



INTERLINGUAL AND INTRALINGUAL ERRORS OF DESCRIPTIVE WRITING PRODUCED BY VOCATIONAL SCHOOL IN DENPASAR

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ABSTRACT

In curriculum in Indonesia, writing is one of the skills taught in English subject. The common problems faced by students in composing English sentence were interlingual errors and intralingual errors. This study aimed to analyze the students' interlingual and intralingual interferences of Vocational Students' descriptive writing. A qualitative approach was applied by examining the students' descriptive writing. There were 30 students' writings as object of study. Data collection was done through reading, note-taking, classifying, and describing. The results of study revealed that the most frequent interlingual form produced by the students was subject-verb agreement. Meanwhile the frequent intralingual form found was overinclusion. To sum up, interlingual and intralingual interferences were found in the students' descriptive writing.

Keywords: Interlingual, Intralingual, Interference, Students' Writing

INTRODUCTION

The process of learning a foreign language often involves complex challenges, especially in writing skills. Manik and Suwastini (2020) agreed that writing is a complicated skill for English students. The students require a complex combination of generating ideas, selecting the idea that is appropriate to the writing tasks, translating these into a text and polishing the text to produce appropriate and attractive documents (Ahmed, 2022).

In the Indonesian high school curriculum, writing is one of the skills taught in the English subject. One of the common problems faced by students is interlingual error and intralingual error. interlingual error, which is an error that occurs due to the influence of the mother tongue when students try to express ideas in the target language. Since interlanguage increases in EFL in the learning process, making errors are commonly happened in composing sentences in writing. According to (Brown (1980), students' presumptions lead to their interlanguage in the target language. The first language (interlingual) and the target language have the same forms. In addition, intralingual errors are also another type of negative transfer of elements within the target language.

This condition also happened to the Vocational students in Denpasar. Based on preliminary study, the majority of students are unable to acquire the fundamentals of writing in the English language. The students make interlingual errors an intralingual errors in their writing. They applied Indonesian grammar into English grammar in writing. These errors affect not only the quality of students' written work but also their overall success in language acquisition and academic performance. By understanding the sources and patterns of these errors, teachers can more effectively support students in overcoming linguistic challenges, improving writing proficiency, and achieving higher levels of fluency in the target language.

As language learning becomes an increasingly important skill in global education and professional contexts, addressing writing errors through targeted teaching methods and feedback mechanisms will continue to play a central role in helping students succeed and communicate effectively. Based on the phenomenon in the field, the researcher would like to find the interlingual interference and intralingual interference in the students writing. This study was conducted in a Vocational School in Denpasar.

METHOD

This research used the qualitative descriptive method. The instrument was a descriptive text written by the vocational students. The students' writings were chosen as the object. There were 30 students' writing were analyzed in this study. English descriptive text to identify, collect, describe, and explain the data. Data were gathered through free composition with the topic of 'tourism destination'. The researcher supervised the students while they wrote a descriptive text. A text consisted of 10-15 sentences. Therefore, descriptive analysis was used to analyze the data. The first step was identifying the errors found in the students' writing. Then, classifying all erroneous sentences based on the types. presenting the incorrect since in the number of lists, describing and explaining each data. The data were divided into two different types, intralingual and interlingual interferences.

RESULT AND DISCUSSION

The analysis's results were divided into two categories. They were intralingual and interlingual interferences.

Table 1.

The Frequency of Interlingual and Intralingual Interference

Interlingual Interference	F	Intralingual Interference	F
Subject-verb agreement	40	overinclusion	27
Omission	36	the use of verb tense	23
Misordering	32	the use of articles	19
Misformation	27		
Singular-plural form	22		
Passive voice	17		
Adjective	14		
Total	188		69

The results mentioned in table 1 shows that interlingual interference had a higher range, which was 188 cases in influencing students' writing than intralingual interference, which was 69 cases.

The following was the narrative description:

1. Interlingual Interference

The interlingual transfer appeared due to the effect or the interference of the first language pattern during airing the target language. The errors occurred because the students too dependent on the first language so that the language rules used affected the use of other languages. The errors made by students, such as subject-verb agreement, omission, misordering, misformation, singular-plural form, passive voice and adjective, were considered to be caused by interlingual transfer and were discussed in the following.

1.1 Subject-verb agreement

The first type of influence of the first language was subject-verb agreement. The students combined inappropriate subject and verb. The subject does not agree with the verb in person or number. The following were the students' writing examples:

- (1) You also sees luminous fungi and fireflies.
Kamu juga melihat jamur bercahaya dan kunang-kunang.
'You also see luminous fungi and fireflies.'
- (2) Tourists usually plays kites
Turis biasanya bermain layangan.
'Tourists usually play kites.'

