An Analysis Of Intralingual Grammatical Errors Made Efl Students

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Abstract

Grammar is one of several skills needed to be mastered when studying English. EFL learners make an error when they learn about English grammar. There are two kinds of errors that mostly occurred; interlingual and intralingual. This study was intended to discover the intralingual errors that occurred from EFL learners at Lambung Mangkurat University English Department batch 2015. Qualitative method and Descriptive design were implemented for this study, while the chosen population was EFL learners in Lambung Mangkurat University English Department batch 2015 who have taken structure I and II class, which consisted of 83 students. As for the sample, the researcher chose 74 EFL learners to participate. The used instrument was a written test. The EFL learners were asked to do the test three times with one week interim each. The intralingual errors found in EFL learners' work analyzed based on Non Contrastive approach was the data collected in this study. The result of the study showed that ignorance of rule restriction is the most intralingual error produced with 32.7% frequency. Besides, it was also found out that EFL learners' main problem was due to contrasts between the EFL learners' L1 and L2 that they currently learned, which is English. Hence, it was suggested that EFL learners better pay more attention to English grammatical rules as well as practice more in using them so that they could be more aware of them.
Keywords: *Grammar, EFL Students, Intralingual*

INTRODUCTION

As future EFL teachers, EFL learners in Lambung Mangkurat University English Department were expected to succeed in mastering speaking, writing, listening, as well as reading. Which contemplated as the premise of the L2 (English) they learned. Also, the learners of this department were expected to be able to master English grammatical rules, which include the structure of words, phrases, clauses, as well as sentences. The reason that makes English difficult to learn was due to contrasts between the EFL learners L1 (Indonesian) and L2 they currently learned, which is English. Hence, most or all EFL learners were drawn to produce some errors in the English acquisition process.

There are numerous kinds of errors found in learners' process of acquiring the English language. The one that mostly occurred are interlingual and intralingual one (Richards, 1974, p.174). Interlingual errors appeared when EFL learners conducted some mistakes due to the rules of L2 (Indonesian). On the contrary, it is called intralingual errors if it was occurred due to the wrong implementation of English grammatical rules. Learning and implement English grammar is complicated, it is even harder since the rule of L1 (Indonesian) is mostly different from L2 (English) rules. This was in line with several previous pieces of research conducted regarding the error that occurred from Indonesian

EFL learners. Hence, this study intends to investigate and discover intralingual errors made by EFL learners in Lambung Mangkurat University English Department batch 2015. It would be more interesting since the chosen sample has already got materials regarding English grammar in Structure I and Structure II subject.

Study Objective

To find out as well as to analyze EFL learners' intralingual grammatical errors in essays made by EFL learners in Lambung Mangkurat University English Department batch 2015 was the objective of this study.

RELATED LITERATURES

Errors and Mistakes

Before analyzing the intralingual errors that occurred in this study, distinctions between errors and mistakes must be made first. Ellis (1997, p.17) explained that the difference between both terms was lying on the action that could be taken by a language user. Errors were something that cannot be self-corrected by an EFL learner while mistakes could. Therefore, errors made by EFL learners could reflect their current level of English knowledge regarding grammatical rules. Thus, we could also say that the errors tend to appear due to EFL learners' lack of knowledge regarding which was correct and which was not. While temporary failure in implementing English rules could be called mistakes since it appeared due to the learners were unable to construct a proper form even though they knew.

Errors Sources

There were two distinct errors mostly conducted by EFL learners, namely interlingual errors and intralingual errors (Harmer, 2001, p.99). Interlingual errors or called interferences, as defined by Mackey (in Mu'in and Kamal, 2006, p.61), was the usage of belonging features of one language while the language used to speak or write in another language. EFL learners mostly relied on L2 structures to construct responses. Thus, there was a relatively high frequency of error to occur. On the contrary, intralingual error as defined by Richards (2008), was the negative transfer of items within the target language.

Since this study was intended to know what intralingual errors that EFL learners face in English grammar are, the researcher considers doing this research by using a non-contrastive approach to analyze the intralingual errors that occurred. According to Richards (1974, p.174), based on the non-contrastive method, intralingual errors could be separated into four, which are:

1. Overgeneralization
   This error occurred due to EFL learners' experiences, making them creating some deviances. Overgeneralization may occur as a result of the learner relieving himself of the linguistic burden of having to master two sets of linguistic or syntactic rules.

