

**EFL STUDENTS' INTERLINGUAL AND INTRALINGUAL
INTERFERENCE IN WRITING THE TARGET LANGUAGE**

THESIS

This thesis is submitted to fulfill the requirement for 'Sarjana' degree
in English Language Education



By

ADE YUNITA ANNISAH

NIM : 16551002

**English Tadris Study Program
Education (Tarbiyah) Department
STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN)
CURUP
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Hal Pengajuan Skripsi
Kepada,
Yth, Bapak Dekan Fakultas Tarbiyah IAIN Curup
Di
Curup

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Setelah melakukan pemeriksaan dan perbaikan seperlunya, maka kami berpendapat skripsi saudara:

Nama : Ade Yunita Annisah
Nim : 16551002
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah
Judul : **EFL Students' Interlingual And Intralingual Interference In Writing The Target Language.**

Sudah dapat diajukan dalam sidang Munaqasah Institut Agama Islam Negeri (IAIN) Curup

Demikianlah permohonan ini kami ajukan, kami ucapkan terimakasih.

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Pembimbing I



Bayu Senjahari, M.Pd., M. Ed
NIP. 198006032002121004

Curup, 25-5 2021

Pembimbing II



Eka Apriani, M.Pd
NIP. 199004032015032005

The writer who sign below :

Name : Ade Yunita Annisah
NIM : 16551002
Program : English Study Program
Faculty : Tarbiyah

State the thesis under “EFL STUDENTS’ INTERLINGUAL AND INTRALINGUAL INTERFERENCE IN WRITING THE TARGET LANGUAGE” is pure and never proposed to get scholarship in IAIN Curup, so do the other university.

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Curup, 19 August 2021

Writer



Ade Yunita Annisah

NIM 16551002



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH

Jln. Dr. AK Gani No. 01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax 21010
Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

APPROVAL

Nomor: *869* /ln.34/FT/PP.00.9/09/2021

Name : Ade Yunita Annisah
NIM : 16551002
Departement : English Ta'arib Study Program
Title : EFL Students' Interlingual and Intralingual Interference in Writing the Target Language

Has been examined by examining board of the English Study Program of Institut Agama Islam Negeri (IAIN) Curup, on :

Day/Date : Thursday, July 29th 2021
Time : 08.00-09.30 am
At : Room 4

Has been received to fulfill a partical requirements for the degree of strata I in English Study Program of Education Tarbiyah Faculty IAIN Curup

Curup, Septemberth 2021

EXAMINERS:

Head

Secretary

[Signature]
Bayu Senjahari, M. Pd., M. Ed
NIP. 19800306 200212 1004

[Signature]
Eka Apriani M.Pd
NIP. 199004032015032005

Examiner II

Examiner I
[Signature]
Hadi Subermanta, M. Pd
NIP. 19741113 199903 1 003

[Signature]
Desfitranita, M.Pd
NIP. 19791225 200912 2 002

Dean

[Signature]
Dr. H. Ifaaldi, M. Pd
NIP. 19650627 200003 1 002



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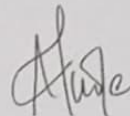
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Curup, 19 August 2021



The Writer

Ade Yunita Annisah

NIM.16551002

DEDICATION

This graduating paper is wholeheartedly dedicated to:

1. My beloved angel (Martini Tanjung) and my beloved hero who has been in the sky (Alm. Naszirudin Sikumbang). Thank you for all of your love that given to me. I love you so much.
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MOTTO

“The strongest people are when they can get back up from their failure.”

“Everything seems impossible until you try.”

**Ade Yunita Annisah, 2021. EFL Students' Interlingual and Intralingual
Interference in Writing the Target Language**

ABSTRACT

This paper aimed to find types of interference made by EFL students and the most affecting factor that interfere them in writing English as their target language. This quantitative research discussed the fifth semester at English Study Program in academic year 2020 who took the creative writing class as the object of the research. To gather the data, the writer took students' final test essay for documentation and analyze them so that the writer could find the interference made by the students, and the writer also gave the students a questionnaire in order to find the most affecting factor that interfere the students in writing English as their target language. The finding of this research found six types of interference; 1) *ortographical interference* consist of 14 cases(10.14%), (2) *lexical interference* consist of 51 cases (36.96%), (3) *grammatical interference* consist of 46 cases (33.33%), (4) *over-generalization* consist of 8 cases (5.8%), (5) *ignorance of rules restrictions* consist of 18 cases (13.04%), and (6) *false concept hypothesized* consist of 1 case (0.72%) and the most affecting factor that interfere the students in writing English are : 1) *less consideration in multiple meaning* (71.7%), 2) *partial understanding of English rules* (69.81%), 3) *hard to distinguish the target language rules* (67.92%), 4) *often misanalyzing the target language* (66.04%), 5) *translating ideas word for word* (64.15%), 6) *substitute letters unintentionally* (64.15%). Thus, the most interference that faced by the fifth semester students are grammatical interference, lexical interference and false concept hypothesized.

