notice, but also punctuations as well as cohesion and coherence to make unitary text.

a. Syntax and Grammar

Every language in this world must have its own rules. The rules are commonly formulated based on convention agreed by community and society where they belong to. It results variety of language organizations such as phonology, morphology, syntax, semantic, pragmatic, and discourse.

According to Radford (2004: 1), the study of syntax concerns the way in which phrases and sentence are structured. While, Finegan (2008: 140) defines syntax as the part of grammar that governs the form of strings by which language users make statements, ask questions, give directives, and so on. The study of

syntax addresses the structure of sentences and their structural and functional relationships to one another. Robert (2001:1) also agrees that the term syntax taken from Ancient Greek *syntaxis* is a verbal noun which literally means ‘arrangement’ or ‘setting out together’. It traditionally refers to the branch of grammar dealing with how the words are constructed in order to show connections of meaning within sentences.

Quirk et al (1985:12) state that in the framework of formal linguistics, some grammarians speak of “ the grammar” as embracing rules not only syntax but for all language organizations mentioned above including phonology, morphology, semantic, and pragmatic. Quirk et al (1985:14) also supports that the term grammar refers to a way of speaking or writing. Such idea may pertain that grammar is about how to speak and write appropriately. Above all given definitions from some linguists, it can be inferred that syntax is a part of grammar out of other language organizations (phonology,morphology, semantic, and pragmatic) in which focus is on the arrangement phrases and sentences in order to make connection of meaning.

There are some reasons of why syntax is important to study. It is because by learning syntax, according to Kim and Sells (2007:7), it will help the learners of any languages to illustrate the pattern of a language more effectively and clearly. Besides studying syntax enables the learners to analyze the structure of sentences in a systematic and explicit way. In doing so, the learners need to learn this way of organizing a set of linguistic items by following standard rules of particular languages. Since this study takes English as Foreign Language as the

setting of the study, therefore the language rules will deal with standard of English.

b. Words, Phrase, Clause and Sentence

When learning second language, especially writing, the first think that we will deal with is about how to construct words into phrase and sentence until they can be a good unitary paragraph. Such activity is not as easy as it seems because we are exploited with the new language rules that we sometimes are not familiar with, for every language in this world has its own uniqueness and characteristics. That is to say, the learner must understand the concept of word, phrase, and sentence. By knowing those three terminologies, it makes learners easier to arrange such linguistic features. The following elaboration concerns those three concepts under English rules.

First of all, before the sentence can be understood by the reader under specific message, the sentence must consist of one two or more combination of words. In this sense, Crystal (2008:522) gives definition to 'word' into three point of views: “ (1) Words are the physically definable units which one encounters in a stretch of writing (bounded by spaces) or speech (where identification is more difficult, but where there may be phonological clues to identify boundaries, such as a pause, or juncture features). 'Word' is often referred to as the orthographic word (for writing) or the phonological word (for speech). A neutral term often used to subsume both is word form. (2) There is a more abstract sense, referring to the common factor underlying the set of forms which are plainly variants of the

same unit, such as walk, walks, walking, walked. The ‘underlying’ word unit is often referred to as a lexeme. Lexemes are the units of vocabulary, and as such would be listed in a dictionary. (3) This then leaves the need for a comparably abstract unit to be set up to show how words work in the grammar of a language, and ‘word’, without qualification, is usually reserved for this role (alternatively, one may spell out this implication, referring to ‘morphemic/morphosyntactic/grammatical’ words, though the latter has an alternative sense).

A word, then, is a grammatical unit, of the same theoretical kind as morpheme and sentence. In a hierarchical model of analysis, sentences (clauses, etc.) consist of words, and words consist of morphemes (minimally, one free morpheme). Word-order refers to the sequential arrangement of words in a language. Languages are sometimes classified in terms of whether their word-order is relatively ‘free’ (as in Latin) or ‘fixed’ (as in English).” Based on above definition, it can be concluded that word has similar form with lexeme. Word itself can be referred to spoken or written. In spoken form, it deals with phonological system. In written form, it deals with morpheme/morphosyntactic/grammatical. To know the meaning of word, the word must be arranged into phrase and sentence

Crystal (2008:367) defines phrase as a term used in grammatical analysis containing more than one word and does not have subject or predicate. Kim and Sells (2007: 22) categorize phrase into five such as noun phrase, verb phrase, preposition phrase, adjective phrase, adverb phrase. Those five phrases are called

so because each phrase is headed by noun, verb, preposition, adjective and adverb. In composing sentence, there are at least two phrases commonly consisting of noun phrase and verb phrase.

Added to phrase, sentences are the combination of words or phrases. Based on *Oxford Advanced Learner's Dictionary*, sentence is set of words expressing a statement, a question or an order, usually containing a subject and a verb. Additionally, sentence according to Finegan (2008: 163) consists of one or more clauses including a verb with necessary set of noun phrases. There are at least three classifications of sentences based on their purposes including declarative sentence, interrogative sentence, imperative sentence and exclamatory sentence. Declarative sentence form is to make statement. Interrogative sentence is used to make request or question. Imperative sentence is used to express an order and exclamatory sentence is used to express sudden emotion.

There are four types of sentence they are simple sentence, compound sentence, complex sentence and compound – complex sentence. The thing that can be identified to recognize whether a sentence belong to simple sentence, compound sentence, or complex sentence is the existence of clause. Clause is a group of words that includes a subject and a verb and forms a sentence or a part of sentence. Clause itself is divided into two: dependent clause and independent clause. Dependent clause is a clause which cannot stand by itself because it usually has subordinate conjunction placed in front of the clause. While independent clause is a clause which can stand itself and form a complete sentence with punctuation. A simple sentence is a sentence with one independent clause. A

compound sentence is a sentence containing two or more independent clauses. In making such type of sentence the writer may use coordinating conjunctions such as but, so , or , and to join two independent clauses. A complex sentence is the sentence that contains one independent clause and one or more dependent clauses. A compound complex sentence is the sentence that contains two or more independent clauses and one or more dependent clauses. Based on these types of sentences, subordinating conjunctions are needed to connect clauses such as because, although/eventhough,despite, inspite of , while, whereas, while, since, and the like.

c. The Organization of Phrase and Sentence

After knowing the definitions of word, phrase, clause, and sentence, it is necessary to know of how to chain all of them into a complete unitary sentence. To deal with this, the basic language rule that the learners must follow is organization of parts of speech. In English part of speech is a traditional class of words exploring grammatical of word class. Parts of speech are noun, verb, adjective, adverb, pronoun, preposition, conjunction, and interjection. Without being able to master the use of part of speech, the sentence that the learners make might be incomplete.

The first part of speech is noun. Noun includes the name of people,animals, things, places or events. The noun in English is categorized into singular and plural. Noun is very essential in sentence construction because it indicates the doer of the verbs. The second one is verb. It functions as action

words. It tells what the things being done in sentence. In its use, verb must agree with noun that preceeds it. This rule is the thing that mostly make learners confused, for English has rigid organization of verbs. The third one is adjective. Its role as word modifier that describes the quality of nouns or pronouns. The fourth one is adverb. It is also word modifier, but it modifies verbs. It answers when the action is done, where the activity is done and how the activity is done.

The fifth one is pronoun. It is used to substitute nouns. Good writers usually use pronoun to avoid repetitive name of words. This will force the reader to guess what writers mean by his/her other similar name of nouns. The sixth one is preposition. It functions to relate a noun or pronoun to other noun or pronoun in sentence. It can be used to give information about time and place of an action or even other purposes. The seventh one is conjunction. It is used to join and combine two or more words, phrases and sentences. The last one is interjection. It belongs to words that express an emotion. Some coomon words of intejection are wow, hurray, oh, and yeah.

B. Relevant Studies

This study has similar studies to other researches in terms of topic and discussion in the field of second language acquisition under issues of error analysis and interlanguage taken from written performance.

The first study is from Muhammad Qushoy (2013) entitled *Verb Phrase Acquisition as Indicated Through Students' Writing*. The study aims to investigate the interlanguage phase experienced by 12 undergraduate students of private

higher education institution in Bandung when performing written English. His study uses cross sectional design, for the data are collected in a single point of time. In analyzing the data, he applies Error Analysis theory. The results of the study related to the use of verbs phrase are: (1) The errors cover third person singular verbs , (2) Omission of **to be**, (3) Double marking , (4) The use of **has** and **have**, (5) Problem with verb ings, (6) Problem in negative transformations, (7) Verb and verb constructions, (8) Disagreement of subject and number, (9) Problem in passive transformation, (10) Problem with modals and (11) Problem in question transformation The conclusion of the study is that students' competence in each level is incomplete and considered to be the continuum of interlanguage. It is evidenced that its system has a structurally intermediate status between the native and target language. Their target language productions tend to be partly influenced by their native language.

The second study is conducted by Tarone and Parrish (1988) entitled *Task Related Variation in Interlanguage: The Case of Articles* . Their study concerns Interlanguage seen from the three different activities including writing and oral performances. This study is participated by 20 language learners studying English as a second language at the University of Minnesota. The participants are divided into two groups (1) ten native speakers of Japanese and (2) ten native speakers of Arabic. Those learners are asked to perform three activities: (1) It deals with grammatical judgement. The learners' activity is about to give sign "star" to any sentences containing incorrect grammars, and to rewrite the correct form. (2) An oral interview with a native speaker of English, focusing on the subject's field of

study, plans for academic work in the United States, and plans to apply that work in his or her own country. (3) An oral narration activity which requires subjects to look at sequence of events depicted (non verbally) on a video screen , and then to “tell the story” to non native listener clearly enough so that the listener can select the correct picture sequence. Japanese and Arabic speakers are paired for this activity, and the order of speaking and listening counter – balanced between the two NL groups.

This study leads to the findings that the three different levels of accuracy seem to occur with the article. However, the hypothesis that the learners would achieve most grammatical accuracy on measure requiring most attention to language form was upheld for all grammatical forms studied. While the third-person singular verb marker (s) did follow this pattern held true for articles. These are produced least accurately on measure assumed to require less attention to form. Besides, the learners respond differently to different activity demands and at least some of this differential responses result in different accuracy numbers for different grammatical forms.

The third study is written by Anwar Mourssi (2012) entitled *Analysing Interlanguage Stages ALE's Pass through in the Acquisition of the Simple Past Tense*. The study investigates one of English tenses particularly simple past tense found in 222 written texts produced by ALE's in the classroom setting. In collecting data, he needs three stages in experiment (after 2 weeks, 2 months and 4 months). In analyzing the data, the writer uses the two research approaches: quantitative analysis and qualitative analysis. The results of the analysis are (1)

interlanguage stages cannot be separated because they do not appear in isolation, and they are connected each other, (2) the learners then attempt to produce the language narrating the picture story with some or many non target- like forms. (3) the analysis of the data suggests that ALE's go through seven interlanguage stages in the acquisition of the simple past tense forms. Those results present the evidence that second language learners of English commonly learn the irregular past tense forms before regular simple past tense forms. It happens because the fact that in their 'first learning of the simple past and the teachers expect to teach the regular formation in the presentation of the simple past tense.

Based on those three relevant studies, the writer's study has some similarities and differences. Firstly, the study has similarities in discussion, topic, and analysis. All of them discuss students' written language performance by applying error analysis and interlanguage as the theories of analysis. Also, qualitative research approach is used. Besides, in discovering the evidence of interlanguage the writer focuses on grammar in the level phrase and sentence.

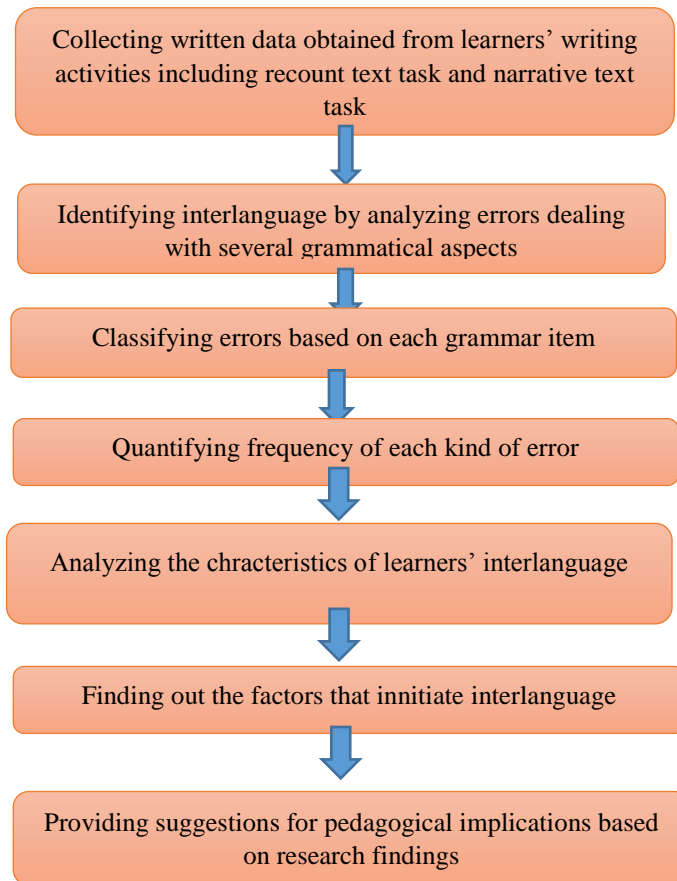
Despite of its similarities, the writer conducts different case from the previous studies. As being stated that interlanguage shows evidence of how second language learners generate target language performance which is different from NL and TL, therefore different participants will result different interlanguage. It is because interlanguage does not only deal with the linguistic forms or rules of the language, but also it relates to the cultures as well as psychological aspect behind it. It is supported by Littlewood's proposal in (1981). He suggests that there are three factors influencing variation in interlanguage

including, the communicative function of a feature, linguistic environment of that feature and social/ situational factors such as formality of situation and ability to attend to form.

This present study attempts to prove another evidence of interlanguage. It is done by identifying how Indonesian adult learners of English as foreign language perform target language seen from their writing tasks involving recount text and narrative text. The two text types are used because the writer intends to find out characteristics of learners' interlanguage which can uncover information about Indonesian learners' mastery in English grammar. From the findings, it is hoped that it is useful for the teachers to be more aware of the learners' written performance. Also, the findings are also worth for the teachers to design materials which meet learners' characteristics.

C. Maps of Mind

Interlanguage Performed by Students of English Literature Study Program



D. Restament of the Problem

1. What kinds of interlanguage are performed by students of English Literature Study Program?
2. What are the interlanguage characteristics shown by students of English Literature Study Program?
3. What are the factors that initiate interlanguage performed by students of English Literature Study Program?

CHAPTER III

RESEARCH METHODS

This chapter presents the type of the research, research setting , source of the data, technique and instrument of collecting data, data analysis and trustworthiness of the findings.

A. Types of Research

This study belongs to qualitative research. Qualitative reasearch has a characteristic that is as descriptive form in which its contents are about spoken or written that can be observed (Taylor and Bogdan,1984). According to Cresswell (1998:24) its way of analysis cannot be obtained by using statistic procedure. In support of it, Bodgan and Biklen (1992: 21-22) say that qualitative research is one of the research procedures resulting descriptive data gathered from spoken or written document. Rahmat (2009: 3) states that the aim of qualitative research is to get general understanding towards social reality seen from participant' perspective. Thus, qualitative research is known as interpretive research, naturalistic research, and phenomenological research.

Based on definitions above, qualitative approach is suitable for this study because it observed people or actual phenomenon experienced by person, people, or community in a particular context. The phenomenon of this study is related to second language acquisition issue namely interlanguage. Its area of investigation

is about learners' language performance derived from tasks done in the class activity.

Additionally, this study also deals with content analysis. According to Elo and Kyngas (2007:108), content analysis is a research method that can be used to describe phenomenon that can be quantified. It is commonly done by quantifying the frequency of the occurrence of identified forms and giving codes. Also, it is supported by Krippendorff (1980) and Downe-Wamboldt (1992) that content analysis is a systematic research method to describe quantifying phenomena. In common, there are some steps that can be taken in content analysis approach including (1) selecting items based on research formula, (2) creating categories, (3) making sure that the categorization is in line with the research objective, (4) placing items in categories, (5) analyzing the result, and (6) creating documents based on steps taken.

In reference to the steps above, this study is also about content analysis study because the writer analyzes learners' interlanguage by giving codes to keep the privacy of the participants, counting the occurrences of interlanguage, categorizing interlanguage based on grammatical aspects, analysing the results and creating documents based on steps taken.

B. Research Setting

1. Place

This study took place in English Department of Faculty of Adab and Cultural Studies of Islamic State University Sunan Kalijaga Yogyakarta. This English

Department had a major namely English Literature. This department mostly focused on literary studies as well as linguistics. However, since all of the contents of the subjects were delivered in English, in the early semester the materials dealt with English skills such as speaking, writing, listening and reading. Those four skills were important to be taught because they would be basic skills to comprehend further literary works and the linguistic system of English.

2. Time

This study was conducted in the odd semester during September 2016 to January 2017. The effective learning and teaching process of this semester at least took four months. The writer got involved in the observation and collected the data during the end of September until early January 2017, for the writer has gotten the representative data to be analyzed. Besides, the data were collected from writing activities in which subject is “Writing Stories”. In this subject material, the learners were given activities to write texts such as recount texts, narrative texts and spoof texts.

C. Source of the Data

The source of the data were the drafts of learners’ writing tasks done by the first year of undergraduate students from English Department. The total participants of the study were 60 learners and the writer took samples involving 20 learners randomly.

D. Technique and Instrument of Collecting Data

In order to get the expected data, the writer collected the data twice. Each draft had different topic guided from the teaching materials . The writer decided to use the two related writing assignments : recount text and narrative text because they represented interlanguage. Also, they met the criteria of Corder's statement (1971) who says that error analysis of L2 learners is a special sort of dialect, any spontaneous speech or written text intended by the learner.

E. Data Analysis

During the process of the study, the writer used steps adapted from Gass and Selinker (2008: 103) who suggested the following steps: (1) Collecting data dealing with written data. (2) Identifying errors dealing with what kinds of errors (e.g., incorrect sequence of tenses, wrong verb form, singular verb form with plural subject) (3) Classifying errors. Is it an error of agreement? Is it an error in irregular verbs? (4) Quantifying errors dealing with counting the frequencies of each kind of errors made by the learners. e.g. how many errors of agreement occur? How many irregular verb form errors occur? Etc.(5) Analyzing the cause of errors dealing with describing the errors by finding out the cause of errors.

F. Trustworthiness of the Findings

Based on qualitative research point of view, it is important for the researcher to follow some process in analyzing data collection. One of the ways that can be used is by triangulating the data. Webb (1966) says that triangulation can help reserchers in validating research study. Triangulation as defined by

Cohen and Manion (1986:254) is as an “ attempt to map out, or explain more fully, the richness and complexity of human behaviour by studying it from more than one stand point”. The other idea is also issued by Altricher et al (1996:117), he says that by triangulating the data, it enables researchers to show more detailed and balanced picture of the situation. In support of it, Denzin (1970) provides some types of triangulation including data triangulation, investigator triangulation, theoretical triangulation and methodological triangulation. Data triangulation is done by gathering data through different sampling as well as strategies. Investigator triangulation is done by involving more than one researcher to gather and interpret the data. Theoretical triangulation is used by using more than one theory to interpret the data. Methodological triangulation in gathering the data is when the researcher uses more than one method.

Referring to above definitions and types of triangulation, this study meets the purpose of triangulation in which aim is to validate the data in qualitative research. In triangulating the data, the writer used investigator triangulation. The writer asked for one of the lecturers of English Language Education in graduate school of Yogyakarta State University and one senior student majoring master of English Language Education of UNY to check the collected data. This process was done by cross checking the data in order to get the same idea of what the topic that the writer intended to carry. The advantage of using triangulation was that the writer could feel more confident of the result of the study. It is because during the process of crosschecking, the writer, the investigator and the senior student had the same results.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the results of analysis focusing on kinds of interlanguage performed by the learners, interlanguage characteristics, the factors that initiate interlanguage and its discussion.

A. Findings

This part is divided into three sections based on research questions consisting of evidence of interlanguage, interlanguage characteristics and factors initiating interlanguage.

