INTERLINGUAL ERROR FOUND IN STUDENTS' ENGLISH WRITING RECOUNT TEXT AT THE SECOND GRADE STUDENTS OF MTsS ASY-SYARIF KOTO LAWEH IN 2017/2018

A Thesis

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ABSTRAK

Ade Pratiwi, KesalahanInterlingual dalam Menulis teks Recount pada Siswa kelas Dua MTsS Asy-Syarif Koto Laweh Tahun 2017/2018" .

Penelitian ini dilatar belakangi oleh masalah yang dihadapi oleh siswa dalam pembelajaran bahasa Inggris ketika khususnya dalam menulis sebuah teks. Berdasarkan hasil dari latihan siswa pada penelitian awal, peneliti menemukan masalah dimana beberapa siswa melalukan kesalahan yang dipengaruhi oleh bahasa ibunya*(interlingual)*dan tidak berhasil membedakan aturan dalam penulisan bahasa inggris. Hal itukarenasiswa menganggap bahwa struktur kalimat dalam bahasa inggris sama dengan bahasa Indonesia padahal antara keduanya memiliki peraturan yang sagat berbeda.. Berdasarkan fenomena tersebut, peneliti melakukan penelitian guna mengetahui kesalahan berbahasa yang dilakukan siswa kelas dua dalam menulis *recount text* di MTsS Asy-Syarif Koto Laweh 2017/2018.

Bentuk penelitian ini adalah deskriptif kuantitatif. Responden dari penelitian ini adalah siswa kelas dua MTsS Asy-Syarif 2017/2018. Penelitian menggunakan total sampel yang terdiri dari dua kelas VIII1 dan VIII2 yang berjumlah 25 orang.Sementara itu, instrumen melalui tes, siswa diminta untuk menulis recount teks dengan judul "My Holiday"

Temuan menunjukkan bahwa kesalahan yang dipengaruhi oleh bahasa ibu mereka yang banyak dilakukan pada siswa adalah *transfer grammatical*. Ada 24 orang siswa dengan persentase 96%, yang kedua yang paling tinggi adalah transfer stylistic dan culture ada 16 orang siswa dengan persentase 64%, selanjutnya transfer phonological ada 15 orang siswa dengan persentase 60%, transfer morphologic dan lexical yang memiliki jumlah yang sama yaitu 8 orang dengan persentase 32%.

Kata kunci:**Kesalahan Interlingual, Menulis, Recount Teks**

ABSTRACT

Ade Pratiwi, Interlingual Error found in Students' English Writing Recount Text at the Second Grade Students of MTsS Asy-Syarif Koto Laweh in 2017/2018.

This research is based on the problems faced by students in learning English when specifically writing a text. Based on the results of the students' training in the initial research, the researcher found a problem in which some students passed on that were influenced by their mother tongue (*interlingual)* and did not succeed in distinguishing the rules in English writing. That is because students assume that the sentence structure in English is the same as Indonesian, whereas between the two they have different rules. Based on this phenomenon, the researcher conducted a study to find out the language errors of the second grade students inwriting recount text at MTsSAsy-SyarifKotoLaweh 2017/2018.

The form of this research is descriptive quantitative. Respondents from this research are second grade students of MTsS Asy-Syarif 2017/2018. The researcher used a total sample consisting of two classes VIII1 and VIII2 totaling 25 people. Meanwhile, the tecnique of collecting data throughh the test. Students are asked to write a text recount entitled " My Holiday".

The findings indicate that the errors influenced by they mother's language are mostly done on students are *transfer of grammatical*. There are 24 students with a percentage of 96%, the second highest is the *transfer of stylistic and culture* there are 16 students with a percentage of 64%, then *transfer of phonological*.there are 15 students with a percentage of 60%, *transfer of morphologic and lexical*.that have the same amount, namely 8 people with a 32%percentage.

Keywords: Interlingual Error, Writing, Recount Text

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CHAPTER I

INTRODUCTION

A. Background of the Problem

In learning language, the four skills are divided into two kinds, the first is receptive skill that consist of listening and reading, and the second is productive skill which consist of speaking and writing. The four skills are very important, because they are basic of learning. In English communication, students do not just have to be able to talk, but also can write well. Through writing, the students can express their ideas or convey the messages in their mind into written form. Moreover, the students will know how to write a good content into a text about the object that they want to describe or convey and how to organize the ideas which is supported with relevant supporting sentence.

Then, writing should be mastered by the students in learning English. Writing is a process of transferring ideas into written form that is understandable. According to Nunan "writing is the process of thinking to invent ideas, thinking about how to express ideas into good writing, and arranging the ideas into statement and paragraph clearly"[1]. It means that writing is a process of helping students to develop their idea and mind on the paper to transform them into the words or sentences by using structure and coherent organization.

[1] Nunan, David. *Designing Tasks for the Communicative Classroom*. (Cambridge: Cambridge University Press.2003), p88

In writing, the students should have an ability to understand and write many kinds of text. The students learn how to make good text such as descriptie text, narrative text, recount text and etc. Studly states that the ability to write something in a productive way is an indicator of success during the learning process[2]. Besides, Sokolik states in Nunan that an English learners'ability to form and write correctly is seen as evidence of learners' ability to write and moreover, of learner's overall ability in English[3].

Based on curriculum 2013, students at the second grade of junior high school have learned recount text and the students must be able to produce this text. Recount text is a text retell experience in previous time and in learning recount text the students are expected to express their idea through a story in order to inform the reader.

However, most the students are difficult in writing recount text. the students usually make mistakes and errors in writing. Error and mistake have different meaning in language learning. Error is some mistake that done by the students because they do not know how to correct it and they are not able to do self-correction. It means the students need more explanation from the teacher. Besides, the mistakes are usually caused by the factor of performance. Usually students have already known the systematic rule of the language being used, but

[2] International Journal of instruction, *A Study of Students' Assessment in Writing Skills of the English Language*. July 2013. P.131

[3] David Nunan, *Practical English Language Teaching*, (McGraw-Hill; Singapore,2003),p.89

sometime they are forget about that system, and they know how to correct it and be corrected by themselves. Based on the statement above, it is clear that mistake and error are different.

Errors are natural and unavoidable in the process of learning second language. There are many aspects that cause the learners to make errors in learning English. Brown said that the students' error in writing are influenced by two major causes; interlingual error are those which caused by the interference of the learner's mother tongue, and intralingual error are the negative transfer or item within the target language, or put another way, the incorrect generalization of rules within the target language[4]. It means some aspects above make writing become complicated and students often make errors.

Many students in junior high school have the problem when they write English text. Writing English is not easy, as a second language english is certainly different from Bahasa Indonesia as a native language which becomes some mother tongue, since the have their own definition and rules. Student in the process of acquiring a second language will unconscious invent structures influenced by knowledge they already possesses. They used to be in their native language system habit. As Tarigan explains that the first language acquisition process is running informal and unstructured plan. Students directly learn is from their

[4]Brown, H D. *Principles of Language Learning Teaching* (New York: Pearson Education, 2000) p.224

family, their friends, and environment.[5] This learning process is going beyond their consciousness and they do not recognize what motivation forces them learn it Then, they learn new language or foreign language system and tried to produce it in written language. The native will interfere the new one.

Bahasa Indonesia as a national language and English as a foreign language are different in structure, morphology, phonology as well as syntax. That is why, the students are often confused in learning English. Furthermore, the student frequently influenced by Bahasa Indonesia structure when they learn English. They tend to transfer the forms and the meanings from their native language to construct their foreign language. This reason leads the students to encounter many problems, or difficulties in mastering English. Such as, the problems in structure, spelling, pronunciation, vocabulary, and word formation and so on. Because of these problems, the students often make error when they try to produce the new language like in English writing.

As Harmer stated that students who learn English as a second language already have deep knowledge of at least other languages, and where first language and English comes into contact with each other there are often confusions which provoke errors in learners use of English.[6] It means that first language will transfer its rules to second

[5] Tarigan, Henry, Guntur.(*Pengajaran Analisis Kesalahan Berbahasa*. Bandung: Penerbit Angkasa).1988.

[6]Harmer, Jeremy. 2001. *The Practice of English Laguage Teaching: Third Edition.* Essex: Pearson Education Limited.p

language. This transfer will influence students new language. While, occur due to the interference of first language into second language, it is interlingual errors.

According to Corder interlingual errors are error because of the native language. These kinds of errors occur when the learner's habits (patterns, systems, or rules) interfere to some extent, from acquiring the patterns and rules of the second language[7]. interlingual is negative influence of the mother tongue on the performance of the target language. It means that interlingual errors as being the result of language transfer, which is caused by learners first language. This is a source for all learners, in the start of learning second language are easy to interfence from native language.

Based of the explanation above, writing recount text is one of skill that must be learnt by the second grade students in Junior High School. This topic is taught at the second grade students of MTSs Asy-Syarif Koto Laweh. The researcher conducted interview with the English teacher who taught at the second grade students of MTSs Asy-Syarif Koto Laweh, she said that the students still make error especially writing the text. Most of the students error in using the verb of past tense and some grammatical rules when the teacher gave them a task to write their personal experience for a recount text. The researcher found that the students are caused by some factors; they translated their ideas in

[7] Corder, S.P. *Error Analysis and Interlanguage.* (Owford: Oxford University Press), 1981.p.65

Indonesian sentences word by word into English sentences and it often made their sentences wrong and confuse in writing English text.

The researcher also found the students interlingual errors in writing recount text by doing document analysis of students' assignment about recount text. This document analysis was done to see the error in general. From the document analysis of five students as the sample, it shows that the students were difficult in understanding or writing recount text. Here are the errors made by the students.