Example (1) and (2) showed that the students seemed to adopt their first language rules which did not contain such rule as subject-verb agreement. The findings in this study was in accordance with the findings of (Mesrawati and Narius (2019). They found that the students committed errors in subject-verb agreement out of the interference of L1 since there was no rule which says that a singular subject requires a single form of a verb.

1.2 Omission

The next first language influence was an omission. When the students were writing a sentence, they students omitted the grammatical morpheme. In Indonesian syntactic rule, to be (is, am, are) is not needed in a sentence regardless of the tenses used or the form of the subject, whether it is singular or plural. Meanwhile, it is a requirement in English to use to be in order to compose a grammatically correct sentence. When a subject is followed by a noun, adjective, V-ing, to be should be included. Such a formula does not exist in Indonesian. The following were examples students one element in a sentence:

- (3) Sanur beach a famous tourist destination on the island of Bali.
Pantai Sanur merupakan tujuan wisata terkenal di pulau Bali.
'Sanur beach is a famous tourist destination on the island of Bali'
- (4) Dolphin's performance at Lovina Beach begins in the morning 5:00.
Pertunjukan Dolphin di Pantai Lovina dimulai pada pagi hari pukul 5:00.
'Dolphin's performance at Lovina Beach begins in the morning at 5:00.'

In example (3), the student omitted the grammatical morpheme 'is' in the sentence. Thus, it made the sentence incomplete. Whereas, in example (4), the student omitted the preposition of time 'at' in the construction 'in the morning 5.00. It is supposed to be 'in the morning at 5:00' because in stating the time, the preposition of time is necessary. This statement is supported by the findings of Angguni (2020). She pointed that omission resulted from L1 interference. Most of the students omitted 'to be' in their sentences.

1.3 Misordering

Another first language influence was misordering. Misordering happens because of the interference of the first language. The pattern of the word order in Indonesian is different from the one in English.

- (5) Machu Picchu is a symbol famous of the Incan Empire history.
Machu Picchu merupakan simbol terkenal dari sejarah Kekaisaran Inca.
'Machu Picchu is a famous symbol of the Incan Empire history'
- (6) Bali Zoo very is suitable as a family tourism object.
Kebun Binatang Bali Zoo sangat cocok sebagai objek wisata keluarga.
'Bali Zoo is very suitable as a family tourism object.'

According to example (5) and (6), it was found that the students made

the error of misordering. In example (5), it can be seen in the word 'symbol'. It is supposed to be written after the word 'famous'. The student wrongly put the incorrect position of the morpheme 'symbol'. Moreover, an error of misordering also found in the example (6). The word 'very' was placed by the student incorrectly. 'Bali Zoo' should be followed by the auxiliary verb 'is'. Hence, these errors might be occurred because of interlingual transfer. The students translated one word by one word of the students' first language. Therefore, a considerable number of interlanguage was involved during the process. It is in line with the findings of (Murtiana (2019) who stated that interlingual interference was caused by misordering. She found that the students were confused placing between adjective and noun. It can be seen when an adjective was placed after the noun in composing English writing.

1.4 Misformation

First language interference also caused the students to produce misformation in their sentences. The students used wrong words or wrong structures that are non-existent in the foreign language. Examples (7) and (8) showed the errors of misformation:

- (7) This beach is placed in Kalibukbuk Village
Pantai ini terletak di Desa Kalibukbuk.
'This beach is located in Kalibukbuk Village.'
- (8) This is one of the tourist attractions in Bali North.
Ini adalah salah satu tempat wisata di Bali Utara.
'This is one of the tourist attractions in North Bali.'

Those errors are of misformation committed by the students. In example (7), the word 'placed' is not suitable to mention the location of the place. It should be 'located'. In this case, the student translated the word from the L1 word. Moreover, in example (8), the student wrote 'Bali North' instead of 'North Bali'. This happened because the student used literal translation from L1. The previous examples probably caused by the interlingual transfer in the sense that the students used their first language system's structure. them. Those examples imply that the students used their mother language system to the target language sentence. A similar study was also conducted by Suwastini and Yukti (2017), who found interlingual transfer as the source of study of misformation since the students used the first language system to the target language in composing texts. It can be seen when the students used present forms to write a past event.