1. Interlanguage Performed by the Learners of English Literature Study Program

This section shows the evidence of interlanguage by identifying errors made by the learners comprising interlanguage found on recount text task and interlanguage found on narrative text task to answer the first research question by using guidelines of English grammar based on standard sentences of English.

a. Interlanguage Found on Recount Text

The writer starts the analysis from the first writing activity namely recount text. In this activity, the writer presents 15 category of analyses based on some grammatical aspects such as: verbs, nouns, pronouns, articles, prepositions, collocation, word order and native language transfer. Each of grammar is discussed as follows:

1) Past tense

Since recount text deals with retelling stories happening in the past, thus one of the most used language rules is past tense. Past tense is used to tell activities begun in the past and ended in the past as well. Commonly, the use of past tense is followed by specific adverb put in the sentence. If the adverb is not specific, simple perfect tense can be used. The verbs that the learners must deal with are verbs 2. Past tense verbs have regular verbs and irregular verbs. In regular verbs it is necessary to put suffix (d/ed) in the end of the verbs. However, not all of verbs can be changed by adding suffix (d/ed), some verbs are changed irregularly so that the learners have to memorize those words.

Based on data analysis, there are 110 occurrences of interlanguage related to erroneous use of past tense represented in the following table:

Table 1. Interlanguage Evidence in the Use of Past Tense in Recount Text Activity

Data Code	Aspect of Error	Samples of Data
IL4/ WRT/RT IL7/WRT/RT IL1/WRT/RT IL15/WRT/RT IL11/WRT/RT	Past tense	<p>(1) One day....I put it in the main of my bag. When I left my seat, one of my friends was sat there And I don't knew what happened at furthered</p> <p>(2) Do you knew the best places inside this mall? I would like to know more about the inside of this mall. It because I never to go to place like this" asked her</p> <p>(3) After that the lecturer was came and Arif's friends began their presentation.....besides Arif also had two questions for them.They were look so confuse so the lecturer give his explanation but I think the lecturer talked fastly</p>

		<p>(4) Same with the first event, this event ran smoothly. We didn't find any hard obstacle. The event was really enjoyable. I also got the social benefit.It taught me to care with each other.</p> <p>(5) The MC talked about Cinta Laura's pictures who look like Ariana Grande and several times they were sang a song. After that, we went to Hotel.</p>
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Data (1) and (2) show that the learners cannot differentiate verbs used in positive sentence, negative sentence, and imperative sentence. They do not notice the rule of past tense that verbs 2 used in positive sentence must return to its bare verb when it changes into negative and imperative forms. It means that verbs do not have suffix (d/ed). On the contrary, they have kept it in mind that recount text deals with past tense causing them to consistently put verbs 2 without seeing the structure that they must agree with.

The next problem is shown in data (1), (3) and (5). The learners mostly put verbs categorized as **Be** consisting of is, am, are. **Be** functions as verb auxiliaries as well as helping verbs. In syntax, it is usually used to initiate question sentence or to sign that the phrase or sentence has adjective or adverb. On the other hand, in semantic it has no specific meaning due to its primary function as a helping verb. In this sense, the learners' sentences are incorrect because they use the wrong formula for past tense. It is seen from the sentences that the learners put unnecessary verbs belonging to **Be**. It is acceptable that **Be** (is, am, and are) can be changed into **was** and **were** when they are used to express things in the past, but they do not need to be followed by full verbs as in (past tense, simple tense).

In these structure, verb fully stands itself without being preceeded by helping verbs like **Be** (is, am, are, was, and were). In contrast, the learners have misconception about the role of auxiliaries in a sentence which cause them to put **Be** after the subject. Further **Be** is followed by verb 2 to give marks that the activities happen in the past.

The other evidence of problem with verbs in past tense is seen when the learners use incorrect form of irregular verbs. It is seen in datum (4) that the learner does not know that the past tense verb of **teach** is **taught**. It is caused by a misunderstanding that the verbs of past tense are mostly ended with suffix (d/ed) . It makes them decide to just put the suffix (d/ed) to sign that the verbs have transformed into past tense form. The last problem found in past tense is about inconsistency of using past tense which can be seen in data (3) and (5). The learners do not use past tense consistently. In one sentence they use past tense, and in other sentence they use other tenses. As a result their sentences are not parralel.

2) Modals

English auxiliaries are devided into BE, Have, Do, and Modal Verbs. According to Quirk et al (1985: 120), auxiliaries can function as helping verbs. Commonly, the modal verbs are referred to as modal auxiliaries. The modal auxiliaries have different function in the verb phrase, they also have an important syntactic role in general. Besides, modality in the area of semantic gives contribution of meanings including concepts of volition, probability, and

obligation. Some words belonging to modal auxiliaries are can, could, may, might, shall, should, will, would, and must.

There are 23 occurrences of interlanguage related to erroneous use in modality represented in the table below:

Table 2. Interlanguage Evidence in the Use of Modality in Recount Text

Data Code	Aspect of Error	Samples of Data
IL3/WRT/RT IL2/WRT/RT IL5/WRT/RT IL7/WRT/RT	Modal + verb 1	<p>(6) And then we six talked about everything such as future, school, healthy food, sport, etc. It was unforgettable moment for me. We were really enjoyed it because we could shared our problem.</p> <p>(7) After from east Java we went to the area of Central Java which is in the Sunan Kudus and others. After tired of walking in the sunan area paid by the beauty of the beach parangtritis, but we cannot to look view as it is covered by a high cliff.</p> <p>(8) I arrived at my uncle's home at 04.15 a.m. My uncle suggested me to slept, but I cannot slept because still confuse</p> <p>(9) She bought kebab for me and some sausage for herself. Because she just bought a little sausage and it was not enough for her, then she wanted to bought other snack. "Its not enough for me. Could you brought me to the another food stand inside this mall? Asked her.</p>

The first problem with modality is seen in datum (6) when the learner makes affirmative statement. The learner puts verb 2 after modal. The second misconception is about making negative statement. The learner also makes error by choosing the wrong verb after modal. The samples are shown in data (7) and

(8). These learners again put verb 2 after modal auxiliaries, while the learner in datum (8) prefers to put to + infinitive after negation of modals. The last misunderstanding is about making question statement. Similarly, the learner in datum (9) also puts past tense verb in imperative form. As the rule suggests, thus any verbs follow after modals must be verb 1.

3) To + infinitive

Infinitive is the verb that needs no additional suffixes like s/es, d/ed. In syntax, infinitive is crucial because it has some functions such as to indicate of the purpose or intention of an action, to be subject of the sentence, to indicate that something can or will be used for, to be combined with adjectives, to be combined with adverbs, to make a comment or judgement, and to be combined with question words.

It is found that there are 19 occurrences of interlanguage in relation to the misconception of to + infinitive represented in the following table:

Table 3. Interlanguage Evidence in the Use of To + Infinitive in Recount Text

Data Code	Aspect of Error	Samples of Data
IL3/WRT/RT IL5/WRT/RT IL9/WRT/RT	To + infinitive	<p>(10) On Saturday, we collected our money to buy vegetables, eggs, chicken etc. We had to paid Rp 5000,- per person. After arrived in Indah's house, her mother greeted us.</p> <p>(11) Fourth day, before he arrived, I lay them. I said that I wont to looking for a job. But, I went to "warteg" and waited Andri. At 09.11 a.m. Andri called me by the phone an he said that he was arrived.</p>

		(12) In this session Mba Dhita engaged us to wrote a short story with 3 keyword from small paper that distributed . I got keywords Tong, Kasut, and Gelas. She gave us chance to imagination in thirty minutes.
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In datum (10), it can be seen that the learner has put inappropriate verb by choosing verb 2 to follow **had to**. In datum (11) the learner uses verb ing to follow **to**, while in (12) the learner puts noun after **to**. Thus, as the rule suggests, the verb to follow after **to** must be bare verbs.

4) Words followed by Verb ing

Verb ing is categorized into non finite verb used in some circumstances such as present and/or past continuous tense, adjective, adverb and noun. There are some words followed by verb ing. For instance, words belonging to prepositions (in,at,on, for, before,after, by, on,of, without, with, about). Added to this, when learners make dependent clause by using when/while, learners may choose to use when/while + verb ing or when/while + subject +verb. This rule is also used when learners deal with prepositions (before and after). Learners may use prepositions (after/before) followed by verb ing or preposition (after/before) followed by subject and verb. Some other verbs such as enjoy, keep, start, prefer, love, like etc are commonly followed by verb ing.

a. Preposition + verb ing

The writer finds that there are 18 occurrences of interlanguage related to deviant prepositional phrases shown in the table below:

Table 4. Interlanguage Evidence in the Use of Preposition + Verb ing in Recount Text

Data Code	Aspect of Error	Samples of Data
IL3/WRT/RT IL5/WRT/RT IL7/WRT/RT IL16/WRT/RT	Preposition + verb <i>ing</i>	<p>(13) On Saturday, we collected our money to buy vegetables, eggs, chicken etc. We had to paid Rp 5.000 per person. After arrived in Indah's house, her mother greeted us.</p> <p>(14) I departed from Temanggung at 05.30 p.m with Shafari Dharma Raya bus. My cousin and my exboyfriend acompany me to terminal. I said good bye to them I cried everytime on the bus before slept.</p> <p>(15) When I was in kindergarten, my mother took me to the mall for prepare of my birthday plan tomorrow.</p> <p>(16) We arrived at 06.00 a.m without saw the sunrise. After that, we breakfast and took a rest for a moment until 07.00 a.m. Then we next our vacation.</p>

It can be seen that most learners are confused in using after + verb ing. Because in recount text, the learners are asked to retell the story experienced by them. It makes the learners often use prepositions (after and before) to tell the chronology and the order of the story. The evidence are seen in data (13) and (14). In this case, the learners can have two alternatives in using prepositions (after and before). They may use formula (after/before + verb ing) or (after/before + subject + verb) as dependent clause. Based on the formula, the learners' prepositional phrases can be said missing its subject as well. Furthermore, in data (15) and (16), the learners do not put verb ing after prepositions (for and without). Again, the

learners prefer to put past tense verb rather than choosing verb ing in datum (15) **for preparing** and in datum (16) **without seeing**.

a. Verbs + verb ing

In this part, the writer shows evidence of interlanguage related to erroneous use of verbs commonly followed by verb ing. There are 5 occurrences represented in the table below:

Table 5. Interlanguage Evidence in the Use of Verbs Followed by Verb ing in Recount Text

Data Code	Aspect of Error	Samples of Data
IL11/WRT/RT IL19/WRT/RT IL16/WRT/RT	Verb + verb ing	<p>(17) After arrived in Dufan, many kind of games, we tried Arung Jeram, after we queue, we sat and wore seatbelt. It started walk, the water has fast current and our clothes were wet. After that, we tried Halilintar, game like cart, and have circle of 360 degree.</p> <p>(18) While we was enjoying our food, suddenly a couple of tourist came and sat beside us. My friends wanted me to talk with them but I said to my friends that I didn't speak English fluently. My friends kept forced me to speak with them.</p> <p>(19) Firstly, we departed at 12.30 a.m by bus. On the way, we very enjoyed sang together. Sometimes, we took a picture.</p>

In data (17), (18) and (19), the learners use incorrect verbs to follow verbs (start, kept, and enjoyed). Those verbs in the bracket grammatically must be followed by verb ing except verb (start). Verb (start) can be followed by either verb ing or to + infinitive. In this case the learners prefer to choose past tense verb after start, keep/kept, and enjoy/enjoyed. The right verb phrases form are (17)

when it started to walk, when it started walking (18) my friends kept forcing me to speak with them and (19) we really enjoyed singing together.

b. While/when + verb ing

When and **while** are commonly used to share particular time of an event or an activity. **When** and **while** are followed by subject and verb or verb ing. If **when** and **while** are followed by clause, the clause becomes dependent clause. Thus, it is necessary to add one clause or more clauses to make the complex sentence complete.

Table 6. Interlanguage Evidence in the Use of While/when + verb ing in Recount Text

Data Code	Aspect of Error	Samples of Data
IL2 /WRT/RT IL7/WRT/RT	While/when + verb ing	<p>(20) The journey is still in Yogyakarta and continued to UIN Sunan Kalijaga Yogyakarta as the last study tour, where we explained and informed about UIN Sunan Kalijaga. When completed socialization we go to Malioboro to buy souvenirs....</p> <p>(21) But we are not try to skate because we not knew how to skate. Fanny only walked around on field of ice just for knew how cold is it, and I just waited her on the outside. Then we took a rest while watched a food festival on the ground floor.</p>

Data (20) and (21) show that those clauses are misleading either its verb or its subject. If the learners prefer using verb 2 to put in the clause, the learners only need to add subject. And if the learner intends to omit its subject, then **when** must be followed by verb ing.

5) Make

This verb is often used by the learners especially when they talk about things that they want to produce, create or express feelings and force something to do (something). The writer finds that there are 5 occurrences of interlanguage related to erroneous verb (make/made) represented in the following table :

Table 7. Interlanguage Evidence in the Use of Make in Recount Text

Data Code	Aspect Error of	Samples of Data
IL8/WRT/RT IL10/WRT/RT IL12/WRT/RT	Make	<p>(22) We continued our journey. The first place that we visited is lapindo. Along the journey, here was a hard rain. It makes our visit to lapindo was delay.</p> <p>(23) After we were done, we also had to present it in front of class. Thankfully, our presentation got a very good appreciated from friends and teacher. That was my first experience with him and made me more liked him.</p> <p>(24) Several years ago, I lived in Bandung for 14 years. When I was second grade in Junior High School, my school would make a study tour to Yogyakarta</p>

The data (22) and (23) show that the learners are incorrect in agreeing with **make** by choosing verbs **was delay** and **liked**. When they deal with **make**, the learners must notice verbs that follow after it. The verbs used to follow **make** are bare verbs, that is to say, the verbs do not need suffixes (s,es,d,ed). Therefore the right form of **make/made** from sample (22) is **It made our visit to lapindo delayed**. Its pattern has similar pattern to (noun + make+ object+ adjective complement).

While in datum (23) this learner has the same error that the learner uses verb 2 (liked). The common order of this form is (make+ object + bare verb+ adj complement). Because **make** in this part deals with recount text, thus the learners can change the past tense verb of **make** into **made**. Different case of **make** is found in datum (24). In this case the use of **make** is incorrect because **make** is uncommonly used in such English expression. Expression **my school would make a study tour to Yogyakarta** sounds unfamiliar because study tour is commonly **held**, not **make**.

6) Passive Sentence

There are two kinds of sentence including active sentence and passive sentence. Active sentence occurs when the subject does the action of the sentence and passive sentence occurs when the object does the action of the sentence. In writing, active sentences are used more than those of passive sentences because active sentences show clear and direct statement to avoid confusion. Writers use passive sentences when they want to state the subject in the end of the sentence and to hide the person who does the action.

As stated by Quirk et al, (1985: 159), when writers change active sentence into passive sentence, it is necessary to rearrange the elements of the sentence. The change will involve the active subject that becomes the passive agent, the active object becomes the passive subject and the preposition (by) is put before the agent. Preposition (by) is optional in passive sentence. Writers may choose to use it or not especially when writers think that subject is unimportant.

It is found that there are 9 occurrences of interlanguage related to erroneous use of passive sentences represented in the following table:

Table 8. Interlanguage Evidence in the Use of Passive Sentence in Recount Text

Data Code	Aspect of Error	Samples of Data
IL4/WRT/RT IL9/WRT/RT IL19/WRT/RT	Passive Voice	<p>(25) Finally I bought a green diary book with mickey mouse cover..... Nothing moments I left. I was wrote about my privacy too. No one be permitted to wrote this.</p> <p>(26) The ceremony was began at 08.00 a.m. The main of event was 2 session there are writing short story class dan making magazine class. Each performers expert in hisfield. Mba Dhita was performer in writing short story</p> <p>(27) We could see Kawah Ijen now. We didn't want to miss this moment and we directly took many photos. Our fatigue, hunger, and time had paid here</p>

In datum (25), the learner makes error by missing its verb. Verbs that the learners can use in recount text are auxiliary verbs belonging to **Be** (was and were). From the sentence, it can be seen that the learner intends to construct past passive sentence. Based on the pattern suggests, the sample in datum (25) misses its verb (was), therefore the suitable passive sentence is **No one (was) permitted.**

In datum (26) the problem also lies in verb especially the use of past participle in passive voice. The learner puts past tense to follow verb (be auxiliary) resulting incomplete structure of passive voice, for the verb (began) is not past participle but past tense. The learner's sentence especially verb (began) must be changed into past participle (begun) becoming **the ceremony was begun**

at 08.00 a.m. Additionally, in datum (27), the learner misses its verb especially in perfective. After perfective verbs (has/have/had), helping verb (been) must be put as well. The learner in datum (27) misses its helping verb (been) after perfective **had**.

7) Nouns

In English nouns gain as one of the important items in speech because nouns function as subject, object, and complement of clauses and as complement of prepositional phrase. It is necessary to notice whether the noun is singular or plural. As numbers matter in English rule, verb agreement depends upon subject (nouns) preceding it. According to Quirk et al. (1985:297), the English system constitutes a two-term contrast : singular and plural. Singular denotes ‘one’, while plural denotes more than one. In determining whether noun is singular or plural, English distinguishes it into three main number classes of nouns including singular invariable nouns , plural invariable nouns and variable nouns.

To sign whether noun belongs to singular or plural, suffix (es/s) is added. While for singular noun there is no additional suffixes. There are some plural nouns that change irregularly because those nouns are not ended with suffix (s/es) for instance :foot-feet, child –children, phenomenon- phenomena, fish- fish, thesis- theses etc.

Other language like *Bahasa* does not use specific suffixes to give marks for nouns, for in *Bahasa* the number of noun does not really matter. As a result, learner of foreign language from Indonesia sometimes get difficulty in

determining correct form of nouns. The writer identifies that there are 39 occurrences of interlanguage in terms of erroneous use of noun phrases represented in the following tables.

a) Singular Noun

Table 9. Interlanguage Evidence in the Use of Singular Noun in Recount Text

Data Code	Aspect of Error	Samples of Data
IL5/WRT/RT IL9/WRT/RT IL10/WRT/RT	Singular noun	<p>(28) After one hours I waited, my uncle called me and said 'wait a minutes, I came there now'. I just said yes and ended the call</p> <p>(29) The Ceremony was began at 8.00 a.m. The main of event was 2 session there are writing short story class dan making magazine class. Each performers expert in his field. Mba Dhita was performer in writing short story</p> <p>(30) He was too quiete and i was afraid to approach him . During one years, we like people who didn't knew each other. But my feeling weren't changed. I still liked him.</p>

In data (28), (29) and (30), the learners are not aware of the singular rule that when the noun consists of only one variable, the noun does not need additional suffixes (s/es). Noun phrases like **a minutes**, **each performers**, and **one years** are incorrect because the heads of the nouns indicate that the noun to follow after them must be singular.

b) Plural noun

Table 10. Interlanguage Evidence in the Use of Plural Noun in Recount Text

Data Code	Aspect of Error	Samples of Data
IL7/WRT/RT IL16/WRT/RT IL8/WRT/RT	Plural noun	<p>(31) I took her to the fourth floor where all the food bar and restaurant lining the inside. During our walk on the fourth floor, She looked many unique restaurant. She bought some popcorn and oreo from food bar in XXI Cinema</p> <p>(32) How a beautifull view again. Unforgot, we took some pictures there. After we felt sattisfied,we get out and bought some souvenir for my family.</p> <p>(33) When I was in Senior High School, there was a Study Tour to Jawa Timur city. It held for all student of class 2.</p>

The Data (31), (31) and (33) show that the learners are misunderstanding in categorizing them into singular or plural. All of them always follow quantifiers with singular noun. Noun phrases such as :, **many unique restaurant, some souvenir, all student** must be changed into, **many unique restaurants, some souvenirs, and all students**. Those nouns like restaurant, souvenir, and student belong to countable nouns. Thus, when they are preceeded by quantifiers like many, some, or few, those nouns should be added with suffixes (s/es).

8) Pronoun

Added to nouns and verbs, there is another element of sentence that the learners often miss it out. This is part of speeches namely pronouns. Pronouns

have some functions such as to substitute some words or phrases, to signal as personal pronouns and to stand for a very general concept , so that its reference includes the reference of untold more spesific noun phrases. Besides, pronouns are also devided into four categories : case, person, gender and number.

