

## CHAPTER IV

### GRAMMATICAL ERRORS AS THE RESULT OF NATIVE LANGUAGE INTERFERENCE IN STUDENTS' COMPOSITIONS

#### A. KINDS AND EVALUATION OF THE ERRORS

As previously stated in chapter I, this study means to explain the grammatical errors as the result of native language interference found in students' composition of Writing III class at ELT Department of IAIN Walisongo Semarang in the academic year of 2010/2011. After collecting and analyzing the data, the researcher found that there were a lot of grammatical errors. There are 10 classifications of the errors. Eight hundred and ninety nine (899) grammatical errors of various kinds were found. Six hundred and seventy (670) errors are included in interlingual errors which are caused by native language interference. It means 74.53 percents of the errors are as the result of native language interference. They are classified as follow:

No	Types of Error	Number of Errors	Percentage
1	Errors in the use of tenses	25	3.73%
2	Errors in the use of word order	39	5.82%
3	Errors in the use of articles	69	10.30%
4	Errors in the use of pronouns	21	3.13%
5	Errors in the use of linking verbs	91	13.58%
6	Errors in the use of plurality	141	21.04%
7	Errors in the use of prepositions	140	20.90%
8	Errors in subject and verb agreement	139	20.75%
9	Errors in the use of preference	1	0.15%
10	Errors in degree of comparison	4	0.60%
Total		670	100%

After finding kinds and calculations of the errors in students' compositions, the next step is to discuss or evaluate them. The errors which are found are written with "asterisks" (\*) and underlined. They will be discussed as follow:

### 1. Errors in the use of tenses

English has tenses for verbs while Indonesian language has no similar concept. There are no verb changes in Indonesian language (to show the tenses). We can understand the tenses from time markers.

In using tenses, there are some rules to be obeyed. These rules are complex so that the students often make errors in this area. Some of the errors are illustrated as follow:

- a. *\*The students sometimes smoking in campus area.*
- b. *\*Tarbiyah Faculty always built some building every year.*
- c. *\*IAIN Walisongo semarang which is located in West Semarang had four faculties and consist of three campuses.*
- d. *\*The classroom has fan. It was in N built.*
- e. *\*If we haven't to understand yet, they will explain more until we understand well.*

In sentence a, the students failed to use the right form of simple present tense. The writer assumes that this sentence should have used simple present tense. It is based on the existence of time marker or time signal 'sometimes' which shows that this is a habitual action. That is why; the students should follow the right pattern of simple present tense: **S + V1/V<sub>s/es</sub> + ...**. Since the subject (the students) is in plural form, the verb (smoking) must be in the form of V1 (smoke). The sentence should have been:

- a. *The students sometimes smoke in campus area.*

The same case happens in sentence b. Here, the students use the wrong form of verb in simple present tense. They use V2 (built) instead

of the right form of V1 or V<sub>s/es</sub>. The sentence should use V<sub>s</sub> (builds) since the subject is a singular subject. The sentence should be:

*b. Tarbiyah Faculty always builds some buildings every year.*

Besides for stating habitual actions, simple present tense is also used to describe things that are always true, or situations that exist now and as far as we know, will go on indefinitely<sup>1</sup> as in sentence *c*. this is an inextricable fact and almost everybody knows that there are four faculties in IAIN Walisongo Semarang which are placed in three campuses. However, the students were not able to recognize what kind of tense should be used. In this case, the students made three errors.

First of all, they used V2 (had). In simple present tense, there are only V1 and V<sub>s/es</sub>. V1 is used when the subjects of the sentence are: I, you, we, they and plural subject. V<sub>s/es</sub> on the other hand, is used when the subjects are: he, she, it and singular subject. In this sentence, the verb should be in the form of V1 or V<sub>s/es</sub> since the subject is a singular one. Hence, the appropriate form the verb is 'has'. Second, the students put the form of V1 (consist) in the second clause. As has been explained above that in simple present tense, a singular subject should be followed by V<sub>s/es</sub>. Because this sentence is a kind of compound sentence, the subject is the same. Since the subject is the same, the verbs should be in the same form (V<sub>s/es</sub>). The verb of the second clause should have been in such form (consists). Third, in a compound sentence, all clauses should be in a parallel forms. However, in this sentence, the first and the second clause are not parallel. The first clause uses simple past tense, while the second clause uses simple present tense. Overall, the sentence should have been:

*c. IAIN Walisongo semarang which is located in West Semarang has four faculties and consists of three campuses.*

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<sup>1</sup> Martin Hewings, *Advanced Grammar in Use*, (Jakarta: Erlangga, 2002). P.1.

