

AN INVESTIGATION OF INTERLINGUAL AND INTRALINGUAL INTERFERENCE FOUND IN ENGLISH AS A FOREIGN LANGUAGE (EFL) STUDENTS' COMPOSITION OF RECOUNT TEXT

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ABSTRACT

Due to the complexity of writing skill, EFL students, especially in Aceh, face a lot of problems in composing a text such as a recount text resulting in abundant errors of both interlingual and intralingual interferences. Considering this, this study aims at identifying the types of interlingual and intralingual errors committed by the students in writing recount text. Based on the results found in the written samples collected from 60 students, it was found that from 16 sorts of error categories, the students committed 1143 occurrences of errors. The types of interlingual errors collected were in reference to orthographic errors, lexical errors, and grammatical errors, while the type of intralingual errors was overgeneralization, ignorance of rule restriction, incomplete application of rules, and false concepts hypothesis. All of these were caused by the lack of vocabulary and having no idea of the right words for their ideas, and hence, they just directly translated their story literally from bahasa to English. Therefore, both teachers and students should be aware of this condition. Moreover, the creativity of the teachers in enhancing students' vocabulary and using it in context is truly required. Hence, these problems can be resolved in the best way.

Keywords: *Error analysis, interlingual errors, intralingual errors, EFL students, recount text.*

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INTRODUCTION

Learning English as a foreign language (EFL) at school can never be separated from four foundational language skills called listening, speaking, reading, and writing. That is the reason why it is regulated in a curriculum that every students either senior or junior high school must be able to acquire the skills through certain topics and texts related to their daily lives activity, so that they can use the language and interact with their environment to fulfill their everyday live needs.

Among those four skills, writing seems to have more complex process than the other skills since it is a form of written communication involving not only all language aspects but also about ideas and how to arrange them into good thought. Moreover, writing is a skill requiring a good understanding of grammar and appropriate language that leads to becoming the most challenging skill among the others. Since writing competence for students are taught through genre-based text such as narrative, descriptive, recount, procedure, and report, students are expected to be able to have competence in writing those texts. It means they need to have knowledge on how to create or write such texts, for instance, how to transfer ideas from native language to the target language, how to order words correctly, and what tenses are used for each text.

In line with this expectation, for junior high school students, as stated in the latest curriculum (2013 curriculum), the students are expected to be able to compose the shortest and simplest recount text (personal recount) in spoken and written language by taking account of the goal, rhetorical steps, and language features of the text accurately and appropriately in its context (*Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks, KD 4.11.2*). The stated expectation is one of the basic competencies included for year-two junior high school students which can be interpreted that the students are demanded to be able to have the ability to compose recount text properly.

In reality, in Indonesia (especially in Aceh) where English is treated as a foreign language, the expectation becomes a little more challenging. The students seem to strive to fulfill the expectation and usually face constrains in expressing their idea in written form such as composing recount text. As the researchers did an interview with an English teacher

of an SMP in her hometown as a preliminary study, it was found that the year-two students of SMP faced some problems in composing a text such as a recount.

According to the teacher, the problems appeared on the students writing as they tried to transform their ideas from their language into English especially recount text. Their English seemed influenced much by their mother tongue where they just tried to find an idea in their language and then translated it into English literally without thinking about the context. Furthermore, they tended to translate word by word in creating sentences in English using their native language pattern and they also had trouble in word order and tenses used in writing recount text. The examples of the case can be seen in the figure below.

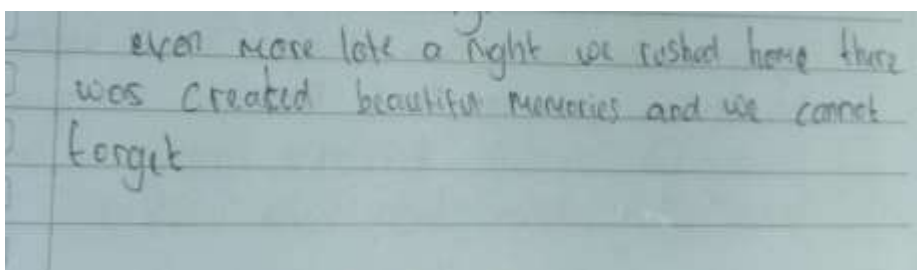


Figure 1. Student's Writing Fragment 1

It can be seen from the text fragment that the student wrote: "even more late a night we rushed home there was created beautiful memories we cannot forget" (*malampun semakin larut,*). What they meant here was "as the night was getting late, we rushed home and it created beautiful memories we could not forget".

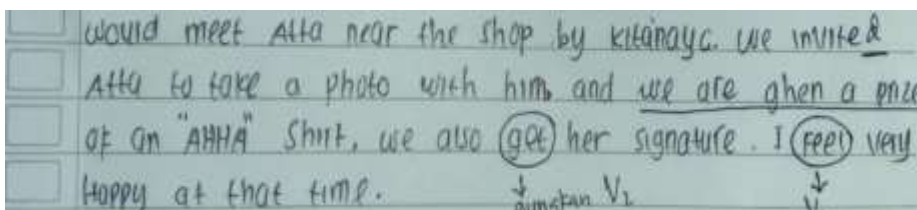


Figure 2. Student's Writing Fragment 2

A similar case occurred here; it was written "we invited Atta to take photo with him....., we also get her signature. I feel very happy at that time. Some errors were detected here. That is to say, wrong word choice (invited instead of asked), improper verb usage (get for got, and

feel for felt), and improper use of possessive adjective pronoun (her instead of his).

Analyzing what the teacher said and how the students wrote English stories above, the researchers were sure that the students committed two kinds of errors namely interlingual and intralingual errors in their writing. Interlingual error as defined by Corder (1981) is the errors occurred when students' language habits (pattern, systems, or rules) interfere with the patterns, systems, or rules of the target language in the acquiring process. Meanwhile, according to Richards (1974), the intralingual error is the language errors, which occur when students have limited knowledge of the target language.

