

Interlingual Transfer In The English Of Students At Sman 2 Praya

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Abstract

This research is aimed to identify the types of error that the students make in doing the interlingual transfer and to identify the sources of interlingual transfer. This research was conducted at the second grade students XI.MIPA.1 of SMAN 2 Praya in academic year 2018/2019. The research method used descriptive qualitative method. There were 32 students taken as the subject who comprised 15 females and 17 males. The instruments of the research were structured interview and questionnaire. Structured interview was used to find the students error in doing the interlingual transfer. There were three types of error that the students committed; Omission, Addition, and Misformation. The students tend to their first language structure. For the questionnaire, the researcher found the sources of interlingual transfer that the students committed. There were three sources of interlingual transfer that the students mostly committed in their daily spoken such as; pressure to perform, limited L2 environment, and monitor use and the use of the L1. Based on above, it concluded that the students often commit the interlingual transfer in their daily communication.

Key words: *Interlingual Transfer in the English*

Abstrak

Penelitian ini bertujuan untuk mengidentifikasi jenis-jenis kesalahan yang dilakukan oleh siswa dalam melakukan transfer interlingual dan mengidentifikasi sumber-sumber transfer interlingual. Penelitian ini dilakukan pada siswa kelas dua XI.MIPA.1 SMAN 2 Praya tahun akademik 2018/2019. Metode penelitian menggunakan metode deskriptif kualitatif. Ada 32 siswa diambil sebagai subjek yang terdiri dari 15 perempuan and 17 laki-laki. Alat yang digunakan dalam penelitian ini adalah wawancara terstruktur dan angket. Wawancara terstruktur ini bertujuan untuk menemukan kesalahan siswa dalam melakukan transfer interlingual. Ada tiga jenis kesalahan yang siswa lakukan; penghilangan kata, penambahan, dan misformasi. Para siswa cenderung menggunakan bahasa pertama mereka. Untuk angket, peneliti menemukan sumber-sumber transfer interlingual yang dilakukan oleh para siswa. Ada tiga sumber transfer interlingual yang kebanyakan dilakukan siswa dalam bahasa sehari-hari seperti; tekanan untuk melakukan, lingkungan L2 terbatas, dan penggunaan monitor and penggunaan L1.

Berdasarkan yang diatas, disimpulkan bahwa siswa sering melakukan transfer interlingual dalam komunikasi sehari-hari mereka.

Kata Kunci: *Interlingual Transfer in the English*

INTRODUCTION

English is a global language which is used as mean of communication. Thus people all over the world have used English either in

the formal or informal situation. According to Kachru (1985) in Harmer (2007:17) described the world of English in the term of three circles. In the inner circle he put countries such as

Britain, the USA, Australia, ect where English is the primary language. The outer circle contained countries where English had become an official or widely-used second language. The included India, Nigeria, Singapore, ect. Finally, the expanding circle represented those countries where English is learnt as a foreign language - countries such as Poland, Japan, Mexico, Hungary, ect.

Not only those countries used English but also Indonesia country took English as a foreign language which must be learned by students of junior, senior high school and university as the primary subject. Because English was not their first language, of course they got difficulties in learning the language itself. Moreover, in Indonesia has many languages which are different from English. The differences included the syntactical structure, phonological, or semantic meaning. As the result, when they attempted to use English to communicate, they often commit some mistakes and errors in transferring the target language. They more likely used the first language structure to transfer the target language itself. By using the first language structure that was contrary different from the target language, the interference happened in the process itself. The interference was interlingual transfer.

In this case, the researcher took the second year students of SMAN 2 Praya as the subject of this study. As the result, many students in this school committed some mistakes or even errors in learning English such as they translated or uttered sentence word by word because they thought that English structure has the same structure with their first language, even they have learned grammar but it happens spontaneously. For example, when they introduced themselves, they committed mistakes. One of the examples such as: He said "I from Leneng". The sentence "I from Leneng" was incorrect sentence, it should be "I am from Leneng", he omitted to be (am) in the sentence because he followed their first language structure. He translated the sentence

word by word "saya dari Leneng", saya is I, dari is from, and it was "I from Leneng".

