INVESTIGATING INTERLINGUAL AND INTRALINGUAL ERROR OF DIPLOMA III PROGRAM IN SEKOLAH TINGGI PARIWISATA MATARAM : AN ERROR ANALYSIS OF LEARNERS' USE OF ENGLISH AS A FOREIGN LANGUAGE

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ABSTRACT

Entitled Investigating Interlingual and Intralingual Error of Diploma III Program in Sekolah Tinggi Pariwisata Mataram: An Error Analysis of Learners' Use of English as a Foreign Language, this study attempted to find out (1) the types of errors that students made in their writing, (2) the sources of those errors, (3) and why global errors were still committed by students in Diploma III Program. As such, the study was designed as a case study. It was conducted in Diploma III Program of STP Mataram and a 'writing project' was used to collect the data. In this research, the researcher also used questionnaire and interview to obtain additional data. The results of this study show that a total of 200 errors were made by the university students. They can be categorized into five types: The first type is omission error. The numbers of omission errors are 50 errors (25%). The second type is misinformation error. The numbers of misinformation errors are 60 errors (30%). The third type is misordering error. The numbers of misordering errors are 10 errors (5%). The fourth type is overgeneralization error. The number of overgeneralization errors is 70 errors (35%). The last type is global error. The numbers of global errors are 10 errors (5%). In relation to the language transfer causing the errors, three kinds of transfer were found, namely: interlingual transfer, intralingual transfer, and transfer of learning. In addition, in term of global errors, the researcher found two main factors that cause global errors, namely, over-literal translation and lack of information about the sentence-structure of English and English grammar.

Keywords: Error; Mistake; Error Analysis; Interlanguage; Language Transfer

I. Introduction

English structure and grammar is one of many challenges faced by university students while learning English (Nurhayati, 2015). The different structure and grammar between Indonesian and English language makes students have difficulties in learning English. Those

difficulties tend to lead students to create errors in writing English sentences. However, errors are actually natural because they are regarded as developmental stage to gain English competence, and errors are result from the students' efforts to find ways of solving their problems. Those ways are called as interlanguage (Nurhayati, 2015).

Flynn (1995) cited in Nurhayati states that language learners have some structure and grammar form their first language (L1) before they begin learning their second language (L2). Some structure and grammar from L1 may be equal with the L2 which may not interfere the L2. However, some structure of the L1 may be different with the L2. Due to these differences, many second language learners find difficulties to learn the target language (English) so that the errors occur. All learners commit errors in learning a new language (Suputra, 2013). Every student will commit errors when they use their target language (TL). Errors must be differentiated from mistakes. A mistake can be committed by every people even though they speak or write in their mother tongue and mistake can be self-corrected. A mistake refers to a performance error that is either a random guess or a slip, in that it is a failure to utilize a known system correctly (Brown, 2007:257). Lapses or mistakes are not the result of a deficiency in competence but the result of some sort of temporary breakdown or imperfection in the process of producing speech. These hesitations, slips of the tongue, random ungrammaticalities, and other performance lapses in native-speaker production also occur in second language speech. Brown (2007:258) says that an error, a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner. In other word, error is deviations that are committed by second language (SL) or foreign language (FL) learners because of the lack of the knowledge of TL in which the deviations cannot be self-corrected by the SL or FL learners.

Nevertheless, making error is natural and actually necessary for language learners so that they achieve certain language competence (Krashen, 1982: 74). Therefore, errors are not regarded as a failure anymore, but it is considered as an important learning process that the students should experience for developing their competences. Selinker (1972) calls this phenomenon as 'Interlanguage (IL)'. An IL "can be defined as the language of the learner" (Davies, 1989: 460), "a point on the way to a full natural language" (Davies, 1989: 461); a development process involving the "learner's systematic approximations toward the target language" "systematic approximations toward the target language" (Davies, 1989: 448).