First, the students made interlingual error in diction and use Bahasa Indonesia in writing English text. For example: "*Next we return souvenirs. After we go eat near river. After that we gophotofor kenang kenangan*. In this case "*after*" its the students diction that should be "*and then*", "*go eat*" its the students error in verb tense that should be "*ate*", "*go photo for kenang-kenangan*" it the students wrong in work choice that should be "*took pictures as remembrance"*.

Second, the students make interlingual error tend use of first language structures when writing in English sentence. For example: "*At night, we held a fire camp night*" in this sentence the student tend use Bahasa Indonesia rule in write English text that should be " *at night, we held a camp fire night"*.

Third, the students made interlingual error because the student have incorrect word order in the sentence. For example: *"I and class mate went to the camping*" its error because the students tend use

incorrect word order that should be *“ my classmate and i went to camping*”.

Forth, the student made interlingual error because the student have Wrong Word Spelling because the students difficull to spelling the word, examples of misspelled, such as “*desember*” for december, “*wery*” for very , “*soun*” for soon.

From the examples above, most of students tend to use simple present tense, use Bahasa Indonesia in writing English text, tend use word order when writing English text, and wrong word spelling. The students just translated their intended meaning literally, word by word. They are wrong in the rule of writing English language, Bahasa Indonesia and English are different in structure, morphology, phonology as well as syntax. That result students are often confused in learning English and made many error. That why in this reseach the researcher only focus of interlingual error .To know the interlingual errors, analysis is need to do. By doing the error analysis, the interlingual errors made by the students in writing recount text will be find.

Based on the explanation above, it seems that the students still have many interlingual errors in writing recount text. Because of the that, the resercher only focus in interlingual error. The researcher wants to analyze the types of interlingual errors. So, the researcher would like to conduct a research which entittled, “**Erros Analysis Found in Students’**

English Writing Recount Text at The Second Grade Student of MTsS Asy-Syarif Koto Laweh in 2017/2018"

B. Identification of the Problem

Based on the problem above, the researcher found some problems that are:

1. Some of students had difficulities in writing recount text.
2. Some of students tend structure of Bahasa Indonesia in writing English sentence.
3. Some of students had low in English rule

C. Limitation of the Problem

Based on problem above, the researcher focused on an analysis the types of students interlingual error in writing recount text at the second grade of MTSs Asy-Syarif Koto Laweh.

D. Formulation of the problem

Based on the focus of the problem above, the researcher have the problems into following question: what are the types of the interlingual error in writing recount text made by students second grade at MTSs Asy-Syarif Koto Laweh?.

E. Purpose of the Research

The purpose of this research: To describe the types of interlingual errors that the students make in writing recount text at the second grade of MTSs Asy-Syarif Koto Laweh.

F. Significant of the Research

The result of the study hopefully will give contribution to:

1. The teacher

   This research shows some of the interlingual error found in writing recount text. It will give better insight to the teachers to deal with interlingual errors in writing recount text. Therefore, it will provide feedbacks which can be used to apply in teaching techniques.

2. The students

   The result of this research will give solutions for the students who have errors in learning English especially in writing. The students can improve her ability in writing recount text.

3. The researcher

   It can give more knowledge about error in writing recount text and experience through the research.

G. Definition of the Key Terms

In order to avoid misinterpretation and misunderstanding in this research, the researcher defines some esential term which are defined as follow:

1. Analysis is the detailed study or examination of something in order to understand more[8]. In this research, analysis is detailed study about interlingual error in writing recount text.
2. Interlingual errors as being the process of language transfer, which is caused by learner's first language[9]. In this research interlingual error is when the students of foreign language make error by the effect of their mother tongue.
3. Writing is the process of thinking to invent ideas, thinking about how to express ideas into good writing, and arranging the ideas into statement and paragraph clearly[10]. In this researcer writing is a process of transferring ideas into written form that is understandable.
4. Recount Text, basically it is written out to make a report about an experience of a series of related event.[11]In this reseacher recount text is retell past events or experience in the order they happened. And recount text is one material that learned by the students at second grade of Junior High School.

[8]Hornby, *Oxford Advanced Learner's Dictionary* (Oxford: Oxford University Press, 201) p.46

[9]Chelli, Saliha. 2013. *Interlingual and Intralingual Errors in the Use of Preposition and Articles.*

[10]Nunan, David. *Designings Tasks for the Communicative Classroom.* (Cambridge: Cambridge University Press.2003), p88

[11]*Ibit.....*

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Review of Related Theory

1. The Nature of Writing

a. Definition of Writing

In learning English, there are four skills that should be mastered, those are listening, reading, speaking, and writing. Writing is one of several ways to communicate with otherpeople beside speaking,reading, and listening. Writing is process to make a word and essay to understood by students. But, in general, the students have diffultyto express process because writing is a process to express our mind as opinion, ideas, feeling, and all of what in mind that students have. Writing is also an important part of human life especially in comunication to express ideas, to share knowledge and to exchange information. As Brown stated that "Writing is important in our lives and as a communicative act that transmit information and link people together".[1]It means that writing develops human's lives by informing the knowledge and the idea. Writing can also define as one of one linguistic competence forms which expressed in writing form, beside oral form.

[1]Ann Brown, Helping Children's Write, (New York: Paul Chapman Publishing Ltd., 1993), p. 2.

Writing is a process of expressing ideas or thought in words should be done into written.To demostrated or express the students ideas, opinion, feeling, and though in order to communicate with other through the paper. Writing skill, at least at rudimentary levels, is a necessary condition for achieving employment in many work of life and simply taken for granted in literature culture.Nunan states that writing is the mental work of inventing ideas, thingking about how to express them, and organizing them into statements and paragraph that will be clear to a reader and can difined by series of contras.[2]

Moreover, Perrin and Graham state that writing also produced in different format, such as sentences, list, outlines, paragraph, essay, letter, and books.[3] Its means the writers do not only write what they have in their mind into a paper but also the writer can to produced format a sentences, list, outlines, paragraph, essay, letter and a books.

It is clear that writing is one of skill should be mastered those are listening, reading and speaking. Writing is to express the idea and opinion in words done into writing. By writing students can producted in different format, such as sentences, list, book, letter and etc because of that writing is an important for our life.

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[2]David Nunan , *Practical English Language Teaching.* (New Work: McGraw Hill CotemPorary,2003), P.88

[3]Steve Graham and Dolores Perrin, *Writing Next, Effective Strategies to Improve Writing of Adolescents in Middle and High School A report to Carnegle Corporation of New York.* (Washington, DC: Altiance for Excellent Education, 2007. P.22

b. Writing Process

According to Oshima and Hogue there are roughly four steps in writing process[4], namely:

1. Prewriting

   The first step is called prewriting. Prewriting is a way to get ideas. In this step, you choose a topic and collect ideas to explain the topic which consist of some technique such as listing, freewriting and clustering.

2. Planning (Outline)

   The second is planning or also known as outline. The first is making sublish, it means we need to any related ideas and then cross out unrelated iteam, next steap is writing the topic sentence that is the most general sentence in paragraph.

3. Writing and revising drafts

   After finished the two stages, we come to the third stage that begin with writing the first rough draft from the outline, after that we need to revising its content and organization, the next step is proof read of the next by checking the grammar, sentence structure, coherence and vocabulary.

   It seems similar slightly with Oshima and Hogue, Kristine brown categories the writing process into three kind of writing process as follows[5]:

[4]Alice and Oshima and Ann Hohue, *Writing: Academic English,Third Edition*(London,Longman, 1998) p3-12

a. Preparing to write

Most writing requires some preparation, how long students spend on this preparation, and what we do, largely depend on reader, purpose, the contents and the writing situation.

b. Drafting

The drafing stage is where students really begin writing. The most important thing here is to get words into paper. It is not the time to worry about spelling, grammar, punctuation or the best wording.

c. Revising

The revising is most important stage in the writing process. Revising might take place while students are drafting or after te students have finished a draft. It involves checking that them content and purpose are clear and appropriate for the reader, in the particular writing situation.

In addition, Langley who says that writing as process, there are prewriting or think of idea, drafing or writing (put your ideas into writing, rewriting stage, revising or improving your rought draft), editing or proof reading (re-read and revise as needed) and publishing (prepare adn type the final draft. It means that writing process are: planning is deciding what and how to write drafting is getting it on paper once, revising is getting it on paper better, and

[5]Kristine Brown, Susan Hood, *Writing Matters: Writing Skills and strategies for students of English,* (New York: Cambridge University Press, 1989), Fourth Printing, p.6

editing are fixing spelling, grammar, typing. So, there are three importan process in writing activities : prewriting, whilst writing and post writing.[6]

It is clear that in writing process, it started by prewriting and then panning (outline),finally writing and revising drafts to be good and correct writing which the process involved examining the grammar and eliminating grammatical distractions.

c. Character of Good writing

A good writer is one to able makethe reader comprehend and understand the meaning of writing. Oshima and Hogue stated that writing is the organization of ideas quickly and writer clearly by using good grammar and should understand in using correct grammar and good organization[7]. It means in writing students should understand by using correct grammar and good organization.

In addition, Harmer states that writing like any other skill it has mechanical components. These are included handwriting, spelling, punctuation, and the construction of well formated sentences, paragraph and text, requires good grammar, organization, clear and make reader comprehend, and understand

[6] D. Langley, *The Basic of Good Writing*, (Latest Revision 04/25/06.2009), P.10

[7] Oshima, A and Hogue, *Writing Academic English Third Editions*, (London: Longman 1998), p1

the meaning in writing[8]. Therefore, in writing included handwriting, spelling, punctuation, grammar, and clear meaning.