Those kinds of errors are commonly found in students learning process since the students are learning a new language and writing is a complex process as well. Consequently, errors become unavoidable part in the learning process as Ellis (1997) said that the fossilization of learners' grammar does not occur in first language (L1) acquisition, but is unique in second language (L2) acquisition. This highlight is in line with the situation found by Solano (2014) conducting a study towards Spanish students coming to the conclusion that L1 caused interference towards EFL learners in English writing. Additionally, Falhasiri, Tavakoli, Hasiri and Muhammadzadeh (2011), through their study on 23 male and female students found that 71% of errors found in the students writing were categorized as an interlingual error.

Considering this, the researchers were interested and intended to carry out further study in this area since they found similar problems in their preliminary study. The school they chose was a boarding school located in the writer's sub district. It is a local school using Bahasa Indonesia and local language as language instruction and treats English as a foreign language. Nonetheless, it successfully gets the fourth and fifth rank of 73 junior high schools in Bireuen Regency respectively in two recent years in National examination. Since it is a boarding school, it has not only local students, but those coming from all over Aceh province. These become the main reasons why the researchers were interested to carry out the study in this school where they could obtain the required data from representative students of Aceh. In addition, since the only genre needed to be taught in the second year is recount text, the analysis of interlingual and intralingual errors was focused on recount text. Consequently, this study was conducted to answer this question: what types of interlingual and intralingual errors committed by the students in writing recount text?

LITERATURE REVIEW

The Status of English in Indonesia

The history records that when Indonesia was occupied by Dutch for about 350 years followed by Japanese for about 3.5 years, education in Indonesia was in a critical condition. Indonesians were not given any chance to have education even at the primary level and most of them were illiterate. Though there were few secondary schools, only the Dutch children could have an education and very few indigenous children attended them (Gregory, 1964, in Lauder, 2008). As affirmed by Tilaar (1995) in Lauder (2008), the literacy rate in Indonesia was only 6.4 % in 1930 and in 1940 it started to have 37 senior high schools only in the entire country. Although some of those privilege Indonesian students started to know about some English through the schools, they still did not have a chance to use the language since it was not used as a communication tool unlike the countries under British colonial territories. In the era of Japanese occupation, English was even prohibited to be taught. As a result, English is considered as a foreign language in the country of Indonesia until now.

The Concept of Writing

Since a long time ago, writing has been known as a tool of communication to connect with other people across the world. Literally, as defined by Nunan (2003, p. 88) "*Writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly.*" It means that to be able to create a writing, one needs to get an idea to write, how to write and arrange it into a good thought. Communication in this way will go well if information given can be understood by readers. To be able to communicate in the form of writing, one needs to know to write properly. For language learners, they also need to know how to write well in the target language in order to make a communication run well.

Additionally, Daiute in Brady (1990) and Alwasilah and Alwasilah (2005) further clarified that writing is an extension of thinking and talking by passing the process of transferring ideas into written words. Since it is transformed into written form, it involves complex elements in which it is not only an activity to transfer spoken to written language, but it is a mechanism of idea flow, concept, and knowledge applied in correct structures, coherent paragraphs, and mechanical error-free. All in all, these rate writing as a complex skill among four other language skills.

Writing Difficulties

Writing is a complex process and involves all micro skills as described in advance. The complexity drives it to be a difficult skill to accomplish. As affirmed by Al-Samdani (2010, p. 53) “*writing is a complex, challenging, and difficult process because it includes multiple skills like grammar, vocabulary, mechanics, and organization*”. Having all of these skills in a piece of writing causes it to be the most difficult task to achieve. This state causes problems and becomes the reason why errors are inevitable as learners try to compose a writing.

As reported by Ghezzou (2015) citing from Weir (1988, pp. 17-34), some problems and errors commonly found in learners’ writing are high frequency of grammatical errors, lack of variety in grammatical structures employed, use of inappropriate vocabulary, use of inappropriate grammatical structures, limited range of vocabulary, poor spelling, inadequate understanding of the topic, deficiency in clear self-expression, poor punctuation, poor handwriting, and untidiness. This fact is supported by the finding of many researchers showing a similar result. Based on the result found by Fareed, Ashraf, and Bilal (2016) conducting an investigation towards Pakistani undergraduate ESL learners by collecting 30 samples of students’ writing, it was confirmed that the problems found in the sample were insufficient linguistic proficiency covering grammar, syntax, vocabulary, writing anxiety, lack of ideas, reliance on L1, and weak structure organization.

In essence, in reference to the complexity of writing, problems and errors are unavoidable for language learners in composing writing. The problems arisen are in accordance with the micro skills involved in writing skill such as linguistic, cognitive, and content aspects.

Recount Text Writing

According to Anderson and Anderson (2003, pp. 49-50), recount text is a type of text aiming to retell past events including personal experience, letters, biographies, history, and speeches. This is in line with the definition given by Derewianka in Bruce (2008, p. 86) stating that a recount is the unfolding of a sequence of events over times in order to tell what happened. Recount text has three main parts namely, orientation, consisting of the introduction of the story such as the information of who, where, when, and what happened, after that, record of events, telling the events chronologically, and then re-orientation, comprising of the ending part of story telling a conclusion and an opinion regarding the story (Anderson & Anderson, 2003). Furthermore, since

recount text retells past events, it uses simple past tense in delivering the story. It also uses adverb and adverbial phrases of time such as last year, two weeks ago, on the first day, etc. moreover. The text employs conjunction and time connectives in order to tell the events chronologically such as before, then, after that, and, etc. These are the characteristics of recount text that students know in composing a text.

