Intralingual and Interlingual Grammatical Error Analysis on Students' Writing

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ABSTRACT

This article is intended to reveal students' Intralingual and Interlingual Grammatical Error on their writings. The design of this research was descriptive qualitative. This research was conducted at Junior High School Level with 21 participants through purposive sampling method. Students' writings were the main data used in this research. Based on the students' writings, the researchers pinpointed the errors' sources. Using Richards' categorization, the errors were then divided into intralingual transfer and interlingual transfer. Intralingual transfer was the first and most frequent source of errors. This type contained 66 errors, or 84%. Interlingual error was the second most common type of error, accounting for 13 or 16% of all errors. The target language itself, which led to the students' errors. Interlingual error occurred when students employed the first language system to produce language because they were unaware of the rules or grammar of the target language they were learning. It is crucial for teachers explain to students how grammatical notions function in context. Giving constructive feedback on English grammar assignments will enable teachers and students to gain a better idea of where each person sits in terms of their knowledge level.

I. Introduction

Learning grammar is crucial because it lays the groundwork for clear communication [1]. Without a solid grasp of grammar, even fluent English speakers may find it difficult to express their ideas in a precise and coherent manner. As a result, knowing grammar is essential to ensure that learners can communicate effectively in any setting [2].

Having a solid understanding of grammar principles is essential for maintaining clear and succinct communication, especially when communicating with coworkers or potential employers who might not be familiar with the speaker's particular vocabulary. In professional contexts when time is often limited, grammar enables one to compose phrases correctly so that they make sense without requiring more explanation from the listener. This avoids confusion or misunderstanding. Additionally, being able to understand multiple tenses helps communicators connect more successfully in these situations by allowing them to talk more smoothly and better understand the conversations going on around them [3][4].

Understanding English grammar helps people feel more confident while speaking and writing, which is helpful when trying to make an impression on others during presentations, job interviews, etc. Any person wishing to grow professionally must have a strong command of the language since it can mean the difference between success and failure. It is obvious why a professional's education should include instruction in English grammar in order to ensure their future professional success.

The ability to exhibit skill in any subject one chooses to pursue will be made possible by having a strong foundation in grammar principles. This will help one make a good impression on both potential employers and clients [5][6].

For English teachers, teaching English grammar can be a difficult undertaking. It is the responsibility of teachers to come up with inventive ways to make grammar understandable and fun for students because many of them have difficulty with the language's intricacies. The lack of involvement, the difficulty grasping complex concepts, and the dearth of resources are the three main difficulties in teaching English grammar [7][8].

The first difficulty is getting students interested in reading content that may initially appear boring or uninteresting [9][10]. It might be challenging for teachers to make concepts like verb conjugation engaging or interesting, but they must foster an environment where their students are motivated by their own desire to acquire this crucial skill set rather than just checking a box on a test. Additionally, giving actual instances of how the skills learned from studying English grammar are used in real-world situations could assist raise student engagement levels over time dramatically [11][12].

The second difficulty is in aiding students in understanding abstract ideas like sentence structure or speech segments that lack a specific shape but are nevertheless crucial for appropriately speaking or writing in any setting. For students to gradually gain confidence and mastery over these skill sets, teachers should break complex ideas down into smaller chunks, provide visual aids like diagrams, charts, films, etc., and assign plenty of practice assignments [13][14].

Due to budgetary restrictions placed by school districts, there is frequently a lack of access to resources necessary for effective instruction. As a result, it is even more important for teachers who are passionate about successfully teaching English grammar to look for alternative sources from libraries, independent organizations, etc. Additionally, wisely using internet resources like websites, blogs, podcasts, etc. can be a beneficial addition to the current teaching methods used in schools [15].

Learning and mastering English grammar is a crucial ability for students. They gain self-assurance in their writing skills as well as excellent communication skills [16][17]. As part of their education, teachers should encourage students to practice their English grammar skills because doing so will improve their academic success and employment prospects [18].

Grammatical errors that many students make in their written work have the potential to harm their future achievement. Teachers need to step up and assist these students in developing their writing skill and avoiding costly errors that might result in missed chances and tarnished reputations [19]. Teachers should be aware of the reasons why student writing commit so many grammar errors, which frequently stem from a lack of practice or insufficient teaching from teachers who may not be fluent in good English usage themselves. They will have a lot better knowledge of how words should be used correctly while producing text in English if teachers provide students advice on how to acquire the fundamentals of grammar, such as verb tense agreement or subject-verb agreement [20].