Therefore, Reinking and Andrew state that there are characteristics of good writing they are:[9]

1. Freshness: fress writing either something new or handle old ideas in a new way. Genuinely original ideas and informationn are scarce commoditier, but the writer can find new meaning in old materials and relate old material to an unexpected topic.
2. Sense of style: readers don't expect students to write with the stylist and explain their idea into writing form. The writer should give powerful words and make the readers can catch their idea into writing form.
3. Effective organization: a paper should have a beginning, middle, and an end, that is, an introduction, a body, and effective fashion deliver, the main message, the main message. The conclusion ends the discussion so the reader feels satisfied rather than suddently cut off.

In addition, Brown criteria of good writing[10], first is focuson a goal or main ideas in writing the writer have to pay attentiona topic and main ideas in writing essay and focusa problem before writing. Second is perceptovely gauge their ideas, before

[8]Harmer, Jeremy. *How to Teach Writing*. (London: Longman,2004) p13

[9]James A. Reinking and Andrew W. Hart. *Strategies for Successful Writing*. (Practice Hall, englewood Clifs, New Jersey 07632, 1986), P.5w

[10]H.Douglas Brown, *Teaching by Principles: An interactive Approach to Language Pedagogy Secondedition* (New York: Addison Wesley Longman, 2001) P.346

writing the writer should pay attention to the reader level and suitable with readers's knowledge. Third is spending something planning to write, to produce a good writing the writer have many time to write and have planning before wrting. Fourth is easily let their first ideas flow onto the paper. Fifth is following a general organization plan as they writing. Sixth solicit and utilize feedback on their writing. Seventh are not weeded to certain surface structure. The last is revising their work wellingly and efficiently.

It seems similar with theory above, Fred states that are four character of a good writing they are[11]:

a. The appeal to a target audience. It means that a student should know that they writingis wanted to read by many readers and it appropriates with the reader's desire.
b. A coherent structure. It means that writing have organizational scheme or outline.
c. A smooth detailed development. It means that the students should build they idea like disccusing the idea in detail.
d. An appropriate,well- articulated style. It means that the students should be able to choose the appropriate words to explain they idea. It is also called diction. So, the

[11] Fred . D .White. *The writer's Art*, (California: Wadsworth Publishing Company, 1986) P.18

students should avoid such as ambigous sentence or unnecessary complicated wording.

Based on explanation above, the researchercan summarize that there are some characteristics of a good writing namely: the construction of well formed sentences, paragraph and text, requiresgood grammar, good organization, clear and make reader comprehend, and understand the meaning in writing. The characteristic of good writing is important for the writer because a writer should produce a good writing for the reader. So, the reader can imagine or feel what the writer writes.

2. The Nature of Recount text

a. Definition of Recount text

The recount text is a text which retells events or experiences in the past. The recount text has social functions or purposes, specific generic structures and significant language features which are different with other text. Artono et.al states recount text is a text that tells the reader about one story, action, or activity. Its goal is to entertain or informing the reader[12].

According to Anderson recount text is speaking or writing about past events or a piece of text that retells past event, usually in the order which they happent.

[12]Artono Wardiman, Masduki B. Jahur and M. Sukirman Djusma. *English in Focus for Grade VIII (SMP/MTs).* (Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional,2008) p70

It can be conclude that recount is a text that tells the events about events which is happened in the past time. The purposes of the text are to inform and entertain the readers.

b. Generic Structures of Recount Text

A recount text usually has three main sections: Orientation, Sequence ofEvents and Reorientation.

1. *Orientation*

   Orientation introduces the participants, place and time. It provides all the necessary background information to make sense of the text. 5W questions (Who, What, Where, When and Why) are used in order to have systematic and thorough information. Therefore, what happened, who or what was involved in the story, why, where and when the events occurred needed to write.

2. *Sequence of Events*

   This step tells the sequence events that happened in the pastbased on the time and place when it occurred.

3. *Reorientation*

   It consists of optional closure of events or it can be statingpersonal comment of the writer to the story.

Moreover, Artono et.al. statedthat generic structures of recount text are orientation (tells who was involved, what happened, where the events took place and when it happened), events (tell what happened

and in what sequence), and re-orientation (optional closure of events or ending)[13]. It can be conclude generic stucturess of recount text are orientation, events and re-orientation.

c. The Language Features of Recount Text

Recounts usually include the following language features:

a. Proper nouns to identify those involved in the text.
b. Descriptive words to give details about who, what, when, where, and how.
c. The use of the past tense to retell the events.
d. Words that show the order of events (for example, *first, next, then*).

According to Board the language feature usually found in recount text they are:

a. Use of nouns and pronouns to identify people, animals or things involved.
b. Use of past tense to located events in relation to speaker's or writer's time.
c. Use conjuctionand time connectives to sequence the event.
d. Use past action verbs to refers the events.
e. Use of adverb and adverbial phrases to indicate place and time.
f. Use of adjecctive to decribe nouns.

However, Rudi language feature ofrecount text areas following:

[13]Artono Wardiman, Masduki B. Jahur and M. Sukirman Djusma. *English in Focus for Grade VIII (SMP/MTs).* (Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional,2008) p61

a. Focus on indiviual participants

b. Use of past tense

c. Use of material (or action) clauses

d. Focus on temporal sequence of events.[14]

It can be conclude language features has significant role to help in getting the point of the story. The readers can identify those who involved in the story by finding theproper nouns. The descriptive words will give more details about the person, time,place, setting and the plot of the story. The kind of text easily can be identified bylooking for the tense used, the use of past tense directly showed that the text isrecount which retell past events always used past tense. The words that show thesequence of events will make the story read systematically. It can be concludedthat language features convey the story to be more interesting, alive andsystematic to read.

3. The Nature of Interlingual Errors

a. Definition of Interlingual Errors

Interlingual error is the error that made by the learners because the learners influenced by her/his native language. interlingual error means the process of use the elements of the first language/mother tongue into the second language. In this case,the

[14] Hartono, Rudi. *Genre Based Writing*.(UNNES:Semarang.2005) P.8

student tend to make error in the process of interlingual. This error can be called interference.

According to Silinker in Brown inter language refers to the separateness of a second language learner's system, a system that has a structurally intermediate status between the native and target languages[15].Then,states by Brown, most of the learners' errors in the second language result primarily from the learner's assumption that the second language forms are similar to the native language.[16]

Richard also discusses aboutInterference errors: errors resulting from the use of elements from one language while speaking/writing another[17]. It means student use native language when they are speaking or writing in another language. In similar with that, Chelli also said that interlingual error are cause as being the result of language transfer, which is caused by learner's first language[18].

It can be concluded that interlingual is an errors that happen because of the influence of the native speaker language. students tend to use the item or structure of the first language/mother toungue into the second language.

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[15]Brown, H. Douglas.*Principles of Language Learning and Teaching* . (London: Longman. 2004)p215

[16]Brown, H, Douglass. 1980. *Priciples of Language Learning and Teaching*, New Jersey: Prentice Hall Inc. P.160

[17]Theory and Practice in Language Studies, Vol. 2, No. 8, pp. 1583-1589, August 2012

[18]Chelli, Saliha. 2013. *Interlingual and Intralingual Errors in the Use of Preposition and Articles.*

b. **Causes of Interlingual Error**

According to Al-Khresheh interlingual errors is committed by literal translation[19].

1) Transfer Error: error caused by interference from mother tongue. A student who has not known the rules of target language will use the same rules as he obtained in his native language.
2) Mother tongue Interference: errors are produced in the learners' attempt to discover the structure of the target language rather than transferring models of their first language.
3) Literal Translation: errors happen because a student translates his first language sentence or idiomatic expression in to the target language word by word.

Dulai also discuss there are indications that interlingual error are occasioned by at least two environmental factors: (1) conditions that result in premature use of the L2, and (2) Certain elicitation tasks.[20]

1. Conditions that result in premature use of the L2
    a. Pressureto Perfom

        It is conditions that teacher pressures on the students to produce or communicate too soon in the second language will

[19]Al- Khresheh, M.H. 2010. *Interlingual Interference in English Language Word Order structure of Jordanian EFL Learners*. Proceedings of *the European Journal of Social Sciences*- Volume 16, Number 1.

[20]Dulai Heidi, Marina Burt, *Languge Two* (Oxfort Unversity Press , New York Oxfort , 1982) p. 108

encourage conscious use of the first language as an in communication..

b. Limited L2 Environments

Ervin Tripp has noted that L1 in fluence in learner performance has been found for" learning conditions in which the second language was not the language of the learner's larger social milieu so that the learning contexts were aberrant both in function and frequency of structures". It means the students life in domain use native language and limeted use L2 in daily life.

2. The Elicitation Task

Elicitation task refers to the manner in which spoken or written performance is elicited from the second language learner. For example, we could ask a students a translate a paragraph written in his or her natie language, or we could ask the students to describe a picture, or we could construct, but extremely important, influence on learner's verbal performance. The proportion of interlingual errors changes with the elicitation task, translation in paticular.

a. Monitor use and the use of the L1

The conditions under which the L1 grammar is used in L2 performance coincide to a certain extent with conditions in which conscious language processing is in effect. This

suggests the monitor as an important factor associated with L1 use in L2 acquisition.

When learners try to use first language structure that are not identical to second language structure, they make interlingual errors, and it is up to the monitor to repair these errors.

b. Phonlogical Performance

We have seen that the grammar rules and structures of the learner's first language are for the most part held in abeyance in the acquisition of a second language by children as well as adults.