The similar case occurs in sentence *d* in which a general truth is stated in simple past tense by using V1 (was). In this sentence, there is also another type of error. This is an error in the use of noun phrase. The word 'built' is V2 or V3 form of 'build'. The word should be in noun form because N built is a noun phrase. 'built' should be 'building'. 'Building' is the head and 'N' is the modifier of the phrase. The sentence should be:

*d. The classroom has fan. It is in N building.*

Errors in this era are not only found in the area of simple present tense. They are also found in the area of present perfect tense as in sentence *e*. In this sentence, the students failed to use the right form of present perfect tense. Present perfect tense follows the following pattern: **S + have/has + V3+....** 'Have' is for: I you, we they and plural subject, while has is for: he, she, it and singular subject. In this sentence, the students use 'to + infinitive' (to understand) instead of 'V3' (understood) after 'have'. Another error which should not be done in academic writing is the use of contraction, in this case is 'haven't'. In academic writing, such contraction is not allowed. In conclusion, the right sentence is:

*e. If we have not understood yet, they will explain until we understand well.*

## 2. Errors in the use of word order

In English, adjectives, demonstrative pronouns and possessive pronouns precede the noun they modify; however, in Indonesian language it is the other way. The noun position is before those modifiers.<sup>2</sup> In this area the students make 39 errors which are represented by some errors as follow:

*a. \*The teacher is very good and the lecture is enough comfortable.*

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<sup>2</sup> Endang Rumaningsih, *Mahir Berbahasa Indonesia*, (Semarang: Rasail, 2006)  
p.44

- b. *\*The facilities of the mosque are not enough good.*
- c. *\*Faculty Tarbiyah has many students.*
- d. *\*Student University can read or borrow it.*
- e. *\*I am a student college.*

In English, the use of 'enough' can be placed in two ways. It can be placed before a noun to formulate a noun phrase and after an adjective to form an adjective phrase. In sentence *a* and *b*, this word is placed before its adjective. This is not a right form as has been stated above that the word 'enough' must be placed after an adjective to form an adjective phrase. Basically, the adjective phrase 'enough comfortable' in sentence *a*, and 'enough good' in sentence *b* follow the structure of Indonesian adjective phrase.

What the students actually mean is 'cukup nyaman' and 'cukup bagus' which is directly translated into 'enough comfortable' and 'enough good' by applying the structure of Indonesian adjective phrase.

enough : cukup,

comfortable : nyaman

good : baik

cukup nyaman : cukup + nyaman: cukup nyaman: enough comfortable

cukup baik : cukup + baik: cukup baik: enough good

This formulation of forming English adjective phrase is the cause of the errors. The students did not recognize the right form of how to formulate English adjective phrase so that they applied the structure of Indonesian adjective phrase. In English, the formulation of the phrases should be:

cukup nyaman : cukup + nyaman: cukup nyaman: comfortable enough

cukup baik : cukup + baik: cukup baik: good enough

In conclusion, the correct sentences should be:

- a. *The teacher is very good and the lecture is comfortable enough.*

*b. The facilities of the mosque are not good enough.*

Not only in the structure of adjective phrase, the students also make errors in the structure on noun phrase as in sentence *c*, *d*, and, *e*. In English noun phrase, the position of noun is after the modifier. In the other words, the noun is preceded by its modifier. However, in those three sentences, the students formulate noun phrases by following the structure of Indonesian noun phrase in which a noun is located before its modifier.

In sentence *c*, the students want to use ‘Fakultas Tarbiyah’ which is directly translated into ‘Faculty Tarbiyah’. ‘Fakultas’ means ‘Faculty’. ‘Tarbiyah’ means ‘Tarbiyah’. ‘Fakultas Tarbiyah’: ‘Fakultas’ + ‘Tarbiyah’: ‘Faculty Tarbiyah’. One thing which should be remembered by the students is that the structure of Indonesian and English and Indonesian noun phrase are different. In English ‘Fakultas Tarbiyah’ is not ‘Faculty Tarbiyah’ but ‘Tarbiyah Faculty.’ The same things occur in sentence *d* and *e*. ‘Student university’ should be ‘university student’ and ‘student college’ should be ‘college student’. Overall, the sentences should have been:

*c. Tarbiyah Faculty has many students*

*d. University student can read or borrow it.*

*e. I am a college student.*

### **3. Errors in the use of articles**

An article is a class of words used to signal nouns and to specify their application.<sup>3</sup> In English, articles are *a*, *an* and *the*. On the other hand, there are no such articles in Indonesian language, although the se-prefix can act in a similar manner such as in:

1) a bar (of chocolate) : sebatang (coklat)

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<sup>3</sup> Barbara Burton, Binsar Sihombing, *English Grammar Comprehension*, (PT Grasindo: Jakarta, 2007) p. 52

- 2) a piece (of cake) : sepotong (roti)
- 3) a piece (of paper) : secarik (kertas)
- 4) a pair (of shoes) : sepasang (sepatu)

The use of articles is also determined by the noun whether it is countable or uncountable and whether it is singular or plural. There are two kinds of article; they are definite article (the) and indefinite articles (a/ an). We use definite article (the) if the noun has been mentioned before or if the noun has been familiar. The developed historically from a word meaning this and still retains some of the basic meanings of the pointing demonstrative. This serves to particularize a noun. It helps to distinguish the known from the unknown. It may narrow down a class, or it may even limit the class to one.

