THE STUDY OF STUDENTS' ERRORS IN TRANSFERRING L1 TO L2 AT FIRST YEAR STUDENTS OF PRIVATE UNIVERSITY IN SINTANG

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Abstract: This study was about the students' errors in transferring L1 to L2. It was qualitative research and involved the first years students of Pendidikan Bahasa Inggris of private University in Sintang. The research purpose was to investigate the sources of errors that most caused the students made errors in transferring L1 to L2. There are mainly two major sources of errors in second language learning; they are Interlingual errors and intralingual errors, but this study focused on intralingual factors. To collect the data the researchers used a test in the form of translating L1 to L2. The test consisted of some grammatical aspects such as tenses, propositions and vocabularies. Based on the data analysis the researchers found 80 cases of errors made by the students. In which one student could make more than one cases of errors in their test. The research finding showed that there were six major sources of intralingual factors appeared in the analysis, they were simplification, overgeneralization, fosilization, avoidance, inadequate learning and false concepts hyphothesized. The biggest factor that caused the students made errors was inadequate learning. Transfer errors happened due to the lack of information about the target language.

Keyword: Students' Error, Transferring L1 to L2

BACKGROUND

To be able to use a language properly someone has to learn the rules of the language, because it is the fundamental elements of a language. When someone does not know the rules of a language and then he or she forces to use it, it can be said that he or she makes a mistake or error in the use of a language. In Indonesia English as a foreign language, the structure of English (L2) and Indonesia (L1) is different. The differences will influence the use of the target language (Leacock, Chodorow, Gamon, & Tetreault, 2010). Grammars contain specific rules about the syntax and morphology of a language. For example, a prepositional phrase can follow an intransitive verb but not for a noun phrase. Based on the researchers' experiences of teaching grammar and translation at First Year Students of Pendidikan Bahasa Inggris of private University in Sintang most of them made errors in transferring Bahasa Indonesia to English. The researchers then indicated the students made errors due to they had different background of knowledge about English structure that might be the sources of errors that they made. The researchers needed to do a research on this because the same errors happened again and again. The researchers wanted to find out the sources of errors that caused the students made almost the same errors. To investigate the students' problems, the researchers composed a main research question. The research question of the study was what was the source of errors that most caused the students made errors in transferring L1 to L2 at first year students of Pendidikan Bahasa Inggris of private University in Sintang? In line with the research question

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the main purposed of this research was to investigate the sources of errors that most caused the students made errors in transferring L1 to L2 at first year students of Pendidikan Bahasa Inggris of private University in Sintang.

All teachers teach grammar differently, some have grammar as an isolated area that they focus on and work with within a certain period of time. Others prefer to not have grammar as an isolated area and focus more on integrating it into other projects and let their students acquire it through more natural communication. No matter which way use to teach grammar there is always one factor that you have to take into consideration, which is to base your teaching on your students' knowledge. Thus, investigating your students' grammatical knowledge through analyzing their writing is of great importance in order for you to help them improve. If teachers are able to know what grammatical difficulties their students have, they can change their way of teaching and adjust their teaching to their students' knowledge. It is also interesting to investigate if there are any differences between texts that are written freely and texts that are written under controlled circumstances regarding a certain subject and within a certain time. The errors that students make more than grammar the most frequent error in English is the misuse of commas, although not all of these errors are purely mechanical, given the complexity of comma placement rules. Beside thus, students also make error in spelling, although spelling errors are not usually considered grammatical errors, some classes of spelling errors. Some language learners' spelling errors involve a violation of syntactic and/or morphological regularities, and should be covered under the umbrella of grammatical errors. For example, *he writed* contains a word that does not exist in English. Technically, it could be considered a spelling or even a typographical error, especially if a native speaker of English produced the text. However, as Heift and Schulze (2007) cited in (Leacock, et al., 2010) point out, language learners can produce misspellings based on either a mis-application of morphological rules or other influences from their native language (L1), or from their incomplete knowledge of the morphology and phonology of the language being learned (L2). In the example of a learner using *writed*, we can hypothesize that this form is influenced by an incomplete knowledge of English irregular verbs. Most likely the learner added the regular past tense morpheme *-ed* to the verb stem *writ-* instead of using the irregular form *wrote*. As a morphological error, we consider this type of misspelling a grammatical error. Another case of a spelling error that is typically covered by grammar checkers is that of confusable word sets, homophones or near-homophones that learners and natives alike tend to confuse. This paper aims to describe these matters more thoroughly and it will hopefully contribute to give future teachers a general idea on which grammatical points to focus on in their teaching of English grammar as a second language.