1.5 The use of singular-plural form

Another first language influence was the use of singular-plural form. Singular is recognized as denoting or referring to just one person or thing. Meanwhile, the plural is recognized as the denoting form of a noun, in which it is more than one. The plural form is commonly introduced through the use of the suffix 's' after a noun. In this study, there were also errors in the use of singular-plural form in descriptive texts written by students in this study. Those errors can be seen in example (9) and (10):

- (9) Therefore, it is not surprising that many tourist visit the Uluwatu temple.
Oleh karena itu, tidak mengherankan jika banyak wisatawan mengunjungi Pura Uluwatu.
'Therefore, it is not surprising that many tourists visit the Uluwatu temple.'
- (10) For foods and drinks or other snacks, you can buy them at the cafes around the beach which are managed by local residents.
Untuk makanan dan minuman atau makanan ringan lainnya, Anda dapat membelinya di kafe-kafe di sekitar pantai yang dikelola oleh penduduk setempat.
'For food and drinks or other snacks, you can buy them at the cafes around the beach which are managed by local residents.'

According to those examples, the students frequently omitted suffix 's' to plural or countable noun such as 'many tourist'. The students influenced by their first language system. In Indonesian, there is no rules suffix 's' or 'es' is attached to the noun. However, the words are repeated to mark plural forms. Hence, it can be said the use of singular-plural form caused by interlingual transfer since the students used first language rules. It is similar to the findings of Mukarromah (2020) who found that singular-plural errors were caused by interlingual transfer.

1.6 Passive voice

The other interlingual interference is errors caused by the passive voice. This error can be seen in example (10) and (11).

- (11) Entering the coastal area, visitors will greeted by a magnificent gate shaped like a temple briefly.

Memasuki kawasan pantai, pengunjung akan disambut oleh sebuah gapura megah berbentuk seperti candi secara singkat.

'Entering the coastal area, visitors will be greeted by a magnificent gate shaped like a temple briefly'.

- (12) It has also been recognized UNESCO.

Telah diakui pula oleh UNESCO.

'It has also been recognized by UNESCO'.

Example (11) and (12) was the error of passive voice found in students' descriptive writings. In example (11), the student did not add 'tobe' in his sentence. The verb 'greeted' should be followed by the auxiliary verb 'be' to make a passive sentence. In example (12), the student did not use the preposition 'by' before the agent. 'By' should be written before the word 'UNESCO' to show who performed the action. When the students wrote a passive form, they translated one word by one word of their first language production into the target language. The students left out the preposition 'by' before the agent. In English, the preposition 'by' should be written if the agent is mentioned by the writer. However, in the Indonesian pattern, there is no rule to use the preposition "by" in the passive form. Thus, it is clear that the students interfered with their first language. It is in line with (Fawzah & Rohani (2018) who found that the students made passive voice errors because of the interference of their native language.

1.7 The use of adjectives

The next first language influence was errors in the use of adjectives. In writing descriptive texts, the students were wrong in choosing an adjective to compare nouns.

Examples (13) and (14) are students' error in the use of the adjective in constructing descriptive texts as follows:

- (13) Besides, they are able to see the goodest view of the sunrise.

Selain itu, mereka dapat melihat pemandangan matahari terbit yang terbaik.

'Besides, they are able to see the best view of the sunrise'.

- (14) Garuda Wisnu Kencana is high than Liberty Statue.

Garuda Wisnu Kencana lebih tinggi dari Patung Liberty.

'Garuda Wisnu Kencana is higher than Liberty Statue'.

Those are examples of errors in using adjectives in students' writing. In example (13), the student used a wrong superlative degree of adjective 'goodest' to state a more excellent thing which is 'view' in this case. The correct word is supposed to be 'best'. In example (14), errors were found in comparing two nouns. The student should use 'higher' instead of the adjective 'high'. These errors might be happened because of intralingual error. The students translated word to word from their first language to the target language. Therefore, errors in the use of adjectives were influenced by interlingual transfer. It is in line

with the findings of Promsupa et al., (2017) who found that interlingual transfer to be a cause of adjective errors in English writings. Al-shujairi and Tan (2017) also agreed with the findings. They also found that interlingual transfer was more dominant in influencing adjective errors in students' tasks.

2. Intralingual interference

The influence of the target language was revealed in this study. It is called intralingual. According to (Brown (2007), intralingual errors are related to the negative transfer of items within the target language or the incorrect generalization of rules within the target language. The errors made by the students, such as overinclusion, the use of verb tense, and the use of articles were considered to be caused by intralingual transfer and were discussed in the following.

2.1 Overinclusion

The intralingual transfer was found in overinclusion. The students added morpheme or suffix to a word that did not need it.

- (15) This beach is very clean, and not crowded with peoples.

Pantai ini sangat bersih dan tidak terlalu ramai pengunjung.