2. Ignorance of rule restriction

This error occurred due to fail observation of the students regarding the existing structure restrictions. The incomplete application of rules involves a failure to develop a structure fully. In contrast to overgeneralization, where a particular rule is applied excessively, learners of the L2 also often fail to apply a rule consistently.

3. Incomplete application of rules

   The incomplete implementation of rules involves a failure to develop a structure fully. In contrast to overgeneralization, where a particular rule is applied excessively, learners of the L2 also often fail to apply a rule consistently. This can be caused because of the teacher's techniques of teaching. For example, the use of questions is a conventional teaching device. Typically they are used, not to find out something, but as a means of eliciting sentences.

4. False Concept Hypothesize

   This error occurred due to the students concluded wrongly about a topic or some topics regarding L2 (English). These are sometimes due to poor gradation of teaching items.

RESEARCH METHODOLOGY

Research Approach and Type

Based on the study objectives, the researcher chose a descriptive method and qualitative approach to be implemented. The descriptive method was chosen since the researcher wanted to analyze EFL learners' intralingual errors by using a non-contrastive approach. Besides, the researcher will display the data in a qualitative approach, which needs the researcher to describe her findings in words.

Chosen Population and Samples

The population chosen for this study was all EFL learners in Lambung Mangkurat University English Department batch 2015 in Academic Year 2017/2018, there were 83 EFL learners in total as the population of the study, while the chosen samples were 74 EFL learners. The consideration for choosing this population was that EFL learners in batch 2015 have passed Structure I and II. Therefore, they were contemplated to have enough background in English grammar. For choosing the sample, the researcher implemented cluster-random sampling.

Instrumentation

The written test was chosen as the instrument used for conducting this study, the researcher provided paper contained the identity column that they have to fill and two topics that they could choose as the premise of the writing. The researcher had already consulted the instrument of test and the test item to the expert validator. Since it was told that the performance of the instrument looked fine and suitable, it could be concluded that the instrument is valid. As for making sure that the instrument used would be reliable, the researcher chose to implement inter-rater reliability with the researcher herself became the

first rater and one graduate of the English Department as the second-rater. This was conducted to avoid bias.

The researcher will identify EFL learners' intralingual errors by using a non-contrastive approach and after the EFL learners' done with the written test. Furthermore, to strengthen the data, the researcher also asked ten chosen samples to join an interview session to make sure whether the students realize the error in their writing or not

Research Steps Conducted

To analyze the data, the researcher used five steps in error analysis research (Corder, 1976) to achieve the study objectives. The steps implemented in this study were:

a. Collection of a Sample of Learner Language
b. Identification of Errors
c. Description of Errors
d. Explanation of Errors
e. Evaluating Errors

FINDINGS AND DISCUSSION

This research was finished on December 21st, 2017, and was conducted at Lambung Mangkurat University English Department. The researcher took 74 EFL learners randomly from a total of 83 EFL learners who have taken Structure II class.

A written test was chosen as the instrument of the research. It was distributed to the subjects to collect the data. The data was taken from the Intralingual grammatical errors produced by the EFL learners in the written test based on the Non-Contrastive Approach. The instrument contained subjects' written essays. The subjects should make an essay with the topic given as a premise.

The table below shows the research finding. It was found after analyzing and calculating the errors. These steps were conducted to achieve the study objective.

The Percentage of Whole Intralingual Errors Occurred in the Study

No.	Categories of Error	Total of Errors	Percentage
1.	Overgeneralization	187	30%
2.	Ignorance of rule restrictions	204	32.7%
3.	Incomplete application of rules	136	21.8%
4.	False concepts hypothesized	97	15.5%
	Total	623	100%

Overgeneralization

Overgeneralization occurred due to a deviant structure created by the EFL learners on the premise of their experiences of other structures, either in the L2 (English) or the L1 (Indonesian). Based on the data, overgeneralization is the second-highest error that EFL learners made in this research. As the researcher mention in finding, there were 187 kinds of overgeneralization errors that the researcher found in this research.