While, we use indefinite article (a/ an) if the noun has not been mentioned before. The use of indefinite article also takes into account whether the noun is countable or not and whether it is singular or plural. If the noun is countable, singular and has not been mentioned before, the indefinite article must be used.

Thus, to be able to use an article properly, the students have to be sensitive in differentiating the use of definite article, indefinite article and even using no article at all. Some errors in this area are as follow:

- a. *\*Tarbiyah Faculty has a enough facility.*
- b. *\*The condition of the lecturers is a important aspect to be success in teaching activities.*
- c. *\*It is a urgent thing for us.*
- d. *\*Men can pray in second floor and women in third floor.*
- e. *\*The most of them are a professor.*

In sentences a, b, and c, the students failed to use indefinite article 'a'. Here, they use the wrong form of such article. Indefinite 'article' a must be used before words that begin with a consonant sound or words that start with a vowel letter but begin with a consonant sound.

‘Enough’, ‘important’, and ‘urgent’ are words which begin with vowel sounds. Thus, the article should be ‘an’.

The sentences should be:

- a. Tarbiyah Faculty has an enough facility.*
- b. The condition of the lecturers is an important aspect to be success in teaching activities.*
- c. It is an urgent thing for us.*

In sentence *d*, the students missed to use the definite article ‘the’ before the ordinal numbers ‘second’ and ‘third’. In English structure, one of the uses the definite article ‘the’ is before ordinal numbers before noun.

The right form of the sentence is:

- d. Men can pray in the second floor and women in the third floor*

In sentence *e*, the students put two articles which should not be put in the sentence. First, students put a definite article ‘the’ at the beginning of the sentence. The word ‘most’ does not need to be preceded by such article. Second, the students put an indefinite article ‘a’ before ‘professors’. It should use zero article since this sentence talks generally about people ‘professors’.

The sentence should have been:

- e. Most of them are professors*

#### **4. Errors in the use of pronouns**

Pronoun is used to substitute nouns. It has many types; they are personal, reflexive, indefinite, relative, interrogative, demonstrative, and expletive pronouns. The difference in this aspect is related to the position of the pronoun in a sentence. In Indonesian, the pronoun does not change although the position changes.

The students made errors in this area. They are as follow:



- a. *\*It place is comfortable enough because it is completed with air conditioner (AC).*
- b. *\*It facility is not sufficient because the water sometimes does not flow.*
- c. *\*It is located in a strategic location because of position itself.*
- d. *\*PKM is used by they who want to develop their talent.*
- e. *\*The motorcycle parking area is used by they who bring motorcycle.*

In sentence *a*, *b*, and *c* the students failed to recognize the possessive pronoun. The form of possessive pronoun for singular noun is 'its' not 'it' or 'itself'. 'It' is used for replacing a singular noun either as a subject or an object. 'Itself' is used directly after a verb. It indicates that the subject also functions as the object of the sentence. That is why; 'it place', 'it facility', 'and position itself' should be 'its place', 'its facility', and 'its position'.

The sentences should have been:

- a. *Its place is comfortable enough because it is completed with air conditioner (AC).*
- b. *Its facility is not sufficient because the water sometimes does not flow.*
- c. *It is located in a strategic location because of its position.*

In sentence *d* and *e*, the students were not able to use the right form of pronoun as the doer of an action in passive voice. In passive voice, the pronoun of the doer of an action must be treated in the same way as the object. It means that the pronoun should be 'them'.

The sentences should have been:

- d. *PKM is used by them who want to develop their talent.*
- e. *The motorcycle parking area is used by them who bring motorcycle.*

## 5. Errors in the use of linking verbs

Linking verbs are verbs of incomplete predication; it merely announces that the real predicate follows. The complement is usually

an adjective or a noun. In Indonesian language, there are no linking verbs corresponding to the English words "be; am, is, are, was, were, be, been". These are some errors which are found in this area:

- a. *\*Tarbiyah Faculty at Prof. Dr. Hamka street KM 2 Ngaliyan, Semarang.*
- b. *\*The toilet so dirty.*
- c. *\*In my class, there students who serious to hear their teachers and there are students who just silent when their teachers explain the lesson.*
- d. *\*Although this situation is not good, they do not be hopeless to study in the classroom.*
- e. *\* Tarbiyah's environment never look so beautiful.*

In five sentences above, the students failed to use the linking verbs. In sentences *a*, *b*, and *c*, for instance, the student failed to put the linking verbs before an adverb or an adjective. In sentences *d*, the students are not able to formulate the use of linking verbs in negative sentence. Whether in sentence *e*, the students do not follow the rule of simple present tense although they have used the time signal 'never'.