The other example of the other students, She said "I have two brother", it was automatically incorrect sentence, the correct one is "I have two brothers". The mistake happened, because in Indonesia structure, there was no suffix (s/es) in noun. That was why she committed mistake because she took the role structure from the first language structure. Those problems might be caused by their lack of practice, environment, social relationship and it can affect them in transferring the target language.

For the reason, the researcher conducted the research on the school at second level students of SMAN 2 Praya to provide how often the students make errors in transferring English by using the first language structure. Therefore, by knowing the students' weaknesses, there was an appropriate strategy to teach the students in order to reduce mistakes in learning English.

REVIEW OF RELATED LITERATURE

Definition of Mistake and Error

In order to be able to distinguish between mistake and error that the students sometimes commit, the students should understand the definition of those words because without understanding the meaning of mistake and error, the students will not be able to achieve their goals in the target language itself. A mistake refers to a performance error that is either a random guess or a "slip", in that a failure to utilize a known system correctly, (Brown, 2007: 257). When the students learn the target language and they try to produce or uttered the sentence but they fail to use it and they realized of being mistake. It is called mistake. They also can correct themselves or self-corrected.

According to Brown (2007: 258) states that errors of a second language learner, idiosyncrasies in the language of learner that are direct manifestations of a system within which a learner is operating at the time. An error, a noticeable deviation from the adult

grammar of a native speaker, reflects the competence of the learner. To make more clear about the explanation above, mistake are what researchers have referred to as performance errors (the learner knows the system but fails to use it), while errors are the result of one's systematic competence (the learner's system incorrect).

Type of Errors

Dulay, (1982: 154-162) classifies errors into four types, Omission Errors, Addition, Mis-formation, and Mis-ordering. The classification of errors are discussed in various area.

Omission Errors

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Although any morpheme or word in as a sentence is a potential candidate for omission, some types of morphemes are omitted more than others. Content morphemes carry the bulk of the referential meaning of a sentence: nouns, verbs, adjectives, adverbs, for example, in the sentence.

Mary is the president of the new company

The words, Mary, president, new and company are the content morphemes that carry the burden of meaning. If one heard

Mary president new company

One could deduce a meaningful sentence, while if one heard

Is the of the

One couldn't even begin to guess what the speaker might have had in mind. Is, the, and of are grammatical morphemes, those little words that play a minor role in conveying the meaning of a sentence. They include noun and verb inflections (the-s in birds, the-s in mother's, the-ed in looked, the-ing in laughing, ect.); articles (a, the, ect); verb auxiliaries (is, was, am, ect.); and prepositions (in, on, under, ect).

Addition

Addition errors are the opposite of omission. They are characterized by the presence of an item which must not appear in a well-formed utterance. Addition errors usually

occur in the later of acquisition, when the learner has already acquired some target language rules. In fact, addition errors result from the all-too-faithful use of certain rules. There are three types of addition errors such as:
Double Marking

Many addition errors are more accurately described as the failure to delete certain items which are required in some linguistic constructions, but not in others. For example, in most English sentences some semantic features such as tense may be marked syntactically only once. We say

I didn't go.

Although go takes a past tense marker when there is no auxiliary (such as do) on which to mark the tense. The other examples:

He doesn't knows my name.

We didn't went there.

Regularization

A rule typically applies to a class of linguistic items, such as the class of main verbs or the class of nouns. In most languages, however, some members of a class are exceptions to rule. For example, the verb eat does not become eaten, but ate; the noun sheep is also sheep in the plural, not sheeps.

Simple Addition

Errors are the "grab bag" subcategory of additions. If an addition error is not a double marking nor a regularization. No particular features characterize simple additions other than those that characterize all addition errors-the use of an item which should not appear in a well-formed utterance. For example:

The fishes doesn't live in the water.

The train is gonna broke it.

Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. For example:

The dog eated the chicken

A past tense marker was supplied by the learner; it was just not the right one. There are three types of misformations have been frequently reported in the literature:

Regularization errors

Regularization error that fall under the misformation category are those in which a regular marker is used in place of an irregular one, as in *runned* for *ran* or *gooses* for *geese*.