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In error analysis there are several ways of looking at errors or mistakes that students make, for example one could create taxonomies for classification of errors or define certain errors on more levels. No matter how one chooses to approach the subject one will encounter similar difficulties, mainly in how to classify different errors or mistakes. To define a difference between the terms error and mistake is difficult. According to Corder in (Ellis, 1994) "an error takes place when the deviation arises as a result of lack of knowledge. It represents a lack of competence. He also states that "a mistake occurs when learners fail to perform their competence; that is, it is the result of processing problems that prevent learners from accessing their knowledge of a target language rule and cause them to fall back on an alternative, non-standard rule that they find easier to access. Mistakes, then, are performance phenomena. With regard to the two quotes above we can define an error as a 'lack of competence' and a mistake as a 'performance phenomena'. This means that errors are something that we cannot correct; it is something that we will have to learn in order to correct and understand, while mistakes can be corrected as the knowledge is already learnt.

There are several opinions on this matter and how to deal with the results. Corder in Ellis (1994:51) argues that mistakes as defined above should not be included in an error analysis. One should instead focus on the errors that students make. Nonetheless, Ellis argues that this idea is questionable, apart from the problem of telling apart what is an error and what is a mistake; it also assumes that a learner will always make the same errors in the same places. Instead, the learner might sometimes make an error and sometimes a mistake. It could be a problem that the learner has but partial knowledge of the specific form: "It is possible that the learner's knowledge of the target form is only partial; the learner might not have learnt all the contexts in which the form in question can be used". Thus a learner might make an error when trying to use what the learner is assuming is the correct form when in that context, it is the wrong form. Ellis gives an example of how a learner might make errors due to partial knowledge with these two sentences in (Feltsen, 2009):

> *My sister is older than me.*
> *My three sister are older than me*
> .

In the first example, the usage is correct but in the second it shows how partial learning misleads the student and causes an error. In many cases sometime we cannot differentiate between error and mistake. From the example, we can see that error and mistake nearly seem. By analyzing the sentences, error can happen when the students do not really understand about the rules of (L2), in this case the student still lack of knowledge about the target language (L2). Error happen when the students lack of competence about the target language (L2), the students still need more practices to master the language. It means that the students already learnt the

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language but they still need time to learn more. According to James (1998:77) an error arises "only when there was no intention to commit one". Errors are systematic, consistent deviance which is characteristic of the learning produced by learner' linguistics system at given stage of learning. Errors are typically produced by learners who do not yet fully command some institutionalized language system; they arise due to the imperfect competence in the target language. Whereas, according to Fauziati (2009: 139) the mistakes are deviations due to performance factors such as memory limitation, fatigue and emotional strain.

There are mainly two major sources of errors in second language learning. The first source is interference from the native language while the second source can be attributed to intralingual and developmental factors. The native language of learners plays a significant role in learning a second language. Errors due to the influence of the native language are called Interlingual errors. Interlingual errors are also called transfer or interference errors. Intralingual and developmental errors are due to the difficulty of the second/target language. Touchie (1986) suggested that interlingual errors are caused mainly by mother tongue interference. Another researcher is Al-Khresheh (2010). He suggested that interlingual error is committed by literal translation. Intralingual and developmental factors include the following (Touchie, 1986):

1. Simplification: Learners often choose simple forms and constructions instead of more complex ones. An example of simplification might involve the use of simple present instead of the present perfect continuous.

2. Overgeneralization: This is the use of one form or construction in one context and extending its application to other contexts where it should not apply. Examples of overgeneralization include the use of *corned* and *goed* as the past tense forms of *corne* and *go* and the omission of the third person singular *s* under the heavy pressure of all other endless forms as in *I,e go*. It should be noted that simplification and overgeneralization are used by learners in order to reduce their linguistic burden.

3. Hypercorrection: Sometimes the zealous efforts of teachers in correcting their students' errors induce the students to make errors in otherwise correct forms. Stenson (1978) calls this type of error "induced errors." For example, the teacher's insistence that Arab ESL learners produce the phoneme *IpI* correctly prompts them to always produce *IpI* where the phoneme *Ibl* is required. Thus Arab ESL learners say *piTd* and *pattie* instead of *bird* and *battle*.

4. Faulty teaching: Sometimes it happens that learners' errors are teacher-induced ones, i.e., caused by the teacher, teaching materials, or the order of presentation. This factor is closely related to hypercorrection above. *Also,* it is interesting to note that some teachers are even influenced by their pupils' errors in the course of long teaching.