The process of target language learning will always relate to language transfer. In the context of non-native language acquisition or use, transfer broadly refers to the influence of the learner's native language (Harlig and Rex, 2018:1). When the influence of the native language leads to errors in the acquisition or use of a target language, we say that negative transfer or interference occurs. When the influence of the native language leads to immediate or rapid acquisition or use of the target language, we speak of positive transfer or facilitation. Thus, interference is transfer that has (at least temporarily) a negative or inhibitory effect on mastery of a new language, while facilitation is transfer that makes the acquisition task straightforward or trivial (Arumi, Giyatmi, Wijayava, 2020).

Every second language learner or foreign language learner always produces 'Learner language'. 'Learner language' is the term given to the language that learners produce in speech and writing during the course of language acquisition (Ellis, 1997:4). 'Learner language' contains many errors especially at the early stages of learning. The effect of the limitation about the knowledge of target language makes second language learner uses the forms of first language (language transfer) or they use their own linguistic systems which is not related to first language or second language in which those systems are independent (interlanguage) (Suputra, 2013). These are the example of interlanguage:

(i) I have a brother, he **age** 19 years old and he **study** at Mataram.

(ii) I **school** with my friend every day.

(iii) My brother **have** two white **gooses**

The examples above show that the learners are confronted with a lot of grammatical problems in their attempt to express the intended meaning in English. To cope with these, they often relied on the linguistic knowledge they already knew either from their native language (NL) or the target language (TL). The above examples indicate that their IL system clearly contains linguistic elements of both from English as well as Indonesian (their native language) (Fauziati, 2011).

From these phenomena, the researcher concludes that by nature learner errors are caused by two factors. The first factor is 'language transfer factor' and the second factor is 'interlanguage factor'. These two factors can be referred to 'the nature of learners' errors (Suputra, 2013). Language transfer typically refers to the learner's trying to apply rules and forms of the first language into the second language (Suputra, 2013). Brown (2007:102) stated that transfer is a general term describing the carryover of previous performance or knowledge to subsequent learning. Interlanguage refers to the systematic knowledge of an L2 that is independent of both the target language and the learner's L1 (Ellis, 1997:140). Brown (2007:384) explains that interlanguage (IL) is learner language, which emphasizes the separateness of a second language learner's system. He also defines interlanguage as a system that has a structurally intermediate status between the native and target language.

In this research, the researcher only emphasizes on overt error. These are several types of overt errors used in this research:

(1) **Omission**. It is the error of leaving out an item that is required for an utterance to be considered grammatical (Ellis, 1997:18) for example:

(iv) I am **study** at Sekolah Tinggi Pariwisata Mataram.

(2) Misinformation. It is the error of using one grammatical form in place of another grammatical form for example:

(v) My children study *with serious*

(vi) A man and a little boy *was* watching him.

(3) Misordering. It is the error of putting the words in an utterance in the wrong order. For example:

(vii) We wil go **morning tomorrow**.

(4) Overgeneralization. It is the error of using over grammatical form. Generally, overgeneralization is generalizing an item because of previous items. For example:

(viii) We **goed** to Denpasar **yesterday**

(ix) My father has **two handsome childs**

Generally, errors sources are caused by four types of transfer (Suputra, 2013). The first type of transfer is interlingual transfer. It is the effect of one language (usually the first language) on another (usually the second language). The second type is caused by intralingual transfer. It is the effect of forms of one language (usually the target language) on other forms within the same language (Brown, 2007:384) such as 'overgeneralization'. The third transfer is caused by context of learning. Brown (2007:383) explains that context of learning which can cause errors includes these such as the teacher, textbook, brochure, advertisement, song, or the classroom methodology. The fourth transfer is communication strategies. Brown (2007:378) explains that communication strategies are strategic options relating to output, how one productively expresses meaning, and how one effectively delivers messages. 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.