The Concept of Error in Language Learning

Errors can be defined as something done incorrectly and it is often misunderstood with the word 'mistakes', but actually, the case is they slightly have dissimilarity. As clarified by Brown (2000, pp. 218-219), errors mean a falseness made by language learners as a result of lacking grammatical knowledge, whereas mistakes are an erroneousness made by language learners as a result of failing to use the rule they know correctly (performance errors). Those who commit errors cannot correct themselves since they do not know the errors that they have committed. However, those who make mistakes (performance errors) will recognize and are able to correct their erroneousness since they have known the knowledge. This happens in the context like slips of tongue and random ungrammatical formation. These are in line with Dewi (2012, p. 307) concluding that errors cannot be self-corrected while mistakes can.

In terms of language learning, making errors are natural and unavoidable and it can be a reference for teachers as a benchmark to see how far the target of learning has been accomplished. As designated by Corder (1981):

"Errors enable the teacher to decide whether he can move on to the next item on the syllabus or whether he must devote more time to the item he has been working on. This is the day-to-day value of errors. But in terms of broader planning and with a new group of learners they provide the informagramme of teaching (cited in Ghezzou (2015, p. 16))".

Owing to this argument, it is understood that errors are not something to be blamed for, but fortunately, it can be a tool to evaluate the work of students on how far they have understood the materials given. Thus, teachers know whether they can continue to the next topic or not.

Interlingual Errors (Interlingual Interference)

It has been understood from the prior sub topic that interlingual errors or often called as interlingual interference happen when learners'

L1 interferes with the target language (negative impact of L1 towards L2). This occurs since at the very first stage of learning a new language, learners who are not accustomed to the target language system will depend much on their mother tongue system. They, therefore, commit errors deriving from their mother tongue system interference (Brown, 2000). In reference to this sort of errors, Keshavarz (2008, p. 103) asserts *“interlingual errors or interference are those errors result from the transfer of phonological, morphological, grammatical, lexico-semantic, and stylistic elements of the learner's native language to the learning of the foreign language.”*

Since errors cannot be separated from a language learning process and become a part of learning, learners commit various kinds of errors involving interlingual interference. Therefore, interlingual errors or interlingual interference are classified into four common types:

(1) Phonological interference. According to Mehlhorn (2007) cited in Ghezzou (2015, p. 39) learners are often bonded to their L1 phonology in which word stress and intonation speech sound are read the way their L1 are. This is categorized as phonological interference. This kind of interference will not be elaborated in details since the focus of this study is on writing skill not speaking or listening i.e. they tend to say k'now (kenow) for the word know, spider (they read “i” instead of Δ) for the word spider, etc.

(2) Orthographic Interference. This sort of interference regards with the misspelling of the target language which is influenced by the spelling of other languages. It covers capitalization errors, word boundaries errors (i.e. every one instead of everyone or up to instead of up to, etc.), spelling errors including **omission of letters** (baloon for balloon, difficult for difficult, etc.), **addition of letters** (carefull for careful, allready for already, etc.), **substitution of letters** (calender for calendar, docter for doctor, etc.), and **permutation of letters** (table for table, eagel for eagle, etc.) (Ahmad, 1996).

(3) Lexical Interference. This interference usually happens because learners tend to literally translate word by word they find in the dictionary to transfer their thought into the target language. Transferring ideas into the target language by translating word by word (not sentence) without considering the whole context may distort the meaning of a message. This occurs since they do not consider that one word may have more than one meaning and it is appropriate in a certain different context, and hence, the meaning of their intention will be lost (Dweik & Othman, 2017).

(4) Grammatical Interference. This sort of error is related to the rule and structure of both the first and the target language. This happens when learners try to transfer their thought into the target language using their language rule pattern that is somehow far from the target language pattern. There are some errors committed by learners in terms of this interference as confirmed by Dweik and Othman (2017). The first category is omission of copula (verb to be). Learners are used to ignoring the use of to be in a nominal sentence such as *I happy, Any angry, etc.* The second category is related to active/passive structure. Most learners get confused with the rules on how to construct the correct passive/active sentence. The third subject is related to verb agreement. This is the most confusing term for learners in which they need to remember and consider the context of the sentence and subject first before using the proper verb. The fourth category is preposition. Learners tend to misuse the preposition as they transfer their idea into the target language.

Intralingual Error (Intralingual Interference)

In the further stage of a language learning process, learners start committing errors attributed to intralingual errors (intralingual interference). When language learners still have no knowledge of the target language, they make interlingual errors in which their mother tongue system impedes much. However, when they begin to learn the system of the target language and have some understanding of it, they start to make intralingual errors where it shows the learners' progress in acquiring a new language system (Brown, 2000). This highlight is in line with Richards and Schmidt (2002) affirming that “*intralingual errors is one type of interference which consists of language transfer of one language item upon another, this can be resulted from faulty or partial learning of the target language*” cited in Ghezzou (2015, p. 36).

Considering there are many kinds of error committed by learners in language learning in regard to intralingual interference, such as *do she make*, *did they went ...*, *I studying.....*, *I must to go.....*, Richards and Schmidt (2002, p. 267) cited in Ghezzou (2015) sorts the intralingual errors into four categories called over-generalization rules, ignorance of rule restrictions, incomplete application of rules, and false concepts hypothesized. These kinds of errors are elaborated as follows.

The first kind of error is over-generalization rules. This kind of errors can easily be found in language learners where they tend to overgeneralize a concept they have acquired and applied it to a new situation. This hence causes erroneous structures when they try to

compose sentences in the target language since not all concepts can be applied in all contexts and situations. Such errors can be seen in the following given examples: ‘he can sings’, ‘we are hope’, ‘it is occurs, etc. It can be interpreted here that learners tried to simplify a concept they have acquired to all situations. For instance, they sometimes ignore the use of “s” for a singular subject for the context of simple present tense, while at other situations (modal verb) they use it resulting in incorrect grammar.

