Interlanguage and Intralanguage Errors in Speaking Video Project of Language Major of Senior High School Students in Singaraja, North Bali

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ARTICLE INFO

ABSTRACT

This study analyze and identified interlanguage and intralanguage form of error found on senior high school students on their speaking video project. This study was design in qualitative research approach which is the document analysis is used during the data analysis. The data were collected through the video project by senior high school students in SMAN 1 Singaraja especially Bahasa major. The result show that Interlanguage forms that appear such as omission, addition, misformation. The intralanguage forms found overgeneralization (ed/d) & (suffix –s), induce error, error of over production, error of avoidance (mispronounce). According to the findings of this study, children faced interlanguage and intralanguage forms while learning a English especially speaking. Teachers and tutors can use appropriate strategies and materials to help students learn more effectively. Furthermore, this study can help us prepare for future research on various subjects and references for applied linguistics courses.

1. INTRODUCTION

In the learning process, especially in learning English for speaking skills, for students are still the most difficult thing to do. there are still interlanguage and intralanguage error when students try to speaking in English. Kafifah (2020) stated Speaking is an ability that students should be able to master, but studies indicate that students often make mistakes in their spoken production, such as hesitation, silent pause, and correction, since preparation and execution are not the same. That is because speaking is not an easy ability to learn. Another source of errors in their speaking is a lack of confidence, which stems from their belief that they cannot speak English like a native and that they cannot grow their ideas in English, despite having mastered Indonesian.

As we know that when students speaking, they indeed doing interaction with each other, they communicate with their friends using English. Harmer (2007) and Gilakjani (2016) stated human/people contact is a dynamic process. Contacts between humans and people are a dynamic project between Harmer (2007) and Gilakjani (2016). People may communicate whether they have something to say, or if they want to say or ask for details. When they are speaking, there will be some errors appear.

These errors are categorized into two parts, those are interlanguage error and intralanguage error. According to Selinker (1972), interlanguage is defined as the linguistic system of students that consists of their native language and the target language. While intralanguage is define as the students's linguistics system which is influenced by the structure (grammar) of the target language has being learn by the students. Moreover, Richards (1971) defines Intralanguage as the developmental error in which it occurs due to the misapplication of a specific rule of the target language. The aim of this research to analyse inter and intra language error found in students speaking project video and also to identify the source of the errors.

Since the students are ask to make a recording video to speak about the certain topic given by the teacher. Then teacher found that there are still some students that make a mistake / error when they are speaking. It might be the error is in the spelling the word, pronounce or even the structure or grammar. Which is speaking is very important skills, when researche know there still found an error in students' speaking skill. To make it clear,

researcher need to doing an analysing on interlanguage and intralanguage error that is found in students' speaking task video and also the source of the error found in students' speaking task video.

In this aspect of speaking skills in interlanguage and intralanguage are rarely studied in a study. So to fill this gap the researcher examines interlanguage and intralanguage errors found in speaking especially in the form of video project. Because previous studies have done a lot of research on writing or text. So here the researcher wants to try to analyze the interlanguage and intralanguage errors in the speaking video project of senior high school students.

There are several similar research, which is the research is about analyze the inter language and intra language error. There were research from Anjarani & Indahwati (2019) in their research focus on some errors found in the process of writing narrative text with the use of simple past tense. Those errors are: ommision error, addition errors, missed formation errors, and misordering error. Kusumawardani, et al (2020) focus on the errors that is usually found in the case of learning English as foreign language are related to the use of articles, verbs, word classes, prepositions, etc. Nurhayati (2015) this research focus on the grammartical errors when they write a tetx such as recount text. It demonstrates that students sometimes make errors. Omission, addition, misformation, and misordering are all examples of errors. The interlanguage processes that occurred are systematicity, permeability, fossilization, language transfer, training transfer, second language learning strategy, and overgeneralization, Phuket (2015), Raissah (2020), Sari (2016), Pangribuan, et al (2018), Puspita (2019), Ratnaningsih (2019), and Tiarina (2017). There were so many research which analyze the errors in the written forms, but here the researcher will analyze the inter language and intra language error which is speaking in the form of video.