Archi-forms

The selection of one member of a class of forms to represent others in the class is a common characteristic of all stage of second language acquisition. We have called the form selected by the learner an *archi-form*. For example, a learner may temporarily select just one of the English demonstrative adjective *this*, *these*, and *those*, to do the work for several of them:

That dog

That dogs

In this learner, that is the *archi-demonstrative adjective* representing the entire class of demonstrative adjective

Alternating Forms

As the learner's vocabulary and grammar grow, the use of *archi-forms* often gives way to the apparently fairly free alternation of various members of a class with each other. Thus we see for demonstratives:

Those dog

This dogs

In the case of pronouns, we see:

Masculine for feminine (or vice versa), as in:

he for she

Plural for singular (or vice versa), as in:

they for it

Accusative for nominative case (or vice versa), as in her for she

Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morpheme in an utterance. For example, in the utterance.

He is all the time late.

All the time is misordered. Misordering errors occur systematically for both and learners in constructions that have already been acquired.

The Manifestations of Transfer

Errors occurred as a result of the negative transfer of mother tongue patterns into the learner's L2. According to Rod Ellis (302-306) the manifestations of transfer is divided into four parts:

Errors (negative transfer)

Negative transfer occurs when previous item performance disrupts the performance of a second language. The latter can be referred to as interference, in that previously learned material interferes with subsequent material- a previous item is incorrectly transferred or incorrectly associated with an item to be learned, (Brown, 2007: 102)

Facilitation (positive transfer)

Facilitation is evident not so much in the total absence of certain errors-as would be expected on the basis of behaviorist notions of positive transfer- but rather in a reduced number of errors and, also, in the rate of learning. Learners may sometimes pass through an early stage of development where they manifest correct use of a target -language feature if this feature corresponds to an L1 features and then, subsequently, replace it with developmental L2 features before finally returning to the correct target-language feature

Avoidance

Learners also avoid using linguistic structure which they find difficult because of differences between their native language and the target language.

Kellerman (1992) in Ellis (1999: 305) attempts to sort out the complexity by distinguishing three types. Avoidance (1) occurs when learners know or anticipate that there is a problem and have at least some, sketchy idea of what the target form is like. Avoidance (2) arises when learners know what the target is but find it too difficult to use in the particular circumstance (for example, in the context of free-flowing conversation). Avoidance (3) is evident when learners know what to say and how to say it but are unwilling to actually say it because it will result in them flouting their own norms of behavior.

Over-use

The certain grammatical forms in L2 acquisition can occur as a result of intralingual processes such as overgeneralization. For example, L2 learners have often been observed to overgeneralize the regular past tense inflection to irregular verbs in L2 English. Over-use can also result from transfer- often as a consequence of the avoidance or underproduction of some 'difficult' structure.

Sources of Error

According to Brown (2007: 263) He divides the sources of error into 4 parts such as:

Interlingual Transfer

Interlingual transfer is a significant source of error for all learners. The beginning stages of learning a second language are especially vulnerable to interlingual transfer from the native language, or interference, (Brown, 2007: 263). Interlingual transfer is the negative transfer from the mother tongue that the learners use in the target language itself. For example the learners say "sheep" for "ship" or "the book of jack" instead of "jackbook".

Intralingual Transfer

Once of the major contributions of learner language research has been its recognition of sources of error that extend beyond interlingual errors in learning language. It is clear that intralingual transfer (within the target itself) is a major factor in second language learning.

Context Learning

A third major source of error, although it overlaps both types of transfer, is the context of learning. "Context" refers, for example to the classroom with its teacher and its materials in the case of school learning or the social situation in the case of untutored second language learning. Students often make errors because of misleading explanation from teacher, faulty presentation of a structure or word in a textbook, or even because of a pattern that was rotely memorized in a drill but improperly contextualized.

Communications Strategies

Communication strategies were difined and related to learning styles. Learners obviously use production strategies in order to enhance getting their messages across, but at times these techniques can themselves become a source of error.