The second one is ignorance of rule restrictions. The same thing happens for the restriction of the rule of the target language which is applied in certain conditions only. Learners often apply the restricted rule for all conditions such as the use of preposition following verb: he said to me → he asked to me → he told to me, I go to school → I go to home, etc. From these errors it is clear that learners are inclined to commit such errors in which they use preposition “to” following the verb “ask” and “told” since those verbs have similar context with “say”. The same analogy goes to the use of the preposition “to” in “go to school” and “go to home”.

The next error is incomplete application of rules. An incomplete rule application happens when language learners cannot apply the rule of the target language completely. They can implement it in some parts but somehow miss other parts. This kind of error can be seen for example in a wrong use of interrogative information with noun clause i.e. “*I do not know who are you*” instead of “*I do not know who you are*”. We can understand that learners did know to use interrogative information, but they failed in applying the concept of a noun clause which also uses WH element.

The last error is false concept hypothesized. Incomplete rule application deals with errors made due to partial understanding of various rules of the target language, meanwhile false concepts hypothesized refers to errors made by learners because of the failure of distinguishing the use of some language rules. It means that this error occurs when learners misconceive one rule which is applied to other concepts. For instance, their incorrect assumption of to be “was” indicating past form make them write “it ~~was~~ happened”, and to be “is” indicating present form drive them to write “he ~~is~~ speaks English”. The wrong assumption here drags learners to produce false structures.

RESEARCH METHODOLOGY

This is an error analysis study which was conducted under qualitative research (non-statistically tested data) in which the writer collects data from informants or respondents concerning a human problem. In this study, the researchers collected data from students' recount text writing to find out and analyze the errors they made in their writing. The collected data was elaborated descriptively. Therefore, this study is also categorized as a qualitative descriptive study. This study was carried out at a private school called SMPS Muslimat Samalanga (a private junior high school). It is an Islamic boarding school located on Jalan Mesjid Raya Gampong Putoh Samalanga. The subjects of this study were the second-year students of three classes of SMPS Muslimat Samalanga. Thus, the data gathered for this study were in the form of documents of the students' recount writing.

RESULT AND DISCUSSION

The Finding of the Study

The results are presented as follows. As confirmed before, the interlingual errors focused and found in the students' written sample are three main sorts of errors, namely orthographic errors, lexical errors, and grammatical errors. Therefore, the following overviews are the description of students' error examples found for each sort of those interlingual errors.

Orthographic Error (Interlingual Interference)

Orthographic error is an error which is related to the spelling system. Therefore, it is divided into four categories labeled as (1) omission of the letter, (2) addition of the letter, (3) substitution of the letter, (4) permutation of the letter. Related to this error, the researchers found 194 error occurrences. The following are the portrayals of those errors.

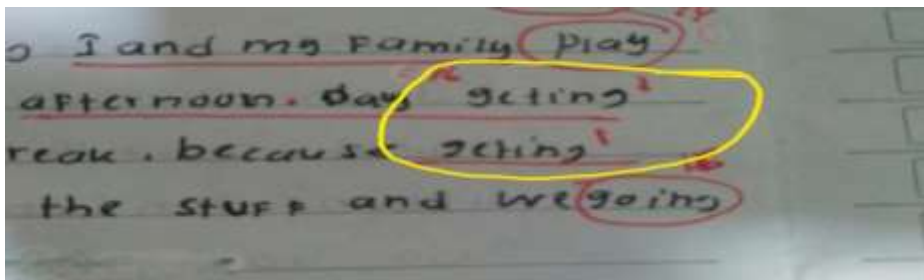


Figure 3. Omission of Letter Error

It can be seen here that the student omitted one letter of the word “getting” to be only “geting”. It means the student made an error in spelling.

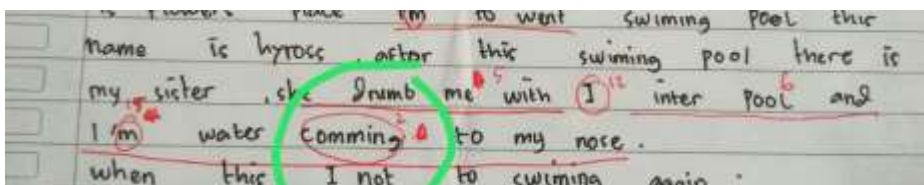


Figure 4. Addition of Letter Error

The same thing occurred for this example. The student wrote “comming” instead of “coming” in her sentence. She added a letter for the word resulting in incorrect word spelling.

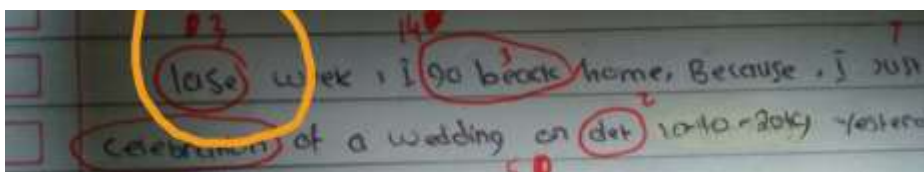


Figure 5. Substitution of Letter Error

Similarly, for the word “lase” in the figure, the student substituted the letter “t” to “e”. This may happen due to the way she pronounced the word as well.

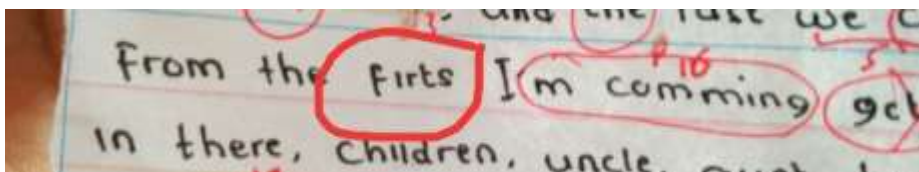


Figure 6. Permutation of Letter Error

It is clear here that the student got confused in writing the word “first”, hence she wrote “firts” by putting the last letter in the wrong position.