It can be concluded that interlanguage is an error that happen because of the influence of the native speaker language which results from the mother tongue interference.

c. **Types of Interlingual Error**

According to Hossein the types of interlingual errors are presented below:[21]

1. Transfer of Phonological Elements of L1

An obvious case of mother tongue interference is in the area pronounciation. Students tend to transfer the phological features of their native language to those of the target language.

2. Transfer of Morphological Elements

[21]Mohammad Hosein Keshavarz,*Contractie Analysis & Error Analysis* (Rahnama Press : *Tehran University, Teltran, Iran.2012)* p 120

Some error are caused by the transfer of morphological features of the mother tougue. For example *“ There are three clever students in our class*”. That should be There are three students. The following error sentence result from native language, nouns do not agree in number with consequently the plural morheme is omitted

3. Transfer of Grammatical Elements

As an example of transfer of grammatical elements of the mother tongue, consider the following erroneous sentence *“ I’m going to university at 8 o’clock everyday”*. The following error is due to the fact that in native language the present tense and the present progressive aspect have one single syntactic representation. The students of English usually confuse these two and use them.

4. Transfer of Lexico-Semantic Elements

Error in this category may be devided into two categories:

a. Cross Association

Cross Association refers to cases where there are two words in the target language for which there is only one words in the learner’s mother tongue. As a result, the students may use that single word in two sentence in the target language. For excample *“ we will arrive back to*

Dumai after about 13 o'clock". This error because in native language the word use both o'clock and hours.

b. False Cognates

False cognate is a word, which has the same or very similar from in two language, but which has a different meaning in each. This similarity may cause a second language learner to use the word error. For example: *"my father bought a new machine last week"*. The word machine in this sentence should be "car" because of mother tongue influence.

5. Transfer of Stylistic and Cultural Elemen

This type of error refers to the transfer of stylistic and cultural elements of the learners' native language and culture to the target language. The learner error because they made use of stylistic rule native language which the tend of plural in singular subjects when interraction in English. For example: "*Dr Karimi are a good instruction"*. Error because "are" should be "is" because Dr Karimi singular subjects.

Eny maulina also said that the types of interlingual errors made by Junior High school are[22]:

[22]Maulina, Eny Purnama Sari. 2016. *Interlingual Error and Intralingual Error found in Narrative Text*

1. Wrong Word Spelling

Wrong spelling is classified as morphological level. It happened when a word had been spelled in wrong way. There were some words that were frequently misspelled. It could occur when the students were confused to differentiate between their mother tongue (L1) and their target language (L2). It means studentsdifficull to spelling the word, examples of misspelled, such as "*karismatik*" for charismatic, "*aksesoris*" for accessory , "*glamor*" for glamour.

2. Omission of Auxiliary Past Tense (did) in Negative Sentences

A negative sentence (or statement) states that something is not true or incorrect. A negativeadverb has to be added in order to negate the validity of the sentence.Omission error of be as auxiliary past tense mean the students had neglected be as modalauxiliary in the form of negative past tense. Omitting be as negative past tense marker mean that the students forgot to put be (did) in the prior of not + V I. It means student still difficul to put auxillary past tense int in negative sentence, exampleHe not tell her, He *not kill* the dog.

3. Omission of BE (was/were) in Nominal Sentences

In Indonesian, a simple sentence can be built by adding a noun, an adjective, a prepositional phrase or a numeral to complement the subject. There is no verb 'to be' in Indonesian.

Example negative sentence in Indonesia: I *not go* to school yesterday (Saya *tidak* pergi ke sekolah kemarin). Omission error of “be” past tense means the students had neglected be in the form of negative past tense. Omitting be as negative past tense marker mean that the students neglecte to put be (was/were) in the prior of not + complement.

4. The Use of Native Language Structures

Grammatically, Indonesian is simple. It does not have patterns refl ecting time, word flexion relating to subject, object, location and others. Basically, all events are expressed with the same pattern and the same words. English is very complex. In English the verb “to be” (is, am, are) is completely absent in Indonesian. English has special certain rule to use adjective. For example: in English “I have a *beautiful large* house”, the sentence should be translated in Indonesian, “*Saya punya sebuah rumah besar yang cantik”*. But the student makes error to transfer L1 to L2, for example: “I have a *house big beautiful.”* It means structure grammatical in Bahasa and English very different, that the reason why the student still confused to writing.

This reseach, the reseacher use the Keshavarz model because to analyze the type interlingual error is the error can be analyzed specifically and detail based of clasification above. The

process of analyzing the students' interlingual error is analyze sentence by sentence.

d. **Prosedure of Error Analysis**

There are some experts proposed prosedure for analysis research. Ellis states four procedure of error analysis, the prosedures are as follows[23]:

1. *identification of error* which means learners errors is to identify the sentences learners produce with what seem to be normal or 'correct' sentences in the target language with correspond with them.
2. *describing error* all the errors have been identified, they can be described and classified into types of errros.
3. *explaining error* means reseacher will find why the errors occur.
4. *error evaluation.* Where the purpose of error analysis is to help the learners learn the second language, there is a need to evaluate the errors. Some errors can be considered more serious than other.

However,Gass and Selinker state that the great deal of the work on Error Analysis was carried out within the context of

[23]Rod Ellis, *The Study of Second Language acquisition* (Oxford; University Press,2007) p.49

classroom. Therefore, there are a number of steps taken to conduct error analysis[24].

a. *Collect data*. Although this typically done with written data, oral data can also serve as a base.

b. *Identify errors*. What is the error (e.g., incorrect sequence of tenses, wrong verb form, singular verb form with plural subject)?

c. *Classify errors*. Is it an error of agreement? Or is it an error in irregular verbs?

d. *Quantify errors*. How many errors of agreement occur?

How many irregular verb forms of errors occur?

e. *Analyze source*. See later discussion.

f. *Remediate*. Based on the kind and frequency of an error typepedagogical intervention is carried out

In conclusion, in the prosedure of errors analysis, the four major steps are begins from identification, then need necessary to describe the error. It is continued by explaining error. Finally, evaluation is need to know the frequency the error.

B. Review of Related Study

Considering the importance of writing in language learning there were many studies have been done in order to improve witing skill. In this

[24]Gay. L.R *Education Reseach* (New York: Macmilan Publishing Company, 1990) p11

thesis, the researcher write three related studies which are related to writing skill dealing with recount text.

The first is the study done by Yovi Fachliza, for instance, conducted research about *"Inter-lingual Errors Found in Students' Personal Experience Speech A Study of the Fifth Semesters Students of English Department of STAIN Batusangkar in 2010/2011 Academic Year)*[25]. This reseach found the students' difficulities in speech. They made error in interlingual experience speech one forth of errors (26%) resulted from L1 transfer, wrong words (16%), prepositions (15%), and articles (14%).It's means that the most students have the error because the mother tongue interference.

The second is the study done by Ilyas did a research about "*An Analysis of Grammatical Errors Found in Recount Text Written by the Students" (A Study of the Tenth Year Students of SMAN 1 Sei.Tarab in 2010/2011 Academic Year)*[26]. The problem of the students at that school, students found difficulties in writing recount text. They made error in writing recount text the errors of using the correct verb (45.41 percent), the errors of using the correct to be (30.28 percent) and the errors of using the

[25]. Yovi Fachliza. 2011. Interlingual Errors Found In Students' Personal Experience Speech (A Study of the Fifth Semesters Students of English Department of STAIN Batusangkar in 2010/2011 Academic Year)(Unpublished Thesis).Batusangkar: STAIN Batusangkar.

[26]. Ilyas. 2011. An Analysis of Grammatical Errors Found in Recount Text Written by the Students (A Study of the Tenth Year Students of SMAN 1 Sei.Tarab in 2010/2011 Academic Year). (Unpublished Thesis). Batusangkar: STAIN Batusangkar.

correct noun phrase (24.31 percent). The researcher wanted to know the students' error in writing recount text without want to know what are the cause of the students's error