After being researched, it turns out that most students still make errors in speaking English. Even though we know that students learn English since elementary school, junior high school, senior high school and college, but still many of them make mistakes. Therefore, by doing this research, students can find out where the error lies where when speaking English they still have errors, such as in grammar errors. So they have to improve their grammar skills in this matter.

2. METHODS

Research Design

The qualitative data analysis was carried out concurrently with data collection, data display, data reduction, and conclusion drawing/verification using Miles, Huberman, and Saldana's (2014) research model. First, field notes define data reduction as the process of selecting, focusing, simplifying, abstracting, and transforming data. Watching the students' speaking task video and note taking are some kinds of technique for data reduction. The data reduction process was done continuously until a final report is gathered. Second, displaying data becomes another major flow in analysis activity. The selected data were organized and compressed into two categories in data display, following the two formulated research questions that justified conclusion drawing and action (Miles, Huberman & Saldana, 2014). Third, Conclusion drawing and verification process might not be done in one process. It involves a cyclic process through the repetition of the steps until the data pattern becomes clear (Miles, Huberman & Saldana, 2014).

Document analysis

The document analysis also use during the process of analyzing the data. Document analysis is a systematic method of observing or evaluating printed and electronic documents (Brown, 2009). This research used document analysis in the form of studnts' speaking task video. By watching the video first researcher need to do a note taking to find the interlanguage and intralanguage forms, then clasiffying it into the forms and the last is describe the data that is found which is in the part of the forms interlanguage and intralanguage error.

Data collection

Data collection is a component of data analysis. The data collection procedure consisted of four steps: watching, taking notes, classifying, and describing.

Figure 1
Flowchart of Data Collection Procedure
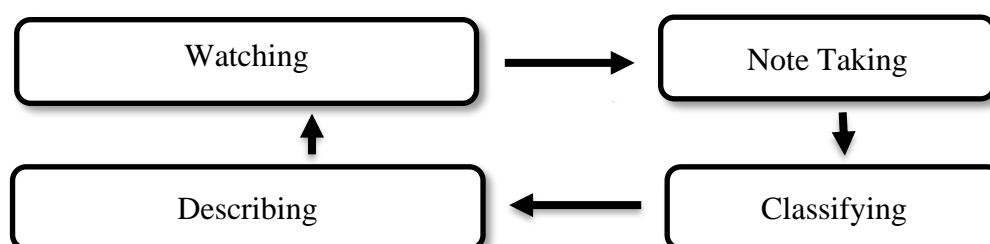
The first step is to watching how the students' interlanguage and intralanguage forms are collected in their final project. Taking notes was also used to determine the interlanguage and intralanguage forms of the students' final project. After discovering interlanguage and intralanguage forms, the researcher categorizes the interlanguage and intralanguage forms. Data analysis was carried out throughout the data collection procedure. This process would be repeated to ensure the data's validity.

Source of Data

The data came in the form of memes gathered from the Internet. A corpus of one hundred (100) instances of Morbius memes in the form of images were collected. Given that memes in general are replete with linguistic features, the researcher concluded that this sample size is more than sufficient to uncover whatever linguistic (morphological or syntactic) features take place in Morbius memes and achieve data saturation.

The memes were obtained mainly from Reddit because it was observed that the Morbius meme phenomenon is still active on this site. Social media sites like Twitter were considered but it proved difficult to use their search function to look specifically for Morbius memes. Whereas on Reddit, its forum-like organization of different content made it easier to look for the needed data, and its search function also proved to be more generous in providing results. The actual collection of memes was done by inputting keywords on the Reddit search bar. The gathering of memes was done via purposive sampling and the only criteria followed was that the meme should contain words, phrases, or sentences. There were no additional criteria followed regarding the nature of the text used in the memes.

Data Gathering Tool

The Morbius memes were gathered and cataloged via tabulation. However, instead of inputting the images themselves on the table, each meme's textual content was instead extracted and presented on two tables. One table is for the morphological analysis and another for the syntactic analysis. For the morphological analysis, the table included the textual content of each meme and their respective morphological analysis. For the syntactic analysis, the table included the full textual content of each meme and their syntactic analysis. The data gathering tool can be viewed on the appendices of the paper.