Lexical Errors (Interlingual Interference)

Out of all error types, this is the highest error (341 occurrences found) committed by the students. There were lots of word by word cases found in their writing. One example for each category is displayed below.

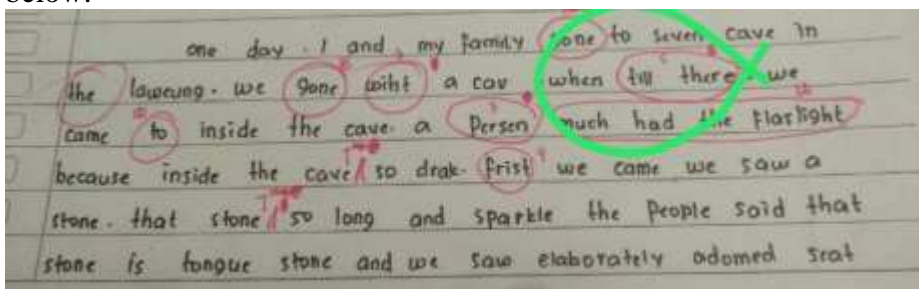


Figure 7. Word by word Translation Error

We can see in Figure 7 that “when till there” was used to indicate “when I got there”. It is understood here that the student translated her ideas of bahasa Indonesia word by word into English (*saat*: when, *sampai*: till, *disana*: there).

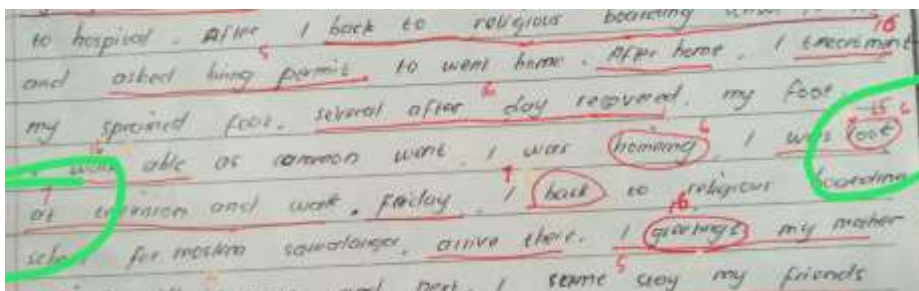


Figure 8. Wrong Word Choice Error

The student wrote, “I was *look at* television.....”. The word *look at* here is actually not appropriate with the context, but the word “watched” is more suitable.

Grammatical Errors

These errors are divided into four categories i.e. omission of to be/verb/subject, active/passive structure, subject verb agreement, and improper use of the preposition. In this case, the researchers found 169 errors committed by the students. The examples of these errors are highlighted in the following.

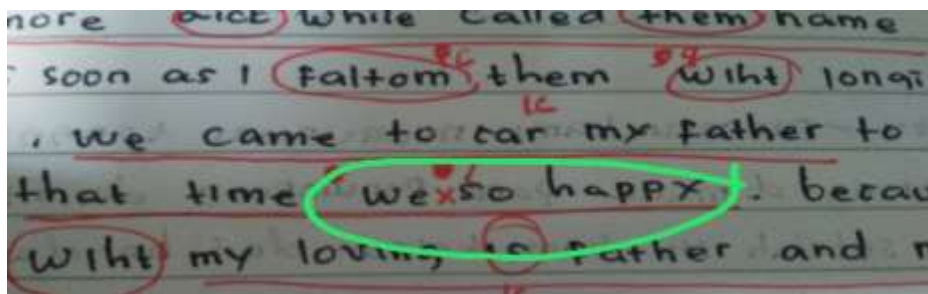


Figure 9. Omission to be/verb/subject

Here, she wrote, “we so happy”. It is clear that the students omitted to be in the sentence because in her L1 there is no to be (*kami sangat bahagia*).

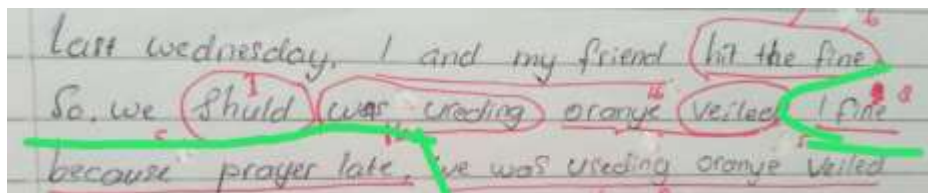


Figure 10. Active/passive Structure

We can see in Figure 10 that the sentence “I fine because prayer late” (*saya didenda karena terlambat shalat*) was used to indicate “I was fined for being late of praying”.

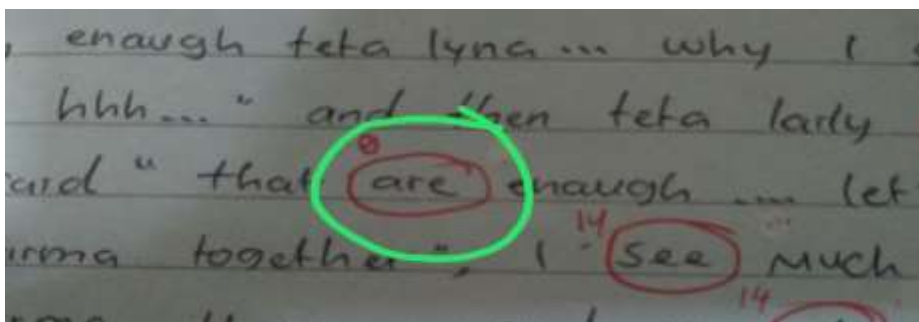


Figure 11. Subject Verb Agreement

The sentence “That are enough” above has no effect on the meaning, but it is incorrect grammatically since the subject and its verb do not agree each other.