'This beach is very clean, and not crowded with people.'

- (16) This Bedugul Botanical Garden deserves to be an one option.

Kebun Raya Bedugul ini layak menjadi salah satu pilihan.

'This Bedugul Botanical Garden deserves to be an option.'

Example (15) and (16) showed that the students made errors of overinclusion. In example (15), the student added the plural marker '-s' which is not necessarily needed in the noun 'people'. The correct word should be 'people'. Meanwhile, example (5) showed that the indefinite article 'an' and the determiner 'one' were used by the students. Both the indefinite article 'a' and the determiner 'one' have a similar indication to describe a single noun. It is supposed to be 'an option' or 'one option'. The overinclusion could be the result of the uncertainty of which word is appropriate to be used. The student thought to use the article 'an' for the single noun. However, the students also used the determiner 'one' that made redundant use of an indefinite article 'an' before a determiner 'one'. Thus, it is assumed that the students committed errors because of intralingual transfer. They had false concepts hypothesized about the target language. This finding is supported by Murtiana (2019), who found that intralingual transfer was from the errors of addition or overinclusion.

2.2 The use of verb tense

The second target language influence was the use of verb tense. The students did not change the verb according to events or activities that occurred, such as using past verb or adding -ed in a present event, using to-infinitive and progressive verb in a past event in writing descriptive texts. In English, the verbs must be changed regarding the tenses. Whether the activities or events happened in the present, past or future, the verb is required to be changed. However, the students failed to understand of existing rules.

Example (17) and (18) are the errors of tenses committed by the students.

- (17) The coast will protected the surrounding area from disaster.

Pantai akan melindungi daerah sekitarnya dari bencana.

'The coast will protect the surrounding area from disaster'.

- (18) So, you don't needed to worry if you felt hungry after playing.

Jadi Anda tidak perlu khawatir jika merasa lapar setelah bermain.

'So you don't need to worry if you feel hungry after playing'.

The data above prove that the students committed errors in the use of verb. In example (17), the student used past verb in stating the future event. Modal auxiliary 'will' should be followed by to-infinitive without "to", which in this case was 'protect'. Moreover, in example (1), the student misused the

verb form. She used the past verb 'needed and felt' after the auxiliary 'don't' in describing a present event. Therefore, it is assumed that the errors were caused by the intralingual transfer. It is due to the incorrect concept and hypothesis of the target language system. This statement is in line with Agbay et al. (2019) who found that tense was classified and identified as the influence of target language.

2.3 The use of articles

Target language influence caused the students to produce articles errors. This is because the students were not able to decide the suitable article that acceptable in the sentence.

Example (19)-(20) are the errors of the use of article:

(19) This beach has a attractive beauty.

Pantai ini memiliki keindahan yang menarik.

'This beach has an *attractive* beauty'.

(20) Besides, this beach has an unique cave.

Selain itu, pantai ini memiliki gua yang unik.

'Besides, this beach has a unique cave'.

In example (19), the student made an error where she added the article 'a' instead of 'an' before words beginning with vowels in the singular noun 'attractive'. The word should be 'an attractive beauty'. Furthermore, in example (20), the error also found in the use of the article 'an'. The student added 'an' before the consonant word 'unique'. The phrase was supposed to be 'a unique cave'. Thus, the previous examples indicate that the students were not able to decide the suitable article that acceptable in the sentence. It is assumed that the students' error caused by the intralingual transfer. They made overgeneralization and false concepts hypothesized because of lack of practice. This statement is in line with Dinamika and Hanafiah (2019), who stated that intralingual interference was a source of the use of article errors.

CONCLUSION

Referring to the findings and discussion of the study presented, the study showed that both interlingual and intralingual forms were found in students' descriptive writing. The interlingual forms were subject-verb agreement, omission, misordering, misformation, singular-plural form, passive voice and adjective. The most frequent interlingual form made by the students was using subject-verb agreement. The students combined inappropriate subject and verb. It can be inferred from the usage of Indonesian structure in English sentence construction. The students often employ words and structures from their mother language to fill in English gaps when their understanding of the target language was lacking. Meanwhile, the intralingual forms found in students' writings were as overinclusion, the use of verb tense, the use of articles, and the use of adjectives. The most frequent intralingual forms were overinclusion. The students added a term a morpheme or suffix that wasn't necessary. Several implications could be drawn from the findings of the study. Teachers should develop their teaching strategy to help students in understanding English grammatical rules. Another suggestion is the students should learn more English grammar. Since this research was limited number of subject and focused on vocational high school students, for further research, it can conduct with a bigger number of subjects and another level students so that the outcome can be generalized.

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