The sentences should have been:

- a. *Tarbiyah Faculty is at Prof. Dr. Hamka street KM 2 Ngaliyan, Semarang.*
- b. *The toilet is so dirty.*
- c. *In my class, there are students who are serious to hear their teachers and there are students who are just silent when their teachers explain the lesson.*
- d. *Although this situation is not good, they are not hopeless to study in the classroom.*
- e. *Tarbiyah's environment never looks so beautiful.*

## 6. Errors in the use of plurality

Plural here refers to the form of a noun or a verb which refers to more than one person or thing. English expresses plural by creating patterns how to use –s and –es for regular nouns and no definite rules for irregular nouns. Indonesian on the other hand expresses plural by reduplicating the word being pluralized.<sup>4</sup> There are many exceptional nouns that do not use adding -s/es to construct their plural forms. For instance:

Singular	Plural
Mouse	Mice
Person	People
Deer	Deer
Fish	Fish
Goose	Geese
Tooth	Teeth
Foot	Feet

The function of plurality is to show that the noun is more than one.

The students' errors in this area are as follows:

- a. *\*The students are from different city.*
- b. *\*There are many classroom.*
- c. *\*The classroom consists of three building.*
- d. *\*In IAIN Walisongo Semarang there are four faculty.*
- e. *\* IAIN Walisongo Semarang has three campus.*

In five sentences above, the students failed to recognize the plural form of the object of the sentences. In English structure, plurality for regular nouns is expressed by adding –s or –es although they have been indicated by the previous words such as 'different', 'many', 'three', and

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<sup>4</sup> Endang Rumaningsih, *op.cit.*, p.46.

‘four’ as in sentences above. In Indonesian structure, the rule is different. Indonesian plurality does not reduplicate the noun if it has been indicated by the previous words.

The sentences should have been:

- a. The students are from different cities.*
- b. There are many classrooms.*
- c. The classroom consists of three buildings.*
- d. In IAIN Walisongo Semarang there are four faculties.*
- e. IAIN Walisongo Semarang has three campuses.*

## **7. Errors in the use of prepositions**

Prepositions are always followed by nouns (or pronouns). They are connective words that show the relationship between the nouns following them and one of the basic sentence elements: subject, verb, object, or complement. They usually indicate relationships, such as position, place, direction, time, manner, agent, possession, and condition, between their objects and other parts of the sentence. A preposition may be composed of one, two, or three parts. For instance:

- a. one part: of, on, in, at, for, from
- b. two parts: because of, according to, etc
- c. three parts: in front of, on top of, as far as, etc

In using a preposition, one should be aware that there is no certain rule for this. One has to determine which preposition should be used based on its context. The uses of English prepositions are different from the Indonesian prepositions. In using English preposition there are many things that must be noticed by the learners. They are concerning with the context. The learners sometimes get many problems caused by the differences of English and Indonesian preposition.

Some of the errors made by the students in this area are as follows:

- a. *\*They look for more experiences with join intra-curricular and extra-curricular organizations in IAIN Walisongo Semarang.*
- b. *\*The classroom where I study has been equipped by multimedia which supports teaching and learning process.*
- c. *\*But, some of them do not do their responsibilities with absent from the class.*
- d. *\*So, the students can go to campus by on foot or by bus.*
- e. *\*It is located between campus 1 and campus 3 so that it is easy to be reached for the students who want to go to campus 1 or campus 3 by foot.*
- f. *\*There are many boarding houses in around of campus 2.*
- g. *\*The biology library is in beside the dean office.*
- h. *\*Tarbiyah faculty must improve its facilities because there are so many students are studying in there.*

In sentence *a*, *b* and *c*, the students were not able use ‘with’ and ‘by’ in their right places. In Indonesian structure, either ‘with’ or ‘by’ have the same meaning it is ‘dengan’. However, in English, these two words are used in different situations. ‘By’ is used before a noun or verb-ing when we talk about what action we take to do something; on the other hand, ‘with’ is used only before a noun when we talk about what we use to do something.<sup>5</sup> ‘dengan bergabung’ should be ‘by joining’, ‘dengan multimedia’ should be ‘with multimedia’, and ‘dengan tidak hadir’ should be ‘by being absent’

The sentences should have been:

- a. *They look for more experiences by joining intra-curricular and extra-curricular organizations in IAIN Walisongo Semarang.*
- b. *The classroom where I study has been equipped with multimedia which supports teaching and learning process.*
- c. *But, some of them do not do their responsibilities by being absent from the class.*

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<sup>5</sup>Martin Hewings, *Op.cit.*, p.212.