Table of Errors in Overgeneralization

No.	Overgeneralization Errors	Example of Errors	Correction
1	Generalization of *to be* after the verb	1. We **are visit** the library. 2. The facilities **are support** all kinds of learning activities. 3. It **is means** that learners have lack of information to read.	1. We **visit** the library. 2. The facilities **support** all kinds of learning activities. 3. It **means** that learners have a lack of information to read.
2	Generalization of the singular noun	1. English is one of **language** that very famous in the world. 2. English Department is one of **program study** in Lambung Mangkurat University. 3. One of **the reason** why English becomes important is because English is international language.	1. English is one of the **languages** that is very famous in the world. 2. English Department is one of the **program studies** at Lambung Mangkurat University. 3. One of **the reasons** why English becomes important is because English is an international language.
3	The use of the verb after modal	1. He can **learns** English. 2. International language can **helps** us to go throughout the world. 3. She or he can **achieves** many advantages in learning English.	1. He can learn English. 2. International language can **help** us to go throughout the world. 3. She or he can **achieve** many

4	Generalization of article	1. ... because that has **an** advantages and disadvantage. 2. We can read **a** books from around the world that already translated to English. 3. English Department is **a** one of the best departments in Lambung Mangkurat University.	advantages in learning English. 1. ... because that has advantages and also disadvantage. 2. We can read books from around the world that already translated into English. 3. English Department is one of the best departments in Lambung Mangkurat University.

From the table of Overgeneralization Errors above, it could be seen the types of errors that included in overgeneralization errors that were done by the EFL learners. There was Generalization of *to be* after the *verb*, Generalization of a singular noun, The use of the verb in modal, and Generalization of the article. Those errors were categorized as Overgeneralization Errors since the EFL learners usually made errors because they applied the same formula of one specific sentence to other sentences that they thought were the same.

The error that occurred was EFL learners added *to be* after subject in the simple present form and before the verb in the simple present form. EFL learner wrote a sentence in the first test "We **are** visit the library" the correct form is "*We visit the library*." The EFL learner added *to be "are"* before *verb "visit"*. The EFL learner over-used *to be "are"* in the sentence which *"we"* as the subject. However, when the EFL learner had already used *"visit"* in the sentence that was actually the present verb form, it didn't need *to be* anymore.

Another EFL learner also wrote "It **is means** that learners have lack of information to read," and the correct form is "*It **means** that learners have lack of information to read.*" Some EFL learners repeatedly added *to be* before the verb in the present form. The right formula in using *to be* in present form is that *to be* will be used when the words after *to be* are adjectives or nouns.

This phenomenon leads us to the conclusion that EFL learners still overgeneralize the use to be in all forms of sentences. The tense that is used in a descriptive essay is simple present tense, so the EFL learners often use verb I, but then they overgeneralize by adding *to be* before the verb. It is because they usually utter subject with *to be*.

Ignorance of Rules Restriction

The Ignorance of the restriction of the rule can be outlined as the learners of the second language ignore or disobey the rules of the L2 (English) they learned (James, 1998, p.63). In this study, ignorance of rules restriction is the highest error that EFL learners made. There were 204 kinds of ignorance of rules restriction that the researcher found in this study.

Table of Ignorance of Rules Restriction

No.	Ignorance of rules restriction	Example of Errors	Correction
1	Not parallel sentences	1. I can travel, **getting** a job and make a friend with anyone.	1. I can travel, **get** a job, and make a friend with anyone.
		2. Everyone learns and **speaking** English because competition in social working is increasing.	2. Everyone learns and **speaks** English because competition in social working is increasing.
		3. To get a better job, to compete in social working, and **getting** more salary, everyone has their own motivation.	3. To get a better job, to compete in social working, and **to get** more salary, everyone has their own motivation.
2	The use of capitalization	1. **english** can bring you to abroad.	1. English can bring you abroad.
		2. If you go around the world or you visit a country such as **filipina and thailand**, ...	2. If you go around the world or visit a country such as **Philippine and Thailand**, ...
		3. ......, because computer commonly use **english** as the main language.	3. ......, because computers commonly uses **English** as the main language.
3	the use of the verb 'have and has'	1. In learning, it also **have** disadvantage.	1. In learning, it also **has** a disadvantage.
		2. English since young ages also **have** many advantages.	2. English since young ages also **has** many advantages.
		3. The library of English Department **have**many important book.	3. The library of the English Department **has** many important

			books
4	The use of incorrect *to be*	1. There **is** so many books.	1. There **are** so many books.
		2. There **is** good things that can we achieve when we know English language.	2. There **are** good things that can we achieve when we know the English language.
		3. In any institutions, facilities **is** always helpful.	3. In any institution, facilities **are** always helpful.