Definition of Interlingual Transfer

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According to Ortega (2009: 33) identified the interlingual identification are influenced by at least three factors: (a) the nature of specific L2 phenomenon and universal forces that shape its natural development; (b) learners' perceived distance between the L1 and the L2 and their intuition of what is transferable or or not; and (c) their relative proficiency level.

Source of Interlingual Errors

According to Dulay and Burt (1982: 108-112), there are indicators that interlingual errors are occasioned by at least two environmental factors: (1) conditions that result in premature use of the L2, and (2) certain elicitation tasks.

Condition that result in premature Use of the L2

Condition that result in premature use of the L2 is divided into two parts:

Pressure to Perform

A tourist in a foreign country, equipped with a few hundred vocabulary word and perhaps a few structures, is likely to fall back on the L1 when attempting to communicate a message that is far beyond his or her knowledge of the new language. This is premature use of the L2, triggered by need to communicate in the target

language before one has been exposed to enough of it for meaningful processing.

Adult often have to produce the new language long before they have been exposed to a sufficient amount of it to internalize the rudiments of the second language is the major language of communication, many jobs and social activities will require sophisticated verbal interaction in the new language. In foreign language situations the pressure to produce the new language stems from requirements of classroom performance-writing compositions, oral classroom exchanges, or taking tests.

Limited L2 Environments

Environment factors that apparently limit the scope and quality of second language learning include: (1) the absence of peers who speak the language natively; and (2) severally limited and often artificial conditions under which the language may be learned (such as, for example, two hours a week spent largely memorizing vocabulary or dialogues, doing audiolingual drills, answering unreal questions, or trying to stimulate conversation with speakers who themselves are not proficient in the language).

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 would ask a student to translate a paragraph written in his or her native language, or we could ask the student to describe a picture, or we could construct a fill-in-the-blanks test. Elicitation task has a little-discussed, but extremely important, influence on a learner's verbal performance. Elicitation task is divided into two such as:

Monitor Use and the Use of the L1

When learners use first language structures in secondlanguage performance, they in effect plug lexical items

(vocabulary) of the second language into the surface structure of the first language. In the other words, they "think" in the first language and the use words from the second language, much as one would handle word-for-word translations.

The ability to monitor allows some people to speak second languages with little, if any, naturally acquired competence. While it allows or very early performance (a good student of languages can begin to speak second languages nearly instantly using this system), it has real limitations.

Phonological Performance

Theoretical tenets aside, the contrastive analysis of the phonological systems of the learner's two languages is a useful predictor of a substantial portion of the phonological performance of L2 learners, in particular that adults and the beginning level children.

However, children begin to rely more and more only on the L2 sound system with the result that the "accent" largely or entirely disappear. Many if not most adults, however, process the L2 sound system through their L1 system throughout most of their live. The mechanisms underlying this singular influence of the L1 on the L2 are not known.

The processes used in children's acquisition of L2 phonological structures appear to be similar in many respects to those children use in learning their L1 suggesting the existence of asset of natural processes of phonological acquisition. In contrast to the acquisition of grammar, however, the learner makes extensive use the first language phonological structures as a communicative strategy in the early stages of L2 acquisition. The new phonology is built up using L1 phonology, and uses it as a foundation for further learning, the learner's L2 speech will have a substratum of L1 sounds.

Research Instrument

The instrument in this researcher is interview. The students were given several questions and were answered at verbally/orally. And also the researcher invite another people to gave assessment during the interview to avoid the objectivism.

Speaking test in this case, the researcher invite one by one of the student.

RESEARCH METHODS

Research Design

Research design was very necessary when someone conducted a research. Someone who intended to conduct the research should consider what method should be used in attempting to answer problems which have been determined as the concern of the study. The method was used in this research was descriptive qualitative method. The researcher chose this method because it was suitable to describe the phenomenon that found in the field. The purpose of the researcher chose the descriptive qualitative method was to describe systematically about the fact, situation, and the problem that faced by the students of SMAN 2 Praya in academic year 2018/2019.

Subject of Research

The subject of this research was the second year of students at SMAN 2 Praya in academic year 2018/2019. The class consists of seven classes: XI BHS, XI MIPA-1, XI MIPA-2, XI MIPA-3, XI IPS-1, XI IPS-2, and XI IPS-3. On average the classes contained 32 and 34 students. The total of the students were 200, but the researcher took only one class that is XI MIPA.1 which consist of 32 students, female consisted of 15 students and male consisted of 17.