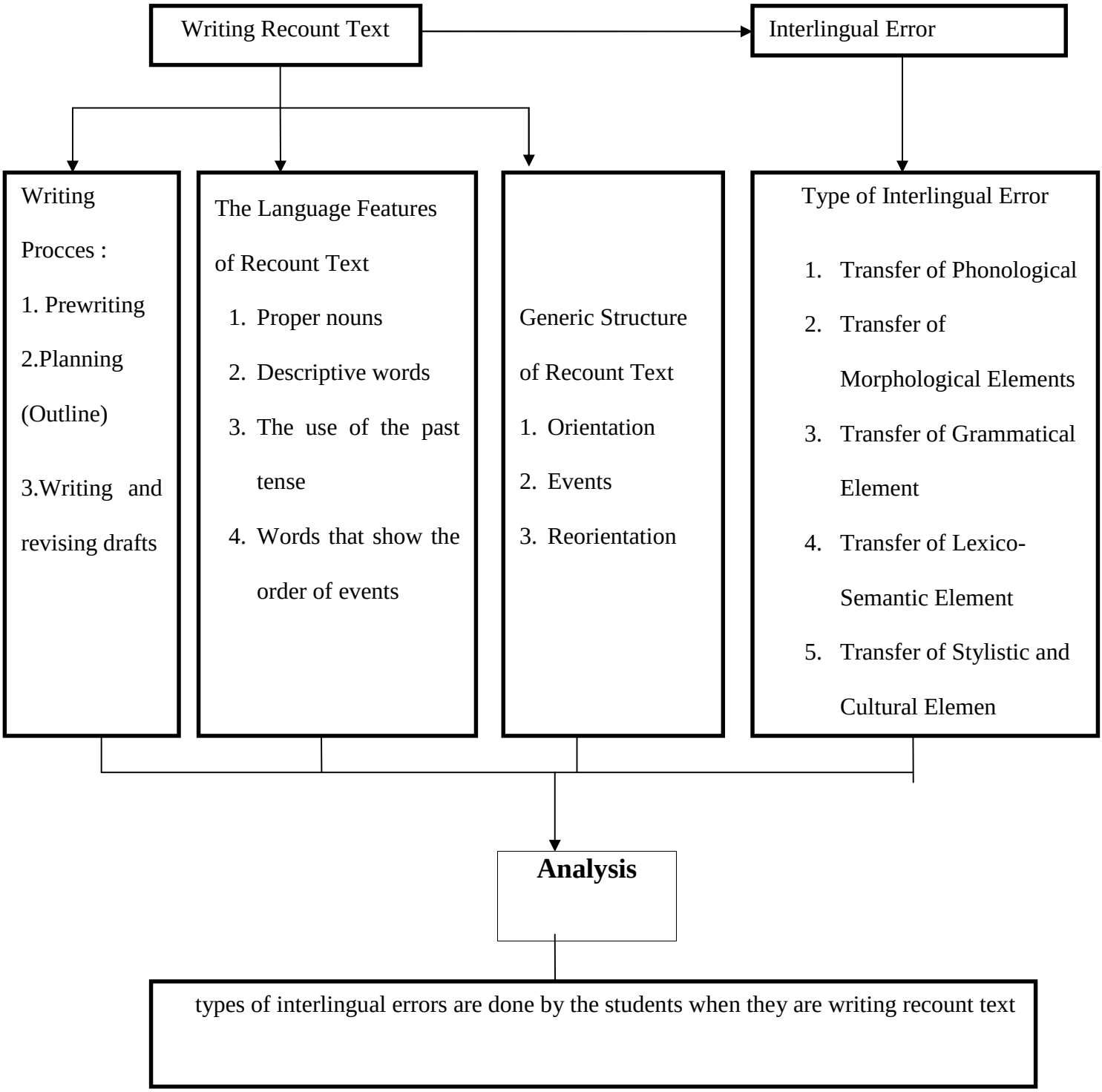
The third is the study done by Colipah did a research about " *An Analysis of Students' in Writing Recount Text(A Case Study in the Second Grade Students of SMP Trimulia Jakarta Selatan)*[27]. The problem of the students at that school, find empirical evidence of the most common errors and the source of errors in recount text writing made by students. They made error in the number of total source of errors are communication strategy has 428 or 51.14% source of errors, interlingual transfer has 295 or 35.24% source of errors, intralingual transfer has 94 or 11.23% source of errors, and context of learning has 20 or 2.39% source of errors.

Based on the previous researches above, the students still made error in writing recount text. Students still make the error and the highest cause of interlingual error. In this research, the researcher intend to analyze the students interlingual error in academic year 2017/2018. Then, the researcher uses descriptive qualitative method to analyze the data and find the types interlingual error made by students. So it can be said that the present study is quite different from previous study and while be conducted by researcher.

[27]Cholipah 2014. An Analysis of Students' Error in Writing Recount Text ((*A Case Study in the Second Grade Students of SMP Trimulia Jakarta Selatan*

C. CONCEPTUAL FRAMEWORK

Conceptually, the research framework is illustrated at the following figure:



In writing recount text, the learner make some interlingual error. Types of interlingual error that students often make in writing recount text is transfer morphologycal, grammatical, lexico semantic, stylistic ad culture**.** After the researcher know the types of interlingual error often make by students, the researcher will conduct the error analysis. First, the researcher identifying the interlingual errors, desccribing the interlingual error, explanation the interlingual error, and evaluating the interlingual error. These procedure of error analysis are used to find the types of interlingual errors. Finally the research questions will be answer.

CHAPTER III

RESEARCH METHOD

A. Design of the Research

In designing this research, the researcher uses descriptive quantitative research. Descriptive research is design to get information concerning the current status of phenomena. Gay states that descriptive research decides and describes about something which involves collecting data, testing the hypotheses, or answering question research.[1] Quantitative research is based on the measurement of quality or amount it is applicable to phenomena that can be express in terms of quality[2] It means that descriptive quantitative research is the process of collecting data to answer the question in current phenomenon the relied on quantity or amount.

Based on the explanation above, the researcher will use descriptive quantitative method. Moreover, the goals of the research are to analyze students interlingual error in writing recount text made by the students in MTSs Asy-Syarif Koto Laweh in 2017/2018 academic.

[1] LR, Gay. *Education Research Competencies for Analysis and Applicatio*n, (Columbus;Merril Publishing Company, 1987)p. 189

[2] CR Cothari, *Research Methodology, Methods and Techniques*,(Jaipar:New Age International.2004) p.3

B. Population and Sample

The population and sample are two of the most important elements in the research, as follows:

1. Population

Population is taking essential role in a research. Population is all individuals become subjects of the research. It can be included into group of objects which are going to be observed by researcher. The researcher must consider the ability of population because it would give influence to the result of research whether it is good or not. According to Sugiyono, population can be a group of people, animals, plants, or thing that live in the same place with some purposes and are planned to be the target of a research result.[3] It means that the population object is not limited on certain criteria.

In this research, the population was taken from the whole numbers of the second students of MTSs Asy-syarif Koto Laweh in 2017/2018.

The are two classes as presented in the table below

Table 3.1

Table of Population

Class	**Number of Students**
VIII1	13

[3]Sugiono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D,* Bandung: Alfabeta,p. 80,2007

VIII2	12
TOTAL	25

Source: Teacher MTSs Asy-Syarif Koto Laweh in 2017.2018

2. Sample

Sample is part of population which taking role as subjects in a research. According to Arikunto, sample is a part of the representation of population that is investigat.[4]The sample would take from the subjects or individuals in area of the research which are great enough. When the amount of population less than 100 from respondents, so it is better to take total sampling.

There are two classes of the second grade, those are class VIII1 and VIII2, the population is less of a hudred person. So, the researcher took all of the population as the informant of the research. Thus, the totally of informants are 35 students.

C. Instrument of the Research

1. Instrument

In collecting the data, instument of the researcher will uses Test. Test is a method of measuring a persons' ability, knowledge or performance in given. In this research the kind of testing writing Recount text, the topic was about "My Holiday"

[4] Suharsimi Arikunto,2006, *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta: PT Rineka Cipta p174

The test will be given to the Students at second grade of MTsS Asy-Syarif Koto Laweh

In order to make that the test becomes valid test. Margono states that the main requirments of the test are validity which is explaine below:[5]

a. Validity

Validity is testing has been undersrtood to dicover whether the test is measured accurately, what is intended to measure, or what is purposed to measured. Arikunto states that a test can be said as a valid test if it measures whait is intended to measure, and the instrument is called as valid instrument when it can give the true description about the data based on the reality or fact.[6] In this reserach, the validity was used the content by expert. According to Margono, content validity measures certain specific objectives that align with the material or the content of lesson given.[7] The test was arranged by the reseacher should be discussed with advisor and the English teacher of MTsS Asy-Syarif Koto Laweh . In conclusion, a test was valid, if it measured accurately what was intended to be measured in writing error

[5] Margono. *Metodologi Penelitian Pen*didikan, *Edisi Kelima*. (Jakarta: PT. Rineka Cipta, 2007), p. 171

[6] Suharsimi Arikunto, *Dasar -Dasar Evaluasi Pendidikan* (Jakarta: Rineka Cipta, 2002), p. 67

[7] Margono. *Metodologi Penelitian Pen*didikan, *Edisi Kelima*. (Jakarta: PT. Rineka Cipta, 2007), p. 187

based on the context at second grade of MTsS Asy-Syarif Koto Laweh.

b. Reliability

The data that is test should be reliable. According to Gay, reliability is the degree to which a test consistently measure what ever it is measure.[8] Brown mention the reability is affected by some factors: (1) the administration procesdures and conditions, (2) the clarity of the rubrics concerning the various skill are expect to perform by the testers, and (3) the scoring methods. If the researcher give the same test to the same or match students on two different occasions, the test should yield similar result.

D. Technique of Data Collection

Collecting the data is one of important this research. It was crusial because data would be anlyzed in the research. The research collected the data by using test.

There were some steps in collecting data of the students test. First, the test will give to the students at second grade which had been validated by the experts before, the topics about "My Holiday", the best would be given in 45 minutes. Then, the test would be done by the students' individually. The last, the reseacher checked the students' answer test. Here the researcher will give the test to the

[8] LR, Gay. *Education Research Competencies for Analysis and Applicatio*n, (Columbus;Merril Publishing Company, 1987)p. 189

students to find that what the types students interlingual error in writing recount text is.

E. Technique of the Data Analysis

In order to analyze the data the reseacher use the procedures error analysis by Ellis, the prosedures are as follows[9]:

1. *identification of error*

   In this step researcher identify the sentences learners in writing recount text

2. *describing error*

   After all the errors have been identified, researcher can be described and classified into types of interlingual errros.

   To describing the interlingual error student make, the researcher uses percentage formula:

$$p = \frac{F}{N} x\ 100\%$$

Note:

P : Percentage of students

F : Frequency

N : Number of Sample or Students.[10]

[9] Rod Ellis, *The Study of Second Language acquisition* (Oxford; University Press,2007) p.49

[10] Prof. Drs. Anas Sudijono, *Pengantar Statistic Pendidika*, Jakarta: PT Raja Grafindo Persada, p.43, 2004

3. *explaining error*

in this step the reseacher will find type the interlingual errors make by students in writing recount text.