There are a number of studies done on Error Analysis (EA) of Students' writing. Fauziati (2011) in her other study also emphasized that the learners' grammatical errors are dynamic and not fossilized. They may get stabilized but just temporarily. Nurhayati (2015) showed that students tend to make the errors omission, addition, misinformation, and misordering. The interlanguage processes happened are systematicity, permeability, fossilization consisting of language transfer, transfer of training, strategy of second language learning, and overgeneralization. Arumi, Giyatmi, Wijayava (2020) concluded thatthe types of language transfer may be positive or negative. However, negative transfer was more dominant relating to grammatical field. Generally, this negative transfer did not arise alone but along with other forms. There were some cases relating to negative transfer, such as *tenses*, *plurality*, *subject-verb*, *passive voice*, *preposition*, *pronoun*, *noun phrase*, *article, diction, capital letter, auxiliary*, and *translation*

The above description has shown that research on EA still continuous and people still believe in its merit with regard to finding out how learners acquire a second language. In relation to this the researcher decided to study errors committed by university students in their writing. He studied errors in the writings of a group of students of Sekolah Tinggi Pariwisata (STP) Mataram.

STP Mataram was chosen because it is the first tourism and the most popular tourism campus in Mataram so that the findings of this result can be used as a means to design appropriate material, to design appropriate technique to teach EFL, and to obtain data about the quality of English competency of tourism students in Mataram. This research was conducted in order to answer these questions, namely, (1) what types of errors are committed by the students, (2) what are the sources of the errors? (3) why are global errors still committed by students in Sekolah Tinggi Pariwisata (STP) Mataram?.

II. Methods

The research was designed as a case study which was conducted in Diploma III Program of STP Mataram. The participants of this research were all students of fifth semester (Diploma III Program) in STP Mataram with a total number of participants were 50 students. The data were collected through a writing project that involved all of the students who were taken as subjects of the study. The project can be described as follows. The researcher had each participant make writing project. Every participant wrote three essays about their past experience, their daily life, and their future life. The total essays that were obtained from the participants were 150 essays. The length of every essay consists of 100 words. The time allocation that was given to finish this writing project was 180 minutes. Besides, the researcher also used the questionnaire and interview to get additional data about error sources on how students learned English. The analysis was done with the following procedure or steps.

The Procedural of Error Analysis:
Identifying Errors

The first step was to identify the students' errors. To identify error the researcher has to compare the sentence that contains error (s) (the original sentence) with the right pattern of the sentence (reconstruction).

Original: I totally didn't understood yesterday.

Reconstruction: I totally didn't understand yesterday.

Describing Errors

After identifying the error, the researcher described the error into types. Such way include 'omission' (i.e. leaving out an item that is required for an utterances to be considered grammatical), 'misinformation' (i.e. using one grammatical form in place of another grammatical form), 'misordering' (i.e. putting the words in an utterance in the wrong order), and overgeneralization.

Explaining Errors

After identifying and describing the error(s), the researcher explains as detail as possible why the error(s) occurs.

For example:

Original: I totally didn't understood yesterday.

Reconstruction: I totally didn't understand yesterday.

From the original sentence above, it was found that the student had committed error. Grammatically, 'did not' or 'didn't' must be followed by 'V$_{-1}$' so the reconstruction of the original sentence was 'I totally didn't understand yesterday'.

The Procedure to Determine Error Sources:

To determine error sources, the researcher uses two ways:

The first way was through analyzing the error sentence that was obtained from 'writing project' and then the researcher determined what 'error sources' that was appropriate of the sentence. For example: 'I goed to school yesterday'. The error source for the sentence above was 'intralingual transfer'.

The second way was through analyzing the error sentence that was obtained from questionnaire. In this step, the researcher wrote down the sentence that contained error(s) and checked the learning sources of students whether they learned English from English song lyrics, advertisement, and etc based on the data on the questionnaire. For example:

"*Please come to Lovina beach at Saturday, the Bali TV artist will coming soon*".