One of the examples is there are not parallel sentences. An EFL learner wrote a sentence "People across the world can travel easily, **getting** a job and make a friend with anyone" the correct form is "*People across the world can travel easily, get a job and make a friend with anyone*." Another EFL learner wrote a sentence "Go around the world to get a new experience, find a new friend and **making** money" the correct form is "*Go around the world to get a new experience, find a new friend and make money*". The EFL learners ignored the rule of the parallel sentence by putting another verb form instead of putting the present verb form only since it is a parallel sentence. This use of conjunctions is called *parallel structure* (Azar, 1992, p.287).

In findings, numerous EFL learners wrote the beginning of the sentences, not in capital letters. For example, an EFL learner wrote a sentence, "**English** is one of the *key* to success in this era," the correct form is "*English is one of the keys to success in this era*." Here, the EFL learner ignored the rule of the capital letter. The first character of the title of relatives when used with the person's name or as a replacement for the name must be capitalized. The letter 'e' in the "English" must be written in the tower-case letter. ////

Incomplete Application of Rules

According to Ellis (1994, p.59), incomplete application of rules involves a failure to fully develop a structure. In contrast to overgeneralization, where a certain rule is applied excessively, learners of the L2 also often fail to apply a rule consistently.

In this study, the incomplete application of rules is the third highest type of error that EFL learners made. This error may occur when learners fail to apply the rules completely due to the stimulus sentence. The researcher found 136 kinds of incomplete application of rules causing the EFL learners made errors.

Table of Incomplete Application of Rules

No.	Incomplete application of rules	Example of Errors	Correction
1	The use of passive voice	1. It can be **play**.	1. It can be played.
		2. Students hope the facilities can be	2. Students hope the facilities can be

			improve day by day.	improved day by day.
		3. In Indonesia, English **teach** from elementary school until senior high school.		3. In Indonesia, English *is taught* from elementary school until senior high school.
2	The omission of 's' in plural verb of singular subject in present form	1. Everyone **conclude** that English is so important. 2. English **make** us more diligent. 3. Sometimes, when the teacher **give** an assignment on E-learning, ...	1.	Everyone **concludes** that English is so important. 2. English **makes** us more diligent. 3. Sometimes, when the teacher **gives** an assignment on E-learning, ...
3	The omission of 's' in plural noun	1. There are some **position**. 2. The library of English Department **have** many important **book**. 3. The classroom is not very comfortable for many **reason.**	1. 2. 3.	There are some positions. The library of English Department **has** many important **book**s The classroom is not very comfortable for many **reasons.**
4	The omission of *to be*	1. **It exactly** very useful for students. 2. **Students lazy** to open the website. 3. **They more interested** to learn English.	1. 2. 3.	It is exactly very useful for students. Students are lazy to open the website. They are more interested to learn English.

The first mostly error in the incomplete application of rules is the use of passive voice in the present form. EFL learner wrote a sentence "After all advantages mention above, this can be **conclude**" the correct form is "*After all, the advantages mention above can be concluded...*".Another EFL learner wrote "It can be **learn**", the correct form is "*It can be learned*". This showed that EFL learners do not alter the verb into past participle form to make passive sentence. The EFL learners only got the ideas that to make passive form, EFL

learners need to put *to be* with verb, without understanding that the verb should be in the form of past participle form or Verb III form (Azar, 1992, p.120).

The next kind of error is the use of '-s' in plural form. EFL learner wrote a sentence "As English now **become** an international language", the correct form is "*As English now becomes an international language*". Another EFL learner also wrote "Now English **become** a requirement to get a job", the correct form is "*Now English becomes a requirement to get a job*". The EFL learners have realized that to make simple present tense sentences, they should use verb I. In making present tense sentences, there are some rules that should be concerned. One of them is about the rules of adding –s or –es on the infinitive verbs (Hariyono, 2002, p.193). They do not apply the complete rules of making simple present tense by adding –s or –es on the verb when the subjects are singular subject.

False Concepts Hypothesized

This error occurred due to the students concluded wrongly about a topic or some topics regarding L2 (English). These are sometimes due to poor gradation of teaching items. For example, learner may construe was as a marker of past tense, The form was, for example, may be construed as a marker of the past tense, *giving one day it was happened*.

In this research, false concept hypothesized was the lowest error that EFL learners made in this research. In this error, learners' faulty understanding of the distinction of target language items lead them to false concept hypothesized. The researcher found 97 kinds of error in false concept hypothesized.

There is a reasoning why the false concept hypothesizes was the lowest error that EFL learners made. Based on the data and false concept theory, the researcher concluded, most EFL learners in this research already have a good concept in choose part of speech, the use of right tenses and choose right term for good syntactical sentences. They already have a good concept in understanding which one is appropriate based on syntactical meaning.