There are two basic sources of errors that drive students to make errors, both intralingual and interlingual transmission are possible [21][22]. Intralingual focuses on over generalization, ignorance of rule restrictions, incomplete application of rules, and false concept. Interlingual focuses on L1 lexical interference, syntactic interference, and discourse interference. When using a first language (L1) element while speaking or writing in the target language or a second language, interlingual error or interference was evident. For instance, when writing or speaking in English, the students used aspects of Bahasa Indonesia (their native tongue). Because the language systems of English and Bahasa Indonesia diverge in this instance, there is interference. This source of error typically appears when a target language is first being learned. The students tend to use the first language system while creating the language since they are not accustomed with the new system of the target language, which can result in some errors in the target language [23][24].

The target language itself is what causes intralingual transmission. It is because the target language is challenging. The students struggle to use the target language since they do not understand it properly. The most frequent errors students make when learning a second language is this one. The term "intralingual" refers to learner-produced materials that generalize based on

limited exposure to the target language rather than the structure of the learner's mother tongue [25][26]. More transfer generalization inside the target language is seen when the students begin to learn the components of the new system. Students tend to generalize the linguistic system they learn when they still have limited proficiency in the target language, which leads to errors [27][28].

This article is intended to reveal students' Intralingual and Interlingual Grammatical Error on their writing. Error analysis is a technique used in language teaching and learning to recognize or anticipate errors made by students in learning a foreign language. A grammatical error is when a learner uses a linguistic pattern that is inappropriate for the language's basic structure.
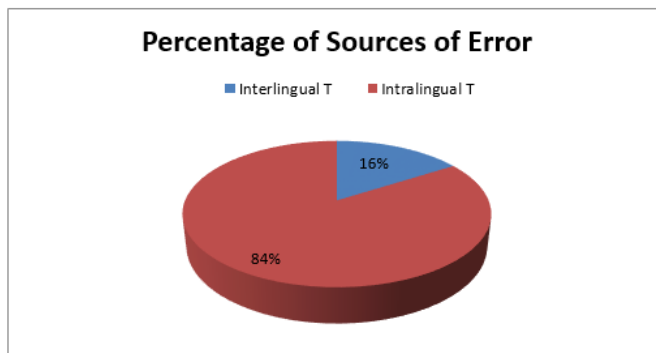
II. Method

The design of this research was descriptive qualitative [29]. This research was conducted at Junior High School Level with 21 participants through purposive sampling method. Students' writings were the main data used in this research. Based on the students' writings, the researchers pinpointed the errors' sources. Using Richards' categorization, the errors were then divided into intralingual transfer and interlingual transfer. Intralingual focuses on over generalization, ignorance of rule restrictions, incomplete application of rules, and false concept. Interlingual focuses on L1 lexical interference, syntactic interference, and discourse interference.

III. Results and Discussion

Richards' category, which included intralingual transfer and interlingual transfer, was employed by the researcher to get results about the causes of students' grammatical errors in recount text writing. The followings are the recapitulation, percentage, and the examples of intralingual transfer and interlingual transfer.

The Recapitulation of Sources of Students' Errors

Sources of Errors	Students																					F	P%
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21		
Interlingual T	1	1	1	0		1	1	0	2	0	0	1	0	0	2	0	1	1	0	0	1	13	16%
Intralingual T	2	1	6	0	7	0	7	1	2	2	0	2	1	0	1	4	0	10	0	11	9	66	84%
N	3	2	7	0	7	1	8	1	4	2	0	3	1	0	3	4	1	11	0	11	10	79	100%