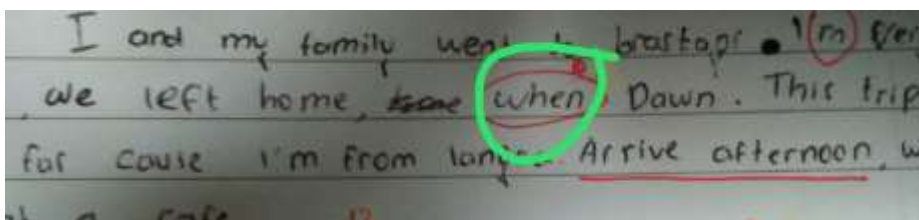


Figure 12. Preposition

The student wrote “when dawn” to state “at dawn” since in her L1 *saat: when subuh: dawn*, that is why she wrote “when dawn”

Overgeneralization

Overgeneralization concerned here is related to adding ‘s’ after subject/modal verb and improper use of the pronoun. The error cases found here were 58 occurrences. The following are the examples regarding the errors found in the students’ writing.

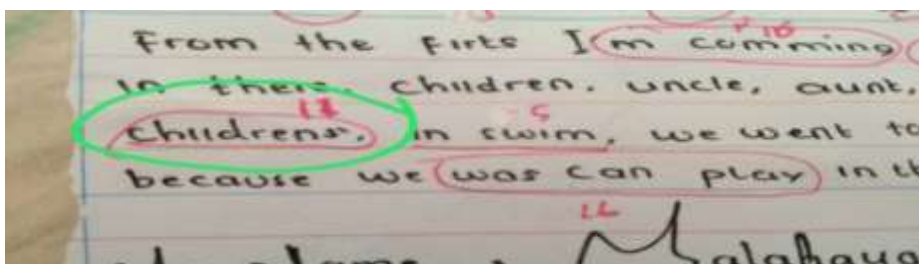


Figure 12. Adding ‘s’ After Subject/modal Verb

It can be seen in the figure above that the student got confused that the word “children” is a singular pronoun so that she added ‘s’. However, the word “children” is plural.

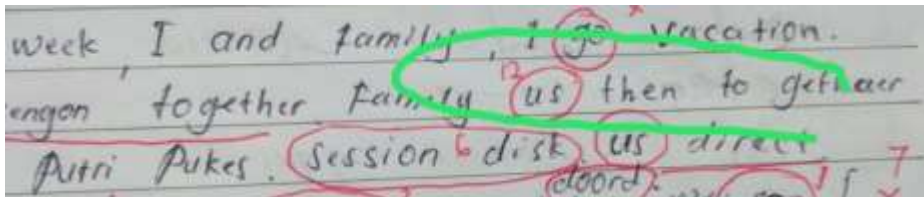


Figure 13. Wrong Pronoun

It was written, “family us then together...”. Here, the student used improper subject pronoun “family us” in the place of “we/our family”.

Ignorance of Rules Restriction

This sort of error only focuses on one problem, that is to say, the use of the preposition “to” after verb due to the ignorance of restricted rules. Five occurrences of this error were found in this study.

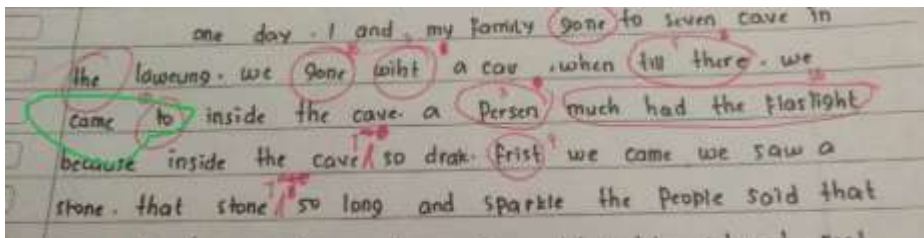


Figure 14. Preposition “to” After Verb

It can be noticed in the picture that it was written: “come to inside”. Here, the student ignored the restricted rules that not all verb showing direction uses preposition “to”. It depends on the words after the verb such as “go to supermarket” (with “to”), but “go there” (without “to”), “come to my house” (with “to”), but “come inside” (without “to”). There is a restriction here.

Incomplete Application of Rules

For this error, there is also one problem that is focused, namely using the present verb for the past verb. It was found 132 occurrences of an error in this case during the checking process. This might happen due to the incomplete understanding of the language rules.

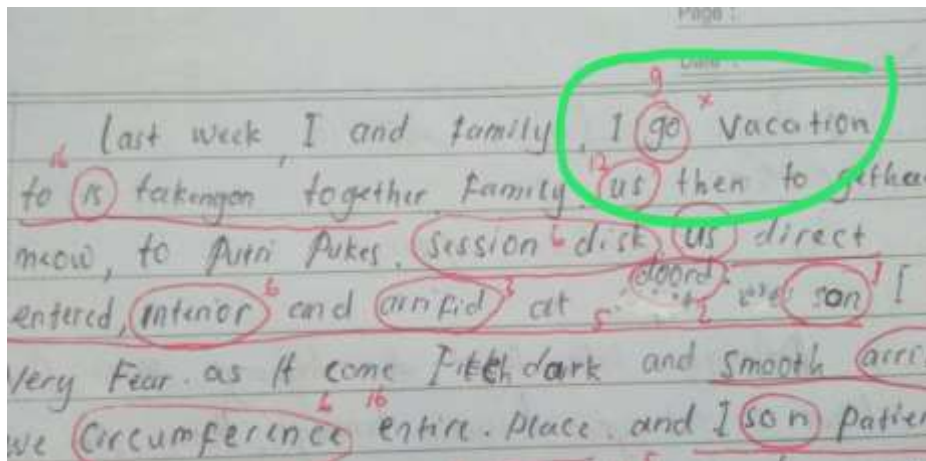


Figure 15. Using Present Verb for Past Verb

It can be noticed that the student wrote “I go vacation” instead of “I went for a vacation”. It is understood that she used the present verb for past situation causing incorrect grammar.