The interlingual error in writing test of students is identify and classify by the researcher. Then, the researcher explain it and finally knowing the rank of their type of interlingual error.

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

In the previous chapter, the technique of completing the data have been mentioned clearly. The collected data was carried out to answer the question, what are the types of interlingual error found in student writing recount text.

This research was analyzed by using descriptive quantiative method. The data was collected from the second grade students of MTsS Asy-Syarif Koto Laweh. There were 25 students as the total pf population.

1. Description of the Data

This part describes the analysis of the data to answer the formulation of the problem "what are the types of the interlingual error in writing recount text made by students second grade at MTSs Asy-Syarif Koto Laweh?. The data of this research based on the students' writing test.

The researcher used the test in form of writing recount text as the instrument. The researcher conducted a test after discussing the instrument with advisor and translation lecturer.

To know the types of interlingual error made by students' writing recount texts were showed in the following the table:

Table 4.1

The Recapitulasi of Students Types of Interlingual Error

No	Name	Types of Interlingul Error				
		Phonological element	Morphological Element	Grammatical Element	Lexico-Semantic Elements	Stylistic and Cultural Elemen
1.	FM	✓	✓	✓		
2.	H			✓		✓
3.	PR					
4.	AP			✓	✓	
5.	AF	✓		✓		✓
6.	AA			✓	✓	✓
7.	SF	✓	✓	✓	✓	✓
8.	MF	✓	✓	✓		
9.	MA	✓	✓	✓	✓	
10	AY			✓		✓
11	JM	✓		✓		
12	RS			✓	✓	✓
13	HY	✓		✓	✓	✓
14	RG	✓	✓	✓		✓
15	RS	✓		✓		✓
16	LH	✓		✓		✓
17	BF			✓		
18	AR	✓	✓	✓		
19	AH	✓		✓		✓
20	TY			✓	✓	✓
21	SN	✓		✓		✓
22	MI	✓	✓	✓	✓	
23	WR			✓		✓
24	GA		✓	✓		✓
25	RA	✓		✓		✓
TOTAL		15	8	24	8	16

ersentage- $P = \frac{F}{N} x\ 100\%$	$\frac{15}{25} \times 100$ $= 60\%$	$\frac{8}{25} \times 100$ $= 32\%$	$\frac{24}{25} \times 100$ $= 96\%$	$\frac{8}{25} \times 100$ $= 32\%$	$\frac{16}{25} \times 100$ $= 64\%$

The result of the data analysis there are five types of interlingual errors done by the students. It can be concluded that the total errors of transfer of phonological element are 15 error or 60%, transfer of morphological element are 8 or 32%, transfer of grammatical element are 24 or 96%, transfer of lexico- semantic element are 8 or 32% , and transfer of stylistic and element are 16 or 64%. From the calculation of the data, transfer of grammatical element is the most frequent errors that done by the second grade students MTsS Asy-Syarif Koto Laweh with the persentage 96%. Moreover , it is followed by transfer stylisic element with persentage 64%, transfer of phonological element with persentage 60%, transfer of morphological element with persentage 32%, and transfer of lexico-semantic fewer than 32%.

2. Data Analysis

To analyzed the data, the researcher explained about the students presentage one by one for the types of research variable. Then, the reseacher put the data into the table were consist of the persentage, based on types of interlingual error. The data were divided into. Transfer of phological, transfer of morphological, transfer of grammatical element, transfer of lexico-semantic element, and transfer

stylistic element . The data that described for each types in table were seperated by the criteria of accuray and acceptability.

Furtheremore, there were five types of interlingual would be consulted in order to see the interlingual error found in student writing recount text. It would be started from the students score of first types from interlingual error.

a. Transfer Phonological Element

The result of phonological element can be seen in the following table:

Table 4.2

Table of Percentage Transfer of Phonological Element

No	Indikator	Students																							
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
	Phonological Element	√				√		√	√	√		√		√	√	√	√		√	√		√	√			√
	Total	15 students																								
	percentage	60%																								

Based on the analysis of interlingual error, phonological element was the first error which found. The persentage was 60% where 15 out of 25 students done this error. The error which done by those 15 students such as "*veri should be very*", "*heppy should be happy*".

This error can be caused English is a language which has different in spoken and written, when the student listen or talk in

English they don't think of the rule. But they have to say what they thinks.

The result of morphological element can be seen in the following table:

Table 4.3

Table of Percentage Transfer of Morphological Element

No	Indikator	Students																							
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
	Morphological Element	√						√	√	√					√				√				√		√	
	Total	8 students																								
	percentage	32%																								

Error in morphological was the second error which found. The presentage was 32%. The error which done by those 8 students such as "*spends shoud be spend*". That errors can be happened it's cause in Bahasa Indonesia doesn't have this rule. student don't understand to use morphology in English.

Based of on the explenation above it can be conclude that mose of students few in morphological element. Mose of the students did not error in morphological element.

b. Transfer Grammatical Element

The result of grammatical element can be seen in the following table:

Table 4.4

Table of Percentage Transfer of Grammatical Element

No	Indikator	Students																								
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
	Grammatical Element	√	√		√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	Total	24 students																								
	percentage	96%																								

Grammmatical was the third error which found. This was the error which mostly done by the students.the persentage was 96% where 24 students done this error. It's cause many students don't understand with English . Grammar of english has many rules that must be applied especially in writing . Whereas in Bahasa Indonesia , the rules are not as difficult as English . The student who do this kind of error , often use the grammar of their Bahasa Indonesia to English and it'll make wrong perception.

c. Transfer Lexico-Semantix Element

The result of lexicosemantic element can be seen in the following table:

Table 4.5

Table of Percentage Transfer of Lexico-Semantic Element

No	Indikator	Students																								
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
	Grammatical Element				√		√	√		√			√	√							√		√			
	Total	8 students																								
	percentage	32%																								

The fourth error which found. The persentage was 32% where 8 students done this error. The error were student often translate one by word without learn the context or situation . In English one word has many meanings . For example *get* the meaning it's not just *mendapatkan* but there are the others meaning more.

d. Transfer Stylistic and Culture Element

The result of stylistic culture element can be seen in the following table:

Table 4.3

Table of Percentage Transfer of stylistic culture Element

No	Indikator	Students																							
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
	Stylistic culture Element		√			√	√	√			√		√	√	√	√	√			√	√	√		√	√	√
	Total	16 students																								
	percentage	64%																								

The fifth error was stylistic and culture. The percentage was 64% where 16 students done this error. The error were students writing recount with structure from they native language, such as" *i and my family* that should be *my family and i*". This happend because the pettern both Bahasa Indonesia and English are totally different.

B. Discussion

This part concern on the types of interlingual error that made in their writing, especially in recount text. Interlingual error is caused by the influence of their native language whichis *Bahasa*. The student translated the *Bahasa* into English directly. It is happend because the because the students is not familiar with the sturucture of English, the students only mastered by the Bahasa Indonesia structure.

In according to relevant study, the researcher discussed about types of interlingual error. The purpose of this research is, the researcher wanted to know the types of interlingual error made by students' in writing recount text by the second grade of MTsS Asy-Syarif Koto Laweh year 2017/2018. To overcome the problem of this research, descriptive quantitative method was used in order to collect the data.

From the research and the analysis that the researcher has conducted,the first finding, it was found that the second grade students of MTsS Asy-Syarif Koto Laweh made fifth typer of interlingual error by Hosein Keshavarz.the are transfer of phonological element, transfer of morphological element, transfer of grammatical element, transfer of lexico-element, and transfer stylistic- culture element.

The first is Phonological. The error which done was wrong word spelling. There were 8student who made this error. The error that made by those students is "*mont* should be *month*"

The second types of error that fould was Morphological. student's error is about they who don't understand to use morphology in English . For example , we will use one topic is about affixation (prefix , suffix) . That errors can be happened it's cause our mother tongue (Indonesia) doesn't have this rule . For singular we can write one word,for example *buku* and for plural we just need to repeat the word twice *buku-buku* . Almost for Indonesian language use this role , and no others roles more .

The third type of error is Grammatical. In this type of error , it's cause many students don't understand with English . Grammar of english has many rules that must be applied especially in writing . Whereas in our mother tongue , the rules are not as difficult as English . The student who do this kind of error , often use the grammar of their mother tongue to English and it'll make wrong perception because every language has their culture themselves . For example "*we are* should be *we were*". Because in writing recount text use past tense.

The fourth type of error that was found is Lexico-semanatic. Student often translate one by word without learn the context or situation . In English one word has many meanings . For example *get* the meaning it's not just *mendapatkan* but there are the others meaning more . We also must learn about the context , whether that word is suitable to use or not because in english there are idoms too . That error make misunderstand if we talk with native speaker. Such as " *i'm* ***hard*** *to sleep*".

The last type of error that was found is Stylistic and cultural. The learner error because they made use of stylistic rule native language when interraction in English. Such as *"house my sister"* should be "my sister's house."

Based on the findings above, the researcher explained about the interlingual error found in students writing recount text at seconds grade of MTsS A sy-Syarif Koto Laweh academic year 2017/2018. Thus, the findings had supported the theories and findings suggested by some experts and the researchers that were helped by finding of the writing test results. It was showed in the findings of interlingual error made by students' in writing recount text use structure Bahasa Indonesia into English texts. The students' result was error in writing recount text. students' still need correction to improve their writing text.