Besides that, there were some reasons of choosing the criteria of the subject in XI MIP.1 that made sure that the students committed error in doing the interlingual transfer in spoken English. First, the students were mostly from central Lombok. Their mother tongue is Sasak language. In the learning process, they used Bahasa Indonesia to communicate each other and it was called as their first language. When the students learned or transferred the target language, of course, they used Indonesia language structure to transfer the target language and probably the interference happened. So, in this case, the researcher took their first language that was Bahasa to English as the target language as the limitation of this research.

Instruments of the Study

Research instrument was tools to get the data. The instrument that was used in this research was intended to find the students' error in doing the interlingual transfer in speaking or communication. The instruments of this research were spoken test and questionnaire. For the spoken test, the students were asked to make a dialogue which related to introduction each other and they also talked about their unforgettable experience or moment. The students came forward to in front of the class in a pair group. Then, the researcher recorded them by using tape recorder. It made the researcher was easier to find out the students' error in spoken.

For the questionnaire, the researcher provided 20 questions with 5 alternative options by using likert scale: selalu (always), sering (often), kadang-kadang (sometimes), hampir tidak pernah (almost never), and tidak pernah (never). According to Sugiyono (2016: 135), the score of (always/selalu) is 5, sering (often) is 4, kadang-kadang (sometimes) is 3, hampir tidak pernah (almost never) is 2, and tidak pernah (never) is 1. The number of ideal scores (criteria) for all items= $5 \times 100 = 500$ (if all answer (selalu/always)). So, the formula= (the total number: 500) $\times 100\%$. The use of the questionnaires itself was to find out the students' perception about using English whether they committed interlingual transfer or not in spoken English. The researcher conducted this research in one meeting and the allocation of time is 120 minutes. The tape recorder was used by the researcher as the instrument. The researcher recorded what the students told about their daily activities in front of the class.

Technique of Data Collection

In this study, the data means that everything which was able to give information to the researcher that was obtained from the subject. In this research, there were two steps in collecting the data as followed:

Structured Interview

Structured interview was aimed to answer the research question (statement of the

problems) for number one which was to find out the types of error were made by the second year students of SMAN 2 Praya in using the interlingual transfer in communication. In order to obtain the result, there were some techniques of collecting the data:

The first step, the students who have been instructed as the subject of this research came forward to in front of class in a pair group to do the self's introduction dialogue and they talked about their unforgettable experience or moment. The other students waited for their turn to do the same thing with their friends.

The second step, the researcher recorded what the students' dialogues.

The last step, the researcher analyzed and identified the students' error in doing the interlingual transfer.

Questionnaire

According to Sugiyono (2017: 199) questionnaire is a data collection technique that is done by giving a set of questions or written statement to the respondent to be answered. In this research, the researcher used close questionnaire by using checklist option (). This questionnaire was to find out the answer of the research question (statement of the problems) for number two which sources of interlingual transfer that was committed by the second year students of SMAN 2 Praya. The researcher was going to know the students ability in spoken English whether they committed interlingual transfer or not in communication through the answers of questionnaire itself. The questionnaire gave to the students after they finished doing the spoken test. It took less than 10 minutes to answer the questionnaire. The steps were:

The first step, the researcher gave the questionnaire to the students.

The second step, the researcher instructed the students to read the guideline of the questionnaire itself.

The third step, the researcher gave time to answer the questionnaire less than 10 minutes.

The fourth, the students collected their answers and gave it to the researcher.

The last step, the researcher checked the students' answer. By checking the answers, the researcher knew whether the students committed interlingual transfer or not.

Technique of Data Analysis

In this research, technique of data analysis was necessary. Therefore, the researcher applied some techniques in analyzing the data. The techniques of data analyzing were:

Identification of Error in doing the interlingual transfer

In this step, the researcher identified the students' error that has been identified through the tape recorder. The researcher wrote down the students' error based on the students' record in the tape recorder. It was the first step of the data analysis of this study. Not only the researcher identified the students' error through the tape recorder, but also the researcher checked the students' answer of the questionnaire that has been given. By knowing the students answer, the researcher identified what sources of interlingual transfer that they usually commit.