It is found that there are 11 occurences of interlanguage in using pronoun represented in the table below:

Table 11. Interlanguage Evidence in the Use of Pronoun in Rexount Text

Data Code	Aspect of Error	Samples of Data
IL4/WRT/RT IL16/WRT/RT IL5/WRT/RT	Pronoun	<p>(34) When I was 6th grade in elementary school, the popular thing in this era is diary book. So all of my classmate has a diary book and her filled it with every moment she had.</p> <p>(35) Last month, after the national examination finished, my classmates and I went to Dieng Plateu to refreshing.....Finally, the bus driver asked our to go there at 12.00 a.m.</p> <p>(36) I got problem with my brother. I felt so sad and wonn't at home anymore. I went to my uncle home. I went to Surabaya by a bus</p>

The sample as in datum (34), it can be seen that the learner has problem in the use of pronoun in which function as a subject. The learner uses pronoun (her) that is supposed to be an object. Whereas, in this sentence, what the learner means with pronoun (her) is to substitute nouns in the previous clause. Because this pronoun is put before verb to add a clause, the correct pronoun for datum (34) is pronoun (they) to refer to noun phrase **all of my classmates**.

Datum (35) shows how the learner intends to use pronoun as the object of the clause. What is shown in bold indicates that the learner chooses pronoun (our) to refer to the participants of the vacation. Because what the learner refers is pronoun functioned as an object, therefore the pronoun must be changed into pronoun (us).

The next problem with pronoun is related to possessive pronoun. It is found in datum (36) **my uncle home**. The writer wants to inform the reader that she goes to the home where the owner of the house is her uncle. Thus, the most suitable pronoun is **my uncle's home**. The learner only needs an apostrophe (') and (s) to sign possession.

9) Relative Pronoun

In English structure, there are some ways in connecting two clauses or more. In one hand, clauses can be linked by using connection words such as (and, but, or, not only – but also, because, because of etc.) and relative pronouns such as (that, who, whom, whose or which) on the other hand. A relative pronoun can be found in a sentence of adjective clause. In this sense, adjective clause functions as an adjective, modifying nouns and pronouns.

It is found that there are 5 occurrences of interlanguage related to errors in the use of relative pronoun represented in the following table:

Table 12. Interlanguage Evidence in the Use of Relative Pronoun in Recount Text

Data Code	Aspect of Error	Samples of Data
IL11/WRT/RT IL4/WRT/RT	Relative pronoun	(37) The first place is PT Coca Cola Amatil Bandung, we were enter a

		<p>room, that room is auditorium. When we were in auditorium, we listened rules who we did and we couldn't did. We got a bottles of coca cola and we drank it</p> <p>(38) Because this incident, I wont to go back in my class, because now I was in toilet. I'm very angry because my friends attitude. It's so rude. And when I go back at my classroom, My friend whose a while ago brought my diary book was said sorry to me.</p>
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The first misuse of relative pronoun is about relative pronoun used to refer to subject (people) as seen in datum (37.). In this sentence, what the learner intends to substitute is noun (rules). The correct relative pronoun is **which** because it refers to a thing.

The next misuse of relative pronoun is found in datum (38). The learner uses relative pronoun (whose) to refer to the noun phrase (my friend). Because relative pronoun (whose) is used to refer to a possession, in this case the learner follows relative pronoun (whose) with adverb and verb rather than noun. In effect, the purpose of relative pronoun (whose) to refer to noun phrase (my friend) cannot be achieved. The most suitable relative pronoun to use is **who** because **who** is used to refer to people. Also, **who** is commonly followed by verb, for **who** has a function to act as a subject (people) of a sentence.

10) Sentence Elements

In English construction, a sentence consists of constituency including clause, phrase, word, and morpheme. Those constituents have their own role in

sentence such as subject, predicator, and object in which function is to chain grammatical relations. Subject comprises noun/ noun phrase. Predicator form is verb/verb phrase. Object is usually noun, pronoun, noun phrase, adverb, adverb phrase. Because of its complexity, ESL and EFL learners sometimes miss one or more than one of the sentence constituents. The following section presents evidence of how the learners miss sentence constituents particularly subject and predicator (verb).

a) Subject Omission

Finegan (2003:151) defines subject as noun or noun phrase that is dominated by subject. Noun and noun phrases are mostly placed in subject because the general forms of subject are common nouns and proper nouns. Noun/noun phrase in subject has a role as the person or thing about whom the statement is pointed to. The importance of subject is to determine verbs which agree with subject. Subject also tells us who and what the sentence is about. Since a complete sentence must have subject and verb, therefore in constructing a sentence, a writer/ a speaker should be careful in determining subject, for it will influence what verbs that must agree. However, in making a sentence, both subject and verbs sometimes are missed caused by running out of text.

Table 13. Interlanguage Evidence in the Use of Subject Omission in Recount Text

Data Code	Aspect of Error	Samples of Data
IL2/WRT/RT IL5/WRT/RT IL9/WRT/RT	Missing subject	(39)In the morning around 7:00 am, we set off towards the unfortunate heading to UIN Malang to initiate the study tour..... at the beginning of the trip were still around the

		<p>unfortunate many of my friends who gets carsick and them back home and did not continue the study tour.</p> <p>(40) I arrived at my uncle's home at 04.15 a.m. My uncle sugested me to slept., but I cannot slept because still confuse. I frightened, I thought that my uncle is firtatiour, maybe.</p> <p>(41) There are many participants and look so enthusiastic. They are students from elemetary school, junior high school, senior high school, and public. Between the participants there are several friend myjunior high school.</p>
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It is seen that in data (39), (40), and (41), the learners miss the subject. In datum (39) after adverb **at the beginning of the trip**, the learner straightly puts verb without stating who is the doer of the verb (were). After the adverb **at the beginning of the trip**, the learners must put subject consisting of noun or noun phrase. Because the participants of the activity are the learner himself and his friends, therefore pronouns like I and my friends, my friends and I, and we can be chosen as the subject of the sentence.

In datum (40), the learner makes complex sentence in connecting three clauses. When chaining them, it can be seen that the learner misses its subject in the last clause **still confuse**. In English grammar, word connector (because) must be followed by subject and verb. While in datum (40), after connector (because) there are neither subject nor verb. Since the previous subject states that the learner

is the doer of the activity (sleep), and in the following clause she wants to tell her feeling, thus subject (I) and verb (was) can be used.

In datum (41) the two phrases (many participants) and (look so enthusiastic) also miss its subject especially in the second clause (look so enthusiastic). In this case, the learner intends to connect two independent clauses (there are many participants) and (the participants look so enthusiastic). In the second clause, the learner needs to put pronoun (they) to refer to the participants. It is because in the first clause, although the learner states that the participants are the parts of the activity, but the structure of the sentence is not parallel. Therefore, the noun phrase (the participants) is needed to restate as subject or pronoun (they) in order to make the sentence complete.

b) Verb Omission

Added to the importance of subject in a sentence, verb is also essential in a sentence element functioning as a predicator. Verb as predicator tells us about the subject. Besides, a verb expresses a perception, judgement, or change which can allow its direct object to take an object complement (Garner, 2009). Quirk et al, (1985: 96) say that “verbs as a class of words, can be divided into three major categories, according to their function within the verb phrase; we distinguish the open class of full verbs, primary verbs (be, have and do) and modal auxiliary verbs (will, shall, must, can, should etc)”.

In English rules, it is obvious that tenses affect verbs resulting confusion for the learners. Added to this, verbs auxiliaries (be modals and do) are the

elements that make the sentences incomplete. In making sentence, the learners mostly focus on the full verbs in which meaning can be defined literally. On the other hand, the verbs have two functions as a main verb and as an auxiliary verb. As main verbs, **Be** are commonly followed by adjective, noun, and adverb. While verbs auxiliaries such as **Be** and **Do** which have zero meaning function as helping verbs.

It is found that that there are 39 occurrences of interlanguage in terms of verb omission represented in the following table:

Table 14. Interlanguage Evidence in the Use of Verb Omission in Recount Text

Data Code	Aspect of Error	Samples of Data
IL5/WRT/RT IL12/WRT/RT IL20/WRT/RT	Missing verb	<p>(42) I arrived at my uncle's home at 04.15 a.m. My uncle sugested me to slept, but I ca n't slept because still confuse. I frightened, I thought that my uncle is firtatiour. . Because he just my aunty suffe's husband.</p> <p>(43) After 2 hours, we would go to Prambanan Temple. On our way, we enjoyed our trip with singing many song, had some jokes, and playing card. When I looked out of the window I surpsised that there was a wonderful view.</p> <p>(44) The road to that place was not good enough, but it not let us down. There the weather was very cold, and the scenery was so beautiful. We arrived in Deles Indah at 6:15 a.m. Actually we not came late yet, but we were dissappointed we couldnt see a sunrise, because the weather was foggy.</p>

The first verb auxiliary to discuss is about missing verb auxiliaries **Be**. Data (42) and (43) show that both sentences miss its verb auxiliary especially part of **Be** (was). It is because verb (was) is the past tense form of verbs (is and am) which are suitable to be used in recount text. They need **Be** (was) because after the subject, the word that follow after it belongs to adjective and adverb of place.

The problem with auxiliary (do) is seen in datum (44). The learner uses negation (not) to show negative form of verb (come). The construction of negation in datum (44) should be revised into **I did not come late yet**. It is because in making negative statement, the auxiliary (did) is needed as a helping verb to connect subject and negative form of finite verb in past tense.

11) Articles

Articles are divided into two categorized as definite article and indefinite article. Those differences are important for specific reference. The first category of articles is definite article. This article is initiated with **the**. Definite article (the) is used to mark the phrase it introduces as definite. It refers to something which can be identified uniquely in the contextual or general knowledge shared by speaker and hearer.

The next article is indefinite article known as **a/an**. Article (a/an) is followed by singular count nouns. Quirk et al, (1985:272) states that the indefinite article is notionally the unmarked article in which its use does not obtain like the definite article (the). It means article (a/an) singular count nouns is not uniquely

identifiable in the shared knowledge of speaker or hearer. As a result, article (a/an) is typically used when the referent has been mentioned before. Besides, it is assumed to be unfamiliar to the speaker or the hearer.

Due to its different use of the article in which its aim is to give whether specific reference or even generic reference, it results confusion over learners of English as second language. In this study, the writer finds some problematic noun phrases dealing with articles. The following tables show evidence of how the learners deal with articles.

a) Definite article (the)

There are 18 occurrences of interlanguage in relation to the use of definite articles (the) represented in the following table:

Table 15. Interlanguage Evidence in the Use of Definite Article (the) in Recount Text

Data Code	Aspect of error	Samples of the data
IL11/WRT/RT IL19/WRT/RT IL9/WRT/RT	Definite article the	<p>(45) The first place is PT Coca Cola Amatil Bandung, we were enter a room, that room is auditorium. After that we walked around factory. We saw bottles washed in a room and than it was filled liquid who called coca cola.</p> <p>(46) Our trip to harbor took 45 minutes on the way because the road was crowded.....We climbed the top of the ship because we wanted to see sea.</p> <p>(47) Mba gita asked delegation from each level to read their short stories in front of class and and I voted to be a delegation from Senior high school participants</p>

The first sample of misusing in definite article (the) relates to its use in immediate situation. It can be seen in datum (45). The use of definite article (the) in the noun (factory) is important because this noun indicates that it belongs to particular places where both speaker and the hearer must share the same knowledge. If the noun (factory) stands alone without being preceded by article (the), the hearer can refer it to factory in common. As a result, it can effect confusion towards what the speaker and the hearer refer to in their minds.

The second problem is about the use of article (the) to refer to larger situation. In this case, the learner does not put article (the) to precede noun as shown in datum (46). It can be seen that a noun (sea) needs to be preceded by article (the) to presuppose that in our experience or fields of interest there is only one subject such as sun or sea.

The next confusion comes from cataphoric reference. The learner does not put the definite article (the) before noun. The evidence is derived from datum (47). The noun (delegation) as presented by the learner needs definite article (the) to note that this thing is specific in that the speaker and the hearer share the same knowledge.

b) Indefinite Article

It is found that there are 8 occurrences of interlanguage in terms of indefinite article (a/an) represented in the table below:

Table 16. Interlanguage Evidence in the Use of Indefinite Articles (a,an) in Recount Text

Data code	Aspect of error	Samples of the data
IL7/WRT/RT IL9/WRT/RT IL20/WRT/RT	Indefinite article	<p>(48) Yes, my mother and I came here by escalator near the restarurant. Im sorry if I bothered you. I never looked antique lift like this before. It so beautiful” said her with warm smile</p> <p>(49) The Ceremony was began at 8.00 a.m. The main of event was 2 session there are writing short story class dan making magazine class.... Mba Dhita was performer in writing short story.</p> <p>(50) On the way home, we still felt hungry. So we stopped at a restaurant to have lunch....We felt tired that day but we felt so happy. It was such unforgettable experience for me. I really enjoyed it.</p>

As mentioned above that indefinite article (a/an) is used to denote things in general in which in application it differs from its uses (a) nonreferring use and (b) the indefinite article and the numeral one, therefore all of those three samples are misleading in using article (a/an) belonging to nonreferring use of article. It can be seen in the three noun phrases like in data (48) **antique lift like this** (49) **performer** and (50) **unforgettable experience**. The function of each noun phrase above is as an object or complement of a sentence. Besides its reference is also general. Therefore its correct article is **a/an**.

12) Prepositions

In English prepositions express a relation between two entities, one being that represented by the prepositional complement, the other by another part of the sentence (Quirk et al., 1985). Some words belonging to preposition (in, at and on) often make learners of English confused. For instance in Indonesia setting, the learners misuse in using prepositions (in, at, on) because they are used in similar situations especially to demonstrate time and place. Prepositions have important role because in syntax they function as postmodifier, adverbs and complements. All of them are mostly initiated with prepositions.

In this part, the writer discusses inaccuracy of perepositions (in, at, and on) because they are mostly explored by the learners in recount text. These prepositions are used to refer to certain time and place that the learners intend to share. It is found that there are 22 occurences of interlanguage related to deviant prepositional phrases represented in the following table:

Table 17. Interlanguage Evidence in the Use of Preposition in Recount Text

Data Code	Aspect of error	Samples of the data
IL13/WRT/RT IL7/WRT/RT IL10/WRT/RT IL3/WRT/RT IL11/WRT/RT	Preposition	(51) It happened 2 years ago when I was senior hig school . I have an experience in dormitory. At that time after Isha my friends (Septi and Okti) invited me to do badness. They would invite me to join them to eat meatballs in front of the dormitory (52) After we asked for permission to parents, our adventure in the mall then started.Orchid Garden Mall on Jakarta is a very beautiful mall because it has a touch of antique and unique inside. This mall has a

		<p>variety of interesting things in it</p> <p>(53) Because there was many kind of algae, we divide again our group to be two group. How happy again i was. He choice me to be his partner . That time, my heart like a park that full of flowers.</p> <p>(54) In Sunday morning, I left my house at 8.30 pm.and arrived in Indah's house at 9.30 pm. I took a long time because Indah's house was so far from my house and it was the first time for me to visit Indah's house.</p> <p>(55) When I was Senior High School,... The Study Tour was held by school. It was held at May 5-8th 2015. We went there by bus.</p>
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The first preposition to discuss is preposition (in). The learner is erroneous in using preposition (in) to refer to a place and time. In telling event happening in certain time, this learner uses preposition (in) incorrectly as shown in datum (51). The learner does not put preposition (in) to indicate that the event experienced by her happens when she is in senior high school. The form of prepositional phrase is incorrect because there is something odd that the learner's role is as an inanimate object. This does not make sense, for the learner is a living object. Therefore, what the learner means probably is that she wants to share the spesific time exactly in senior high school rather than declaring that she is a senior high school.

The next is about preposition (in) to refer to a place. The sample is seen in datum (52). To share that we are in a country, a town, a building, and a room, the most appropriate preposition to use is preposition (in) .

Problem with preposition (at) is found in datum (53). The phrase **that time** in this sense does not refer to particular time because there is no preposition as the sign that the learner wants to convey a message that something happens particularly at that time. It makes phrase **that time** function as noun rather than declaring it as part of the time. While, what the learner intends to share is that **her heart is like a park that full of flowers at that time** (the time when she visited a garden flowers). Therefore, preposition (at) is correctly put before the noun (that time).

The last is about confusion over the use of preposition (on) to declare time. The samples are seen in data (54) and (55). Those are incorrect because in English construction, to denote time particularly days and specific dates, the most suitable preposition is (on).

13) Collocation

Collocation is commonly a word which has its pair. English collocation is divided into two: strong collocation and weak collocation. Strong collocation means that a word has its strict pair, for instance “make a wish”. This collocation is said strong because very few words can collocate with “wish”. While weak collocation is a word that can collocate with many other words. For example, the word “big” can collocate with many words such as gun, lamp, dream, table, umbrella, happiness etc. Collocation becomes difficult for EFL learners because collocation is a matter of vocabulary memorizing. If L2 learners are intensive in

learning vocabulary, they will be able to memorize a lot of collocation. As a result they will make few unpaired collocation.

It is identified that there are 8 occurrences of interlanguage in terms of collocation represented in the table below:

Table 18. Interlanguage Evidence in the Use of Collocation in Recount Text

Data Code	Aspect of error	Samples of the data
IL7/WRT/RT IL10/WRT/RT IL15/WRT/RT	Collocation	<p>(56) Fanny only walked around on field of ice just for knew how cold is it, and I just waited her on the outside. Then we took a rest while watched a food festival on the ground floor. Fanny was interested about the festival.</p> <p>(57) In our group, there are four members. Our task was to research about algae at school. Because there was many kind of algae, we divide again our group to be two group.</p> <p>(58) Similar with the first event, this event ran smoothly. We didn't find any hard obstacle. The event was really enjoyable. I also got the social benefit. It teached me to care with each other.</p>

Data (56) to (58) show that the learners have made incorrect collocations : **interested about**, **devide our group to be** and **similar with**. Based on English rule, the correct collocation for each is **interested in** , **devide again our group into** and **similar to**. In datum (56) the word **interested** must be collocated with **in** because **interested** belongs to the strong collocation. In datum (57), the learner has the same problem that the learner cannot find the right match to collocate

divide. In English pattern, **devide** commonly collocates with **into**. Its common formula is (devide + something/ objects + into).

In datum (58) the word **similar** has its common collocation (to). Based on English rule, rarely do we find other word collocation for 'similar' except (to). It is because **similar** is categorized strong collocation. The learner uses collocation **similar with**, for the learner is perhaps influenced from the first language (bahasa). In *Bahasa* the word **similar** has the same meaning to (*sama halnya*). It is common that in Bahasa *sama halnya* has a word pair *dengan*. The word *dengan* is equal to **with** in English. That is why the learner prefers choosing **similar with** rather than that of **similar to**.

14) Question Words Order

The complexity of English language does not always lies in its verbs and nouns. In constructing words into phrase and phrase into sentece, it needs a detail arrangement. English sentence style has different pattern depending on its rule. One sentence can be ordered based on regular structure or can be inverted. In positive statement the common arrangement is subject followed by verb. In negative statement the order is subject + negation + verb. While in question statement, the order of question words are followed by helping verb and full verb. Those question words also can be used to make affirmative statement. When we want to use question words in a statement either positive or negative, we must notice the pattern because question words used in question statement is different from those used in positive statement.

It is found that there are 3 occurrences of interlanguage in relation to the use of question word order represented in the following table:

Table 19. Interlanguage Evidence in the Use of Question Words Order in Recount Text

Data Code	Aspect of error	Samples of the data
IL5/WRT/RT IL7/WRT/RT	Question word order	<p>(59) I arrived at PO. Safary Dharma Raya Surabaya at 03.00 a.m. I confused with this place. It's the firts time I came to Surbaya I didn't know where am I. I tried to call my uncle, but nothing answer.</p> <p>(60) There are people who is learned to skate, who skate happily, and who expert on it.... .Fanny only walked around on field of ice just for knew how cold is it.</p>

In data (59) and (60), the construction of question word phrase is incorrect. It is because when we intend to use question words in affirmative sentence either positive or negative, we must invert subject and verb. As in imperative sentence, full verb appears after helping verbs (do, did and to be) and subject. While in affirmative sentence, the position of subject and verb is inverted. Thus verb comes after subject just as in order of common sentence. The problem with this rule is seen in datum (59) **I don't know where am I** should be inverted into **I don't know where I am.** Similarly, in datum (60) the phrase **how old is it** should be inverted into **how cold it is.**

15) Native Language Transfer

When learning new language, we will not only learn new language rules, but also learn its culture. One of the difficulties in learning second language is that

the learner cannot leave its L1 influence over second language. This phenomenon is common to happen because in some circumstances first language and second language do not share the same rules. For instance, Indonesian learners are often found difficult in verb transformation when they learn English. This thing is caused by the zero existence of tenses in Bahasa. Pattern of verbs in Bahasa are not affected with tenses. In contrast, tenses matter in English spesifically to determine verbs. Added to this, the difference between these two languages lies in its culture. In expressing something, Indonesian and Englishmen must have different idea. That is to say, when we want to express our L1 into L2, we cannot straightly translate word for word, but it is better if we find the common expression commonly used by the native of the target language.