The text above contains errors. The students obtained the sentence from an advertisement. It means that the error source was caused by context of learning transfer.

Analysis of Students' Writing, Questionnaire, and Interview

To answer the third problems of this study, the researcher read and analyzed students writing, questionnaire, and interview. This activity aimed at finding out the writing process and the problem faced during writing process so that the researcher can explain why students in Diploma III Program in STP Mataram committed many interlanguage errors.

III. Findings and Discussion

Types of Students Error

In this research, the researcher found that there were 200 errors that were committed by students of Diploma III in STP Mataram. Those errors were classified into five types. The first type was omission error. The numbers of omission errors were 50 errors (25%). The second type was misinformation error. The numbers of misinformation errors were 60 errors (30%). The third type was misordering error. The numbers of misordering errors were 10 errors (5%). The fourth type was overgeneralization error. The numbers of overgeneralization errors were 70 errors (35%). The last type was global error. The numbers of global errors were 10 errors (5%).

Omission Errors

Omission of inflection '-ing' after preposition

(**1**) Original   : After *eat*, I wanted to use the time for *study* *

   Reconstruction: After *eating*, I wanted to use the time for *studying*.

   From the original sentence, it was found that the student had committed error. Grammatically, if the preposition 'after' was followed by 'verb' (eat), the verb must be 'gerund' or must be added with inflection '-ing' so that the pattern will be 'Preposition + V_1-ing'. The reconstruction of the original sentence was After *eating*, I wanted to use the time for *studying*.

Omission in 'subject-verb agreement'

a. Omission of 'to be'.

(**2**) Original   : I *alone* at my home now*

   Reconstruction   : I *am* alone at my home now.

   From the original sentence, it was found that the student had committed error. On the original sentence, student did not put 'to be' after subject 'I' because the word 'alone' was 'an adjective'. Grammatically, 'a subject' that is followed by 'an adjective' must have 'to be' as 'an auxiliary verb' so that the right pattern for the original sentence was 'S + To Be + Adjective'. The right 'to

be' for subject 'I' is 'am' and the reconstruction of the original sentence was 'I *am* alone at my home now'.

b. Omission of inflection '-s'.

(3) Original: My teacher *call* me Yudi*

Reconstruction: My teacher *calls* me Yudi.

From the original sentence, it was found that the student had committed error. Student did not add inflection '-s' on verb 'call'. The verb 'call' must be added by inflection'-s' because the sentence was 'simple present tense' in which in 'simple present tense' the singular subject must be followed by 'V$_1$ + -s/es' + Complement'. Grammatically, the form of 'simple present tense' with singular subject (except 'I') is 'S + V$_1$ + -s/es + Complement'. The reconstruction of the original sentence was 'My teacher *calls* me Yudi'.

Omission of inflection '-ing'.

(4) Original: I *am study* at STP Mataram*

Reconstruction: I *am studying* at STP Mataram.

From the original sentence, it was found that the student had committed error. The student did not add inflection '-ing' on verb 'study'. The verb 'study' must be added with inflection '-ing' because the sentence was 'simple present continuous tense' in which in 'simple present continuous tense' the subject must be followed by 'To Be + V$_{1\ \text{'-ing'}}$ + complement'. Grammatically, the pattern of 'simple present continuous tense' is 'S + To Be + V$_{1\text{'-ing'}}$ + Complement'. The reconstruction of the original sentence was 'I *am studying* at STP Mataram'.

Omission of inflection '-ed'.

(5) Original   : My sister *ask* me yesterday why He cried*

Reconstruction: My sister *asked* me yesterday why He cried.

From the original sentence, it was found that the student had committed error. The student did not add inflection '-ed' on verb 'ask'. The verb 'ask' must be added with inflection '-ed' because the sentence was 'simple past tense' in which in 'simple past tense' the subject must be followed by 'V$_2$+ Complement'. Grammatically, the pattern of 'simple past tense' is 'S + V$_2$ + Complement'. The reconstruction of the original sentence was 'My sister *asked* me yesterday why He cried'.