Classification of Error in doing the interlingual transfer

After identifying the students' error, the researcher classified the students' error based on the type of errors itself. So, the researcher knew whether the students committed errors or not based on the data itself. Beside that the researcher classified what sources of the interlingual transfer that the students committed in their daily activity based on their questionnaire answers.

Explanation of students' error In doing the interlingual transfer

After identifying and classifying the students' error in doing the interlingual transfer, the last step was explaining the students' error in doing the interlingual transfer itself based on the result of the researcher's identification and classification from the students' oral test and the answers of the questionnaire.

The analysis of the questionnaire in identifying the students' interlingual transfer.

The last step was analyzing the students' answer from the questionnaire. The researcher selected and collected the same answers from the student. Then, the researcher gave the score based on the formula. After finding the score, it was seen the percentage of students in using the interlingual transfer itself.

The researcher used close questionnaire which serves the answer. Each question consists of 5 options of the answer. The questionnaire used likert scale in the form of checklist to measure attitude, opinion, perception of person or people about social phenomenon. In this questionnaire was written in Bahasa Indonesia. The options of the questionnaire as followed:

Table 02

Likert skala

Optional	Score
5	Selalu/always
4	sering /often
3	kadang-kadang/sometimes
2	hampir tidak pernah/almost never
1	tidak pernah/never

The result of questionnaire was analyzed by using percentage as followed:

Total score for students who answer (selalu/always) x 5. Total score for students who answer (sering /often) x 4. Total score for students who answer (kadang-kadang/sometimes) x 3. Total score for students who answer (hampir tidak pernah/almost never) x 2. Total score for students who answer (tidak pernah/never) x 1. The number of ideal scores (criteria) for all items= 5 x 100= 500 (if all answer (selalu/always). So, the formula= (the total number: 500) x 100%.

(Sugiyono, 2017)

RESEARCH FINDING AND DISCUSSION

This chapter presented the finding and discussion obtained from data analysis. The whole data were taken from the students' recording and the questionnaire answers made by the second grade students in XI.MIPA.1 of

SMAN 2 Praya in academic year 2018/2019 on Tuesday, 18 of September 2018.

Finding

The finding of student's recorded in XI.MIPA.1 class After collecting the data from the participants, the researcher found the students spoken through the recorder as follows:

Record (duration 03:47.27)

- A : Hi! How are you?
 B : I am fine, and you?
 A : I am okay, what is your name?
 B : My name is Sukmawati, and you?
 A : My name is Nur Ayuni, what's your name?
 B : My nick name Sukma.
 A : Where are you come from?
 B : I am from Jago
 A : What you live in?
 B : I live in Jago, and you?
 A : I live in Serewang
 B : What is your hobby?
 A : My hobby is swimming and eat snack, when you born?
 B : I am born in fifteen on july in two thousand and two, what is your favorite food?
 A : My favorite food is chicken and bebek. What is name your father?
 B : My name father is Zaenal Abidin.
 A : What your ambition?
 B : My ambition is teacher.
 A : Why?
 B : Because I (laugh) because I want to be like my father, and you?
 A : My ambition is doctor because doctor is my hero, how old are you?
 B : Sixteen year
 A : What is your moment?
 B : My moment, one day I went go to waterfall with my boyfriend. in there, (laugh) I was very happy there. aaa (laugh)
 A : Why you school in SMAN 2 Praya?
 B : Because many my brother (laugh) because SMAN 2 Praya is the best. and you what unforgettable moment?

A : One day, I am to holiday together family, i went to Kuta beach in my swimming and play badminton.

B : Nice

A : Yes, thank you so much.

B : Thank you

A : Welcome

B : Bye

A : Bye bye

B : Yes, whenever

A : Ape unik beketuan? what you have girlfriend?

B : Yes I have

A : Her name you girlfriend?

B : when you marry?