False Concepts Hypothesized

This error is divided into two categories: adding to be in past verbal sentences and “others” showing confused grammar indicating false concept hypothesized. There were 244 false concept hypothesized errors were found here.

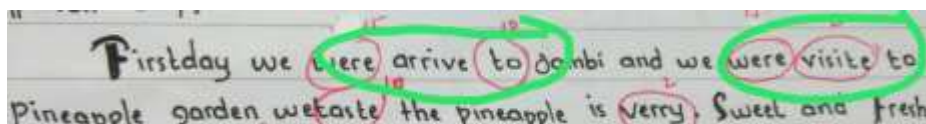


Figure 16. Adding to be in Past Verbal Sentence

Here, the student wrote “we were arrive,... We were visite...” for “we arrived..., we visited...”. The student got a false concept to indicate past; it needs to be past “was” or “were”.

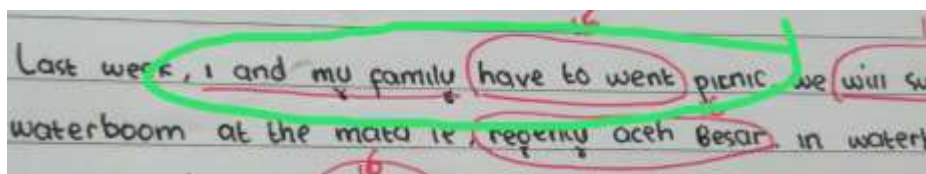


Figure 17. Others

Here, the student stated “have to went”. This statement gave a confusing grammar in the meaning also in terms of grammar. She used ‘to infinitive’ and at the same time used past verb “went”. This has a false concept of hypothesized since she thought the action was in the past, hence she needed to write past verb everywhere.

Discussion

The Errors found in the Students’ Recount Text Writing

Analyzing the students’ writing, the researchers classified the errors into 16 categories and displayed them in the table below.

Table 1. Orthographic Errors found in the Students’ Recount Text Writing

Orthographic Errors	The Correction
1. welcome wormly	1.welcome warmly
2.really wented to...	2.really wanted to...
3. asked me the may to...	3.asked me the way to...
4.and singging to.....	4.and singing to.....
5.we visite	5.we visit
6.is verry sweet...	6.is very sweet...
7.went to scool ...	7.went to school ...
8.family vocation ...	8.family vacation ...
9.to lugh and smile...	9.to laugh and smile...
10. Etc.	10. Etc.

The table shows some errors committed by the students in regard to word spelling (orthographic error). Some of those stated errors are related to English pronunciation which was merely written as heard. These cases are exactly in line with what was found by Ahmad (1996) conducting a research on the same field in Urdu-India and results found by Ghezzou (2015) finding 252 occurrences of errors related to orthographical errors.

Table 2. Lexical Errors found in the Students’ Recount Text Writing

Lexical Errors	The Correction
1. ..., when till there	1. ..., arriving there/when I arrived there/when I got there....
2. ... when this I not to swimming again.	

<p>3. Experience the most disgraceful I was slipped upon have been ladder.</p> <p>4. Moment I was just now SD, I very to desire gain champion.</p> <p>5. We going back to religious bording school for moslem the same parents.</p> <p>6. ...place outside very beautiful, and many human selfi and we soon place we selfi together family...</p> <p>7. Etc.</p>	<p>2. ... and now I'm still afraid of swimming in the pool and I won't do it again.</p> <p>3. The most disgraceful experience for me was as I slipped upon the ladder.</p> <p>4. When I was still at the elementary school, I really desired to be a class champion.</p> <p>5. I went back to the boarding school with my parents.</p> <p>6. The place is so beautiful and there were so many people taking photos. We did so when we arrived there and we took photos with family.</p> <p>7. Etc.</p>
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Those examples are just a few samples of the errors committed by the students in lexical cases. Those plenty number of errors proves how much the students got influenced and depended on their first language. This condition indicates that the students just transferred their ideas in bahasa and translated them into English literally word by word by picking up the words they found in a dictionary. These lead to lexical errors and change the meaning that much. These findings confirmed the results found by Al-Khresheh (2010, 2011) found out that the common interlingual errors committed by the Arabicstudents were the result of word-for-word (literal translation) from Arabic.

Table 3. Grammatical Errors found in the Students' Recount Text Writing

Grammatical Errors	The Correction
1. This journey very	1. This journey was very ...
2. In flower garden most flowers trees...	2. In the flower garden, there were many flowers and trees..
3. we to Iboih Beach Gapang...	3. We went to Iboih Beach Gapang...
4. We order to stand up....	4. We were ordered to stand up...

5. ...someone are older than....	5.someone is older than.....
6. We left home when dawn.	6. We left home at dawn.
7. Etc.	7. Etc.

From those examples, it can be seen clearly that the students were also influenced by their first language. They tend to translate directly the sentence into English using their first language rule. In Bahasa, there is no to be, while in English there is. All of these findings are in line with the results found by Ghezzou (2015) identifying 171 sort of grammatical errors and by Zawahreh (2012) reporting that the study conducted in Jordan proves that the most frequent error made by the students was in terms of morphological errors including subject verb disagreement, improper insertion of preposition, omission of the main verb, etc. (syntax), incorrect use of past verb and present verb, and lexical items. As confirmed by Dweik and Othman, (2017), learners try to transfer their thought into the target language using their language rule pattern that is somehow far from the target language pattern.