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5. Fossilization: Some errors, especially errors in pronunciation, persist for long periods and become quite difficult to get rid of. Examples of fossilized errors in Arab ESL learners are the lack of distinction between *IpI* and *Ibl* in English and the insertion of the presumptive pronoun in English relative clauses produced by these learners.

6. Avoidance: Some syntactic structures are difficult to produce by some learners. Consequently, these learners avoid these structures and use instead simpler structures. Arab ESL learners avoid the passive voice while Japanese learners avoid relativization in English.

7. Inadequate learning: This is mainly caused by ignorance of rule restrictions or under differentiation and incomplete learning. An example is omission of the third person singular *s* as in: He *wants.*

8. False concepts hypothesized: Many learners' errors can be attributed to wrong hypotheses formed by these learners about the target language. For example, some learners think that *is* the marker of the present tense. So, they produce: He *is talk to the teacher.* Similarly, they think that *was* is the past tense marker. Hence they say: *It was happened last night.*

METHOD

In analyzing the data the researchers used qualitative research design. According to Berg (2001) Qualitative researcher properly seeks answers to questions by examining various social settings and the individuals who inhabit these settings. According to Creswell (2012) there are several interrelated steps used in the process of analyzing quantitative data. The first step is to prepare the data for analysis. This involves determining how to assign numeric scores to the data, assessing the types of scores to use, selecting a statistical program, and inputting the data into a program, and then cleaning up the database for analysis. The second step begins the data analysis. The next step is to report the results that are found using tables, figures, and a discussion of the key results. Finally, interpret the results from the data analysis. This consists of summarizing the results, comparing the results with past literature and theories, advancing the limitations of the study, and ending with suggestions for future research.Researchers used qualitative techniques to analyze the students' errors in translating L1 to L2. The qualitative data in this research was the students' worksheet in the form of test in transferring or translating L1 to L2. The subject of this research was students at the first year of Program Studi Pendidikan Bahasa Inggris of private University in Sintang.

To collect the data the researchers used a test in the form of translating L1 to L2. The test consisted of some grammatical aspects such as tenses, propositions and vocabularies. The researchers chosen those aspects because the researchers indicated most students made errors in those aspects. The researchers conducted the analysis through some steps. The first step, the researchers read some theories related to the study. In this step the researchers read some books and articles to strengthen the researchers' ideas and knowledge. The next step was preparation. In this step the researchers provided the test in the form of translation. There were 20 items in the test. The items covered tenses, preposition and vocabularies. After that the researchers distributed the test to the students. During the test the students may use dictionary but not other tools. Last step was analyzing the data. This step was divided into some stages. In first stage the researchers coded to each item based on errors the students made. The researcher did decoding process to find out the meaning of the code. Then the researchers categorized the students' errors. Next the researcher calculated the number of errors in each type of errors sources to find out the most frequent type of the error source done by the students. The last step the researches drawn the conclusion of the research form the biggest average number of the calculation.

FINDING AND DISCUSSION

The data analysis of this research focused on intralingual factors, thus the test given to find out the most appear factor. Based on the data analysis the researchers found 80 cases of errors made by the students. Most students made errors in using "S". They omitted "S" in third person singular as in "my mother cook everyday". In some cases the students made errors due to they did not know how to use TOBE as in "My father reading newspaper now", "I a student of English study Program", " she is smile at me". In other cases the students also made errors in using do/does as in "Rany do homework every night". The omission of "ed" also happened in the test. The researchers concluded that there were six group of errors made by the students. The errors were classified as: (1) Simplification consisted of 17 cases. (2) Overgeneralization consisted of 1 case. (3) Fossilization consisted of 4 cases. (4) Avoidance consisted of 2 cases. (5) Inadequate Learning consisted of 37 cases and (6) False concept hypothesized consisted of 19 cases.

Table 1. The frequency of each factor of intralingual errors made by the students

Students	S	O	F	A	IL	FCH
wa	-	-	1	-	-	-
za	3	-	1	-	1	1
jm	1	-	-	-	-	3
bl	2	-	-	-	1	1
fm	3	-	-	-	3	-
rm	2	-	-	-	-	1
aj	-	-	-	-	4	-
hp	-	-	-	-	3	8
ca	-	-	-	-	4	1
ka	-	-	-	-	7	1
ay	1	-	1	-	5	
fr	-	-	-	-	1	1
ah	4	1	-	1	-	-
ks	-	-	-	-	2	1
ke	1		1	1	5	-
he	-	-	-	-	1	-
te	-	-	-	-	1	-
An	1	-	-	-	-	1
total	17	1	4	2	37	19

S: Simplification; O: Overgeneralization; F: Fosilization; A: Avoidance; IL: Inadequate Learning; FCH: False concept hypothesized.