Omission of inflection '-s' in plural form (6) Original: My uncle has two *baby**

Reconstruction: My uncle has two *babies*.

From the original sentence above, it was found that the student had committed error. The student did not add inflection '-ies' to the word 'baby' because inflection '-ies' is as a marker for plural form with nouns ending in 'consonant + y'. Grammatically, '-ies' is used to make singular noun becomes plural. The right reconstruction: was 'My uncle has two *babies*'.

Omission of 'be' after 'modal + adjective'

(7) Original: We will *happy* together with our family.*

Reconstruction: We will *be happy* together with our family.

From the original sentence above, it was found that the student had committed error. Modal 'will' must be followed by 'V-₁' or 'be'. 'Will' will be followed by 'be' if 'will' is accompanied by 'an adjective'. The reconstruction of the original sentence was 'We will be happy together with our family'.

Omission of inflection '-ing' after 'verb with gerund'

(8) Original   : She likes *eat* banana.*

Reconstruction   : She likes *eating* banana.

From the original sentence above, it was found that the student had committed error. Verb 'like' is a verb with gerund so every 'verb' after verb 'like' must be 'gerund' (V1$_{-ing}$). The right reconstruction of the original sentence was 'She likes eating banana'.

Omission in 'interrogative sentence'.

(9) Original : Why you study in STP Mataram?*

Reconstruction : Why *do* you study in STP Mataram?

From the original sentence above, it was found that the student had committed error. Grammatically, the pattern of 'interrogative sentence' for simple present tense is 'Question word + does/do + S +V₁ + O + Complement'. The right reconstruction of the original sentence was 'Why *do* you study in STP Mataram?'.

Omission of 'to' on 'verb with infinitive'

(10). Original : I want make my parents happy with me.*

Reconstruction   : I want *to* make my parents happy with me.

From the original sentence above, it was found that the student had committed error. Verb 'want' is a verb with infinitive 'to' so if verb 'want' is followed by 'verb', that 'verb' must be in 'V-₁' form. The infinitives 'to' must be putted after verb 'want' and then followed by 'verb $_{-1}$'. The pattern is 'S + want to + V-₁ + O + Complement'. The right reconstruction was 'I want *to* make my parents happy with me'.

Misinformation Error
Misinformation in 'subject-verb agreement'

(11) Original: *My hobbies* now *is* playing bicycle. *

Reconstruction: *My hobbies* now *are* playing bicycle.

From the original sentence above, it was found that the student had committed error. On the original sentence, the form of to be 'is' was wrong, because the 'subject' of the sentence above was in 'plural'. Grammatically, If the subject is in 'plural', the form of 'to be' is 'are'. The right reconstruction was 'My hobbies now are playing bicycle'.

(12) Original : The story *begans* when I was in Junior High School.*

Reconstruction   : The story *began* when I was in Junior High School.

From the original sentence above, it was found that the student had committed error. The original sentence was past tense sentence. The main feature of past tense sentence is using 'V-$_2$ (past participle)'. The past form of verb 'begin' is 'began'. The right reconstruction of the original sentence was 'The story *began* when I was in Junior High School'.

Misinformation of 'verb' after modal

(13) Original: Our family must *stayed* in Sydney Australia. *

Reconstruction: Our family must *stay* in Sydney Australia.

From the original sentence above, it was found that the student had committed error. The error can be seen on verb 'stayed'. Verb 'stayed' was an error verb because verb 'stayed' must be in 'V-$_1$' form. Every 'verb' after modal 'must' must be followed by 'V-$_1$' so the pattern of using 'modal' was 'S + Modal + V-$_1$ + Complement'. The right reconstruction was 'Our family must *stay* in Sydney Australia'.