There are 20 occurences of interlanguage in terms of uncommon expression of English represented in the table below:

Table 20. Interlanguage Evidence in the Use of Native Language Transfer in Recount Text

Data Code	Aspect of error	Samples of the data
IL10/WRT/RT IL14/WRT/RT IL16/WRT/RT	Native Language Transfer	<p>(61) Although just him back that i was saw, but at least, i can saw him. And that made me happy. I didn't knew why i liked him like that. In fact, i shy and felt stupid too. Because it just silent in love.</p> <p>(62) First time I entered boarding school I was delivered by my big family, they delivered me happily while I felt very sad, because I thought that my family abandoned me</p> <p>(63) At 09.00 a.m, we arrived at the Arjuna temples. After we bought the ticket, we get in together. Wow, how a beautifull view.... After that, we</p>

		next to Telaga Warna which this morning still close.
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It is common that a word has similar meaning to other words. What makes the two words different lies in the meaning carried by the context. In datum (61) the learner expresses **because it just silent in love**. In this sense, it is difficult to catch its meaning when it is told to native of target language. This learner seems to say that it is just a secret love. It means that the learner is a lover of other, but the learner does not want to say the truth. On the other hand, in the learner's expression **silent in love** is not common to use by native of the target language. It is probably caused by the influence of the first language that a secret love has similar expression to *Bahasa (cinta diam diam)*. That is why the learner translates its expression in *Bahasa* into English. In result, it makes the expression sound unfamiliar.

In datum (62), the learner expresses **First time I entered boarding school I was delivered by my big family, they delivered me happily while I felt very sad, because I thought that my family abandoned me**. It is seen that the learner has chosen some uncommon words. The first uncommon word is **enter**. In this context, the learner chooses the word **enter** to preceed **boarding school**. What the learner means by this has similar expression like **go to school**. It is the situation where someone goes to a place namely school to get a formal study. The word **enter** is not common to pair with school. **Enter** has a meaning as **get into**. Its common expression is **enter the room**. This word choice might be influenced by

first language when community of the first language is going to school, they commonly say *masuk sekolah*. Hence, the word *masuk* is translated into English becoming **enter**. It is because in dictionary, the word *masuk* has similar meaning with **enter**.

The next uncommon word used by the learner is **deliver**. In this context, what the learner means by **deliver** has similar meaning to accompany, come with and take somebody to. Similar to previous word, the learner uses the same strategy to express thing in the target language, that is by translating Bahasa into English. The learner intends to say *mengantar*, and in dictionary it shows **deliver**. However, *mengantar* does not fit the context in the learner's story, because **deliver** is commonly used to express an activity when something is sent or moved from one place to another place.

The last problem with word choice is seen in datum (63). The learner consistently uses the word **next** to express a continuum, but it is placed as a verb. The word **next** does not belong to verb, but adjective. In English, when a speaker wants to state a continuum, she/he can use the word **continue**. Translating, again is chosen by the learner in order to express Bahasa into English. This way is not always right because not all of words have the same meaning with its translation derived from the dictionary. In effect, it makes the expression sound unnatural.

b. Interlanguage Found on Writing Narrative Text Activity

In this activity, the writer finds similar errors as in recount text activity including verbs, nouns, pronouns, articles, prepositions, collocations, word order and native language transfer. Those are discussed in the following section.

1) Past Tense

There are 42 occurrences of interlanguage in relation to past tense represented in the following table:

Table 21. Interlanguage Evidence in the Use of Past Tense in Narrative Text

Data Code	Aspect of error	Samples of the data
IL8/WRT/NT IL11/WRT/NT IL6/WRT/NT	Past tense	<p>(64) After 2 weeks together, John was felt in love with Joni. He decided to got married with Joni.</p> <p>(65) When she delivered meals for her customer, suddenly there was a man that grabbed bag a girl and then she persued him. She ride her motorcycle very faster but from distance she saw th boy that ride his motorcycle stopped the man.</p> <p>(66) He depressed, and he lost his strength to do something. At night he got nightmare again. Akille met the terrible person. He laught out and tried to kill him.</p>

The problem with past tense is mostly about verb 2 mark. The mark of verb 2 belongs to **Be** (was and were). The learner does not only use past tense but also **Be**. The evidence is shown in datum (64). The learner uses **Be** to give mark that the sentence belongs to past tense. It is incorrect, for it does not need auxiliary verb to accompany verb 2.

The second problem with past tense comes from parallel structure. The learner uses two tenses in a complex sentence. Datum (65) shows that the learner prefers mixing some tenses in one sentence incorrectly. The learner sometimes uses past tense and sometimes uses present tense. It is necessary to make parallel structure in this sentence, therefore the verb 1 must be changed into verb 2. The word that needs to revise is **ride** (rode).

The third problem is about determining irregular past tense verb. Regular verbs need suffix (d/ed), while irregular verbs do not have specific pattern forcing learners to memorize. Datum (66) shows that the first clause **He laught out** has an incorrect verb because **laught** is not an English vocabulary. What this learner means by **laught** is probably **laughed**. This error can be caused by misunderstanding about irregular verb vocabulary. The learner thinks that **laugh** belongs to irregular verb.

2) Modals

The problem with modal auxiliaries is also found in narrative text and there are 7 occurrences of interlanguage represented in the table below:

Table 22. Interlanguage Evidence in the Use of Modality in Narrative Text

Data Code	Aspect of error	Samples of the data
IL5/WRT/NT IL10/WRT/NT	Modal + verb 1	(67) She wanted to show to all people that she can won the battle. The day of battle came, the competition began. All people there concerned that Lily will lose (68) Proved , his princess and her husband meditated the great one. They were changed the people

		lives. The tricks to pull out the king's power was ready. They very would to stop the king's cruel.
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It can be identified that the learners make two types of error in using modal auxiliaries. The first is about modals followed by verb 2 as seen in datum (67). Modal (can) is followed by past tense (won). The second is about modal followed by to + verb 2 as presented in datum (68). It is obvious that modals whether they belong to present or past tense, the verb to follow is bare verb.

3) To + infinitive

There are 10 occurrences of interlanguage in terms of to + infinitive reepresented in the table below:

Table 23. Interlanguage Evidence in the Use of To + Infinitive in Narrative Text

Data Code	Aspect of error	Samples of the data
IL5/WRT/NT IL4/WRT/NT	To + infinitive	(69) Lily grew up became a great archer. Rose and Leafe proud of Lily. ...and The King heard about that. He delegated his ajudant to meet Lily and invited Lily came to archery battle. The king gave one week for lily to practiced. (70) She just slept, ate, and saw how the ants busied to look for foods. Grazy so wondered and asked about it to Anny, an ant who passing in front of him I want to looking for foods.

The table shows that the learners make errors in two types of the form (to + infinitive). The first is (to) followed by past tense and the second is (to) followed by verb ing. The problem with (to) followed by past tense is shown in datum (69). The learner consistently puts past tense verb after (to). The second is about (to) followed by verb ing shown in datum (70). The learner puts verb ing after (want to). This verb phrase cannot be followed by verb ing because it has **to** after **want**. **Want to** is the common collocation of English sentence which has the same rule with to + infinitive in which its verb must be infinitive.

4) Passive Sentence

There are 8 occurrences of interlanguage in relation to the use of passive sentences represented in the following table:

Table 24. Interlanguage Evidence in the Use of Passive Voice in Narrative Text

Data Codes	Aspect of error	Samples of the data
IL7/WRT/NT IL7/WRT/NT	Passive voice	<p>(71) The physician who heard about it then joined the contest. For avenged his wife who had killed by the robbers, he thought a way to execute all criminals He also seduced by king promise about the interesting gift.</p> <p>(72) The jail is already crowded by criminals. It could not accommodate more prisoners again.The king finally got a brilliant idea. The king then decided to execute all the prisoners who had captured.</p>

There are two kinds of errors in passive sentence. The first is about past passive sentence and the second is about perfective passive sentence. The problem

with past passive sentence can be seen in datum (71). The learner misses its past tense verb **Be** (was and were). The verb **Be** (was) is used in past passive voice when the subject is singular noun, the first person or the third person. The sentence subject (he) misses **be** (was) as the helping verb of past participle (seduced). The second problem is related to perfective passive voice. In this rule, the perfective verb like has, have, and had must be followed by **been** and past participle. While in datum (72), the learner does not put **been** after **had** by straightly putting past participle verb.

5) Words Followed by Verb Ing

There are 10 occurrences of interlanguage found in this case including preposition followed by verb ing and verbs followed by verb ing.

Table 25. Interlanguage Evidence in the Use of Words Followed by Verb *ing* in Narrative Text

Data Code	Aspect of error	Samples of the data
IL1/WRT/NT IL11/WRT/NT IL11/WRT/NT	Words followed by verb ing	<p>(73) Then, King Muhammad Fatih wrote a letter to his teacher to ask how much students that he has. After that, the king asked someone to bring the letter to Teacher Biram. After read king's letter, Biram said to one of his students.</p> <p>(74) After she delivered customer's ordered, she went to mini market for continued her another jobs. She worked as cashier in mini market.</p> <p>(75) The men kept defend the bag and then they was fight. Anne stopped her motorcycle and approached them but the boy successful took the bag and the man running away, then he gave it to her</p>

Based on the data above the most frequent occurrence of errors are preposition followed by verb ing. It can be seen in datum (73) and datum (74). In datum (73) the learner uses past tense to follow preposition (after). Preposition (after) can be used in two ways: **after** is followed by verb ing and **after** is followed by subject and verb. In this case, the learner tends to omit subject and straightly mentions the verb. The learner puts verb (read) to follow preposition (after). If preposition (after) is followed by clause, there must be another clause to complete dependent clause.

The errors with preposition are also found in datum (74). The learner chooses preposition (for) as the head of the phrase. The learner puts incorrect verb by putting past tense verb (continued). As what the rule guides, therefore the verbs must be changed into verb ing becoming **continuing**.

The last problem with verb ing is found when verb ing is preceeded by particular verbs (keep, stop, enjoy, start, love, like etc). It is seen in datum (75) **kept defend**. The learner uses past tense after verb (kept). In English, verb (kept) is one of the verbs that must be followed by verb ing. Thus, the proper verb to follow verb (kept) is **defending**.

6) Sentence Elements

It is obvious that a sentence consists of subject, verb and adverb. However, in some cases, it is found that the learners of ESL miss one of them.

a) Subject Omission

It is found that there are 2 occurrences of interlanguage related to missing sentence's subject represented in the following table:

Table 26. Interlanguage Evidence in the Use of Subject Omission in Narrative Text

Data code	Aspect of error	Samples of the data
IL5/WRT/NT IL13/WRT/NT	Missing subject	(76) She heard a baby crying . She looked for the voice. She found the baby was under the tree . She rocked the baby until stopped crying . (77) At first Anna ignored it, but one night when she wanted to get up for tahajud prayer, suddenly could not move her legs.

The (76) and (77) show that they miss its subjects. In datum (76) the learner misses sentence subject after connector (until). After connector (until), it is necessary to put subject. While in sample (77) the sentence belongs to complex compound sentence because it has three clauses. The first and the second clause have the right word order as well as its sentence elements. In the last clause after adverb (suddenly) the learner does not put subject and straightly puts modal auxiliary. Since the learner talks about a character whose name is Anna, thus its subject can be the female third person (she) or the character's name (Anna).

b) Verb Omission

There are 22 occurrences of interlanguage in relation to the missing verb in sentences represented in the table below:

Table 27. Interlanguage Evidence in the Use of Verb Omission in Narrative Text

Data code	Aspect of error	Samples of the data
IL5/WRT/NT IL11/WRT/NT IL15/WRT/NT	Missing verb	<p>(78) Lily grew up became a great archer. Rose and Leafe proud of Lily. Inhabitant of the forest respected Lily.</p> <p>(79) Ann who saw that couldn't see his face because she behind him. And then she approached the girl and asked the girl .</p> <p>(80) They born at the same day, but Alex was four hours first.</p>

All the sentences above miss their verbs seen from different ways. First of all, datum (78) shows that the sentence misses its verb especially when it deals with adjective. After the subject, the learner does not follow them with verb agreement. The learner straightly puts adjective after the subject to give quality about the subject. In a sentence containing adjective, the verb must belong to **Be** (is,am,are,was,were). Thus, it misses its main verb (were) to preceed adjective (proud of).

The next case is about missing verb particularly in a sentence that has an adverb. In datum (79), the learner misses its main verb to complete adverb of place (behind). Verb auxiliaries become main verbs when they are followed by noun, adjective and adverb. Thus, the adverb (behind) needs a verb (was).

The last problem with missing verb is seen in passive voice. Based on passive voice rule, the role of verb (verb auxiliaries) is essential. In datum (80) the sentence misses its verb especially verb (were). It is because the verb (born) is the

past participle of verb (bear). This sentence is to give information about someone's delivery. Thus, the best expression to use in common is **they were born**.

7) Make

There are 2 occurrences of interlanguage in the use of **make** represented in the following table:

Table 28. Interlanguage Evidence in the Use of Make in Narrative Text

Data code	Aspect of error	Samples of the data
IL1/WRT/NT IL3/WRT/NT	<i>Make</i>	<p>(81) Your decision made the other people would't pay the tax. ." King said, "Yaaa, but what the relation with my decision?" He said, "King, all of Anraqah people claimed that they were students of Teacher Biram."</p> <p>(82) He was late to school and was given punishment by his teacher that made him went around the school yard.</p>

The problem with make in this section can be divided into two. The first is from **made** followed by modal and the second is about **made** followed by past tense. In datum (81), it is seen that after **made** and object the learner puts modal and verb. This sentence is incorrect because after object the verb to follow is bare verb. Eventhough the sentence deals with past tense, the verb that needs adjustment is the head of the phrase of **make**. The past tense verb of **make** is **made** which is also used by the learners above. Its correct order is that the modal (would) is omitted and remains **made**, object and bare verb (pay). While in datum (82), the errorneous use of **made** is from **made** that is followed by verb 2. Just as

the previous discussion, it is not acceptable if **made** is followed by past tense after object. Therefore, its correct construction is **made me go around the school yard**.

8) Nouns

The findings are divided into two parts including problem with singular noun and problem with plural noun.

a) Singular noun

The first topic to discuss is about singular noun and there are 2 occurrences represented as follows:

Table 29. Interlanguage Evidence in the Use of Singular Noun in Narrative Text

Data code	Aspect of error	Samples of the data
IL10/WRT/NT	Singular noun	<p>(83) After one week, the soldiers was failed to seek the princess. The king was very angry and commanded to stop the search. He didn't care about his princess again. After one years since the princess leaved, the people was more suffered</p> <p>(84) The princess and her husband more loved by all of the people. The king wasn't had supported. Because his cruel, one by one his persons leaved him</p>

In datum (83) especially in prepositional phrase **after one years**, it can be identified that noun (year) belongs to countable noun. When it becomes plural, it needs suffix (es/s). Otherwise, in this phrase the noun (years) is preceded by numeric (one). When we use specific number like one, two or more, noun must

agree with the number that precedes it. In this sense, numeric (one) must be followed by singular noun. Another case is found in datum (84). The learner's noun phrase **his persons** is inaccurate because the noun (person) is categorized into singular noun and its plural form is **people**.

b) Plural noun

It is found that there are 11 occurrences of interlanguage in terms of deviant noun phrases represented in the following table:

Table 30. Interlanguage Evidence in the Use of Plural Noun in Narrative Text

Data code	Aspect of error	Samples of the data
IL3/WRT/NT IL2/WRT/NT IL15/WRT/NT IL19/WRT/NT	Plural noun	<p>(85) He walked slowly to go home. The road was so quiet in winter. Suddenly he saw something from a far. He ran to check it out and it was a black wallet. He opened it and there were much money and some identification card.</p> <p>(86) Many yeras ago, in the sea (Java Sea) lived two wild animal, shark (sura) and crocodile (baya). They lived side by side and every day always fought against each other to occupy territory and look for food, they were equally strong, agile, and cruel.</p> <p>(87) Inana and Alex were a friend, childhood friend</p> <p>(88) One time, there was a man named Steve. He lived in the big city. That meant he was a rich guy. He was a student in one of famous college in the city.</p>

It is found that there are four types of problem with plural nouns. Firstly, it comes from quantifiers followed by plural nouns. In datum (85) the learner uses

quantifier mark (some). Quantifier (some) can be used in both count nouns and noncount nouns. **Some** is followed by plural noun if the noun belongs to countable noun. Similarly, **some** is followed with singular if the noun belongs to non count noun like coffee and tea. The learner puts singular noun after **some** in **some identification card**. The noun (card) is categorized as countable noun that when it becomes plural it needs additional suffix (s/es).

The second type relates to number followed by plural noun. The learner chooses singular noun to follow plural number. It can be seen in datum (86) **in the sea (Java Sea) lived two wild animal**. If the quantity shows more than one, the nouns are plural. In the sample (86) the noun (animal) is countable noun, thus it needs suffix (s). The third one is about plural noun which refers to the previous noun. It can be seen in datum (87), the learner uses the noun (friend) to state their relationship with their fellows. The noun (friend) is best revised if it is changed into plural by adding suffix (s), since this relationship involves two people.

Last but not least, its error is from **one of** followed by plural noun. It can be seen in datum (88) **one of famous college in the city**. In this phrase the main noun (college) must be plural. It is because **one of** indicates that there are several objects including **the one** that the learner wants to specify.

9) Pronouns

There are 9 occurrences of interlanguage related to the use of pronouns represented in the table below:

Table 31. Interlanguage Evidence in the Use of Pronoun in Narrative Text

Data code	Aspect of error	Samples of the data
IL7/WRT/NT IL10/WRT/NT IL5/WRT/NT	Pronoun	<p>(89) The king finally got a brilliant idea. The king then decided to execute all the prisoners who had captured. The fugitive criminal also be executed when it is caught. The execution was carried out.</p> <p>(90) The king had a daughter called Princess Yuan. In contrast to her father, the princess was very kind and generous. She often gave money and food to the people secretly. Therefore people very loved hers.</p> <p>(91) Long-long time ago in the forest, there lived a couple. They lived happily, although they don't have children. They always prayed every day wishing God to give a child. Her name is Rose, and her husband name is Leafe.</p>

The table above shows that the learners are erroneous in using pronouns seen from three different ways. Firstly, it comes from pronoun used to refer to subject that appears in the earlier of the sentence called as anaphoric reference. The learner as in datum (89) uses incorrect pronoun to refer to the information mentioned in the beginning of the sentence. The sentence **The fugitive criminal also be executed when it is caught.** The context of this sentence is that the fugitive criminal belongs to people or community. It means pronoun (it) is mistaken because pronoun (it) is used to substitute things or animals. It must be changed into pronoun (they).

Secondly, the problem with pronoun comes from pronoun used as an object as seen in datum (90). The pronoun (hers) in the last sentence is incorrect

because pronoun (hers) is used to refer to a possession. In order to substitute female person functioned as an object, therefore the right pronoun is (her). Last but not least, possessive pronoun becomes the last problem with pronoun. It can be seen in datum (91) **Her name is Rose, and her husband name is Leafe.** The learner only misses its possessive pronoun as in **her husband name**. When we want to state that a person or a thing is owned by a person or a thing, the apostrophe (') and suffix (s) are used after the related possession.

10) Relative Pronoun

There are 4 occurrences of interlanguage in relation to the use of relative pronoun represented in the following table :

Table 32. Interlanguage Evidence in the Use of Relative Pronoun in Narrative Text

Data code	Aspect of error	Samples of the data
IL1/WRT/NT IL4/WRT/NT IL15/WRT/NT	Relative pronoun	<p>(92) Long time ago, there was a king in Araqah city who name King Muhamad Fatih. He loved and respected his teacher so much. The name of king's teacher was Teacher Biram.</p> <p>(93) One day, she saw many ants walked around the tree. Grazy just looked at them and stayed cool in her place.... Grazy so wondered and asked about it to Anny,an ant who passing in front of him.</p> <p>(94) The door knocked. Alex raised his head whose touched the bed sheet.</p>

In datum (92) the learner chooses relative pronoun (who) to refer to the name of the king in Araqah. The pronoun (who) is inaccurate because after the

pronoun the learner puts noun. If the learner wants to tell the name of the king, the pronoun (whose) is best to choose because it refers to a possession. The learner can change **who name King Muhammad Fatih** into **whose name is King Muhammad Fatih**. In datum (93), the problem is about to whom the subject refers to. If the subject is person/ people, the pronoun to use is pronoun (who). And if the subject is animal or other objects, the pronoun to use is pronoun (which). The noun phrase (an ant) belongs to animal, that is why the right relative pronoun is pronoun (which).