In sentence *d* and *e*, the students made errors by using the wrong form of ‘on foot’. ‘Dengan berjalan kaki’ in English is ‘on foot’. It does not need an additional preposition ‘by’.

The sentences should have been:

- d. So, the students can go to campus on foot or by bus.*
- e. It is located between campus 1 and campus 3 so that it is easy to be reached by the students who want to go to campus 1 or campus 3 on foot.*

In sentence *f*, *g* and *h*, the students use prepositions which should not be used. What actually the students wanted is to use ‘di sekitar’, ‘di samping’, and ‘di sana’. Since in English ‘di’ means ‘in’, the students put ‘in’ in front of the words ‘around’, ‘beside’, and ‘there’. ‘di sekitar’ becomes ‘in around of’, ‘di samping’ becomes ‘in beside’, and ‘di sana’ becomes ‘in there’. In English structure, ‘in around of’ should be ‘around’, ‘in beside’ should be ‘beside’, ‘in there’ should be ‘there’.

The sentences should have been:

- f. There are many boarding houses around campus 2.*
- g. The biology library is beside the dean office.*
- h. Tarbiyah faculty must improve its facilities because there are so many students are studying there.*

## **8. Errors in subject and verb agreement**

Agreement between subject and verb is influenced by the subject form whether it is singular or plural. To construct a correct sentence structurally, the verb must agree with the subject. Fail to recognize this means we fail to construct correct sentences structurally. Thus, the students must be able to identify the subject whether it is singular or plural. Having no competence in identifying the subject will make students fail to produce the correct form of the verb. It means that the

students have made errors in making the agreement between subject and verb.

In past tense there is an agreement between subject and verb, in this case is 'to be'. For third person singular subject we should use was, and for the other forms of subject we should use were. The students made some errors in this area. They are as follows:

- a. *\*This laboratory have many electronic equipments.*
- b. *\*Tarbiyah faculty have some facilities which consist of classroom, library, laboratory, mosque, canteen, etc.*
- c. *\*It need some facilities to increase and help the students on the learning process.*
- d. *\*Many books is not in their place.*
- e. *\* Every classroom in every building are quite nice.*

In sentences *a* and *b*, the students failed to make the agreement between subject and verb. Instead of using 'has' for singular subject they use 'have'. In sentence *c* the student also failed to make the agreement between subject and verb. Here, the students use 'need' instead of needs for singular subject 'it'. The same case occurs in sentence *e* in which the students use 'are' for singular subject. On the other hand, in sentence *d*, the students use 'is' instead of 'are' for plural subject 'many books'.

The sentences should have been:

- a. *This laboratory has many electronic equipments.*
- b. *Tarbiyah faculty has some facilities which consist of classroom, library, laboratory, mosque, canteen, etc.*
- c. *It needs some facilities to increase and help the students on the learning process.*
- d. *Many books are not in their place.*
- e. *Every classroom in every building is quite nice.*

## 9. Errors in the use of preference

Preference is used when someone like something more than another thing and will choose it if he/she can. In English it has many patterns using ‘prefer’, ‘would rather’, ‘would prefer to’, ‘like’, ‘had better’, and ‘instead of’. On the other hand, in Indonesia, it has only ‘lebih suka’ which is often translated into ‘more like’ by the learners as in the example below.

- a. *\*Because of that, many people more like it than the other faculties.*

In this area, the students only make 1 error, the smallest number of the errors. In this case, the student only translated Indonesian words ‘lebih suka’ into English words ‘more like’ without considering the rules of English preference.

The sentence should be:

- a. Because of that, many people like it better than the other faculty.

## 10. Errors in degrees of comparison

Degrees of Comparison are used when we compare one person or one thing with another. There are three degrees of comparison in English. They are positive degree, comparative degree, and superlative degree. The errors which are found in this area are:

- a. *\*Beside that, the price is cheapest of all.*
- b. *\*In Tarbiyah faculty there are some facilities that support the support the students to more easy to study.*
- c. *\*It makes the students more easy to learn their subjects.*
- d. *\*This is most favorite department in IAIN.*

In superlative degree, an article ‘the’ must be used before the adjective or adverb. In sentence *a* and *d*, the students made errors in this area. The students did not put ‘the’ before ‘cheapest’ and ‘most favorite’. In sentence *b* and *c*, the students chose ‘more easy’ instead of easier. They translate ‘lebih mudah’ directly into ‘more easy’ (more:



lebih, easy: mudah) without using the right pattern of English comparison.