Misinformation of 'verb with infinitive'

(14) Original: I really want *being* a waiter. *

Reconstruction: I really want *to be* a waiter.

From the original sentence above, it was found that the student had committed error. The verb 'want' is verb with infinitives 'to' if there is verb that follows. The form of the verb that follows must be 'V-$_1$' or 'be'. The reconstruction of the original sentence was 'I really want *to be* a waiter'.

Misinformation in 'past tense'

(15) Original: I totally didn't *understood* yesterday.*

Reconstruction: I totally didn't *understand* yesterday.

From the original sentence above, it was found that the student had committed error. Grammatically, 'did not' must be followed by 'V-$_1$' so the reconstruction of the original verb was 'I totally did not understand yesterday'.

Misinformation in 'words choice'

(16) Original: I *school* in STP Mataram. *

Reconstruction: I *study* in STP Mataram.

From the original sentence above, it was found that the student had committed error. The word 'school' was not appropriate word to be putted after subject 'I' because the word school was 'noun'. Grammatically, the good sentence in English should have pattern like 'S + Verb + Complement'. In this case, student assumed noun 'school' as a verb to state 'learn or study'. The word 'school' must be changed become 'study'. The reconstruction of the original sentence was 'I *study* in STP Mataram'.

Misinformation in 'conditional sentence'

(17) Original: If I *didn't* go to course, I usually *do* some activities at 07.30*

Reconstruction: If I *didn't go* to course, I usually *would* do some activities at 07.30.

From the original sentence above, it was found that the student had committed error. Grammatically, the right structure for conditional sentence 'type II' is 'If + S + V$_{-2}$ + Complement, Subject + would + V$_{-1}$ + Complement. So, the reconstruction for the original sentence was 'If I *didn't go* to course, I usually *would* do some activities at 07.30'.

Misinformation in 'using article'

(18) Original: Bartender is not *a* easy job* Reconstruction: Bartender is not *an* easy job.

From the original sentence above, it was found that the student had committed error. Grammatically, article 'a' is used after noun or noun phrase whose 'letter' is started with 'consonant' for stating 'singular'. For example: 'a book', 'a pen', 'a dog'. Article 'an' is used after noun or noun phrase whose 'letter' is started with 'vowel' for stating 'singular'. For example: 'an umbrella', 'an apple'. The reconstruction for the original sentence was 'Bartender was not *an* easy job'.

(19) Original: My mother also bought *a shoes*

Reconstruction: My mother also bought shoes.

From the original sentence above, it was found that the student had committed error. Grammatically, article 'a' is used as a marker for emphasizing one goods (singular). On the original sentence, it was found that there were a pair of shoes (two shoes) so that article 'a' must be omitted. The reconstruction for the original sentence was '*My mother bought shoes*'.

Misinformation in 'passive form'

(20) Original: You all can't be *forget* with me*

Reconstruction: You all can't be   forgotten by me.

From the original sentence above, it was found that the student has committed error. On original sentence, verb 'forget' must be changed into 'V-III' so that the passive sentence can be formed well. The reconstruction of the original sentence was 'You all can't be forgotten by me'.

Misordering Error

(21) Original : I don't have many dreams like *people other*

Reconstruction   : I don't have many dreams like *other people*.

From the original sentence above, it was found that the student had committed error. Grammatically, the pattern of noun phrase '*people other*' contains error. The pattern of noun phrase is 'adjective + noun' so the phrase 'people other' should be changed become 'other people'. The reconstruction of the original sentence was 'I don't have many dreams like *other people*'.

Overgeneralization Error

(22) Original   : I saw two *mouses* in my house. *

Reconstruction: I saw two *mice* in my house.

From the original sentence above, it was found that the student had committed error. Generally, there are two kinds of 'plural', the first one is regular noun, and the second is irregular noun. Noun 'mouse' was categorized as 'irregular noun' so that the plural from of the word 'mouse' was 'mice' but the student generalized that every plural form must be added by inflection '-s' even not all plural form of the noun is added by inflection '-s'. The reconstruction of the original sentence was 'I saw two *mice* in my house'.