Percentage of Sources of Error
■ Interlingual T ■ Intralingual T
16%
84%

Students' Errors were caused by Intralingual Transfer

Errors	Correction	Types of Error	Grammatical Category
My friend *pick* me up from school.	My friend **picked** me up from school	MF	Verb
I *haven't* had breakfast	I **hadn't** had breakfast	MF	Auxiliary (have)
It *is* our annual agenda every holiday	It **was** our annual agenda every holiday	MF	To be
I *don't* sleep	I **didn't** sleep	MF	Auxiliary verb
So I *can* wake up in the morning early	So I **could** wake up in the morning early	MF	Modal
I *continue* to turn on my cellphone	I **continued** to turn on my cellphone	MF	Verb
I still *enjoy* watching on my cellphone	I still **enjoyed** watching on my cellphone	MF	Verb
Next day, I *wake* up	Next day, I **woke** up	MF	Verb
I *get* up early in the morning	I **got** up early in this morning	MF	Verb
First, I *take* a shower	First, I **took** a shower	MF	Verb
Then, I *brush* my teeth	Then, I **brushed** my teeth	MF	Verb
After that, I *eat* my breakfast	After that, I **ate** my breakfast	MF	Verb
Then I *finish* my work at 4 pm	Then I **finished** my work at 4 pm	MF	Verb
Finally, I *get* home at 5 in the evening	Finally, I **got** home at 5 in the evening	MF	Verb
And *have* dinner	And **had** dinner	MF	Verb
On a sunny day, I *go* to school	On a sunny day, I **went** to school	MF	Verb
I *play* football at 3 AM	I **played** football at 3 PM	MF	Verb
At night, I *go* to play futsal at 8-10	At night, I **went** to play futsal at 8:10	MF	Verb
When I finish playing futsal	When I **finished** playing futsal	MF	Verb
I *go* home	I *went* home	MF	Verb
In the morning, I *take* a shower 5: 40	In the morning, I **took** a shower 5: 40	MF	Verb
And it *heat* up my motorbike	And it **heated** up my motorbike	MF	Verb
I felt very comfortable *stayed* in that house	I felt very comfortable **staying** in that house	MF	Verb
And then I *take* a pray	And then I **took** a pray	MF	Verb
After that soon I *take* a bath	After that soon I **took** a bath	MF	Verb
I could see that Tarakan city *is* very beautiful	I could see that Tarakan city **was** very beautiful	MF	To be
There *are* many small houses around the location	There **were** many small houses around the location	MF	To be
There, the place *is* very beautiful	There, the place **was** very beautiful	MF	To be
And people *are* nice	And people **were** nice	MF	To be
There *are* many bathing places	There **were** many bathing places	MF	To be
When *is* time goes on	When time goes on	A	To be, pronoun

a. Intralingual Transfer

Intralingual transfer was the first and most frequent source of errors. This type contained 66 errors, or 84%. The target language itself, which led to the students' errors, was what induced intralingual transfer. Due to their limited proficiency in the target language, the students could make grammatical errors when writing. The students' scant information could have caused errors [24].

There were 65 misformation errors and one addition error. The two flaws were classified as intralingual errors. Overgeneralization was one of the traits of intralingual errors. The students' errors were brought on by their ignorance of language, which led them to extrapolate incorrectly from one rule to another. The researcher discovered that the majority of the students used the wrong tenses in their writing. In the past, stories were written in the past tense (verb 2) rather than the present tense (verb 1). The students frequently employed the present tense, sometimes known as verb one, when writing about their prior experiences. (1) The student's errors included the phrase "*There are many bathing places.*" The use of to be and are in this statement was incorrect. In a previous tale, it was necessary to alter things like "is" into "was" and "are" into "were." Therefore, to make the statement grammatically correct, it should read "*there were many bathing places*". (2) Because there was a grammatical error, particularly in the usage of tense, intralingual transfer was involved. "*So I can wake up early in the morning*" was another illustration. The usage of the modal can in the sentence was incorrect; the word should have been "could," not "can." So "*so I could wake up in the morning early*" was the proper phrase. (3) "*Finally, I get home at five in the evening,*" was the final illustration. Because of the erroneous usage of the verb "get," this sentence was likewise incorrect. Based on the tenses, a verb altered. The past tense should have been used because the material dealt with historical events or tales. Therefore, the revised phrase was "*Finally, I arrived home at five o'clock in the evening.*" The three errors in the preceding phrases all involved the same type of tense inaccuracy. The students used inappropriate usage of verbs, to be, and modal. They commonly omitted the past tense and spoke in the present. It happened because students still had little understanding of tense and little vocabulary for other verb tenses like to be and modal [19][14].

Students' Errors were caused by Interlingual Transfer

Errors	Correction	Types of Error	Description
Rice yellow	yellow rice	MO	Word order
I and my family were in my grandpa's hometown	**My family and I** were in my grandpa's hometown	MO	Word order
I was doing__ assignment the teacher gave me to collect tomorrow morning at school	I was doing **an** assignment that was given by my teacher to be collected tomorrow morning at school	O	Omission of determiner 'an'
my name__ Susan	My name **is** Susan	O	Omission of to be 'is'
I take a shower__ 5: 40	I took a shower **at** 5: 40	O	Omission of preposition 'at'
She always take__ a good care of us	She always **takes** a good care of us	O	Omission of Singular verb marker '*s*' (present T)
Today, our breakfast consist__: bread, milk, and some vegetables	Today, our breakfast **consist of**: bread, milk, and some vegetables	O	Omission of preposition 'at'
Last week, *I went for a walk to*	Last week, **my friends and I**	MO	Word order

Nunukan with my friends.	**went for a walk to Nunukan.**		
After ___, we had a five on five ball game on the field.	**After that**, we had a five on five ball match on the field.	O	Omission of adverb (incomplete)
I and my classmates	**My classmates** and **I**	MO	Word order
my name__ Noriansyah	my name **is** Noriansyah	O	Omission of to be 'is'
At around 12 noon	**Around 12 at noon**	MO	Word order
My friend _bought food to me_	My friend **bought me food**	MO	Word order

b. *Interlingual Transfer*

Interlingual error was the second most common type of error, accounting for 13 or 16% of all errors. The effects of one language (first language) on another language (target language) are known as interlingual mistake. Interlingual error occurred when students employed the first language system to produce language because they were unaware of the rules or grammar of the target language they were learning, which led to errors in their sentences. Students made errors because they might have been influenced by the patterns or conventions of their first language [24].