Table of False Concept Hypothesize

No.	Ignorance of rules restriction	Example of Errors	Correction
1	Fail to identify part of speech	1. It makes us **learning** English **enthusiastic**. 2. English is so important for us because it helps us to **communication** with the people around the world. 3. We have no **difficult speak** with foreigners.	1. It makes us **learn** English **enthusiastically**. 2. English is so important for us because it helps us to **communicate** with the people around the world. 3. We have no **difficulties to speak** with foreigners.
2	Fail to identify the use of tenses	1. I **go** to campus	1. I **went** to campus

		yesterday.	yesterday.
		2. Nowdays, learning English **was** very important.	2. Nowdays, learning English **is** very important.
		3. E-learning **was** very useful for students.	3. E-learning **is** very useful for students.
3	Fail to choose right term	1. You can **produce** money for your life.	1. You can **earn** money for your life.
		2. The great facilities are such as LCD, **worth** classroom, and **worth** tools.	2. The great facilities are such as LCD, **proper** classroom, and **proper** tools.
		3. They do not have much **cost** for going to school.	3. They do not have much **money** for going to school.
4	Fail to choose the right quantities for uncountable and countable noun	1. .... there are so **much** advantages than disadvantages of it.	1. .... there are so **many** advantages than disadvantages.
		2. You don't need to waste **many papers** to do it.	2. You don't need to waste **some (much) paper** to do it.
		3. There is only a **little** chair in the class	3. There are only **a few** chairs in the class.

Some EFL learner failed to choose the right term for the uncountable and countable noun. The EFL learner wrote a sentence "There is only a **little** chair in the class" the correct form is "*There is only a few chair in the class*". Another EFL learner also wrote a sentence "That **any** class in English department", the correct form is "*That many classes in English department*". The grammar of this kind of error is expression of quantity that depends on the kinds of noun, whether it is uncountable or countable (Azar, 1992, p.210). Since the noun "chair" is a countable noun, the suitable expression of quantity to express "less" is *a few*, while *a little* is for uncountable nouns.

Another example is that EFL learners fail to identify part of speech. EFL learner wrote a sentence "To **competition** with other people" the correct form is "*To compete with other people*." Another EFL learner wrote a sentence "To collection the assignment easily", the correct form is "*To collect the assignment easily*." Part of speech is some groups of words that have different functions (Plain English Campaign: Basic grammar, 2000). On the sentences above, the word "to" should be followed by verb form, not a noun because when the words are ended by –tion, it means it is noun. The suitable verbs are "to compete" and "to collect". Errors of this category sometimes called semantic errors, which may drive from faulty interpretation or comprehension of the L2 (Richard, p.1974).

Furthermore, researcher also interviewed ten EFL learners to make sure whether the EFL learners realize error in their writing or not. Research showed some error sentences that they wrote and then asked whether it was the correct or incorrect sentence. Some EFL learners said that the sentence has error and they could fix it into correct sentence. However, most of them still did not realize they made errors in their sentence. For example, they wrote "Learning English has a lot of advantages," in interview session, they were asked to fix it, "Learning English has a lot of advantages." Another EFL learner wrote "English is an international language that is used from everyone around the **globe**." Then they could rewrite to "English is an international language that is used from everyone around the **world**." This means that EFL learners can decide the right concept or the right term that is suitable for the sentence.

The findings of this study are similar to the previous studies, in a way to find intralingual errors. The previous studies found that if intralingual error is dominant than interlingual error. Sari (2016), who conducted a study which took English EFL learners in Pekalongan, Lampung, as the subject, discovered that EFL learners' errors in interlingual were influenced by the use of L1 structure in making sentence in English (literal translation). On the contrary, the intralingual one occurred due to four errors discussed in this study. It could be concluded there are still numerous EFL learners who make the errors in their writing, especially in intralingual errors that happened because of the lack EFL learners' understanding of rule in English.

CONCLUSION AND SUGGESTION

From the findings and discussion, it could be concluded that based on non-contrastive approach; over-generalization, ignorance of rule restrictions, incomplete application of rules as well as false concepts hypothesized, it was discovered that the most grammatical error occurred was in form of Ignorance of rules restrictions. It was also discovered that the most possible cause of errors occurred might be due to a lack of understanding of English grammatical rules. Hence, the researcher suggested that EFL learners better pay more attention to English rules and practice it more by studying. Thus they will be able to strengthen and extend their mastery in English.

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