Global Error

(23) After graduating for my day dream informatics want to work at NASA *

The sentence above was difficult to be understood because the overall structure of the sentence was error. The researcher cannot analyze what type of errors on the sentences above because the researcher did not understand at all what the student means in his sentence. The sentence above was only understood by the student who wrote that sentence. The student produced that sentence based on the own concepts (interlanguage errors) and only himself who can understand that sentence.

Error Sources

In this research, only three sources of errors were found and those sources were interlingual transfer, intralingual transfer, and context of learning transfer.

Interlingual Transfer

(24) Original : We always happy everyday*

(25) Original   : She alone*

(**26**) Original   : He *very friendly**

Based on the data above, students used their mother tongue structures to learn the target language as the strategy in learning English especially in the early stage of learning. Ellis (1986:6) states that interlingual error occurs where there were differences between the L1 and L2, the learner's L1 knowledge would interfere with the L2. On sentences above, students specifically attempt to expedite the process of second language learning by their reliance on their first language, or other languages they may know. In the case of Indonesia learners of English, this would mean English utterances were generally written by over-literal or word for word translation from Indonesia language and therefore deviant structures are liable to materialize. The sentence on **(24)** contained error. The sentence on **(24) 'We always happy everyday*'** was produced by direct translation of Indonesia language into English. The strategy that was used by student caused ***over-literal translation***. Student translated 'Kami' means 'we', 'selalu' means 'always', 'senang' means 'happy', 'setiap hari' means 'everyday'. In this case, the student did not know that the linguistic system of English requires 'to be' as an auxiliary verb if the subject was followed by noun phrase or adjective phrase. The right pattern for the sentence on **(24)** should be 'S + To Be + Object or Complement' and the right reconstruction for the sentence on

(24) was 'we are always happy everyday'. The same case was also found in sentence **(25)** up to **(26)**:

(25) Original   : She alone*

(26) Original   : He *very friendly**

Based on the data above, students also produced sentences by translating 'word by word' of Indonesian language and used the rule of the first language to produce sentences of the target language so that there were no 'to be' of English sentences that students produced because in Indoneisa language there is no 'to be' or 'auxiliary verb'. For instances, on sentence **(25)**, in order to produce the sentence **'She alone*'**, the *over-literal translation* occurred. Students translated directly to produce the sentence above. Student translated 'Ia (Perempuan)' means She, and 'sendiri' means alone so that the sentence **'She alone'** was created. In this case, the student did not know that 'to be' must be putted after subject 'I' because the linguistic system in English requires 'to be' if the subject (She) was followed by adjective (alone). The right reconstruction of the sentence **(25)** was **'She is alone'**. The sentence on **(26)** had the same case with the sentence on **(25),** the lack knowledge of target language caused student did not put 'to be' after subject 'He'. The right reconstruction for the sentence **(26)** should be 'He is very friendly'. The interlingual errors of sentences on (25) and (26) were interlingual error in term of omission of 'to be'

Intralingual Transfer

These are several data of intralingual transfer that caused interlanguage errors on students' writing in Diploma III Program of STP Mataram:

(27) Original: There are two *womans* in my store*

(28) Original: Since He was *children* he has some dreams*

(29) Original : I *watching* movie*

(30) Original : I courses in one of study guidance until 08.00*

(31) Original : Saturated is starting to feel *

(32) Original   : I *am* want to be a doctor *

Based on the data obtained from writing test and questionnaire, the researcher found that many students in Diploma III Program committed errors from intralingual transfer. Intralingual transfer led students produced interlanguage errors. The researcher realizes that the language which learners produced differs from both the mother tongue and the target language.