A : I don't know because now I still study

B : what you know her name hihhi? (point the researcher)

A: No, I don't know

B : hhahhaa, what is your name? (ask the researcher). oh ape cita cita eto ahh. oh what is ambition?

A : My ambition is police intelligence.

B : why you want become ambition eeh police?

A : Because it is good

B : Yes, I ape senang? I am happy to talk with you, Thank you

A : Thank you, bye bye

B : Bye bye

Discussion

The students' Error in Doing the Interlingual Transfer Made by the Students of XI. MIPA.1at SMAN 2 Praya in Academic Year 2018/2019.

Based on the students' recording above, the researcher classified the students' error in their spoken. There were:

Based on the classification of table above, the researcher found the students' error in spoken. There were three types that the students doing in the dialogue, omission, addition and misformation.

Omission

The first dialogue took duration 03:47.27. The researcher found the students' error in the dialogue, they omitted auxiliaries

and suffix s in their spoken. The examples were:

My nickname Sukma

The example above was incorrect because an auxiliary was omitted there. The correct one was "My nickname is Sukma". It must have an auxiliary (is), but the students omitted that auxiliary. It happened because of her first language.

What your ambition? When you born?

The same case with the example above, it also omitted auxiliary (is) and (were). It happened because she referred to her first language structure. She translated the word "apa cita-citamu?" became "what your ambition? The sentence was incorrect in the structure of L2, the correct one was "what is your ambition? .The other examples said "When you born? .It Must be "when were you born? .The student translated word by word when she transferred the language into English. It showed that she committed the interlingual error in her spoken.

Sixteen year

In this case, the students omitted suffix (s). She said sixteen year. It should be adding (s) in "sixteen years old". To be a complete sentence, it should be "I am sixteen years old" but she only said "sixteen year" because it produced the word directly that came out from her mouth without thinking the structure of the target language.

Addition

a. One day, I went go to waterfall with my boyfriend

The example above showed that it was incorrect structure. The student was still confused how to use past tense structure. So, she added the verb twice became "I went go to waterfall with my boyfriend". The correct one was "I went to waterfall with my boyfriend".

Misformation

Where are you come from? What you live in?

The example above was called misformation because the student put the

auxiliary verb in wrong place. It happened because she thought there were three auxiliaries/to be such as; is, am, and are without knowing whether it was verb or not. She said "Where are you come from?" it was incorrect sentence, the correct one was "Where do you come from?"

The other example that the students committed errors was in sentence that said "What you live in?" she put a question word in wrong place, and she also did not put auxiliary verb after the question word itself. Besides that, she put preposition. The correct sentence from it was "where do you live?"

My hobby is swimming and eat snack

The reason of being errors in this example was caused by the lack of knowledge. Perhaps she only knew the auxiliary (is) without understanding about singular and plural. Besides that, she followed the Indonesian structure which there was no adding suffix (s/es) in noun. So that was why, she committed the errors. The correct one should be "My hobbies are swimming and eating snack".

I am born in fifteen on July in two thousand and two The example above was definitely wrong. The student transferred word by word into English. Not only she committed an error but also she committed the interlingual error. To make the correct sentence form the sentence above, she should say "I was born on the fifteenth of July two thousand and two".

My favorite food is chicken and bebek. What is name your father?

There were two examples above that indicated of mistake/error and the interlingual transfer that the students committed. First, she did not know about the singular and plural noun, it was seen from the auxiliary/to be that she was used. Second, she used Bahasa. The correct sentence would be "My favorite foods are chicken and duck". to be more complete, it should be "My favorite foods are fried chicken and fried duck".

The second example said "What is name your father?" it showed that the students committed the interlingual transfer because she

produced word by word into English using Indonesia structure. The correct one would be like

"What is your father's name?"

I am to holiday together family, i went to Kuta beach in my swimming and play badminton.

The same case with example above that the student did the interlingual error, it can be seen from the first sentence. If the

words would be translated into English, it was automatically incorrect. Besides that, actually she has known the English structure, it was proven in the second sentence but it was still wrong placement. She said "I am to holiday together family, i went to Kuta beach in my swimming and play badminton". It should be like "I went holiday to Kuta beach with my family. I swam and played badminton there".

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