The discussion just focused types of interlingual error in writing recount text based on fifth types, transfer phonological element, transfer morphological element, transfer grammatical element, trannsfer lexical-semantic element, transfer stylisth- culture element made by students second grade MTsS Asy-Syarif Koto Laweh in academic year 2017/2018.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the test result of the research about types of interlingual error in writing recount text. It can be concluded that there are many students who make interlingual error in writing recount text. The types of interlingual error in writing recount text can be conclude as followe:

a. Transfer Phonological Element

Based on the analysis of interlingual error, phonological element was the first error which found. The persentage was 60% where 15 out of 25 students done this error. The error which done by those 15 students such as "*veri should be very*", "*heppy should be happy*".

b. Transfer Morphological Element

Error in morphological was the second error which found. The presentage was 32%. The error which done by those 8 students such as "*many animal* should be *many animals*".

c. Transfer Grammatical Element

Grammmatical was the third error which found. This was the error which mostly done by the students.the persentage was 96% where 24 students done this error. The error which done by students in used to be and tend present tense in past tense.

d. Transfer Lexico-Semantix Element

The fourth error which found. The persentage was 32% where 8 students done this error. The error were student often translate one by word without learn the context or situation . In English one word has many meanings . For example *get* the meaning it's not just *mendapatkan* but there are the others meaning more.

e. Transfer Stylistic and Culture Element

The fifth error was stylistic and culture. The percentage was 64% where 16 students done this error. The error were students writing recount with structure from they native language, such as" *i and my family* that should be *my family and i*".

B. Suggestions

Concerning with the conclusion above, the following may be useful dealing with teaching and learning process in teaching English especially in writing recount text, the researcher suggestes as follow:

1. The teacher should pay more attention in the most interlingual error which done by the students. Also, teacher can give more task and test to the students related to recount text such as task about past tense.
2. The students should practice their writing seriously in order to avoid the error and pay more attention to the researcher explained in the class in order to increase their accuracy in writing.
3. The researcher method that this research is not complete yet and still needs more revisions and following up discussion.

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KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN (FTIK) IAIN BUKITTINGGI
Nomor : B-1716/In.26.1/PP.02.3/7/2018

TENTANG

PENUNJUKAN DOSEN PEMBIMBING SKRIPSI MAHASISWA JURUSAN PBI IAIN BUKITTINGGI

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN (FTIK) IAIN BUKITTINGGI

Membaca : Surat permohonan mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Bukittinggi an. Ade Pratiwi, NIM .2313038 tanggal 13 Juli 2018 perihal permohonan penerbitan SK Pembimbing Skripsi.

Menimbang : a. bahwa untuk lebih terarah dan terkoordinirnya penulisan skripsi mahasiswa Institut Agama Islam Negeri (IAIN) Bukittinggi, perlu ditetapkan Dosen Pembimbing.

: b. bahwa yang namanya tersebut di bawah ini, dipandang cakap dan mampu untuk diangkat sebagai Dosen Pembimbing I dan Dosen Pembimbing II.

Mengingat :
1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional (Lembaran Negara Republik Indonesia Tahun 2003 Nomor 78. Tambahan Lembaran Negara Republik Indonesia Nomor 4301)
2. Peraturan Pemerintah Nomor 60 tahun 1999 tentang Pendidikan Tinggi (Lembaran Negara Republik Indonesia Tahun 1999 Nomor 115. Tambahan Lembaran Negara Republik Indonesia Nomor 3859)
3. Keputusan Presiden Nomor 181 Tahun 2014 tentang Pendirian Institut Agama Islam Negeri (IAIN) Bukittinggi
4. Peraturan Menteri Agama Nomor 12 Tahun 2015 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri (IAIN) Bukittinggi.

MEMUTUSKAN

Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN BUKITTINGGI TENTANG PENUNJUKAN DOSEN PEMBIMBING SKRIPSI MAHASISWA JURUSAN PBI IAIN BUKITTINGGI.

KESATU : Menyetujui judul skripsi mahasiswa yang bersangkutan **"Interlingual Error Found In Students' English Writing Recount Text At Second Grade Students Of MTsS Asy-Syarif Koto Laweh In 2017/2018".**

KEDUA : Menunjuk Saudara :

1. Nama : Reflinda, SS.,M.Pd
   NIP : 19690729 199903 2 002
   Pangkat/Gol.Ruang : Penata Tk.I (III/d)
   Bidang Keahlian Pokok : Bahasa Inggris
   Sebagai Dosen : PEMBIMBING I

2. Nama : Loli Safitri, M.Pd
   NIP : 19880528 201503 2 003
   Pangkat/Gol.Ruang : Penata Muda Tk. I (III/b)
   Bidang Keahlian Pokok : Bahasa Inggris
   Sebagai Dosen : PEMBIMBING II

KETIGA : Apabila dikemudian hari ternyata terdapat kekeliruan dalam penetapan ini akan diubah dan diperbaiki kembali sebagaimana mestinya.

DITETAPKAN DI BUKITTIINGGI
Pada tanggal 13 Juli 2018
Dekan,

Dr. H. Nuzul Burhanuddin, Lc, M.Ag
NIP.197305102000121002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) BUKITTINGGI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Kampus II : Jalan Gurun Aur Kubang Putih Kab.Agam - Sumatera Barat - Telepon / Fax : (0752) 22875
Website : www.ftik.iainbukittinggi.ac.id | e-mail : ftik@iainbukittinggi.ac.id

13 Juli 2018

Nomor :B-1686/In.26.1/PP.07/7/2018
Lamp. : 1 (Satu) rangkap
Hal : **Mohon Izin Penelitian**

Yth : Bapak/Ibu Camat Kecamatan Tilatang Kamang
Di Tilatang Kamang

Assalamu'alaikum Wr. Wb

Dalam rangka mengumpulkan data untuk penyusunan skripsi bagi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) IAIN Bukittinggi, maka bersama ini kami mohon kepada Bapak/Ibu untuk dapat memberi izin penelitian bagi mahasiswa dibawah ini :

Nama	:	**Ade Pratiwi**
NIM	:	2313038
Jurusan	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	Interlingual Error Found In Students' English Writing Recount Text At Second Grade Students Of MTsS Asy-Syarif Koto Laweh
Lokasi Penelitian	:	MTsS Asy-Syarif Koto Laweh
Waktu	:	Juni s/d Agustus 2018

Demikian permohonan ini kami sampaikan atas perhatian dan kerjasamanya diucapkan terimakasih.

Wassalam,
DEKAN

Dr. H. Nunu Burhanuddin, Lc, M.Ag
NIP. 197305102000121002

PEMERINTAH KABUPATEN AGAM

KECAMATAN TILATANG KAMANG

Jalan Raya Bukittinggi-Pakan Kamis KM.8 Telepon (0752) 7446292 Kode Pos 2615

IZIN PENELITIAN

NOMOR : 027 /PNL/Kec.Tilkam-2018

Setelah mempelajari Surat Dekan Institut Agama Islam Negeri (IAIN) Bukittinggi Fakultas Tarbiyah dan Ilmu Keguruan No.B-1686/In.26.1/PP.07/7/2018 Tanggal 13 Juli 2018 tentang Mohon Izin Melakukan Penelitian, dengan ini menyatakan tidak keberatan atas maksud melaksanakan survey /riset/penelitian/ observasi/ Data Awal/ Pemakaian Lokasi Praktek Lapangan di Kecamatan Tilatang Kamang,yang dilakukan oleh :

Nama	: **ADE PRATIWI**
BP/NIM	: 2313038
Pekerjaan	: Mahasiswa
Alamat	: Kayu Ampek Pakan Sinayan Nagari Kamang Mudiak Kecamatan Kamang Magek
Nomor Kartu Identitas	: 1306154604950001
Lokasi Kegiatan	: MTsS Asy-Syarif Koto Laweh Kecamatan Tilatang Kamang Kabupaten Agam
Waktu Kegiatan	: Juni 2018 s/d Agustus 2018
Judul Kegiatan	: ***"Interlingual Error Found In Student's English Writing Recount Text at Second Grade Student of MTsS Asy Syarif Koto Laweh "***

Dengan ketentuan sebagai berikut :

1. Memberitahukan kedatangan serta maksud kegiatan yang akan dilaksanakan dengan menunjukan surat-surat keterangan yang berhubungan dengan penelitian, serta melaporkan diri sebelum meninggalkan daerah/wilayah penelitiannya kepada pemerintah setempat.
2. Mematuhi semua peraturan yang berlaku dengan menghormati adat dan kebijaksanaan pada masyarakat setempat.
3. Mengirimkan laporan hasil kegiatan sebanyak1(satu) eksemplar, masing-masing untuk BupatiAgam u.p. Camat yang bersangkutan.
4. Bilamana terjadi penyimpangan /pelanggaran terhadap ketentuan tersebut diatas maka izin penelitian ini dicabut.

Ditetapkan di : Sawah Dangka
pada tanggal : 27 Juli 2018

a.n.BUPATI AGAM
CAMAT TILATANG KAMANG
KASI PMN

KEC. TILATANG KAMANG

ZULKIFLI
NIP. 19610525 198403 1003

Tembusan :
1. Bapak Kepala Badan Kesbangpol Kabupaten Agam di Lubuk Basung;
2. Ibuk Ka.Dinas Penanaman Modal Pelayanan Terpadu Satu Pintu dan Ketenaga Kerjaan

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN (FTIK) IAIN BUKITTINGGI
Nomor : B-1716/In.26.1/PP.02.3/7/2018

TENTANG

PENUNJUKAN DOSEN PEMBIMBING SKRIPSI MAHASISWA JURUSAN PBI IAIN BUKITTINGGI

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN (FTIK) IAIN BUKITTINGGI

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MEMUTUSKAN

Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN BUKITTINGGI TENTANG PENUNJUKAN DOSEN PEMBIMBING SKRIPSI MAHASISWA JURUSAN PBI IAIN BUKITTINGGI.