Interlanguage sentences that were committed by students above reflected that students were in the process of mastering English because the learners had tried to construct their own linguistics system without relying on their first language. From the case above, the researcher knew that intralingual errors were created as a result of learners' attempt to construct concepts and hypotheses about the target language from their limited experience with the target language. Richards and Sampson adds that intralingual errors "reflect the learner's competence at a particular stage, and illustrate some of the general features of language acquisition" (1980:173) instead of reflecting the incapacity of the learner to separate between the first and second languages. The researcher also found interlanguage errors in term of **'global erros'** as mentioned on sentences **(30) and (31)**. On global error sentences, the researcher did not understand at all

what students mean on their sentences. The sentences that contain 'global error' only can be understood by students who wrote those sentences.

Context of Learning Transfer

From several data obtained, a number of texts from those media contained errors. Texts that contained errors had significant influence to lead students to commit errors. This was the sample of error text from media that had been learned by students:

(33) International school for better life*

The text above was the sample of error that had been found in the research. This error text can be the source of error. Students will follow the linguistic system of that text to produce other text of target language. Grammatically, a good sentence in English should have 'verb' or 'to be' as an auxiliary verb if the subject of the sentence was followed by preposition phrase. The sentence on (33) did not have 'to be' after subject 'International school' and the sentence on (33) can be categorized as omission error that was caused by negative transfer. The sentence structure of the sentence (33) had latent energy that were able to lead other students to commit error because automatically students will follow the sentence structure of the sentence on (33) in producing sentence of the target language.

Analysis of Students' Writing, Questionnaire, and Interview

In order to answer the research question 3, the researcher analyzed students' writing, questionnaire, and interview carefully to be able to explain why students in Diploma III Program of STP Mataram still committed global errors. Based on the data obtained from sources above, the researcher found two factors that caused students committed global errors, namely, over-literal translation and lack of information about the sentence-structure. Students that committed global errors usually produced English text by translating word by word the sentence of their mother tongue into English. Firstly, before writing in target language, students wrote their essays in Indonesia language and then those essays were translated literally used their dictionary or with 'Google Translate'. This was probably because a dictionary did not give much information on semantic restrictions and conceptual differences of multiple equivalents, and also because students have no or little previous knowledge about the lexical item, so they may randomly choose any given definition.   Based on the data in the research, students that committed global errors had lack information of the target language (English) especially in term of sentence-structure and grammar. Generally, they had sufficient English vocabulary but when the researcher had them write an essay many errors occurred especially in term of word choice and sentence structure.

IV. Conclusion

There are 200 errors that are committed by students in Diploma III Program in STP Mataram. Those errors are classified into five types. The first type is **omission error**. The

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numbers of omission errors are 50 errors (25%). The second type is **misinformation error**. The numbers of misinformation errors are 60 errors (30%). The third type is **misordering error**. The numbers of misordering errors are 10 errors (5%). The fourth type is **overgeneralization error**. The number of overgeneralization errors is 70 errors (35%). The last type is **global error**. The numbers of global errors are 10 errors (5%). The researcher found that those error sources are interlingual transfer, intralingual transfer, and context of learning transfer. Interlingual transfer occurs because of the learner's habits (patterns, systems or rules) interfere or prevent him or her, to some extent, from acquiring the patterns and rules of the second language. Interlingual errors are the result of language transfer, which is caused by learner's first language The intralingual transfer occurs because the learners have tried to construct their own linguistics system without relying on their first language so that interlanguage errors occur. Interlanguage errors refers to items produced by learner, which reflect not the structure of mother tongue, but generalization based on partial exposure of the target language. Furthermore, the researcher finds that context of learning also has significant influence for students to commit errors because a number of texts from learning media contain errors. Error texts that are provided in several textbooks and song lyrics have latent energy that are able to lead other students to commit errors because automatically students will follow the sentence structure from those media in producing sentence of their target language. In term of global error, the researcher also found two main factors that cause global error, namely, over-literal translation and lack of information about the sentence-structure of English and English grammar

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