The last is seen in datum (94). The learner uses relative pronoun (whose) to substitute noun phrase (his head). The pronoun (whose) is not the proper relative pronoun to choose, since pronoun (whose) refers to a possession of a person/people. As seen in sample (94), pronoun (whose) is followed by verb not a noun. Because it seems that the learner uses relative pronoun to refer to **his head** (Alex's head), thus the proper relative pronoun is pronoun (which).

11) Articles

The following discussion is broken down into two topics including problem with definite article (the) and indefinite article (an/an).

a) Definite Article (the)

There are 10 occurrences of interlanguage in terms of the use of article represented in the table below:

Table 33. Interlanguage Evidence in the Use of Definite Article (the) in Narrative Text

Data code	Aspect of error	Samples of the data
IL3/WRT/NT IL5/WRT/NT IL15/WRT/NT	Definite article (the)	(95) That day was a bad day for Liam. He didn't enjoy that day. He walked slowly to go home. The road was quiet in winter . (96) The day of battle came, the competition began. All people there concerned that Lily will lose ... When The King looked at Lily, He surprized . Lily wore a same necklace with his daughter's neckalce when she lost some years ago. (97) Inana and Alex were at restaurant at the moment.

It is found that its errors are related to article (the) which refers to larger situation, cataphoric reference and sporadic reference. The first is about article (the) used to refer to a larger situation. Definite article (the) is used to refer to worldwide facts such as the existence of the sun, the moon, the sea, the seasons (in the winter, in the autumn, in the summer and the spring), the earth etc. That is why such nouns are commonly accompanied with article (the). On the other hand, in datum (95), the learner misses its definite article (the).

The next is about article (the) used in cataphoric reference. It can be seen in datum (96) especially in the earlier of the sentence object **a same necklace with his daughter's neckalce when she lost some years ago** uses inaccurate article. What the learner supposes to do is to put article (the) after adjective noun (same necklace). It is necessary to put article (the) before the noun phrase because it is to note that the learner shares related information about what the learner

means by the necklace in the story. If the learner uses indefinite article (a), it will make the reference too general.

The last is related to the use of article (the) as sporadic reference to refer to institution or human society. This case is found in datum (97). It misses its article to refer to human society like **restaurant**. This noun is commonly paired with article (the) because this place belongs to specific community.

b) Indefinite Article (a,an)

There are 10 occurrences of interlanguage in the use of indefinite article represented in the table below:

Table 34. Interlanguage Evidence in the Use of Indefinite Articles (a, an) in Narrative Text

Data code	Aspect of error	Samples or the data
IL11/WRT/NT IL11/WRT/NT	Indefinite article	<p>(98) Once upon a time, there was a girl called Anne. She lived in small house with mother and sister in a law, her father got married again 5 years ago. She was in 3rd grade of high school and several months again she would graduated from her school.</p> <p>(99) She worked as cashier in mini market, when she worked her own mini market came.</p>

The data (98) and (99) show incorrect form of indefinite article (a/an) because these phrases **small house with mother and sister in a law** and **cashier in minimarket** need article (a) to give information that the nouns are not too specific. This means that noun (small house) and noun (cashier) in the story have similar either quality or definition with what small house and cashier in common.

12) Prepositions

There are 9 occurrences of interlanguage in relation to prepositional phrases represented in the following table:

Table 35. Interlanguage Evidence in the Use of Preposition in Narrative Text

Data code	Aspect of error	Samples of the data
IL1/WRT/NT IL5/WRT/NT	Preposition	(100) Teacher Biram repeated his question, another young man went forward.... In that day , Teacher Biram answered king's question. (101) They lived together at the kingdom . The King felt very happy because his daughter came back to the Kingdom. Lily still loved Rose and Leafe like her parents.

It is identified that the learners are erroneous in some ways. The first is when they want to share days. It can be seen in datum (100) **in that day**. The learner chooses inaccurate preposition by using preposition (in) to follow adverb of time referring to day. Preposition (on) is the correct one because it is used to refer to days. The next problem with preposition deals with preposition of place as shown in datum (101). The preposition (at) is incorrect because preposition (at) is commonly used to inform specific events or place where we do something typical. While in datum (101), preposition (in) is the right one because preposition (in) is used to inform room, building, town and country. Since kingdom belongs to a building, therefore preposition (in) is the accurate one.

13) Collocation

There are 12 occurrences of interlanguage in terms of incomplete collocation represented in the following table:

Table 36. Interlanguage Evidence in the Use of Collocation in Narrative Text

Data code	Aspect of error	Samples of the data
IL1/WRT/NT IL2/WRT/NT IL5/WRT/NT IL11/WRT/NT	Collocation	<p>(102) After that, the king asked someone to bring the letter to Teacher Biram. Teacher Biram said to one of his students that I want all of my students gather in the big field next week.</p> <p>(103) In my opinion to prevent battle between us, we should make a deal to divide this territory into two. I rule in the water because I only looking food in the water and your territory in a land</p> <p>(104) I will stay with my parents who care to me from baby until now. The King can't said something more. He disappointed and back to the Kingdom.</p> <p>(105) All right, I allow you use my computer. Anne quickly opened announcement.</p>

In datum (102) the learner misses its word pair for the verb (want). The verb (want) cannot stand itself when it is followed by complement. Therefore the word (to) is the commonest word to pair with verb (want). In datum (103) the learner misses its word pair for verb (look) which has similar meaning to verb (search) by straightly mentioning noun (food.) Since what the learner means is **to search**, thus the right collocation is **look for** . In datum (104) the verb (care) is not common to be collocated with **to**, for the verb (care) is commonly paired with

about as in (care about), **take** and **of** as in (take care of). In datum (105), the learner misses its word pair (to) to collocate with verb (allow), for the common pattern of allow is (subject + allow+ object + to + complement).

14) Native Language Transfer

There are 17 occurrences of interlanguage in relation to uncommon expression of English represented in the table below:

Table 37. Interlanguage Evidence in the Use of Native Language Transfer in Narrative Text

Data code	Aspect of error	Samples of the data
IL3/WRT/NT IL14/WRT/NT IL18/WRT/NT	Native transfer	<p>(106) He walked slowly to go home. The road was so quiet in winter. Suddenly he saw something for a far. He ran to check it out and it was a black wallet.</p> <p>(107) Once, there lived a big apple tree and a boy that loved to play in under it every day. That boy very loved that apple tree</p> <p>(108) When he arrived home, he immediately gave the magic flower to his wife. Then a miracle happened, his wife's illness dissapeared and she born a beautiful baby. A year later, the witch came and took away the baby. They couldn't do anything about that.</p>

The above data show that it is difficult for the learners to know the common terminologies used by the target language community. In datum (106) **Suddenly he saw something for a far**, it has an inappropriate adverb. In this sense, it can be predicted that the learner means by **for a far** is similar to **from far away**. This expression is used to say that an object is in a distance and cannot be seen clearly. This phrase is improper because it has incomplete element especially

a noun. If the learner still wants to use such phrase, after **a far** it is necessary to add noun after **far**, because **far** belongs to adjective and it needs a noun to follow after it. Therefore, in order to make its expression sound familiar with the target language **for a far** can be changed into **from far away**.

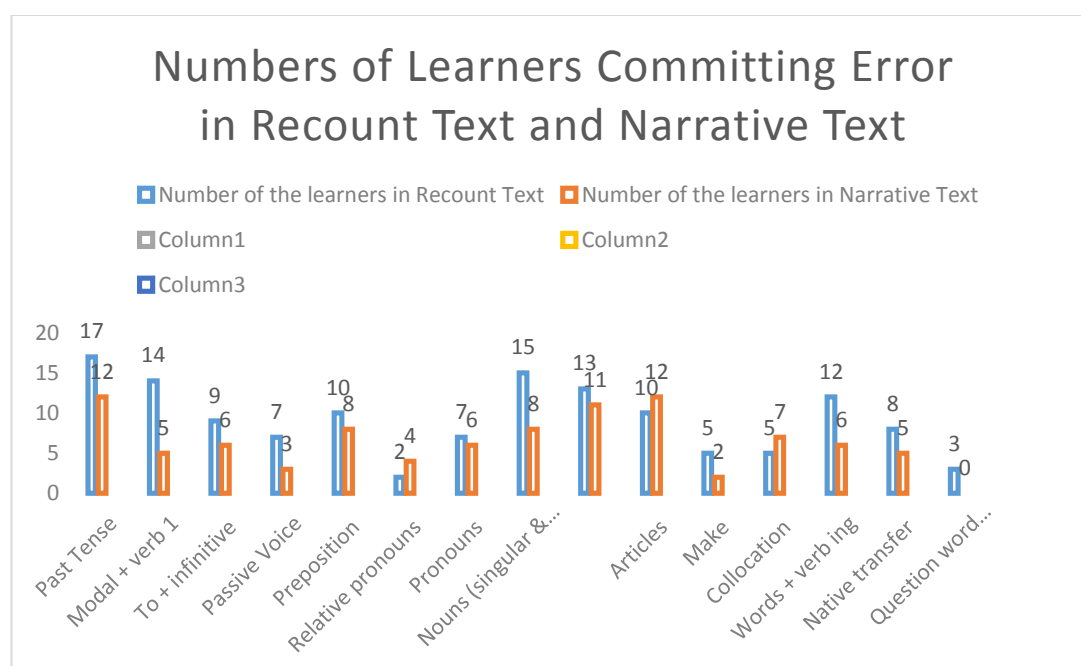
The next case is seen in datum (107), the learner uses **very** to precede verb. In English **very** is not common to use before verbs because **very** is used before adjective or adverb. On the other hand, when we want to say that something has a great degree especially when it is used to emphasize a verb, therefore the adverb **really** is the correct one. Based on English style, we cannot say **I very love you**, but **I really love you**. Despite similar meaning of **very** and **really**, each of them has its own pattern. Just as the case in datum (107), thus the right expression is **That boy really loved that apple tree**.

In datum (108), the learner has put incorrect term to refer to **give birth** by using the word **born**. Those two terms seem to have similar meaning, that is to express the coming of the baby to the world. However, the word **born** is commonly used to refer to the place and date of someone's birth, while the expression **give birth** is used when a pregnant mother is going to deliver her baby. Thus, the right expression is **Then a miracle happened, his wife's illness disappeared and she gave birth to a beautiful baby**.

2. The Interlanguage Characteristics Shown by Students of English Literature Study Program

Based on previous analysis that the learners of English literature study program have made errors in some grammar aspects, it can be identified that learners' interlanguage shows some characteristics such as dynamic, systematic, and stable. The first is that learners' interlanguage is dynamic. It is supported by Song (2012:778) who says that learners' interlanguage is constantly changing as illustrated in the following chart.

Figure 2. Numbers of Learners Committing Errors in Recount Text and Narrative Text



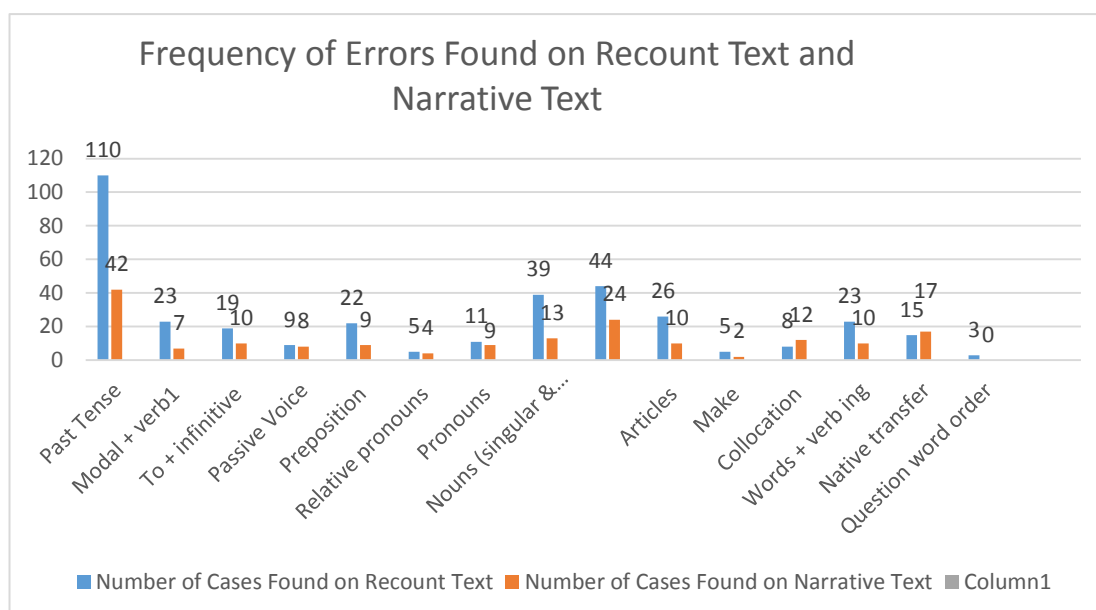
From the chart above, it can be interpreted that there are decrease and increase frequency of errors referred to the number of learners who make grammatical errors in each activity. For some grammar aspects including past tense, modality, to + infinitive, passive voice, preposition, pronouns, nouns,

missing sentence elements, make, words + verb ing, native transfer, and question words order, they show decrease occurrence of errors made by the learners. While for the rest including relative pronouns, articles and collocation show increase occurrence of errors. It indicates that learners' second language performance may develop as they explore new things of the target language. This development does not always show progress, for some circumstances it could show regress. This is the thing that should be noticed, for learners must be treated differently in different topic.

In terms of the decrease occurrence of errors made by the learners, it shows that learners have positive impact on some efforts they have for instance given materials and learning strategy. The grammar aspects that have significant decrease occurrence of errors are question words order (100%), modality (64,28%), passive voice (57,14%) and words + verb ing (50%). All of them show decrease percentage of errors more than 50% percent from the first task. It signals that those who do not make the same errors are aware of their errors and they are able to correct them. On the other hand, this dynamicity will have different impact on different materials. It can be seen on other grammar aspects which show very low decrease occurrence of errors including prepositions (20%) , missing sentence elements (15,38%) and pronouns (14,28%). This different percentage shows that learners have different comprehension in dealing with different materials.

Besides , according to Selinker (1972) in Song (2012:779), interlanguage is systematic and predictable. Such predictable errors can be seen in the case when they deal with verbs as illustrated in the below chart:

Figure 3. Frequency of Errors Found on Recount Text and Narrative Text



Since recount text and narrative text commonly deal with event in the past, as a result the learners mostly focus on past tense verb. In this case, the learners make grammatical errors in which its verbs do not belong to past tense but verb ing or infinitive. Such case is also called interlanguage stability issued by Tarone (2001). He says that interlanguage can be stable because the learners make the same errors. The errors are not only made twice but even more. Its stable errors are found in recount text activity. While in narrative text activity the learners show progress. This progress is about the difference frequency made by the learners in task 1 and task 2, but over all the learners still make the same errors.

Lastly, learners' interlanguage also shows backsliding characteristic that most FL teachers are familiar with. Backsliding includes certain problem with linguistic mastery such as loss and misuse of language rules (Butler & Tanaka,

2000). Silenker (1972) refers backsliding to the interlanguage norms. It can happen when L2 learners focus on meaning and make IL forms due to former IL forms. This case is also similar to what Richards calls as overgeneralization. This case can be seen as the learners have to deal with verbs. The learners mostly use past tense verb to agree with some grammatical aspects of which verbs are supposed to be verb ing, bare verbs or past participle verbs. Its evidence can be seen from the high frequency of error occurrences in relation to the misuse of past tense verbs.

3. The Factors that Initiate Interlanguage Performed by the Learners of English Literature Study Program

After indicating the characteristics of learners' interlanguage, it is also important to find out the factors of errors. Tarone (2006:748) mentions five causes that shape learners interlanguage such as native language transfer, overgeneralization over target language, transfer of training, communication strategies and learning strategies. Additionally, Richards (1973:175) also provides factors of errors including overgeneralization, ignorance of rule restriction, incomplete application of rules and false concept hypothesized. The following table presents the categorization of interlanguage factors based on the data analysis:

Table. 38 Factors Category of Interlanguage

No	Factors of errors	Aspects of errors
1.	Overgeneralization	1. Past tense 2. Modals 3. To + infinitive 4. Words followed by verb ing 5. Distribution of make
2.	Ignorance of rule restriction	1. Distribution of make 2. Articles 3. Prepositions 4. Nouns 5. Pronouns 6. Relative pronouns 7. Collocation
3.	False Concept Hypothesized	1. Innacurate interpretation of Be (is, am , are, was, were) 2. Different concepts between make and do
4.	Native Language Transfer	1. Choosing the expressions uncommonly used by the native of target language.

To start with, the cause of interlanguage found mostly in this study relates to overgeneralization over target language. Overgeneralization is found in some cases as the learners deal with verbs. In both writing activities, the writer finds several errorenous grammars dealing with verbs such as past tense, modal + verb 1, to + infinitive , words + verb ing, and make.

This idea is also supported by Brown (2000:224) that in terms of intralingual transfer or overgeneralization, some cases as found in the

interlanguage evidence including past tense, modal + verb 1, to + infinitive , words + verb ing, and make can happen because they are exposed by particular language rules, unfortunately before they understand clearly about the formula, they have to learn a new language system. It may result repeated system with the following new system. Similarly, Richards (1973:175) also states that it is also about using the available strategies in new situations.

Further, Selinker (1972) has the different terminology but basically it has the same reference to overgeneralization called backsliding. He says that it can happen when L2 learners focus on meaning and make IL forms due to former IL forms. Moreover, Tarone (2006:749) says that its evidence can be seen from the learners' performance showing that they master a general rule, but do not yet know all the exception to that rule. The most common phenomenon related to this is that past tense verb transformation. Some learners may be confused that not all of English verbs have suffixes (d/ed) to mark past tense verbs. Also, not all of English nouns have suffixes (s/es) to mark plurals. The learners seem to have the same strategy in dealing with verbs by always choosing past tense verbs to agree with modal, to do, make, preposition followed by verb ing and common verbs followed by verb ing. It can be seen in the chart (figure 3) that the most frequent errors to appear belong to erroneous pattern of past tense verbs.

The next factor is ignorance of rule restriction. According to Richards (1973), it basically has a close relation to generalization. In this situation, the learners apply the different formula from what it supposed to be. This evidence is seen in the wrong distribution of **make**. The learners tend to follow **make** with past tense verb, verb auxiliary, and modals. The formulas chosen by the learners clearly ignore the structure of **make** because the only verb allowed to follow after it is bare verb. Furthermore, some other erroneous grammar aspects such as articles, preposition, noun, pronoun, relative pronoun and collocation are also caused by ignorance of rule restriction. The learners make these errors by omitting the item as seen in articles, preposition, and collocation. The form of omission is seen as the learners do not put article in an object that needs article to specify whether the information is specific or general. In the problem with preposition, the learners often use prepositions (in, at, on) interchangeably without noticing whether it belongs to place, time or days. In error with collocation the learners do not pair the collocative word with its common word pair. In terms of nouns, the learners are still confused to determine whether a noun belongs to singular or plural. The learners sometimes invert the rules of plural with singular or singular with plural. It is seen as the learners add suffix (s/es) in singular noun and omit suffix (s/es) in plural noun. In the case of pronouns the learners choose incorrect forms by substituting the wrong subject or objects. In problem with relative pronoun the learners are confused in determining whether relative pronouns (which and who) belong to people, animals or things.

The other factor is about false concepts hypothesized. According to Richards (1973), this faulty rules are sometimes caused by poor gradation of teaching items. This kind of error comes from inaccurate interpretation of **Be** (is, are, was and were). The learners, in table 1 and table 21, frequently use **be** (was and were) to sign past tense. The **be** (was and were) may be understood as the marker of past tense. This perception is not common to use in English expression especially when past tense deals with verbs not adjective or adverb. To state activity and event in the past the learners only need to mention subject followed by verb2 (without additional auxiliary **be**) and adverb. Another confusion is also derived from the different concepts of **make** and **do** found in **table 7**. It shows that the learner is confused to express that 'her school would hold a study tour'. The learner prefers expressing **my school would make a study tour to Yogyakarta**. It is not common for target language community because a study tour is held not made.