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2. Nama : Loli Safitri, M.Pd
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   Pangkat/Gol.Ruang : Penata Muda Tk. I (III/b)
   Bidang Keahlian Pokok : Bahasa Inggris
   Sebagai Dosen : PEMBIMBING II

KETIGA : Apabila dikemudian hari ternyata terdapat kekeliruan dalam penetapan ini akan diubah dan diperbaiki kembali sebagaimana mestinya.

DITETAPKAN DI BUKITTIINGGI
Pada tanggal 13 Juli 2018
Dekan,

Dr. H. Nuzul Burhanuddin, Lc, M.Ag
NIP.197305102000121002

Randi Septian
82

Answer the question below and write a recount text. using the topic "my holiday" in 2 paragraps
a. where did you spend your holiday?
b. whom did you go with?
c. how did you go?
d. what did you do?
e how did you feel during your holiday

my holiday

in the 'mont' of Ramadhan precisely the end of the [mont] of Ramadhan. my family come to my house. They [are] come from padang.

in the first day they are come to my house. I was so surprised because 'I do' new if they are will holiday in my house. in the next day. I with my cousin prepare for celebrate Eid mubarak. we [are] so busy because many jobs. we are always to do Together. we [are] always hode together first. The last day ~~are always hode~~ we are celebrate Eid mubarak in the morning after that we are a visit in the my family house for keep in touch

LatiFah Hanum N

Father birthday, I and my Faml'y went tod For
Celebrate my Fathers birthday we went to
maninsau lack at there we saw many trees
and play near lack.
I so happy & go Back to home
in the night.

Latifah Hanum N

Father birthday, I and my Faml'y went tod for
Celebrate my Fathert birthday we went to
maninsau lack at there we saw many trees
and play near lack.
I so happy & go Back to home
in the night.

Name: Hiwot

8²

Date:

Antwer the qves hon below and wrte a recoont text using tle topic "my holiday" in 2 Pargraps!

1 where did you spend your holiday??
2. Whom did you gowith??
3 How did you go ?
4. What did you do there?
5. How did you Feel during your holiday?

On monday in jaly ,1 and Family went to home grand mother, we walked down and 1 go 3 on individual car. aFter we arrived that Place so beautiful and air Fresh we all very happy there

Date :

Bagus FIRDIANDA KELAS 8²

Answer the quertion below & wrLte a tecoont text using the topic "My holiday" in 2 paragraps !

1. where did you spend your holiday ?
2. whom did yoov go with?
3. How did yoov go ?
4. what did you do there
5. How did yoi feel during your holiday ?

My holday I went to puncak lawang. I went with My friend by motorcycle. I spest one half hours in there I can See ! Maningau Lack, it is so heautiFol we are taking pictures and ate Siwddle. after we are tired we back home I feel happy Theree.

Nama : Hidayat
Kelas : VIII. 1
Sekolah : MTsS Asy-Syarif

Answer the Question below and write a recount text using the topik "My holiday" in 2 paragrap !

- where did you spend your holiday ?
- whow did you go with ?
- How did you go ?
- what did you do ther ?
- How did you feell during your holiday ?

On sunday I and My family went to zoo by car. we were go at half past nine My father drove the car and My Mother sit in front seat Meann while. I and My sisther we arrived in zoo at ten for the minutes. after that. wewent to have look anuond. Many animal we can see.

this is a very Funny and unforget table moment in My life we all very happy.

Nama: muhammad idris

XLS: 82

Anyhar the questons balow and berite

a. Recenth text using thar topic my holiday? in 2 paragra ps!

1 where did yau spend your holidai?

2 whom did yau yo with

3. haw did yau go

4. wht did yau do tohp

5. How did yau Feel during your holiday

During holidai iam only stay in my ~~nai~~ howse in mi hours I help mi mother todo home wart but in eloring iam ~~di~~ al ways want to play with my sistar I Fasul so happi althooght I sat sapnt my holiday sty at hona

Date :

answe the guertion below and write a recount text using the topic my holiday (in 2 paragraf)

a. where did you spend your holiday?
b. whom did you go with?
c. how did yo go?
d. what did you do there?
e. how did you feel during your holiday?

Saya Pergi liburan ke tebun binatang bersama teman Saya, ~~Saya berjalan - jalan Sama teman~~ Saya Pergi dengan mobil di tengah Perjalanan Saya melihat Pemandang yang indah, dan Setelah Sampai tujuan Saya menjak teman-teman bermain

Saya dan teman - teman Saya berfoto - foto dan Setelah berfoto - foto Saya menjak teman - teman Saya pergi ke tempat burung merak dan kami pun memberi burung merak makanan, di sana saya sangat merasakan kebahagian

I'm went holiday to zoo with my friend I'm went with car, on the way, I'm look the beautiful view, and arrived in the direction, I'm bring my friend to play

8 [redacted] Date :

answer the queshon below and write in 2 paarap5?

1. whore did you spend your holidai
2. whore did you go with?
3. how did you go?
4. what did you do thene?
5. how did you feel doring your holiday

Tour to the zoo

on week I and family wen to the zoo wewalket down and got on the public transportation after we arriwed at the zoo we went to have a look 6 around and see many animaSs and we ~~Se~~ ho have eat and we ho pictu net with elephants we all ~~were~~ very happy

Nama : [illegible]
Kelas : VIII²
Mapel : Bhs. Inggris
Date :

Answer the question below and writed a recount text using the topic my holiday in 2 paragraps!

a. where did you spend your holiday?
b. whom did you go with?
c. How did you go?
d. what did you do there?
e. How did you feel during your holiday?

Bhs. Indonesia

Saya Pergi liburan ke padang ke tempat kakak saya di sana, Saya jalan-jalan bersama kakak dan anaknya. Saya pergi dengan [illegible] dan selama di perjalanan saya melihat ~~di~~ ~~[illegible]~~ banyak kendaraan yang melaju dengan cepat, dan setelah sampai di ~~tempat~~ ~~tujuan~~ ~~[illegible]~~ PLAZA ANDALAS.

~~Saya~~ ~~di~~ ~~disana~~ ~~PLAZA~~ ~~ANDALAS~~ Saya bermain Game yang letaknya di Lantai 3, Sesudah itu ~~saya~~ hati saya Sangat merasakan Senang ~~atau~~ dan gembira karena bisa pergi jalan-jalan

Bhs. Inggris

I'm went holiday to padang in house my sister. In there, I'm traveling with my sister and her child. I'm went with car, and on the way I'm looked many carriage is fast quick and arrived in the PLAZA ANDALAS

Date

No Page.

Name = jemmi maulana
kls = 8'

Answer the question below and write a recount text using the topic " my holiday " in 2 pragrafs

1 where did you spend your holiday?
2 whom did you go with
3 how did you go ?
4 what did you there?
5 How did you feel during your holiday ?

last holiday . I spent my vacation in solok I went . there with my Brather. wego with a Gear

the journey to solok , before to arusuka we to drop in kota baru solok to danau singkarak some minute later there. we the journey to arusuka

Date

No Page.

Name = jemmi maulana
kls = 8'

Answer the question below and write a recount text using the topic " my holiday " in 2 pragrafs

1 where did you spend your holiday?
2 whom did you go with
3 how did you go ?
4 what did you there?
5 How did you feel during your holiday ?

last holiday . I spent my vacation in solok I went . there with my Brather. wego with a Gear

the journey to solok , before to arusuka we to drop in kota baru solok to danau singkarak some minute later there. we the journey to arusuka

Date

No Page.

Name = jemmi maulana
kls = 8'

Answer the question below and write a recount text using the topic " my holiday " in 2 pragrafs

1 where did you spend your holiday?
2 whom did you go with
3 how did you go ?
4 what did you there?
5 How did you feel during your holiday ?

last holiday . I spent my vacation in solok I went . there with my Brather. wego with a Gear

the journey to solok , before to arusuka we to drop in kota baru solok to danau singkarak some minute later there. we the journey to arusuka

Date :

Rian aldi candra
Kelas : B2

Answer the question below and write about text using the topic my holiday in a paragraph !

1. Where did you spend your holiday
2. Whom did you go with ?
3 how did you go
4. what did you do there
5 how did you feel during you holiday?

1. went to the beach yesterday, I spent with my family, I see many boat, and I take pic there we play banana boat, we are so happy because we played with family.

After that we went home, at night we feel tired we still be happy

hanifah yusdian VIII^2

Answer the question below and write grecount text using the topic "my holi day"
in 2 Parang raps
1. where did you spend your holi day?
2. whom did you go with?
3. how did you go?
4. what did you do there
5. How did you feel during your holiday?

I don't feel this already last month I went to hoose grand mother in village. last month my holiday very happy and impression because my holiday wity may mather, my father, my grand father and grand mather

village grand mather full with chrip birds voice winds air freth and many tree far from hot city that full with dust & smoked venicle. I. my matter and my father went to came back in the city. I hope can came back holiday in viliage grand mather and grand father

Date :

Nama : Azrna Yulia

Kelas : 8'

Answer the question below and write a recount text using the topic "my holiday" in 2 pragraf s!

1). Where did you Spend your holiday ?
2). Whom did you go with ?
3) how did you go ?
4). what did you there ?
5) How did you feel during your holiday ?

last holiday. I Spent my vacation In Solok. I Went there with my family. We go with a bus.

the journey to Solok, before to Arusuka, we to drop in kolo baru solok to home uncle. Some minute after there, we the journey to Arusuka.