The sentences should have been:

- a. Beside that, the price is the cheapest of all.
- b. In Tarbiyah faculty there are some facilities that support the students to be easier to study.
- c. It makes the students easier to learn their subjects.
- d. This is the most favorite department in IAIN.

## **B. CAUSES OF THE ERRORS**

After analyzing the data, the writer concludes that there are many causes of the grammatical errors as the result of native language interference found in students' compositions. The writer divides the causes into two categories; linguistic factors and non linguistic factors which are explained in detail as follow:

### **1. Linguistic Factors**

- a. The lack of students' understanding on English Grammar

As has been stated in Chapter II, different structures between two languages cause the errors as the result of language interference. When the relevant unit or structure of both languages is the same, linguistic interference can result in correct language production called "positive transfer". On the other hand, language interference is most often discussed as a source of errors known as "negative transfer". Negative transfer occurs when speakers and writers transfer items and structures that are not the same in both languages. Within the theory of contrastive analysis (the systematic study of a pair of languages with a view to identifying their structural differences and similarities), the greater the differences between the two languages, the more negative transfer can be expected.

The differences between English and Indonesian Grammar will not be a serious problem if the students' understanding on English

grammar is good. If the students have good understanding on English grammar, they will not be influenced by Indonesian grammar when they are writing English compositions. However, if their understanding on English Grammar is not good, they will be influenced much by Indonesian grammar.

This theory is suitable with the result of this research. One of the factors which cause the interlingual errors in students' compositions is the lack of students' understanding on English Grammar as stated by Hilfa Millati Azka. She said that the main cause of interlingual errors is the lack of students' understanding on English Grammar. They do not have good English grammar so that they often apply their native language when they are writing English texts.

b. The lack of students' mastery on English vocabulary

Not only the lack of students' understanding on English grammar, the lack of students' mastery on English vocabulary also influences the students to make interlingual errors. This is because some English vocabulary items have different meaning depending on the context when they are used. Mr. Nafi An Nury, The lecturer of Writing III class stated that the cause of native language interference is not only the lack of students' mastery on English grammar, but also the lack of students' vocabulary on English grammar because in English, some vocabulary items may have the same meaning in Indonesian language. They are differentiated by the context when they are used. For example: Indonesian preposition 'di' may be translated into 'at', 'on', and 'in' depending on the context. Another example: 'di atas' may be translated into 'above' and 'over'.

c. Word to word translation

Another factor which causes interlingual errors in students' compositions in linguistic factors is word to word translation. Word

to word translation occurs when the students translate Indonesian sentences into English sentences word by word. This is not a good way to be used in Writing English. The results of the writing will not be fully grammatical in English since between Indonesian and English grammars have so many differences.

Kind of error which is mainly as the result of word to word translation is errors in the use of word order. It is because in English, adjectives, demonstrative pronouns and possessive pronouns precede the noun they modify; however, in Indonesian language it is the other way. The noun position is before those modifiers. This type of translation is the main cause of errors in the use of word order as Ahmad Ali Marjuni said that he did not know the rules for English word order so that he directly translated his Indonesian writing word by word into English sentences. Examples of this type of error are when the students write 'Faculty Tarbiyah' instead of 'Tarbiyah Faculty', 'enough good' instead of 'good enough', 'enough comfortable' instead of 'comfortable enough', etc.

This cause of interlingual errors is also related to the lack of students' understanding on English grammar. However, it usually occurs when the students write their texts in Indonesian sentences before English Sentences without having good English grammar.

## 2. Non Linguistic Factors

### a. The lack of students' awareness of learning

The lack of students' awareness of learning may be the most important thing to solve if they want to have good grammar. Awareness is the first thing to have as this will bring the students to a serious effort to learn. Without serious effort, the students will not be able to get what they want. Shortly, awareness is a must as a starting point to get what we want including to have good grammar. However, it is still the main problem for some students studying in

Writing III class. They do not have awareness to improve their understanding on grammar as stated by Eni Nur Aini that she felt lazy to learn English especially grammar because she thought that grammar is very difficult. In line with this, Mr. Nafi An Nury said that the main problem in teaching writing was students psychological condition in which they felt lazy to learn and improve their English.

b. Psychological motivation of the students

Awareness is not the only cause of errors coming from the students' psychological condition. Another cause of errors from students' psychological condition is their psychological motivation. The students do not have high motivation in learning English. They think that writing is very difficult subject in which in writing. Grammar is not only thing they have to deal with but also there are still many aspects which have to be mastered such as vocabulary, punctuations, etc. Laili Isnina Rizkiyanti stated that writing was difficult subject because the students had to deal with many things such as grammar, punctuation, word choice and also the rules of how to make a good paragraph. The students should have high motivation to study if they want to master writing.