The last factor of interlanguage is from native language transfer. It cannot be denied that when we learn new language we are still influenced by our first language. It is because learners' first language are stored longer in the brain. Besides, new language styles are sometimes share different rule from the first language. It is supported especially when L1 and L2 share totally different language rules for example *Bahasa* and English . That is to say, in expressing something, it is common for the learners to express thing in target language but it is not familiar with the target language style. This factor of errors is also similar to what CAH has proposed that native language has a great impact towards second

language learning. This case is found in problem with native language transfer. It shows that there is influence of native language over target language performance. The learners prefer to use some expression that is common in *Bahasa* but not common in target language English. The learners prefer to convert from *Bahasa* to English rather than choosing the common expression used by the target language community.

B. Discussion

Having been elaborated in the findings by showing evidence of errors in the level of phrase and sentence in the two writing activities, as assumed by Selinker (1972), he says that “the existence of interlanguage is as a result of dissimilar utterances, as observable data, of the same utterances created by second language learners and native language learners of the target language”. It means that errors made by the learners of the target language are the reflection of the learners’ interlanguage.

In relation to the evidence of interlanguage, during the process of learning, the learners basically have kept in mind about the rules of his/her target language. That is to say, learners’ grammar competencies are varied because they may experience different process of acquiring the target language. Some learners may explore new grammar rules, add rules, delete rules and reconstruct the complete system by changing them time to time. This is what makes learners’ performance variable as also evidenced in the findings. During the stage of learning, the learners keep chaining his/her own interlanguage untill the target language

performance is fully shaped. In this process, learners will experience failure or success. Failure can be seen from the errors, while success can be seen when they can make utterances which are same like how native language of that target language do. This process is called “ Interlanguage Continuum” as proposed by Tanveer Shameem (1992) as illustrated as followed:

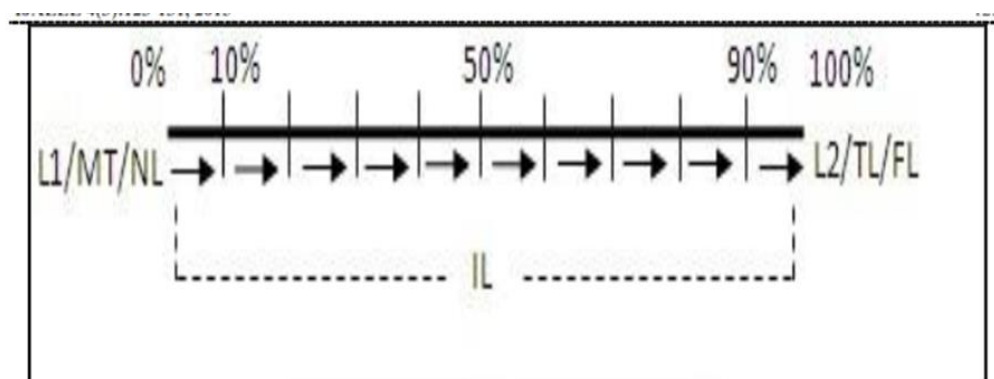


Figure 4. “ Interlanguage Continuum” proposed by Tanveer Shameem (1992)

From the illustration above, it can be seen that the idea of interlanguage is when learner is trying to perform target language, but she/he uses a new linguistic system different from the NL and TL. However, learners’ interlanguage is approaching target language competence.

As a matter of fact, it is evidenced that learners’ written performance in this study shows interlanguage seen from the observable output resulting from learners’ attempted production of TL form. In this case, learners make errors in terms of some grammatical aspects. However, it should not be considered as sins because according to Mitchell and Myles (1998) and Freeman (2003) L2 learners’ errors are natural and L2 learning is a continuum development process from the

NL towards the TL. Besides, interlanguage is also about process of increasing conformity to a uniform of the target language causing learners make errors. In this study, learners' interlanguage shows decrease and increase number occurrence of errors. It indicates that the learners are showing efforts to understand in dealing with making utterances same like how native of target language do.

In support of it , this thing must be a concern because if the errors are not remedied they can become stable interlanguage. The study of interlanguage is also mostly related to fossilization. It is because interlanguage study can provide information whether learners' language is increasing, stagnant or even decreasing. Fossilization is the term to introduce another phenomenon in second language acquisition to issue the freezing of language development of L2 learners. Fossilization is the manifestation of the continuum failure of second language learning that cannot be fixed. It is also coined by Ellis (1985: 48) who states that the phenomenon of fossilization is inevitable and cannot be remedied by any instruction. Also, Selinker (1972) notes that fossilization is about failure to reach target language competence making learners stop learning when their internalized rule system contains rules different from those of target language.

Nevertheless, if referring to above statements, it is difficult to determine that learners' interlanguage are fossilized, for we never know when learners really stop learning and give up efforts. If it is only measured by the study period and materials provided by formal schools, it will be still unidentifiable because learners can have other efforts outside formal study. In effect, rarely do

researchers show vivid evidence of fossilization, because it must involve right participants and takes long time.

In this case, the term temporary interlanguage fossilization is more proper to refer to stagnant process in which non target factors are fixed in the target language to certain stage. Besides, the term “ plateau phenomenon” is also introduced to indicate the common phenomenon and the rule of learning skill (Qian and Xiao, 2010: 180). It is about the initial learning ability of learners that shows increase, stagnant or even decrease. This situation is also seen in this study that learners’ interlanguage shows varied interlanguage continuum process. The writer thinks that it is too early to judge that learners’ interlanguage is fossilized because they are investigated in the early semester. Besides, for some following semesters they still receive some materials that are expected to improve their second language skills.

Added to this, it also can be predicted that this temporary fossilization may become continuum errors especially to those errors which show increase frequency of errors. If the learners are not aware of them, their interlanguage may be stable. Further, as overgeneralization over target language rules becomes the most influential factor of interlanguage, therefore this manifestation can be an important consideration to minimize temporary fossilization in terms of designing appropriate materials, teaching methods& strategy and giving feedback which are presented in chapter IV in pedagogical implication.

CHAPTER V

CONCLUSIONS , PEDAGOGICAL IMPLICATIONS AND SUGGESTIONS

A. Conclusions

In reference to the findings and discussion, it is evidenced that students of English Literature study program who sit in the first semester perform interlanguage seen from deviant utterances by making common errors in the use of grammatical aspects including past tense, modality, to + infinitive, passive voice, prepositions, articles, collocations, make, words + verb ing, missing sentence elements, pronouns, relative pronouns, singular& plural nouns, question words order and native language transfer. These learners explore those grammars because they have learned English for some years. In Indonesia, students are taught English officially from junior high schools, while others can even acquire English from primary schools. It indicates that they have acquired English for quite some times, but they still make significant errors.

Besides, it can be identified that learners' interlanguage shows some characteristics such as dynamic, systematic, stable and backsliding derived from the decrease and increase occurrence errors found in recount text task and narrative text task. Seen from the number of learners and errors frequency, the decrease occurrence of errors are found more than its increase of errors. It shows that learners' language performance may develop as they explore new things of the target language. Moreover, the learners' interlanguage is caused by several factors

involving overgeneralization over the target language, ignorance of rule restriction, incomplete application of rules, false concept hypothesized and native language transfer. Among those five causes, overgeneralization over the target language becomes the cause of interlanguage which often appears because the learners mostly focus on past tense verbs to deal with other grammars.

Therefore, it can be concluded that it is inevitable that during learning process the learners may experience success or failure. In relation to second language learning, success is seen when learners can perform second language completely like how the standard rules suggest. In contrast, failure can be seen when L2 learners are still not able to perform completely as the standard rules suggest. However, based on interlanguage point of view making dissimilar utterances is not considered as sins, this thing is advantageous for the learners to not much worry about the deviant utterances. Indeed, it encourages the learners to have more efforts.

Moreover, as referred to the findings that learners show decrease and increase occurrence of errors, therefore in terms of decrease number of errors including past tense (57.72%), modals (69.56%), to+infinitive (47.36%), passive voice (11%), preposition (59.09 %), relative pronoun (20%), pronoun (18.18%), nouns (66.66%), sentence constituents (45.45%), articles (61.53%), distribution of make (60%), words followed by verb ing (56.52%) and question word order (100%) , it shows that the learners reflect progress. It can happen because the learners start to be aware of their errors and correct them. However, during this process, due to the huge information of target language rules, some learners may

not catch all the information completely. It makes some learners successful in certain rules, but for some other rules they still fail.

While in terms of increase number of errors including collocation (50%) and native language transfer (13.33%), it indicates that the learners reflect regress. This thing needs to be noticed because if the errors are not soon remedied, it will be potential to be stable interlanguage or fossilization. Thus, this information is very useful as a consideration in dealing with deciding the materials and teaching methods that meet the learners need which will be elaborated further in pedagogical implication.

B. Pedagogical Implications

Based on the conclusion, therefore it is expected that the following pedagogical implications are helpful to minimize interlanguage:

1. Giving Feedback

There are two common types of feedback in Second Language Acquisition including direct feedback and indirect feedback. According to Ellis (2009a:98), direct feedback deals with providing the students with the correct form, while in indirect feedback teachers indicate errors with circle, underline, or codes to indicate errors without showing the correct form. Feedback is considered important because it presents information about students work especially in written form. In EFL/ESL, feedback is used to treat errors commonly in grammars. Feedback whether direct or indirect, is believed to have impact on students. Ferris (1999) believes that grammar correction is an effective way to

increase learners' second language proficiency. On the other hand, Truscott (2007) argues that written feedback is harmful, for it may lead learners into stress feeling due to getting wrong of their works.

Feedback has some advantages such as : helping students to correct their errors by providing the correct linguistic forms (Ferris,2006), providing the correct answer or the expected response near the grammatical error (Bitchener et al., 2005), and providing explicit information about the correct form (Ellis, 2008). Also, feedback in teaching and learning process is essential because feedback is one of procedures that enable teachers to share information about students output. Besides, for students, feedback is also needed to get information about what they have done so far. The choice whether teachers prefer to use direct feedback or indirect feedback is decided based on the actual situation in the class.

In the context of the study, referring to the two different results between two writing activities including recount text and narrative text, it is suggested that it is necessary for the teacher to provide direct feedback. It is because the learners are not aware of their error by making the same errors. In spite of the decreasing frequency of errors found in the second task, however the similar aspect of errors still appear. This means that they cannot correct errors themselves. Through providing direct feedback the learners are able to highlight their errors. By knowing their errors and its correct forms the learner then can learn two things simultaneously.

In dealing with direct feedback, for those learners who are motivated, they will consider corrective feedback as positive information. In other side for those who are less motivated will consider corrective feedback as something that can make them stress because they will see so many underlines, circles and codes on their works. Nevertheless, since errors are no longer considered as sins that learners must avoid at all costs, therefore the teacher is expected to encourage learners to be more motivated in revising their errors without judging that errors will give negative impact on their performance, but as useful information to make them more aware of errors and correct them.

2. Selecting Materials and Focusing on the Topics of Error

One of the importances in conducting interlanguage study is that it provides information for teachers to select materials. As indicated that overgeneralization over past tense verbs found most in this study, therefore verbs must be the main concern of the materials. Moreover, the teacher can also give more information about the previous material and the latest material especially when the materials have similar topic. It is hoped that from reminding previous materials, the learners can have less overgeneralization over the new rules of the target language.

Furthermore, some strategies such as explaining contrastive thinking patterns in class, explaining lexical transfer in class, explaining syntactical transfer and explaining contrastive discourse in class are used to emphasize that it is necessary to notice that sometimes first language and target language are different in terms of culture and norms. This way is also used by Sun (2010:867)

to present pedagogical implication to teaching English writing. That is to say, when learning second language we also need to learn its culture. It is because when learners want to speak and write in target language, they often experience difficulty in conveying message which matches target language expression.

The role of teacher in this situation is that the teacher needs to guide learners to find out a lot of information related to common target language expressions which cannot be solely translated word per word. This case is often found in idiom and proverbs. Besides, the teacher needs to stimulate learners to have habit to think in English that may lead learners to speak and write nearly like native.

2. Suggestions

One of the advantages in conducting interlanguage study is to provide actual information of learners' language performance in certain stage. This information can be a consideration to decide the appropriate materials, teaching methods, teaching strategies or feedback. Therefore, for the following research, it is possible for other researchers to develop material models based on evidence of interlanguage, to examine the effective teaching methods/strategy to minimize interlanguage, or to decide the best feedback for writing activities in minimizing errors.

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APPENDICES

Appendix 1

The data of Error in Past Tense

No	Data Code	Findings	
		Recount text (RT)	Narrative Text (NT)
1	IL 1/WRT	<ol style="list-style-type: none"> 1. Arif asked some question to me , just like my address, my using transportation, etc. I would answer on paper but He wanted me to try the sign language and that is gratify. 2. Suddenly there was a girl who suffer a relapse of asthma. Arif opened the door immediately and helped carry the litter. After that the lectures was came and Arif's friend began their presentation. 3. They were look so confuse so the lecturer give his explanation but I think the lecturer talked fastly. 	<ol style="list-style-type: none"> 1. Why? Didn't they would't pay the tax? 2. Then, king Muhammad Fatih wrote a letter to his teacher to ask how much students that he has.
2	IL2/WRT	<ol style="list-style-type: none"> 1. Friends and I together with the teachers of the school participated all Before we go, we have to go to school to get briefing. 2. At the beginning of the trip were still around the unfortunate many of my friends who gets carsick and them back home and did not continue the study tour. 3. After tired of walking in the sunan area paid by the beauty of the beach parangtritis,but we 	<ol style="list-style-type: none"> 1. Not so long after, they were died because they were badly injured and for commemorate them, native named their place "Surabaya", because Sura and Baya were fought there

		<p>cannot to look view as it is covered by a high cliff.</p> <ol style="list-style-type: none"> The journey is still in Yogyakarta and continued to UIN Sunan Kalijaga Yogyakarta as the last study tour, When completed socialization we go to Malioboro to buy souvenirs and by the typical Yogyakarta and left the city Yogyakarta. 	
3	IL3/WRT	<ol style="list-style-type: none"> Last month, after the national examination finished, my classmates and I went to Dieng Plateu to refreshing. This is in order to refresh our mind because of many test that we have to do. 	-
4	IL 4/WRT	<ol style="list-style-type: none"> When I was 6th grade in elementary school, the popular thing is this era is diary book. So all of my classmate has a diary book. Finally I bought a green diary book with mickey mouse cover. It's too cute because it sized is small. I'm very like it. Nothing moments I left. I was wrote about about my privacy too. When I left my seat, one of my friends was sat there. And I don't knew what happened at furthered. I'm very surprised because now my diary book is in my friends hands. I don't know how must do. 	-

		<ol style="list-style-type: none"> 9. I'm very angry ,because my friends attitude. 10. And when I go to back at my classroom,... 11. My friend whose a while ago brought my diary book was aid sorry to me. 12. because she want to setteled my books which falled from the bag. 13. Me whose had a big pity to all persons is forigive her easily. 	
5	IL5/WRT	<ol style="list-style-type: none"> 1. He is my aunty suffer's husband. 2. I didn't though someting are happen 3. My cousin and my exboyfriend accompany me to terminal. 4. Several time, my uncle arrive at PO. Safari Dharma Raya 5. I frightened, I thought that my uncle is firtatiour. 6. When my unle work, I can slept. 7. At market, my uncle caressed my cheek and I am so angry. 8. My aunty said to me that I'm so bad. 9. I told about that to my friend at Syrabaya, his name is Very. 10. He lived with his girlfriend, I shocked but I don't care. 11. Her name is Ira. 12. I disagree with her suggestion. 13. When they going to work, I cried and called my exboyfriend. 	<ol style="list-style-type: none"> 1. They lifed happily, although they dont have children. 2. Her name is Rose, and her husband name is Leafe. 3. They felt very hapy and love her like their child. 4. All people there concerned that Lily will lose. 5. Lily confused and can't answered 6. But, Lily had growed up. This time to say what happen. 7. They lifed happy together.

		<p>14. His name is andri and he lived at Yogyakarta</p> <p>15. He was lived at Surabaya for a long time</p>	
6	IL6/WRT	<p>1. I get many lesson from lecturer from lecturer and my friend.</p>	<p>1. He was still disbelieve and for three days he didn't go out of the house.</p> <p>2. He laught out and tired to kill him.</p>
7	IL7/WRT	<p>1. She is my mother's best friend and then they spoke about my birthday preparation.</p> <p>2. Mrs. Jasmine brought her child too. Her name is Fanny. She is my friend too on kindergarten.</p> <p>3. Orchid Garden Mall on Jakarta is a very beautiful mall because it has a touch of antique and unique inside.</p> <p>4. This mall has a variety of interesting things in it.</p> <p>5. But because Fanny do not knew thoroughly the inside of this mall.</p> <p>6. Do you knew the best places inside this mall?</p> <p>7. It because i never to go to place like this.</p> <p>8. There are people who is learned to skate, who skate happily, and who expert on it.</p> <p>9. But we are not try to skate because we not knew how to skate.</p> <p>10. But, is that you came here with escalator?</p>	<p>1. Once upon a time, there lived a psychian who love peace.</p> <p>2. But he was already accustomed and do not care about it.</p> <p>3. The jail is already crowded by criminals.</p> <p>4. Economic budget was also much used because the king have to keeplive all the prisoners.</p> <p>5. He designed a decapitating tool whom he call Guillotine.</p> <p>6. He then introduced his invention to the king, showed how it works.</p>
8	IL8/WRT	<p>1. Our destination are Jatim Park.</p> <p>2. The first place that we visited is lapindo.</p> <p>3. It makes our visit to lapindo was delay.</p>	<p>1. John was felt in love with Joni.</p>

		<ol style="list-style-type: none"> 4. The most interesting in there was when I get flying fox 5. I felt so afraid and nervous because this is the first time. 6. After arrived there, we get dinner then going to our room. 7. My friend Mira wasn't join us to go there. 8. The palve was save the multi farious knowledge and recreation. 9. Along the journey I was slept because I was so tired. 	
9	IL9/WRT	<ol style="list-style-type: none"> 1. There are many participants and look so enthusiastic. 2. There are students from elementary school, junior high school, senior high school, and public. 3. Between the participants there are several friend my junior high school. 4. In writing short story we discussed about how to write a short story in author's way. Until fix the problem of writing. 5. While my mind is imagining I eat my snack. 6. I the end this class. 7. Was it a joke? I didn't knew. 8. Finally, the end of the evnt. It meanst all of event was done. 	<ol style="list-style-type: none"> 1. The first view is told to the mother when arriving home. 2. Is not veil did not spoil my face?

10	IL10/WRT	<ol style="list-style-type: none"> 1. One day, at second week of our class when we learned biology, the teacher divide the class to be several groups. 2. Because there was many kind of algae, we divide again our group to be two group. 3. How happy i was again, he choise me to be his partner. 4. But I had to hide my feeling because I afraid if he didn't had the same feeling like me. 5. After that I think that we could be more intimate. 6. During one years, we like people who didn't knew each other. 7. But my feeling weren't changed, i still liked him. 8. Although just him back that I was saw, but at least I can saw him. 9. I didn't knew why I liked him like that. 10. We still like didn't knew each other. 11. And I think, he never knew about my love to him. 	<ol style="list-style-type: none"> 1. He didn't reluctant to torture people who don't paid the tax. 2. Therefore, the people living with misery. 3. One day there was a royal maid who knw about the habits of the princess and tell to the king. 4. The king's cruel become increasing. 5. She promised to herself to averse her father. 6. The cruel king wasn't stop. 7. However, the king wasn't liked with that one. 8. They were changed the people lives. 9. Everyday they were helped the people.the people felt their patron was came and never leaved theirs again. 10. The king wasn't had supported. 11. There wasn't people believe him. 12. The cruel king become weak person. 13. The princess and her husband become king and queen
11	IL11/WRT	<ol style="list-style-type: none"> 1. After they tired sang some song, one by one from we slept, but I can't well – sleep, because the road is not good. 2. The frist place is PT Coca Cola Amatil Bandung, we were enter a room, that room is auditorium. 	<ol style="list-style-type: none"> 1. She ride her motorcycle very faster but from distance she saw th boy that ride his motorcycle stopped the man. 2. The men kept defend the bag and then thay was fight.