**Table 4. Over Generalization Errors found in the Students’
Recount Text Writing**

Over Generalization Errors	The Correction
1. .. <i>me</i> and my family leave	1. ...my family and <i>I</i> left...
2.family, <i>us</i> then to...	2. ... family, <i>we</i> then went to...
3. We can saw view <i>who</i> beauty...	3. We could see the view <i>which</i> was beautiful/we could see beautiful view...
4. Because for <i>I</i>	4. Because for <i>me</i> ...
5. ... <i>fours</i> hours in airplane...	5. ... <i>four</i> <i>hours</i> in the airplane...
6. There parents <i>childrens</i> ,	6. There, parents and children...
7. Etc.	7. Etc.

In can be noticed from those examples that the students looked confused with the concept of knowledge they had learned about English. They tended to make generalizations towards some rules they knew. These results are in line with the findings found by Kaweera (2013) where she found that not only did Thai students make errors in interlingual errors, but they also committed intralingual errors due to overgeneralizing the concepts and others. It is also supported by the findings of Kertous (2013) and Richards and Schmidt (2002, p. 267)

cited in Ghezzou (2015) that over-generalization errors can easily be found in language learners where they tend to overgeneralize the concept they have acquired and applied it to new situation.

Table 5. Ignorance of Rules Restrictions Errors found in the Students' Recount Text Writing

Ignorance of Rules Restrictions Errors	The Correction
1. Before we <i>gone to there</i> ...	1. Before we <i>went there</i> ...
2. ...we <i>went to</i> home...	2. We <i>went home</i> ...
3. ..., we <i>enter to room</i> ...	3. ..., we <i>entered the room</i> ..
4. ..., we <i>visited to the</i>	4. ..., we <i>visited the</i>
5. <i>come to inside</i> ...	5. <i>Come inside</i> ...

Those examples show us that the students surely ignored the restricted rules by adding “to” after some verbs that typically do not need it. These are in accordance with the finding of Kertous (2013). These designate that the students still get stuck in understanding the restricted rules and they tend to apply a given rule in the context where it does not fit (Richards & Schmidt, 2002, p. 267, cited in Ghezzou, 2015).

Table 6. Incomplete Application of rules Errors found in the Students' Recount Text Writing

Incomplete Application of rules Errors	The Correction
1. This journey <i>need</i> fours day.....	1. The journey <i>took</i> four days ...
2. When I <i>meet with</i> my big family there, ...	2. When I <i>met</i> my big family there, ...
3. I <i>can't explain</i> ...	3. I <i>could not explain</i> ...
4. We <i>go to</i> lake.	4. We <i>went to</i> the lake.
5. I'm so happy because....	5. I <i>was</i> so happy because...
6. Etc.	6. Etc.

The examples above prove that the students' knowledge of some rules of the target language they learnt is incomplete yet. It seems that all students still got distracted in understanding the proper verb according to the context of the sentence since their comprehension about the rule is incomplete yet. They still got confused in using a present verb and past verb in their utterances resulting in those incorrect sentences. Similarly,

Kertous (2013), Kaweera (2013), and Ghezzou (2015) found the results that students learning English as the target language got influenced by intralingual errors as well. These give us a proof that another cause of the students' error in writing is the students' incapability in applying basic rules of the target language. As affirmed by Richards and Schmidt (2002) and James (1998), learners cannot apply the rule of the target language completely. They can implement it in some parts but somehow miss other part.

Table 7. False Concepts Hypothesized Errors found in the Students' Recount Text Writing

False Concepts Hypothesized Errors	The Correction
1. <i>We were arrive....</i>	1. <i>We arrived....</i>
2. <i>I was can't forget....</i>	2. <i>I could not forget..</i>
3. <i>....after taken bath...</i>	3. <i>...after taking bath...</i>
4. <i>We was to coming...</i>	4. <i>We came...</i>
5. <i>I have to went picnic....</i>	5. <i>I went for a picnic...</i>
6. <i>We seeing another animals..</i>	6. <i>We saw other animals..</i>
7. <i>My family leave will to Medan...</i>	7. <i>My family went to Medan...</i>
8. <i>Etc.</i>	8. <i>Etc.</i>

Considering those examples, it confirms that the students' understanding of the new language rules is a mess. It seemed that some of them got confused with the past verb and past participle verb, the use of v-ing or gerund, and the use of to verb (infinitive). They made wrong hypothesis towards the rules of the language they learnt, and hence they produced utterances incorrectly. This sort of error as explained by Richards and Schmidt (2002) cited in Ghezzou (2015) occurs due to learners' misconception of one rule which is applied to other concepts.

CONCLUSION AND SUGGESTION

Conclusion

This study had been carried out at the second grade of Muslimat Junior High School in order to investigate the interlingual and intralingual errors committed by the students in composing recount text. By collecting the written samples, it was acknowledged that the types of interlingual errors collected from the written sample were in reference to

orthographic error (194 occurrences covering omission of letter, addition of letter, substitution of letter, and permutation of letter, lexical error (341 occurrences containing word by word translation and wrong word choice, and grammatical error (169 occurrences including omission to be/verb/subject, active/passive structure, subject verb agreement, and preposition. Whilst the type of intralingual error found was in terms of overgeneralization (58 occurrences), ignorance of rule restriction (5 occurrences), incomplete application of rules (132 occurrences), and false concepts hypothesis (244 occurrences). It can be inferred that L1 interference (interlingual interference) takes over the errors committed by the students reaching about 704 occurrences.

Suggestion

English teachers as learning facilitators assisting students to achieve the goal of learning should essentially be aware of their students' weaknesses. In this case, for instance, lack of vocabulary and having no idea of the right words for their ideas lead them to committing lexical errors in composing a writing. Here, the creativity of the teachers in enhancing students' vocabulary and using it in context is truly required.

For students as the main subject of teaching learning process, they need to be aware of themselves that everything done by the teachers is useless unless they have a strong will from themselves to do and practice what the teachers ask and apply. Therefore, they should build the consciousness of the importance of learning and increase the will of learning.

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