c. Inappropriate teaching methods

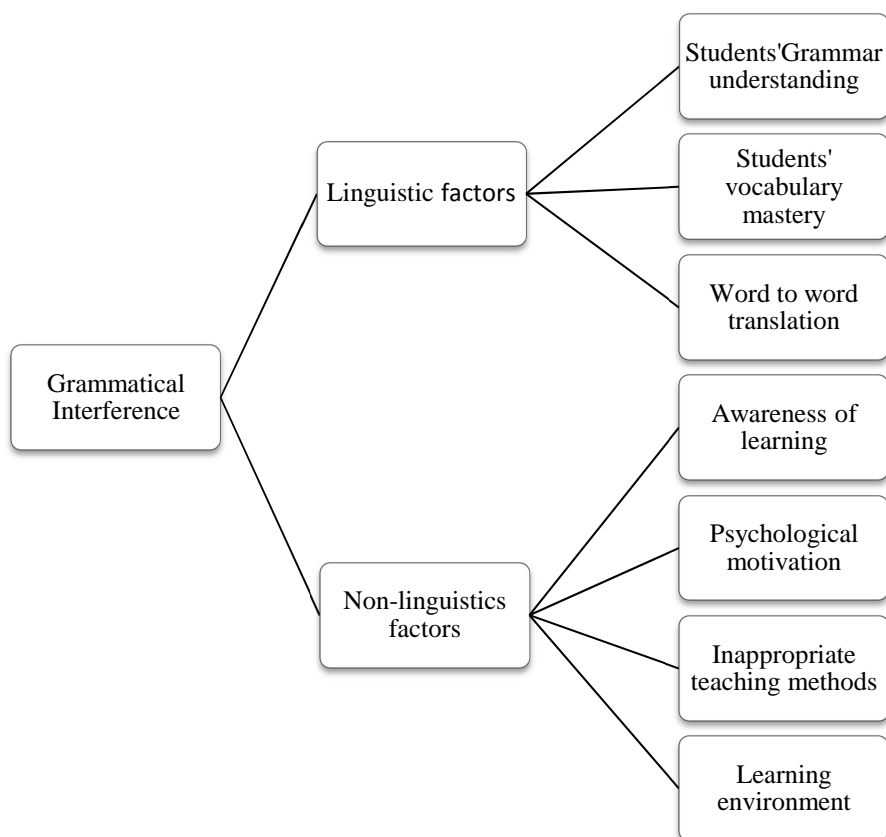
Teaching method is also an important factor in determining whether the learning process is success or not. Students will have different spirit and motivation if they are taught by using different method. An appropriate method will give a good result; on the other hand, an inappropriate method will make the students confused even bored to follow the learning process. When the students feel bored to follow the learning process or the learning method is not suitable with the materials, the students will have no motivation to study. When it occurs, the students will not be enthusiastic to study and more errors will be found. Choirul Anas stated that the teaching

methods used by the teacher were sometimes not appropriate. The students felt bored when they were taught grammar or writing.

d. Learning environment

This is the last cause which is found by the writer based on the data collected. The students do not have a good learning environment. Muhammad Qomaruzzaman stated that it was difficult to find a good environment to study English even to speak English with his friends. This is not a good situation for English learners in which one is difficult to use English in his/her daily life. If one wants to have a good English proficiency, he/she should use English in daily life communication. Having no friend to speak English, it is difficult for us to be fluent in English.

Finally, the causes of the errors can be seen through the diagram below:



### **C. PEDAGOGICAL IMPLICATIONS CAN BE IMPLEMENTED IN TEACHING GRAMMAR**

In foreign language teaching one of the problems which can be easily found is the relationship between the L1 (the learner's native language) and L2 (the language to be learned). The effect of this problem can clearly be seen from the findings of this research. From 899 errors made by the students, 670 (74.53%) errors are as the result of native language interference. This means that the majority of the errors made by the students are as the result of native language interference.

One of the best ways to cope with this problem is to use a contrastive and error analysis based teaching strategy. Contrastive analysis compares the similarities and differences between two languages. It is recognized that contrastive analysis should be used to explain difficulties. In other words, contrastive analysis should be used as a part of the explanatory stage in error analysis. Contrastive analysis and error analysis are complementary to one another, in the sense that the results obtained and the predictions made by the contrastive studies are to be checked up and corrected by the results obtained in the error analysis.