		<ol style="list-style-type: none"> 3. In the afternoon, we went to Hitam Putih. The MC is Dedi. 4. The guest stars is Cinta Laura and Vidi Aldiano. 5. The MC talked about Cinta Laura's pictures who look like Ariana Grande and several times they were sang a song. 6. My friends bought many things, but I wasn't bought in ITC. 7. It was a god moment, although we are tired, but we really enjoyed it. 	<ol style="list-style-type: none"> 3. Anne stopped her motorcycle and approached them but the boy successful took the bag and the man running away. 4. What are you want to see?
12	IL12/WRT	-	<ol style="list-style-type: none"> 1. David was very love her. 2. David said it to Sisi but he didnt aware that he called Sisi wrong.
13	IL13/WRT	<ol style="list-style-type: none"> 1. Then we had arrived in front of the dormitory gate, it was locked. 2. And i thought to thrawt this plan and Septi said that she has a way for through it. 3. Second, there was a security who always surround the dormitory. 4. When all students had gather in the hall, my name, septi, and okti was called. 5. And we shaked our hade like we didn't have any guilt. 	<ol style="list-style-type: none"> 1. Anna hope Dinda understood her situation.

		<ol style="list-style-type: none"> 6. I felt so shy there and that is my bad experience and I didn't want to repeat that incident. 7. Okay I would to tell you if they were spiderwoman, because they were climbed the gate last night. 	
14	IL14/WRT	<ol style="list-style-type: none"> 1. I want to tell you about my life in the boarding school. 2. Before I stayed in the boarding school I thought that the boarding school is a prison and the place where terrorism is taught. 3. There was only one thing that made me felt happy in the boarding school, that is mingle to all friends. 4. In my boarding school the boys and the girls were never meet up. 5. If there are a couple made a special relationship they will be punish. 6. The boys were screamed like monkeys if they saw the girls got out from the gate. 7. The punishment is went around the dormitory while their face were made up 	-
15	IL15/WRT	<ol style="list-style-type: none"> 1. We are little bit late because of the rain. 2. Whereas, my partner is younger than me. 3. It teached me to care with each other. 	-
16	IL16/WRT	<ol style="list-style-type: none"> 1. Actually, I disagree with his opinion. 2. After we bought the ticket, we get in together. 	-

		3. We get out and bought some souvenir for my family.	
17	IL17/WRT	<ol style="list-style-type: none"> 1. The Sesean mountain is in the North Toraja, South Sulawesi. 2. After we prepared our equipment and pray, we started our climbing. 3. The Sesean Mountain has twelfth post. 4. And the rain had begun to subside, and we celebrates the new year with great joy. 	-
18	IL18/WRT	<ol style="list-style-type: none"> 1. Next to the Apple Garden, there are Apple processing factory. 2. It is a home factory. 3. The main attraction of this museum is a collection of various historical cars and vehicles from past to present. 4. There are many experiences that I'll never forget with my friends. 	-
19	IL19/WRT	-	-
20	IL20/WRT	-	<ol style="list-style-type: none"> 1. Soon Jimmy leave the little hometown and got a job and tried settle down.

Appendix 2

The data of Error in Modals

No	Data Code	Findings	
		Recount text	Narrative Text
1	IL2/WRT	1. After tired of walking in the sunan area paid by the beauty of the beach parangtritis but we cannot to look view as it is covered by a high cliff.	-
2	IL3/WRT	1. Last month, after the national examination finished, my classmates and I went to Dieng Plateu to refreshing. We were really enjoyed it because we could shared our problem.	1. A reward? Ok I'll to count my money firts, said the man.
3	IL5/WRT	1. My uncle suggested me to slept, but I cannot slept because still confuse 2. When my unle work, I can slept. 3. But I just can slept untill 10.00pm. 4. But, its so gave me a lesson that we must thought again in everyting.	1. She wanted to show to all people that she can won the battle. 2. Lily confused and can't answered. 3. The king cant said something more
4	IL6/WRT	1. I felt nervous when Miss Nisa came into the class. She always seemed like magistrate. She explained the lesson and I can saw the students just dazed and silent	-
5	IL7/WRT	1. Its not enough for me. Could you brought me to the another food stand inside this mall ? “ asked her	-

6	IL8/WRT	<ol style="list-style-type: none"> 1. Because tomorrow morning we will continued our journey. 2. Inside the house, we can saw many kind of ghost. 3. In there, we we can found the game adventure 	-
7	IL9/WRT	<ol style="list-style-type: none"> 1. I didn't believe that I would got an extraordinary greeting from my friend and of course from mba Dhita 	-
8	IL10/WRT	<ol style="list-style-type: none"> 1. In second grade, we not in the same class. Although our departement were same, in social depertement, but our class were different. And that made me so sad .I couldn't saw him when in the class like last year. 	1. They very would to stop the king's cruel.
9	IL11/WRT	<ol style="list-style-type: none"> 1. The first place is PT Coca Cola Amatil Bandung, we were enter a room, that room is auditorium. When we were in auditorium, we listened rules who we did and we couldn' t did. 	1. Several months again she would graduated from her school.
10	IL12/WRT	<ol style="list-style-type: none"> 1. Yogyakarta was hot so I couldn't staying longer there. 2. The weather had been more cool so I could enjoying my trip quietly. 	-
11	IL13/WRT	<ol style="list-style-type: none"> 1. "Did you know guys why I called you all?" asked mrs. Sofi. And we shaked our hade like we didn't have any guilt. Then mrs. Sofi toughen her voice Okay I 	-

		would to tell you if they were spiderwoman	
12	IL16/WRT	<ol style="list-style-type: none"> 1. Because if we went at 12.30 a.m. , we could not saw the sunrise. 2. Although the sun felt above my head because we there at 12.15 p.m. But, I could not to past this time. 	1. He wanted to make a doll from straw, so he would never felt lonely again
13	IL19/WRT	<ol style="list-style-type: none"> 1. We prayed maghrib one by one because we were afraid that our things would lost or something. 2. One of my friends told that we would stayed in his grandmother's house. 3. While we was eating, we planned that we would went from here at 00.00 am 	
14	IL20/WRT	<ol style="list-style-type: none"> 1. Sunday morning, just like we planned, we would went to wisata Deles Indah 	

Appendix 3

The Data of Error in To + infinitive

No	Data Code	Findings	
		Recount text	Narrative Text
1	IL1/WRT	<ol style="list-style-type: none"> 1. He told me how said alphabet from A to B. 2. I couldn't really follow him to wrote. 	1. In the tent he ask to the young man to buchered a lamb.
2	IL3/WRT	<ol style="list-style-type: none"> 1. We had to paid Rp 5000,- per person. 	-
3	IL4/WRT	<ol style="list-style-type: none"> 1. I wanted to had it too. 	1. I want to looking for foods.

		2. because she want to setteled my books which fallled from the bag.	
4	IL5/WRT	<ol style="list-style-type: none"> 1. My uncle suggested me to slept, but I cannot slept because still confuse 2. I felt so tired and wanted to slept all day long. 3. I said that I wont to looking for a job. 4. I asked him to accompany me to took my clothes and bag. 	1. The king gave one week for lily to practiced.
5	IL7/WRT	<ol style="list-style-type: none"> 1. I accompanied her went around inside the food festival. 2. And she wanted to bought other snack. 	-
6	IL8/WRT	<ol style="list-style-type: none"> 1. We decided to took a bath. 2. At & am we started to continued our journey.. 3. I was so shocked to saw her condition. 4. After that, we continued our journey to came back to our journey. 	<ol style="list-style-type: none"> 1. After that, Jimy decided to went to the city for helping Joni to forget him. 2. He decided to got married with Joni. 3. Two years passed by, Jimmy decided to came back to his house. 4. At that time, Jimy was shocked and regereted. Then he decided to ca,e back to the city
7	IL9/WRT	<ol style="list-style-type: none"> 1. In this session Mba Dhita engaged us to wrote a short story with 3 keyword from small paper that distributed. 2. She gave us chance to imagination in thirty minutes. 	-
8	IL11/WRT	-	1. Her mother always asked her to cleaned the house and her sister didn't it.

			2. She worked in some places and she had some jobs and her money to bought cost university soon.
9	IL12/WRT	-	1. He realized that he had to do something to turned back them.
10	IL16/WRT	1. Last month, after the national examination finished, my classmates and I went to Dieng Plateau to refreshing.	-
11	IL19/WRT	1. At last I started to spoke with them	-

Appendix 4

The Data of Error in Preposition + verb ing

No	Data Code	Findings	
		Recount text	Narrative Text
1	IL1/WRT	-	1. After read king's letter, Biram said to one of his students.
2	IL2/WRT	-	1. Not so long after, they were died because they were badly injured and for commemorate them, native named their place "Surabaya", because Sura and Baya were fought there.
3	IL3/WRT	1. After arrived in Indah's house, hr mother greeted us.	-
4	IL5/WRT	1. I thought that I left home, I can calmer without thought anymore. 2. I cried everytime on the bus before slept.	-

5	IL7/WRT	<ol style="list-style-type: none"> 1. After arrived at the restaurant, my mother met with Mrs Jasmine. 2. When I was in kindergarten, my mother took me to the mall for prepare of my birthday plan tomorrow. 3. What about we visited ice skating place? 4. Fanny only walked around on field of ice just for knew how cold is it. 5. Therefore, we came to the lift for went down to the ground floor. 	-
6	IL8/WRT	<ol style="list-style-type: none"> 1. After arrived there, we get dinner then going to our room. 2. After visited Jatim Park 1, We went to Jatim Park 2. 	<ol style="list-style-type: none"> 1. After arrived there, Jimy didn't at his house. 2. After arrived there, he found that Joni was crying. 3. After arrived there, she met a man that looked more handsome than Jimy.
7	IL9/WRT	<ol style="list-style-type: none"> 1. There were five students of scientific work club from our school. we knew after met them there. 	<ol style="list-style-type: none"> 1. Then he went to class after have an afternoon prayer in together.
8	IL11/WRT	<ol style="list-style-type: none"> 1. On may 5th at 7 p.m. after pray, we left our school. 2. After arrived in Dufan, many kind of games, we tried aung jeram, after we queue we sat and wore seatbelt. 	<ol style="list-style-type: none"> 1. She went to mini marker for continued her another jobs. 2. After finished it, she back to living room and see her sister opened her computer
9	IL13/WRT	<ol style="list-style-type: none"> 1. I tried to refuse it but they kept compelled me, because I hadn't a reason anymore I decided to go with them. 	-
10	IL16/WRT	<ol style="list-style-type: none"> 1. We arrived at 06.00 a.m without saw the sunrise. 	-

11	IL17/WRT	<ol style="list-style-type: none"> 1. After repaired my front tire, we continued our journey to North Toraja. 2. After set up out tent, I went to the river to fill my bottle. 	<ol style="list-style-type: none"> 1. No longer is it until people in the village noticed that many children in the village began to disappear after the old woman coming.
12	IL20/WRT	<ol style="list-style-type: none"> 1. After finished eating, we went home. 	-

Appendix 5

The Data of Error in Preposition

No	Data Code	Findings	
		Recount text	Narrative Text
1	IL1/WRT	-	<ol style="list-style-type: none"> 1. In that day, Teacher Biram answered king's question.
2	IL3/WRT	<ol style="list-style-type: none"> 1. When I was on the third grade at vocational high school,... 2. In Sunday morning, I left my house at 8.30 pm. 	<ol style="list-style-type: none"> 1. The following day, when he went home from school he saw a poster about loss.
3	IL5/WRT	<ol style="list-style-type: none"> 1. When I was 17 years old. on Friday at November 2014 I went to Surabaya alone. 2. My uncle live alone at Surabaya. 3. When arrived at Kediri, the bus stopped at restaurant to dinner. 4. Next day, my uncle behaviour increasigly unclear. 5. At market, my uncle caressed my cheek and I am so angry. 	<ol style="list-style-type: none"> 1. I want my parents can live at here too. 2. They lived together at the kingdom.

		6. Third day, I not got job. 7. His name is andri and he lived at Yogyakarta 8. He was lived at Surabaya for a long time. 9. I met him at front of indomart mini market.	
4	IL6/WRT	1. I spent a lot of my time to do activities the college.	1. In the following day, he herad bad news.
5	IL7/WRT	1. Mrs. Jasmine brought her child too. Her name is Fanny. She is my friend too on kindergarten. 2. Orchid Garden Mall on Jakarta is a very beautiful mall because it has a touch of antique and unique inside.	1. At the right time, the king was thinking the same thing
6	IL9/WRT	1. Finally, the end of the evnt. It meanst all of event was done.	-
7	IL10/WRT	1. That time, my heart like a park that full of flowers.	-
8	IL11/WRT	1. When I was Senior High Scool, I went on a study tour to jakarta and Bandung. 2. It was held at May 5-8th 2015. 3. Next day, we went to TMIL.	-
9	IL12/WRT	1. Next, we arrived at Yogyakarta exactly at a resort at 09.00 pm.	1. That day, David had a long seminar in a hotel
10	IL13/WRT	1. It happened 2 years ago when I was senior hig school.	-

11	IL15/WRT	-	1. They born at the same day, but Alex was four hours first
12	IL18/WRT	-	1. The next day, the prince decided to wait until the witch had gone and see if he could do the same.
13	IL20/WRT	1. Sunday morning, just like we planned, we would went to wisata Deles Indah.	-

Appendix 6

The Data of Error in Missing Subject

No	Data Code	Findings	
		Recount text	Narrative Text
1	IL2/WRT	1. At the beginning of the trip were still around the unfortunate many of my friends who gets carsick. 2. After being tired of waking in sunan area paid by the beauty of the beach parangtritis	-
3	IL5/WRT	1. My uncle suggested me to slept, but I cannot slept because still confuse	1. She rocked the baby until stopped cryng.
4	IL9/WRT	1. There are many participants and look so enthusiastic.	-
5	IL13/WRT	-	1. At first Anna ignored it, but one night when she wanted to get up for tahajud prayer, suddenly could not move her legs.

6	IL14/WRT	1. I stayed in boarding school 4 years, actually lived in the boarding school very exciting not like what taught before.	-
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Appendix 7

The Data of Error in Missing linking verb

No	Data Code	Findings	
		Recount text	Narrative Text
1	IL1	-	1. Yaa, but what the relation with my decision? 2. All of people surprised and confused, speechless.
2	IL5	1. I felt so sad and won't at home anymore 2. I thought that I left home, I can calmer. 3. When arrived at Kediri, the bus stopped at restaurant to dinner. 4. I confused with this place. 5. I frightened, I thought that my uncle is firtatiour. 6. Third day, I not got job.	1. They promised to conceal that Lily not their child. 2. Rose and Leafe proud of Lily. 3. When the king looked at Lily, he surprised. 4. Lily confused and can't answered. 5. Rose and leafe confused and cant answered. 6. He dissapointed and back to the kingdom
3	IL6	1. She explained the lesson and I can saw the students just dazed and silent.	1. He confused, why his parents didn't return for long time, but he was still positive thinking. 2. He depressed, and he
4	IL7	1. It because i never to go to place like this. 2. There are people who is learned to skate, who skate happily, and who expert on it.	1. The fugitive criminal also be executed when it is caught.

		<ol style="list-style-type: none"> 3. It so beautiful. 4. After she satisfied, then we came back to the our parents who found us. 	
5	IL8	-	<ol style="list-style-type: none"> 1. It's been two years since you've been gone, i married with your best friend john.
6	IL9	<ol style="list-style-type: none"> 1. Each performers expert in his field. 2. In writing short story we discussed about how to write a short story in author's way. Until fix the problem of writing 	-
7	IL10	<ol style="list-style-type: none"> 1. Our task was to research about algae at school. 2. That time, my heart like a park that full of flowers. 3. But I had to hide my feeling because I afraid if he didn't had the same feeling like me. 4. In second grade, we not in the same class. 5. I shy and felt stupid too. 6. Because it just silent in love. 7. But in fact, it just my dreamed. 	-
8	IL11	<ol style="list-style-type: none"> 1. After they tired sang some song, one by one from we slept, but I can't well – sleep. 2. We were breakfast at the restaurant and then we continued our journey. 3. In the evening, we shopping in ITC. 	<ol style="list-style-type: none"> 1. Anne stopped her motorcycle and approached them but the boy successful took the bag and the man running away. 2. Ann who saw that couldn't see his face because she behind him

		4. After we shopping in ICT, our bus stopped in a store.	
19	IL12	1. When I looked out of the window I surpsised that there was a wonderful view.	-
10	IL13	1. She suggested to climb the gate and she was confident it would successful. 2. At that time I scared.	-
11	IL14	1. When I senior high school, I stayed in Islamic Boarding School. 2. How the romance life in the boarding school? 3. I stayed in boarding school 4 years, actually lived in the boarding school very exciting not like what taught before.	-
12	IL15	-	1. They born at the same day, but Alex was four hours first 2. They slept in hope tomorrow their bodies back to normal. 3. My handsome face back to normal
13	IL16	1. But from beginning we had some problems started from we could not license from school and we debated with bus driver about our time of departure. 2. After that, we breakfast and took a rest for a moment. 3. The cauldron be under champor mountain range.	1. In the next morning, he surprised 2. Hugewo worried about her. 3. Hugewo worried her

		4. Although the sun felt above my head because we there at 12.15 p.m. But, I could not to past this time.	
14	IL17	1. The sky of Toraja city full of fireworks and looked very beautiful from the mountain top Sesean.	1. Yes mom, I heard, and we about to come inside.
16	IL20	1. I visited my brother's house that located in Klaten. 2. The distance approximately 30 km from Jogjakarta. 3. His house was quiet, the environment still fresh. 4. The road to that place was not good enough, but it not let us down. 5. Actually we not came late yet, but we were dissappointed we couldnt see a sunrise	-
17	IL4	-	1. She just slept, ate, and saw how the ants busied to look for foods.