Key Word : EFL students, interlingual interference, intralingual interference, English as a Target Language.

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CHAPTER I

INTRODUCTION

A. Background

Language is a natural, a symbolic vocal structure that allows all people who have learned the structure or system of a culture to communicate or interact. Language is also a tool for human contact, and its use is critical in everyday life. People have the ability to communicate their thoughts, opinion, and idea to others. Risdianto described language as the act of disseminating or communicating a message through the use of speech (the act of producing sound), symbol or symbol writing. People can express their emotion and arguments through words or symbolism.¹ Thus, people can deliver their expression by using language.

Clark further claimed that language allows us to communicate a wide range of ideas, explain events, tell stories, run legal system, deliver political speeches, and engage in other activities that make up our civilizations. Language is important component of our daily lives since it allows us to express our desire, needs, thoughts, and plans. It appears that utilizing language is as natural as walking or breathing.² People use language for a variety reasons, all of which are dependent on the needs of the people.

The English language is the world's most widely spoken language.

Because to business environment revolution, as well as continued

¹ Risdianto, Faizal. *An Introduction to Sociolinguistics. Salatiga*: STAIN Salatiga Press, 2013

² Clark, Eve V, *First Language Acquisition*. United Kingdom. Cambridge University Press, 2003

Improvements in technology such as the internet and other business tools, English is now widely used.³ According Quirk *et al.*'s, English undeniably the world's most widely used language. English is the world's biggest language.⁴

Using English when people interacting with other people is a general thing. English has been confirmed as one of international languages among nations it serves as a lingua franca. In countries where English is not their native language, English is learnt, understood and spoken. Including Indonesia where English is studied and learnt by the Indonesian students.

English as known as an international language, it is naturally a great benefit for non-native speakers to learn it. In Indonesia, English is learnt as an important subject and is studied by learners in Indonesian at school from age elementary awaiting the university level. Indonesian language, the official language of Indonesia, differs from English in several aspects of grammar, such as in the order of noun phrase constituents, number marking, and verb tenses. Because of the discrepancies between Indonesian and English, Indonesian students tend to apply problems in learning English. They tend to write Indonesian

³ Zuhour Bani Younes and Fatima Salamh Albalawi, "Exploring the Most Common Types of Writing Problems Among English Language and Translation Major Sophomore Female Students at Tabuk University", (Saudi Arabia : ELCm 2015, Vol.3, No.2) Asian Journal of Basic and Applied Science, (p.7)

⁴ Quirk, et al, *A Comprehensive Grammar of The English Language*, (London: t.p, 1985) p.2

grammatical rules in writing English. This phenomenon is called language transfer.⁵

There seems to be a known truth that English language has appeared become a worldwide language and a lot of nations of the world are struggling a lot for learning it as a target language (TL) or a foreign language (FL). English, which is largely engaged in either spoken or written forms, has been a significant communication instrument in a international humanity and can be used for many different interests in various aspects such as educations, business, or employment aspects. Placing within the instruction of language, especially writing. It need to increase significance, more attention and endeavor.

Students should master language skills, either communicative competence in spoken English or written proficiency in English text, when learning a foreign language. One of the goals in teaching English to non-native speakers is to help them communicate effectively. As a result, one of the English skills that students must learn is writing. One of the most useful abilities is writing. It helps people convey their ideas, thought, opinions, and attitudes. People can share or express their ideas, opinion, feelings or persuade others by writing. Writing is another ability that involves communicating with written wirds or symbol on paper. If the students master the writing skill, they will be able to connect or communicate with one another by producing genre-based text such as

⁵ Topan Rahmatul Iman, 'THE INTERFERENCE OF INDONESIAN LANGUAGE ON ENGLISH', 8.2 (2020), 170–82.

descriptive, narrative, recount or report. If the students have mastered the writing skills, they can write articles and compositions, take exams, write letters and so on in English.

Despite the fact that English has been taught to students since elementary school, many students are unable to write in perfect English as the target language. When it comes to understanding English, learners will encounter various obstacle during the learning process. When studying English as target language, they are prone to making mistakes in both writing and speaking. The errors are caused by differences between their native language system and the foreign language system, particularly English. Furthermore, interlingual transfer is a problem in writing English as target language (TL).