Data Gathering Procedure

The data gathering involved the gathering and analysis of Morbius memes. First, the researcher gathered memes from Reddit through the Reddit search engine. These memes and their textual content were then listed through two tables. One table is for the morphological analysis. The other is for syntactic analysis. Afterwards, morphological and syntactic analysis were conducted.

Treatment of Data

The gathered data was analyzed through morphological and syntactic analysis. The corpus of memes as presented through the tables were examined to determine recurring word formation processes and sentence structures and patterns. These were then discussed through descriptions.

For regularity, a morphological or syntactic feature has to be observed in at least two memes to be considered recurring and thus be considered in the discussion. For this, the researcher simply followed the definition of "recurring". Recurring is when a thing happens multiple times over, and "multiple" is defined as "more than one". Therefore, in this study, if a feature happened more than once, then it was considered to be recurring.

Ethical Considerations

There is no human participation involved in the data gathering process of the study aside from the researcher himself. Therefore, there was no need for informed consent.

With regard to the meme themselves, the researcher only aimed to analyze them as linguistic units. The researcher does not necessarily approve nor support any agenda or idea being pushed forward by the memes.

In addition, although copyright protection in memes is subject to debate, this study does not infringe on the copyright of memes. This study only aimed to study the words, phrases, and sentences used in the memes and these are not subject to copyright. In addition, memes can be argued as part of the public domain. Memes also get reposted over and over again on the Internet that it becomes impossible to trace the original creator of a specific meme. Therefore, the study has opted not to credit the creators of every single meme covered in this study.

Lastly, dissemination is an essential part of research because it is imperative to share gained knowledge. Therefore, the researcher will make sure that the results of the study will be shared for the benefit of everyone by making it available online in the form of an infographic. Furthermore, since the study has no human involvement aside from the researcher, there are no other participants that will need to be informed about the results.

3.   RESULTS AND DISCUSSION

3.1. Results

This section deals with first finding, which is Inter language errors forms found on Students' speaking project video. The data can be seen on the table 1.

Table 1
Interlanguage Errors

Types	Participants Code	forms
Omission (article)	S1	The government issued "a" policy for school to conduct distance learning.
	S2	At the beginning of "the" pandemic the government provide free internet quotas.
	S2	That is happen to "the" parent and students of SMAN 1 Singaraja.
	S2	Starting from an "the" internet connection.
	S3	I will search more on "the" internet.
Addition (tenses)	S1	SMAN 1 Singaraja has "been" implementing online learning since March last year.
Misformation	S5	Some of those "them" who see the benefits of online class.

The result shows in Table 1, interlanguage forms are found is from the participant (S) 1,2,3,5. The first forms found are omission, addition tenses, and misformation. In the omission, there were students 1 and 2 made and error in some sentences when they speak. These sentence has an omission error or the use of an article. Second, addition (tenses) appear in participant (S 1) (see on the Table 1). The last misformation, found in participant (S5) (see on the Table 1).

Second Finding

This section deals with the second finding, which is Intra language errors forms found on Students' speaking project video. The data can be seen on the Table 2.

Table. 2
Intra language errors form

Types	Participants Code	forms
Overgeneralization (ed/d)	S2	At the beginning of pandemic, the government provide (d) free internet quotas.
Overgeneralization (suffix –s)	S2	The reason is that the teacher give a lot of assignment(s).
	S4	There are three reason(s) keeping the school cleanliness is important.
Induce error (preposition)	S3	All school (in) Indonesia implements online learning an online learning system.
Error of overproduction	S2	Starting from an internet connection. (start)
	S3	The umbrella term for any learning. (General)
	S3	Many of the students do not have complete learning facilities.
	S4	Keeping the school cleanliness can give the teacher, the students, and other inhabitant, healthier atmosphere to study.
	S5	I recommend that the teacher should explain the material to the students before giving assignments.
Error of avoidance (mispronounce)	S2	Corona virus disais. (deseases)
	S2	The government announced a policy for school to konduk distance learning. (conduct)
	S2	Learning metud. (method)
	S3	Among other trems distan learning. (terms) (distance)
	S3	Fomal learning medium through siber space. (cyber)
	S3	Feel more comfertabel learning from home. (comfortable)
	S3	Limited internet device and quotas as fasilitas of online learning. (facilitates)
	S4	They spin 7 hours sense amount of time that they spend in school quiet long. (spend) (since)