Appendix 8

The Data of Error in Passive Sentence

No	Data Code	Findings	
		Recount text	Narrative Text
1	IL4	1. No one be permitted to wrote this.	-

2	IL6	-	1. He was devil who sent by Devil's king to destroy human of the world.
3	IL7	1. After we asked for permission to parents, our adventure in the mall then started.	1. The king then decided to execute all the prisoners who had captured. 2. For avenged his wife who had killed by the robbers, he thought a way to execute all criminals. 3. He also seduced by king promise about the interesting gift. 4. In just one week, all 40000 prisoners was executed.
4	IL8	1. It held for all student of class 2.	-
5	IL9	1. The ceremony was began at 08.00 a.m.	-
6	IL10	-	1. Until one day, that empire shocked by a couple husband and wife who wasn't strange. 2. The princess and her husband more loved by all of the people. 3. The people lived in the victory empire that led by wise king and queen.
7	IL14	1. If there are a couple made a special relationship they will be punish.	-
8	IL16	1. My eyes spoiled with the view and I did not forget to take some pictures there.	-
9	IL19	1. The sulphur was too strong so we didn't allowed to go there.	-

		2. Our fatigue, hunger, and time had paid here	
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Appendix 9

The Data of Error in Make, Made

No	Data Code	Findings	
		Recount text	Narrative Text
1	IL1	-	1. Your decision made the other people would't pay the tax.
2	IL3	-	1. He was late to school and was given punishment by his teacher that made him went around the school yard.
3	IL8	1. It makes our visit to lapindo was delay.	-
4	IL10	1. That was my first experience with him and made me more liked him.	-
5	IL12	1. When I was second grade in Junior High School, my school would make a study tour to Yogyakarta	-
6	IL14	1. There was only one thing that made me felt happy in the boarding school, that is mingle to all friends.	-
7	IL15	1. I should make the situations feels cozy which could make the students interesting in what the speakers were saying	-

Appendix 10

The Data of Error in Definite article (the)

No	Data Code	Findings	
		Recount text	Narrative Text
1	IL3	-	1. The road was quiet in winter.
2	IL5	-	1. Lily wore a same necklace with his daughter's neckalce when she lost some years ago. 2. Rose found Lily was cry at under of a tree
3	IL6	-	1. He was devil who sent by Devil's king to destroy human of the world.
4	IL7	1. Fanny only walked around on field of ice just for knew how cold is it. 2. After she satisfied, then we came back to the our parents who found us.	-
5	IL9	1. Mba Dgita asked delegation from each level to read their sort story in front of class.	1. Then he went to class after have an afternoon prayer in together.
6	IL10	1. How happy I was, when I knew that he was in same group with me. 2. But I had to hide my feeling because I afraid if he didn't had the same feeling like me. 3. After we were done, we also had to present it in front of class.	-

		4. Thankfully, our presentation got a very good appreciation from friends and teacher.	
7	IL11	<ol style="list-style-type: none"> 1. When we were in auditorium, we listened to the rules that we did and we couldn't do. 2. After that we walked around the factory. 3. After that we went to hotel. 4. Next day, we went to TMIL. 	1. Yes mom, then she went to kitchen.
8	IL14	<ol style="list-style-type: none"> 1. In first time I felt very sad. 2. I stayed in boarding school 4 years, actually lived in the boarding school very exciting not like what taught before. 	-
9	IL15	-	<ol style="list-style-type: none"> 1. Inana and Alex were at restaurant at the moment. 2. Alex and Lily were at restaurant right now.
10	IL16	<ol style="list-style-type: none"> 1. But from beginning we had some problems started from we could not get license from school and we debated with bus driver about our time of departure. 2. The cauldron be under the mountain range 	1. She found Hugewo at sea
11	IL17	1. When night has arrived, while waiting for the turn of the year.....	-
12	IL19	1. We climbed the top of the ship because we wanted to see sea.	1. He was confused, he was forced to go alone to restaurant that he used to come
13	IL20	1. Actually we not came late yet, but we were disappointed we couldn't see a sunrise	-

Appendix 11

The Data of Indefinite Article (a, an)

No	Data Code	Findings	
		Recount text	Narrative Text
1	IL1	1. Yesterday, I had new experience	-
2	IL6	-	1. One day, Akille's parents were sent by someone to get mission in other city. 2. At midnight, he got nightmare. 3. In the following day, he herad bad news.
3	IL7	1. I never looked antique lift like this before.	-
4	IL8	-	1. One day, Joni intended to send Jimy letter.
5	IL9	1. She gave us chance to imagination in thirty minutes. 2. Mba Dhota was performer in writing short story.	-
6	IL10	-	1. The cruel king become weak person.
7	IL11	1. The frist place is PT Coca Cola Amatil Bandung, we were enter a room, that room is auditorium.	1. She lived in small house with mother and sister in a law. 2. Her father worked as builder and he was rarely back home. 3. She worked as cahier in mini market.
8	IL12	-	1. I promise I'll change to be better person.
9	IL14	1. We only could come together when the big even was held.	-

10	IL17	1. And the rain had begun to subside, and we celebrates the new year with great joy.	-
11	IL18	-	1. She suffered strange illness
12	IL20	1. It was such unforgettable experience for me.	-

Appendix 12

The Data of Error in (Plural forms)

No	Data Code	Findings	
		Recount text	Narrative Text
1	IL1	-	1. Unfortunately, some day from this news spread in society,...
2	IL2	-	1. Many yeras ago, in the sea (Java Sea) lived two wild animal, shark (sura) and crocodile (baya).
3	IL3	1. This is in order to refresh our mind because of many test that we have to do.	1. He opened it and there were much money and some identification card.
4	IL4	1. So all of my classmate has a diary book. 2. Me whose had a big pity to all persons is forigive her easily	-
5	IL5	1. There was only nine people and I sat alone. 2. Wait a minutes, I came there now. 3. Several time, my uncle arrive at PO. Safari Dharma Raya.	-

		4. I went to my friend's hostel, just 15 minute from my uncle's home by motorcycle.	
6	IL6	1. I get many lesson from lecturer from lecturer and my friend.	-
7	IL7	1. There are many food stand. 2. She looked many unique restaurant.	1. All of king method of execution is lethal., but not effective.
8	IL8	1. It held for all student of class 2. 2. Our destination are Jatim Park. 3. Before I went to Jatim, I had prepare many thing. 4. I bought some food and drink. 5. In there, we saw many flower and we took photos together. 6. Inside the house, we can saw many kind of ghost	1. Joni was 15 year old. 2. Jimmy was 22 year old. 3. They were friend for about 10 years.
9	IL9	1. At 6.30 a.m. we went to SMA N 1 Kebumen as delegation from our school students prganization. 2. Between the participants there are several friend my junior high school 3. The main of event was 2 session there are writing short story class dan making magazine class. 4. Each performers expert in his field. 5. One of her book was booked by famous publicer.	-

		<ol style="list-style-type: none"> 6. In this session Mba Dhita engaged us to wrote a short story with 3 keyword from small paper that distributed. 7. Mba Dgita asked delegation from each level to read their sort story in front of class. 8. Finally, the end of the evnt. It meanst all of event was done. 	
10	IL10	<ol style="list-style-type: none"> 1. Because there was many kind of algae, we divide again our group to be two group. 2. Although our department were same, in social department, but our class were different. 	-
11	IL11	<ol style="list-style-type: none"> 1. In the bus, my friend sang some song. 2. There was many kind of Al Quran, from little Al Quran to big Al Quran. 	-
12	IL12	<ol style="list-style-type: none"> 1. On our way, we enjoyed our trip witns singing many song, had some jokes, and playing card. 2. Jogja has many beautiful place and friendly people. 	<ol style="list-style-type: none"> 1. Day and day passed, David felt lonely because he was left by two person who care to him.
13	IL13	<ol style="list-style-type: none"> 1. Finally we did the punishment and it turns out one of student saw and reported us to guardian dormitory. 	-
14	IL14	<ol style="list-style-type: none"> 1. My boarding school was one of the biggest boarding school in Notrh Sumatera. 	-

		<ol style="list-style-type: none"> The punishment is went around the dormitory while their face were made up. There are many lesson I got from the boarding school. 	
15	IL15	-	<ol style="list-style-type: none"> Inana and Alex were a friend, childhood friend
16	IL16	<ol style="list-style-type: none"> We get out and bought some souvenir for my family. 	-
17	IL17	<ol style="list-style-type: none"> The Sesean Mountain has twelfth post. 	-
18	IL19	<ol style="list-style-type: none"> After they prepared their equipment such as food, clothes, and other things We checked our equipment first before we went from my house. While we was enjoying our food, suddenly a cople of tourist came and sat beside us. Hearing his idea, all of my friend wanted him to make some writing for us. 	<ol style="list-style-type: none"> He was a student in one of famous college in the city. Two month later after that incident, Things went back to its place.

Appendix 13

The Data of Error in Singular Noun

No	Data Code	Findings	
		Recount text	Narrative Text
1.	IL10	<ol style="list-style-type: none"> During one years, we like people who didn't knew each other. 	<ol style="list-style-type: none"> After one years since the princess leaved, the people was more suffered.

			2. Because his cruel, one by one his persons leaved him.
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Appendix 14

The Data of Error in Pronoun

No	Data Code	Findings	
		Recount text	Narrative Text
1	IL2	1. At the beginning of the trip were still around the unfortunat many of my friends who gets carsick and them back home and did not continue the study tour.	-
2	IL4	1. So all of my classmate has a diary book and her filled it with every moment she had.	-
3	IL3	-	1. He felt the earth shoke himself.
4	IL5	1. I went to my uncle home 2. Next day, my uncle behaviour increasigly unclear. 3. I tried to call my uncle, but nothing answer. 4. Her name is Ira, he wore hot pant and you can see or thank top.	1. Her name is Rose, and her husband name is Leafe. 2. Why are you not protect her and let she lose?
5	IL6	1. I knew about prefix and suffix, but I confused to use that in the sentence.	-
6	IL7	-	1. The fugitive criminal also be executed when it is caught.

7	IL10	<ol style="list-style-type: none"> 1. Although just him back that I was saw, but at least I can saw him. 2. He knew if me had a special feel to him. 	<ol style="list-style-type: none"> 1. She often gave money and food to the people secretly. Therefore people very loved hers.
8	IL11	-	<ol style="list-style-type: none"> 1. Her sister failed to entered to university that her want. 2. Anne quickly opened announcement and she entered in university that her want. 3. Finally she got that scholarship and she entered university that her want
9	IL14	-	<ol style="list-style-type: none"> 1. “Sorry I also dont have money, but you can take all my apples and sell it”.
10	IL16	<ol style="list-style-type: none"> 1. Finnaly, the bus driver asked our to go there at 12.00 a.m. 	-
11	IL19	<ol style="list-style-type: none"> 1. We went to downhill and that made we could go home faster. 	-

Appendix 15

The Data of Error in Relative pronoun

No	Data Code	Findings	
		Recount text	Narrative Text
1	IL1	-	<ol style="list-style-type: none"> 1. Long time ago, there was a king in Araqah city who named King Muhamad Fatih.
2	IL4	<ol style="list-style-type: none"> 1. My friend whose a while ago brought my diary book was aid sorry to me. 2. Me whose had a big pity to all persons is forigive her easily. 	<ol style="list-style-type: none"> 1. An ant who passing in front of him.

3	IL7	-	1. He designed a decapitating tool whom he call Guillotine.
4	IL11	<ol style="list-style-type: none"> 1. When we were in auditorium, we listened rules who we did and we couldn' t did. 2. We saw bottles washed in a room and than it was filled liquid who called coca cola. 3. The MC talked about Cinta Laura's pictures who look like Ariana Grande and several times they were sang a song 	-
5	IL15	-	1. The door knocked. Alex raised his head whose touched the bed sheet.

Appendix 16

The Data of Error in Collocation

No	Data Code	Findings	
		Recount text	Narrative Text
1	IL2		1. I rule in the water because I only looking food in the water and your territory in a land
1	IL1	-	1. I want all of my students gather in the big field next week.
2	IL5	-	<ol style="list-style-type: none"> 1. I will stay with my parents who care to me from baby untill now. 2. I want my parents can live at here too.
3	IL7	1. Fanny was interested about the festival.	-

4	IL10	<ol style="list-style-type: none"> 1. One day, at second week of our class when we learned biology, the teacher devide the class to be several groups. 2. Because there was many kind of algae, we divide again our group to be two group. 3. And I think, he never knew about my love to him. 	-
5	IL11	<ol style="list-style-type: none"> 1. When I was Senior High Scool, I went on a study tour to jakarta and Bandung. 2. We saw bottles washed in a room and than it was filled liquid who called coca cola. 	<ol style="list-style-type: none"> 1. After she finished her job, she back home. 2. After finished it, she back to living room and see her sister opened her computer 3. All right, I allow you use my computer.
6	IL12	-	<ol style="list-style-type: none"> 1. Day and day passed, David felt lonely because he was left by two person who care to him.
7	IL15	<ol style="list-style-type: none"> 1. Similar with the first event, this event ran smoothly. 	<ol style="list-style-type: none"> 1. "Be careful, son. Hurry up, we are going to have breakfast."
8	IL16	<ol style="list-style-type: none"> 1. After that, my friends and I came together in a place and we next to go home at 04. 00 p.m and we arrived in home at 11.45. p.m. 	<ol style="list-style-type: none"> 1. Hugewo worried her.
9	IL18	-	<ol style="list-style-type: none"> 1. She suffered strange illness 2. Rapunzel grew to be a beautiful young girl

Appendix 17

The Data of Error in Countable and Uncountable Noun

No	Data Code	Findings	
		Recount text	Narrative Text
1	IL1	-	1. Then, king Muhammad Fatih wrote a letter to his teacher to ask how much students that he has.
2	IL2	-	1. Time went by, fishes that became sura's prey ran out and migrated into Brantas River's estuary because fishes wre afraid to e eaten by shark (sura).
3	IL4	-	1. She just slept, ate, and saw how the ants busied to look for foods 2. I want to looking for foods. 3. Grazy had no food and found herself dying of hunger while she saw the ants distributed fruits.

Appendix 18

The Data of Error in When/While+ Verb ing/ when+ S+ when Verbs

No	Data Code	Findings	
		Recount text	Narrative Text
1	IL2	1. When completed socialization we go to Malioboro to buy souvenirs.	-

2	IL5	1. When arrived at Kediri, the bus stopped at restaurant to dinner.	-
3	IL7	1. Then we took a rest while watched a food festival on the ground floor.	-

Appendix 19

The Data of Error in Native Language Transfer

No	Data Code	Findings	
		Recount text	Narrative Text
1	IL3	-	1. Suddenly he saw something for a far. 2. The poster was about lost wallet. 3. Who find my wallet I will give you a reward. 4. You have stolen my money more than the reward that I'll give to you. Go away or I'll tell you to the police".
2	IL5	-	1. He delegated his ajudant to meet Lily and invited Lily came to archery battle.
3	IL6	1. The class was finishing, my friend asked me to go canteen.	1. He felt the earth shoke himself. 2. He heard noisy voice in far. 3. He confused, why his parents didn't return for long time, but he was still positive thinking.
4	IL7	1. How about you lost in this mall.	1. Economic budget was also much used because the king have to keep live all the prisoners
5	IL9	1. I the end this class.	-

6	IL10	1. Because it just silent in love.	-
7	IL11	1. After they tired sang some song, one by one from we slept, but I can't well – sleep	1. Her sister failed to entered to university that her want. 2. I'll se announcement enter university. 3. Anne quickly opened announcement and she entered in university that her want. 4. After graduation, she went to Education University but after see cost from university her money diesnt enough and she asked employee. 5. Finally she got that scholarship and she entered university that her want
8	IL13	1. And i thought to thrawt this plan and Septi said that she has a way for through it.	-
9	IL14	1. First time I entered boarding school I was delivered by my big family, they delivered ne happily while I felt very sad, because I thought that my family abandoned me.	1. That boy very loved that apple tree
10	IL16	1. But from beginning we had some problems started from we could not	-

		<p>license from school and we debated with bus driver about our time of departure.</p> <ol style="list-style-type: none"> 2. Then we next our vacation. 3. After that, we next our tour without object. 4. After that, we next to Telaga Warna which this morning still close. 5. After that, we next to Kawah Sikidang. 6. Unforgot, we took some pictures there. 7. After that, my friends and I came together in a place and we next to go home at 04. 00 p.m. 8. I still felt annoy. Because I could not see the sunrise. 	
11	IL18	-	<ol style="list-style-type: none"> 1. One night, his wife fell sick. 2. Then a miracle happened, his wife's illness dissapeared and she born a beautiful baby.

Appendix 20

The Data of Error in Start,enjoy, keep +verb ing

No	Data Code	Findings	
		Recount text	Narrative Text
1	IL11	<ol style="list-style-type: none"> 1. It started walk, the water has fast current and our clothes were wet. 2. We sat in front of, when it started walk. 	<ol style="list-style-type: none"> 1. The men kept defend the bag and then thay was fight

2	IL13	1. I tried to refuse it but they kept compelled me, because I hadn't a reason anymore I decided to go with them.	-
3	IL16	1. On the way, we very enjoyed sang together.	-
4	IL19	1. My friends kept forced me to speak with them.	-



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Website: www.slemankab.go.id, E-mail: kesbang.sleman@yahoo.com

Sleman, 18 April 2017

Nomor : 070 /Kesbangpol/ 1614 /2017

Kepada

Hal : Rekomendasi

Yth. Kepala Bappeda

Penelitian

Kabupaten Sleman

di Sleman

REKOMENDASI

Memperhatikan surat :

Dari : Asisten Direktur I PPS UNY

Nomor : 2412/UN34.17/LT/2017

Tanggal : 23 Februari 2017

Perihal : Permohonan Ijin Penelitian

Setelah mempelajari surat permohonan dan proposal yang diajukan, maka dapat diberikan rekomendasi dan tidak keberatan untuk melaksanakan penelitian dengan judul "A SYNTACTIC ERROR ANALYSIS ON THE FIRST YEAR OF ENGLISH LITERATURE STUDENTS' WRITING PERFORMANCE" kepada:

Nama : Ayudya Whardani, S.Hum

Alamat Rumah : Batangan Sumberadi Mlati Sleman

No. Telepon : 08985001302

Universitas / Fakultas : UNY / Pascasarjana / Bahasa Inggris

NIM / NIP : 15716251006

Program Studi : S2

Alamat Universitas : Jl. Colombo No. 1 Yogyakarta

Lokasi Penelitian : UIN Sunan Kalijaga Yogyakarta

Waktu : 18 April 2017 - 18 Mei 2017

Yang bersangkutan berkewajiban menghormati dan menaati peraturan serta tata tertib yang berlaku di wilayah penelitian. Demikian untuk dipergunakan sebagaimana mestinya.

Kepala Badan Kesatuan Bangsa dan Politik
Kabupaten Sleman



Drs. Agus Soesilo Endiarto, M.Si
Pembina Utama Muda, IV/c
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PEMERINTAH KABUPATEN SLEMAN
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SURAT IZIN

Nomor : 070 / Bappeda / 1690 / 2017

**TENTANG
PENELITIAN**

KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH

Dasar : Peraturan Bupati Sleman Nomor : 45 Tahun 2013 Tentang Izin Penelitian, Izin Kuliah Kerja Nyata, Dan Izin Praktik Kerja Lapangan.
Menunjuk : Surat dari Kepala Badan Kesatuan Bangsa dan Politik Kab. Sleman
Nomor : 070/Kesbangpol/1614/2017
Hal : Rekomendasi Penelitian

Tanggal : 18 April 2017

MENGIZINKAN :

Kepada :
Nama : AYUDYA WHARDANI, S.Hum
No.Mhs/NIM/NIP/NIK : 15716251006
Program/Tingkat : S2
Instansi/Perguruan Tinggi : Universitas Negeri Yogyakarta
Alamat instansi/Perguruan Tinggi : Jl. Colombo No. 1 Sleman Yogyakarta
Alamat Rumah : Batangan Sumberadi Mlati-Sleman
No. Telp / HP : 08985001302
Untuk : Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul
A SYNTACTIC ERROR ANALYSIS ON THE FIRST YEAR OF ENGLISH LITERATURE STUDENTS' WRITING PERFORMACE
Lokasi : UIN Sunan Kalijaga Yogyakarta
Waktu : Selama 3 Bulan mulai tanggal 18 April 2017 s/d 18 Juli 2017

Dengan ketentuan sebagai berikut :

1. Wajib melaporkan diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk mendapat petunjuk seperlunya.
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.
3. Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.
4. Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Badan Perencanaan Pembangunan Daerah.
5. Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.

Demikian izin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Dikeluarkan di Sleman

Pada Tanggal : 18 April 2017

a.n. Kepala Badan Perencanaan Pembangunan Daerah

Sekretaris

u.b.

Kepala Bidang Penelitian, Pengembangan dan Pengendalian

Ir. RATNAN HIDAYATI, MT

Pembina

NIP. 19660828 199303 2 012



Tembusan :

1. Bupati Sleman (sebagai laporan)
2. Camat Depok
3. Rektor UIN SUKA Yk
4. Direktur PPS UIN SUKA Yk
5. Yang Bersangkutan

SURAT IJIN PENELITIAN

Nomor : B.2406 /Un.02/BA/TL.00/04/2017

Memperhatikan Surat Kepala Badan Perencanaan Pembangunan Daerah Kabupaten Sleman Nomor : 070/Bappeda/1690/2017 tanggal 18 April 2017 perihal Permohonan Izin Penelitian dengan ini Rektor UIN Sunan Kalijaga memberikan ijin kepada :

Nama : Ayudya Whardani, S.Hum
NIM : 15716251006
Program : Magister (S2) Universitas Negeri Yogyakarta

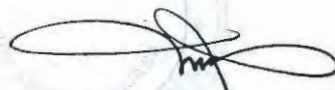
Untuk mengadakan Penelitian/Pra Survey/Uji Validitas/PKL dengan judul **"A SYNTACTIC ERROR ANALYSIS ON THE FIRST YEAR OF ENGLISH LITERATURE STUDENTS' WRITING PERFORMANCE"** dengan ketentuan sebagai berikut :

1. Sebelum mengadakan Penelitian terlebih dahulu melapor kepada Kepala Biro AAKK.
2. Waktu Penelitian dari 18 April s.d. 18 Juli 2017 dengan lokasi di UIN Sunan Kalijaga Yogyakarta
3. Selama mengadakan Penelitian tidak mengganggu kegiatan Sivitas Akademika.
4. Menjaga keamanan dan ketertiban.
5. Selesai mengadakan Penelitian harap memberikan laporan tertulis kepada Rektor melalui Bagian Akademik Biro AAKK dengan dilampiri hasil Penelitiannya.

Demikian surat ini diterbitkan, untuk dipergunakan sebagaimana mestinya.

Yogyakarta, 28 April 2017

a.n Rektor
Kepala Biro AAKK



H. Maskul Haji_R

Tembusan :

1. Rektor UIN Sunan Kalijaga Yogyakarta (sebagai laporan);
2. Direktur Pascasarjana Universitas Negeri Yogyakarta;
3. Ketua LP2M UIN Sunan Kalijaga Yogyakarta;
4. Kepala UPT. Perpustakaan;
5. Yang bersangkutan.