Contrastive analysis of two languages is conducted in the specific features of each language system in its major areas: phonology, morphology, lexicology, syntax, text analysis. The knowledge about the differences and similarities between languages helps in the process of anticipating possible difficulties with foreign language learners. The findings of such studies can be very helpful in setting up teaching devices and strategy.

The most widely recognized source of foreign language learning errors is that of L1 interference. Those elements that are similar to the learner's native language will be simple for the learners and those that are different will be difficult and will be likely to produce errors. However, not all errors made by learners of a foreign language are due to the

differences existing between the structures of the two languages in contact. There are indeed a certain number of errors due, primarily, to this cause, especially with beginners but there are, of course, many others whose explanation should be looked for somewhere else. It is the duty of the foreign language teacher both to identify and classify the typical errors and to apply remedial strategies, to find the appropriate methods to eliminate them both at the individual and group level.

The analysis of errors will clearly show the most troublesome for the learners concerned and thus where they need support most. However, it is not only remedial work which can be guided thus, but the whole of a language course, and at every stage. Analyzing the kinds of errors students made, we shall have a basis for supporting every step of the language teaching instead of continually improvising when the errors are found.

In the early stages of learning a foreign language, translations of short patterns and simple forms may be a quick way to check whether students have ascribed the appropriate meaning to that they are practicing. At intermediate and advanced levels, equivalents of expressions, sentences, and even paragraphs may be necessary, and such practice could well lead to skill that we should help the learners to acquire.

These are some pedagogical implications can be implemented relating to error and contrastive analysis based teaching strategy:

#### 1. For English Teachers

##### a. Indirect Correction

One effective way of eliminating error is indirect correction. This can be done if the teacher uses certain symbols (T = tense error, Sp = spelling; SgPl = singular and plural concord error, etc.), explanatory comments in the margin of the written paper or only underlines the mistakes. Giving back written work with brief comments is a good way for the students to correct their own errors.

#### b. Self-Correction

Another procedure which can be well used is to use self-correction. Self-correction can be very effective when it is done with the help of students' classmates. Self-correction is a very effective way of limiting interference errors in students' writing tasks. The following is a suggested four-step-approach for self-correction. This is based on the dominant errors found in students' compositions. This process is practical and can be used for any EFL class. The process is based on the four steps of self correction the teacher provides to the students. Students will read their own work four times while doing all four steps. For each step students have to focus only on one aspect of their piece of writing.

- 1) Highlight the verbs and check the tenses.
- 2) Double check prepositions.
- 3) Concentrate on noun phrases, plurality and the agreement between the subject and the verb.
- 4) Correct personal errors.

After a few minutes, they are encouraged to ask questions if they are still in doubt. The other students are asked to help by giving examples. This procedure offers practice and reinforcement of material.

#### c. Using Teaching Aids

The main purpose of using teaching aid is to make the teaching-learning process to be more effective and interesting. Teaching aid helps the teacher to make his/her students understand the material being taught. It is very useful to be used in teaching grammar to avoid boredom. The forms of teaching aid may be pictures, flashcards, realia, movies, and etc.

One example relating to the use of teaching aid is the use of flashcards in teaching word order. The teacher gives the students a series of flashcards containing a modifier in each card randomly.



Then, the teacher shows a noun which can be modified by the modifiers on the flashcards. The teacher asks the students to arrange the random flashcards so that the modifiers are arranged in the right order. To make the students enthusiastic in the learning process, the teacher can involve the students into a competitive situation in which the fastest group or student is the winner of the game. The winner is awarded and the loser is punished with an educative punishment like memorizing the right order of English word order, making English noun phrases using the right word order, etc. The students' will be more active if they are in such situation and the teaching-learning process will be more effective.

d. Giving More Writing Exercises

This strategy is mainly for teaching grammar in writing class. The teacher should give more writing exercises to the students so that they will be familiar to English writing forms especially in grammar. If the students have been familiar to English writing, the influence of their native language can be minimized.

2. For Syllabus Designers

The pedagogical implications can not only be implemented by teachers of English but also the policy makers, in this case is syllabus designers. Syllabus design of an English teaching course is a very important component of teaching-learning process. There are many factors to be considered to decide what to teach to what level and age group. At this point, errors are significant data for syllabus designers as they show what items are important to be included or which items needs to be recycled in the syllabus.

Error-based analysis can give reliable results upon which remedial materials can be constructed. In other words, analysis of foreign language learners' errors can help to identify learners' linguistic difficulties and it is necessary at a particular stage of language learning.

It is essential for a syllabus to provide the needs for learning appropriately and errors are important evidence for that. Based on the finding of the research, the syllabus designers should pay more attention to the types of errors found in students' compositions especially the dominant types of errors i.e. plurality, preposition, subject and verb agreement, and linking verb.

The conclusion of the analysis will be presented in the next chapter.