There were 6 errors in the order and 7 errors in the omission. Because the students produced language using their first language (mother tongue) system, the misordering error can be categorized as an interlingual transfer as the source of error. (1) "Rice yellow" is an illustration from table. Due to a word order problem, this error was classified as a misordering error. Interlingual transfer or the student's first language's effect was the error's actual cause. Due to ignorance of the English language's (the student's target language) grammatical structure, the student erred by using the grammatical structure of her or his native tongue. The phrase was "nasi kuning" in Indonesian. Although in English the noun came before the modifier (adjective), it was different since the modifier came before the noun and the order was 'adj+noun'. However, because the student wrote it using Indonesian writing style, it was incorrect, and "yellow rice" was used to remedy the error. (2) "My name is Susan," and "My name is Noriansyah," were further examples. Because the students neglected to include the word "is" in their statements, these mistakes were classified as omission errors. The origin of the interlingual transfer error follows. The students left out a crucial word from the sentences: "is." A nominal sentence in English should utilize the word "be," which stands in for the word "verb," because a proper sentence must have a subject, verb, and object. It is clear from the sentences that the students translated the terms using their mother tongue system. As a result of their ignorance of the norms and use of the Bahasa Indonesia system, they presumably intended to say "nama saya (_____)" but when they translated it into English, it turned out to be an error. "My name is Susan" and "My name is Noriansyah" were the appropriate responses [5][2].

According to the findings, the most frequent source of inaccuracy was intralingual transfer. 66 errors were made, or 84%. The findings of this study were comparable to those of a prior study by Buansari [21], "Grammar error analysis in recount texts made by seventh grade students of SMP Trisula Perwari 2." The results showed that intralingual transfer, with a total error of 437 errors (57%), was the most common cause of errors impacting the students. An error analysis of recall text written by students in the eleventh grade of MAS Tahfizul Qur'an Medan's natural science and social science courses was the subject of another study conducted by Febrianti [22]. The study's findings also showed that intralingual transfer was the primary cause of students' errors. According to previous research, the majority of students were still unable to employ proper language when composing recount texts. According to Richards [30], the influence of the target language itself, such as the difficulty of the target language system, contributed to intralingual transfer errors. The results of the students' work revealed that verb tense usage errors were the most common ones.

The interlingual transfer of errors was the second source. There were 13 occurrences, or 16%. It shared similarities with earlier research by Buansari [21], titled "Grammar error analysis in recount texts made by seventh grade students of SMP Trisula Perwari 2," and Febrianti [22], titled "Error analysis of recount text written by natural science and social science students at eleventh grade of MAS Tahfizul Qur'an Medan." Their research yielded the same conclusion: interlingual transfer was the second source of errors. The students' first language had a negative influence on them, which resulted in interlingual errors. According to Richards [30], it happens when students utilize their first language system to arrange sentences because they lack the target language system or don't comprehend it.

IV. Conclusion

It might be challenging for students to master English grammar. It is crucial for us as English teachers to comprehend the difficulties that our students have when trying to learn English grammar and to take action to support them. Many students find it difficult to comprehend simple components of speech like nouns, verbs, adjectives, and adverbs. These students benefit significantly from being provided visual aids or worksheets that clearly break down each aspect of speech. To further solidify their understanding and ensure they have a solid foundation before going on to more complex topics like sentence structure or verb conjugation rules, practice exercises on recognizing various parts of speech should also be provided.

Many students may also struggle to understand the rationale behind why specific grammatical rules exist in the English language; as a result, they may become discouraged or lose interest in studying about grammar completely. To solve this problem, teachers should show the students that there is actually some logic behind what initially seems arbitrary by explaining how those specific rules came to be by examining historical examples from literature written centuries ago that still use those exact conventions today. In order to keep things interesting and to explain why particular structures are still relevant today (and so make them easier to remember), this may then lead to a discussion of other aspects of language evolution across time.

Regular review sessions throughout the course material can greatly benefit any student who may require additional assistance in comprehending concepts. This is especially true when dealing with something as complex yet fundamental as English Grammar; teachers want everyone involved to feel confident enough to move forward without worries impeding students' progress. The objective is for each learner to achieve mastery over the material presented earlier on its own terms rather than heavily relying on outside sources later on. By doing this, each learner will not only build upon already existing skillset but will also gain greater insight regarding various topics covered in class.

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