Based on the data presented in table 1, the total errors made by the students were 80 cases. The data represented the whole errors made by the students. In this case one student could make more than one cases of errors in their test. The finding showed the biggest number of error was 37 cases in Inadequate Learning. Based on the finding, there were six major sources of intralingual factors appeared in the analysis, they were simplification, overgeneralization, fosilization, avoidance, inadequate learning and false concepts hyphothesized. This following chart showed the percentage of errors in each factor of intralingual errors made by the students.

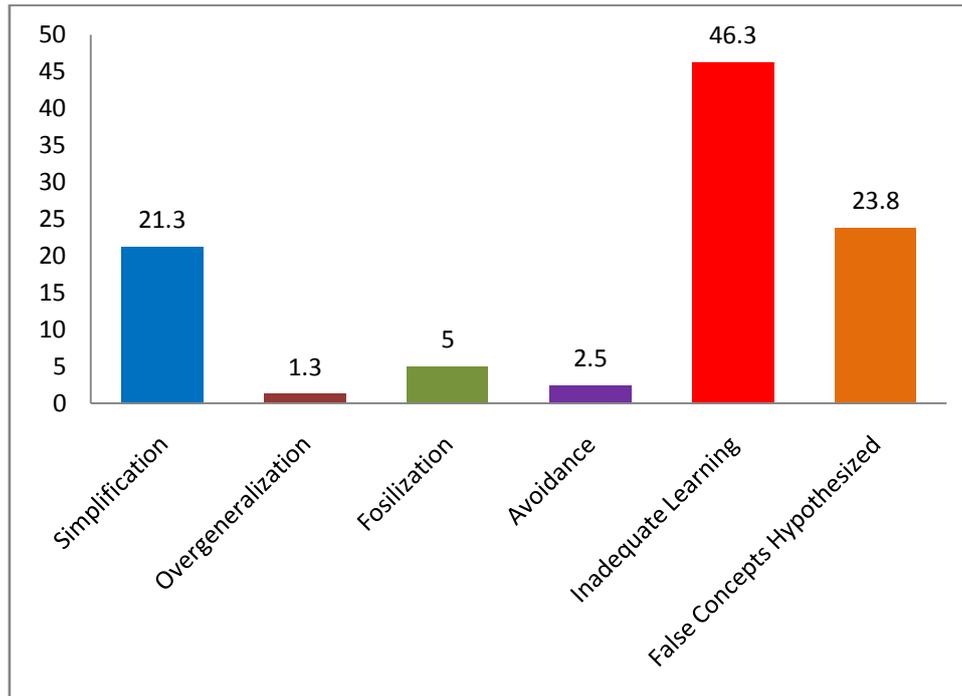Sijono, Ilinawati. *The study of Student..*

Chart I. The percentage of errors in each factor of Intralingual errors

The researchers identified the biggest factor that caused the students made errors was inadequate learning. It could be seen from the chart that there were 46% out of 100% cases happened in this factor. The researchers found most students could not construct the sentence well, they straightly translated the sentences. Based on the data analysis this mainly caused by the lack of the students' knowledge about the target language.

CONCLUSION

To confirm the research question of the study, the researchers applied the test in the form of translating L1 to L2. There were 15 items in the test that covered some grammatical aspects, such as tenses, preposition and vocabulary. Related to the research objective of this research was to investigate the most error source made by students in translating L1 to L2. This research focus on intralingual factors, there were five factors of intralingual errors appeared in this research. They were they were simplification, overgeneralization, fossilization, avoidance, inadequate learning and false concepts hypothesized. The biggest case of errors was in inadequate learning factor. According to Touchie (1986) Inadequate learning mainly caused by ignorance of rule restrictions or under differentiation and incomplete learning. Intralingual and developmental errors are due to the difficulty of the second/target language.

To sum up, the result of this research showed that the students made errors due to the difficulties of the target language. Transfer errors happened due to the lack of information gotten by the students about the target language. It also could be happen because the

interference of the first language. The big factor that influenced the errors was due to the incomplete learning about the target language. On this case, the researchers suggest anybody who teaches English, he or she should pay attention on high frequency and generality errors should be corrected more often than less frequent errors. For example, the omission of the third person Singular *s* is an error of high frequency and generality. The researchers hope this analysis could be beneficial for English learning study and also for other researchers to conduct the same analysis on different fields.

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