S4	It is common that well maintained school will be <u>consaider</u> as credible and trusted school. (consider)
S5	The health crisis that <u>occyur</u> due to the covid 19 pandemic has an impact on the education sector. (occurred)

Based on the data in Table 2, there were found some forms of intra language errors. Those forms are Overgeneralization (ed/d), Overgeneralization (suffix –s), Induce error (preposition), Error of overproduction, Error of avoidance (mispronounce). There is one participant who has an error in Overgeneralization (ed/d), two participants in Overgeneralization (suffix –s), one in Induce error (preposition), six in Error of overproduction, ten in Error of avoidance (mispronounce).

3.2. Discussion

The data of interlanguage error and intralanguage error were presented in some categorized in each interlanguage and intralanguage error. Based on the table above it found that in the interlanguage error found three types of error such as omission (article), addition (tenses), and missformation. While in the intralanguage error it found six types of error those are Overgeneralization (ed/d), Overgeneralization (suffix –s), Induce error(Preposition), Error of avoidance, Error of overproduction and Error of avoidance (mispronounce).

a. omission (article)
An omission error occurs when an item that must be included in a complete sentence is omitted. The utterance omits the grammatical morpheme such as an article.

S1 : The government issued policy for school to conduct distance learning. In this case miss the indefinite article "a", it should be "the government issued "a" policy for school to conduct distance learning".
S2 : At the beginning of pandemic the government provide free internet quotas. This utterance is miss the article 'the' which is it should be 'At the beginning of "the" pandemic the government provide free internet quotas'.
S2 : That is happen to parent and students of SMAN 1 Singaraja. In this case, need to add an article 'the' become "That is happen to "the" parent and students of SMAN 1 Singaraja"
S2 : Starting from an internet connection. It is also need to add an article 'the' then become "Starting from an "the" internet connection".
S3 : I will search more on "the" internet. For the last participant also need to add an article 'the' when he/she deliver their information in this part.

b. Addition (tenses)
In this types, it found from five participant only one participant found an error on addition especially the tenses.

S1 : SMAN 1 Singaraja has implementing online learning since march last year.

Misformation. In this case the utterances should add 'been' to make it more structure, it is become "SMAN 1 Singaraja has "been" implementing online learning since march last year."

c. Overgeneralization (ed/d) & Overgeneralization (suffix –s),
This type of error is also made when dealing with regular and irregular verbs, as well as when using plural forms.
S2 : At the beginning of pandemic the government provide free internet quotas. In this part the word 'provide' need to add 'd' then become 'provided'. "At the beginning of pandemic the government provided free internet quotas".
S2 : The reason is that the teacher give a lot of assignment(s). Here also, need to add 's' in the word 'assignment' and become "The reason is that the teacher give a lot of assignments".
S4 : There are three reason(s) keeping the school cleanliness is important. Same as participant 4 also in this statement need to add 's' in the word reason it will become "There are three reasons keeping the school cleanliness is important".

d. Induce error(Preposition)
Induced error, also known as training transfer, is caused by misleading teaching.

S3 : All school Indonesia implement online learning an online learning system.

In this case when the participant 3 deliver the information, the induce error found in it. In her statement that "All school Indonesia implement online learning an online learning system. It should be "All school (in) Indonesia implement online learning how to use an online learning system". The preposition 'in' is needed in that statement.

e. Error over production

An overproduction error happens during the early stages of linguistics learning when students are not expected to have obtained and collected a contented linguistic knowledge but are able to exploit the target language's finite rules to construct infinite structures. The majority of the time, originators overproduce, and as a result, they frequently restate a specific structure.

S2 Starting from an internet connection. Which supposed to be (start) from an internet connection.
S3 The umbrella term for any learning. Supposed to be The general term for any learning. (General)
S3 Many of the students do not have complete learning facilities, which supposed to be Many students do not have complete learning facilities
S4 Keeping the school cleanliness can give the teacher, the students, and other inhabitant, healthier atmosphere to study. This supposed to be Keeping the school cleanliness can give the teacher, students, and other inhabitant, healthier atmosphere to study.
S5 I recommend that the teacher should explain the material to the students before giving assignments, which is supposed to be I recommend the teacher should explain the material to the students before giving assignments.

f. Error of avoidance (mispronounce).

When students fail to adjust specific target language rules because they think it is too difficult, they are making an avoidance error. For example, learners avoid learning phonology because they found it difficult to acquire phonetics and other aspects.

S2 : Corona virus disais. (deseases)
S2 : The government announced a policy for school to konduk distance learning. (conduct)
S2 : Learning metud. (method)
S3 : Among other trems distan learning. (terms) (distance)
S3 Fomal learning medium through siber space. (cyber)
S3 Feel more comfertabel learning from home. (comfortable)
S3 Limited internet device and quotas as fasilitas of online learning. (facilitates)
S4 They spin 7 hours sense amount of time that they spend in school quiet long. (spend) (since)
S4 It is common that well maintained school will be consaider as credible and trusted school. (consider)
S5 The health crisis that occyur due to the covid 19 pandemic has an impact on the education sector. (occurred)

The data above are the error of avoidance found when the students or participant are speaking. It is because when some learners consider various syntactic structures as difficult to present, they avoid them. As a result, these students avoid these structures and instead use simple structures. As a result, students mispronounce words.

Based on the finding, researcher found similarity with Anjarani & Indahwati (2019), Nurhayati (2015) which is also found the forms of error was omission, addition, misformation, and misordering. Yet, the research object is different in this research. Anjarani & Indahwati (2019) was analyze errors in using simple past tense in translating narrative text. In their research, the researchers took seventh semester English department students at Madura University when using the simple past tense in a translated narrative text. As the result showed that in their process of writing narrative text using simple past tense, there were found errors. Those error are omission, addition, misformation, and misordering.

Nurhayati (2015) was analyze the interlanguage in grammatical errors on students recount text. The purpose of this research is to discover the grammatical errors that students make when writing recount texts, as well as the interlanguage processes that occur in them. Grammar is the most difficult aspect of learning English as a foreign language for Indonesian students. When they write a text, such as a recount text, the grammartical errors are usually discovered. It demonstrates that students make mistakes from time to time.

Raissah (2020) was analyze the types of written reproduce errors committed by students in interlingual and intralingual errors. In writing a text, such as recount text, students make interlingual and intraligual errors of their own. These are important errors because it helps the researcher to identify and classify the errors that have been found in the writing of the student. Like the research I as the researcher did on Interlanguage and Intralanguage Error in Speaking Project Video by Senior High School Students. While analyzing process the data found will be identify and classify into the forms the error are found. The processes are the same when categorized

them. Then Phuket (2015), the errors come from two sources: intralingual and interlingual. Most students tend to make written mistakes. The development of language in language learning influences students. Writing for EFL students is considered difficult, they always make certain mistakes with using a verb, punctuating, tenses, and word class. When the students are speaking they often make error in the use of verb and tenses. Without their being aware of it they make an error.

4. CONCLUSIONS AND SUGGESTIONS

Based on the findings and discussion so far, it is possible to conclude that some of the students in Bahasa major in senior high school especially in SMAN 1 Singaraja, make some of errors. The students errors in interlanguage were found in the putting the article in the statement or sentences, and the use of tenses. Besides there are also found intralanguage error in regular and irregular using plural forms and also how to put the preposition, the error of over production and mispronounce. Most of them are still often make an error in pronouncing the words. So that, being aware of the causes of students' making error when speaking, teacher nned to take control on students to have more practice especially in speaking, because all of them know that speaking is difficult skill to learn so they need to practice a lot. From this teacher also can give and help them to solver their problem by giving feedback or corrective feedback.

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