Based on Hourani's statement stated that Interlingual transfer is beginner learners' strategy by combine second language and mother language. It means that the learner tried to mix their language when they practiced English as a their second language.⁶ In addition, the effect of this method the beginner felt hard to organize their language in writing. Moreover, the beginner made errors language in their writing. It is also stated by Lott defined that interlingual interference is a mistake in their target language caused by their substantial source language. In other

⁶ Ashikin Nor, et all, 2017, "*Mother Tongue Interference in the Writing of English as a Second Language (ESL) Malay Learners*": Vol 7

words, learners write in the target language using the frameworks of their first language.⁷

In language transfer, students also experienced the intralingual interference. Intralingual transfer is an error because the difference of the target language that they had studied compared their mother tongue. Moreover, the learner felt confused with the structural of second language. Thus, the learner made errors in their writing. According to Richards, developmental errors occur when a learner tends to form assumptions about the target language based on a text book due to the students' limited experience. It means that students have limited knowledge about the target language.⁸

Dulay et al gave the definition that interference is an automatic linguistic transfer of the first language's basic structure onto the surface of the target language due to habit. Weinreich in Napitupulu supports this assertion, stating that interference is the divergence of language usage as a result of using bilingual on another language. Weinreich coined the phrase to describe the existence of multiple language systems employed by bilingual speakers when speaking a language.⁹

Interference is when the target language deviates from the result of their knowledge of other languages. Interference was divided into two categories; sociolinguistic and psychological. The sociolinguistic refers to

⁷ Erarslan Ali and Devrim Hol, 'Language Interference on English : Transfer on the Vocabulary , Tense and Preposition Use of Freshmen Turkish EFL Learners', ELTA Journal Vol.2 No.2 (2014), (p.5)

⁸ Pimpisa Rattanadilok et al, 'Understanding EFL Students ' Errors in Writing', 6.32 (2015),

⁹ Ibid, (p.6)

language interactions when there is contact between two language communities, whereas psychological, it refers to how the new things affect the old habits when it learned.

Therefore, in mastering the second language, the students will find it hard to mastery it because of the interference. It is caused by old habits, familiarity with one's native tongue, and contact between two language in the same community.

Interlingual error, also known as interference language transfer, or cross-linguistic transfer, is a type of linguistic error. According to Corder, these types of errors occur when the learners' habits (pattern, system or rules) interfere with or prevent them from learning the patterns and rules of the second language to some level.¹⁰ According to Lado, he stated that interference is negative transfer due to affect of mother tongue (LT) on the target language (TL) performance.¹¹ In addition, Chelli stated that interlingual errors are caused by learners' first language and hinder their language transfer.¹²

Based on descriptions that have been mentioned above, the writer is interested in conducting study on intrelingual and intralingual interference faced by English students in IAIN Curup. Accordingly, this study is entitled **“EFL Students’ Interlingual and Intralingual Interference in Writing the Target Language”** This study is expected to

¹⁰ Eny Maulita Purnama Sari, , *‘Interlingual Errors And Intralingual Errors Found in Narrative Text Written by Efl Students in Lampung’*, 2016, (p.4)

¹¹ *Ibid*, (p.4)

¹² *Ibid*, (p.4)

successfully provide a set information as regards the interlingual and intralingual interferences that have been experienced by English Department students of IAIN Curup as the English Foreign Language (EFL) learners.

B. Research Question

1. What are types of interference made by EFL students in writing the target language?
2. What is the most affecting factor that interfere EFL students in writing the target language?

C. Objective of the Research

1. To find the types of made by EFL students in writing the target language.
2. To know the most affecting factor that interfere EFL students in writing the target language.

D. Benefit of the Study

The author hopes that the readers will benefit from this paper. The benefit of this study are divided into two categories; theoretically and practically.

1. Theoretically

This paper's findings are likely to contribute to linguistic research by increasing understanding regarding first language interference in learning English as the target language

2. Practically

Readers can use this study as a reference in studying language in relation to their interference in two different language.

E. Delimitation

The focus of this study was on EFL students' interlingual and intralingual interference when writing in English as a target language. Writing is one of the productive skill that English Study Program students in IAIN Curup should master. The fifth semester students from English Study Program were chosen as respondents for this study since they were registered in creative writing class for the academic year 2020.

F. Operational Definitions

1. Interlingual Interference

According to Richards, interlingual interference are errors induced by the native language's interference. When native language elements are used in the performance of the target language, whether spoken or written, interlingual errors can occur. When students discover new language, they tend to write a connection between what they know and what they do not know between their first and target language.

Ellis mentioned that interlingual interference occurs when the learners apply their native language knowledge to the performance in the target language. According to Brown, the majority of second language errors are caused by the learners' presumption that the second language forms are identical to the first language forms.¹³

¹³ Eny Maulita and Purnama Sari, *Loc. Cit*

2. Intralingual Interference

According to Husada, intralingual interference as one of the sources of errors which comes from students' learning strategies.¹⁴ It can be noted that intralingual interference is learners' strategies in transfer their native language to the second or foreign language are error. It is caused that the students' native language system is different that the target language. That is why the EFL learners experienced intralingual interference or intralingual error.

3. English as Foreign Language

A foreign language is one that could be useful in the future for travel or to other cross cultural communication. According to Saville and Troike, it is sometimes taught in school as mandatory or elective course, but it has no direct or practical use.¹⁵ Harmer described foreign language acquisition as the study of a language other than one's native tongue, usually through school. EFL refers to the teaching of English to the students studying English in their own nation or in English-speaking nations such as the United States, the United Kingdom, Australia, Canada, Ireland or New Zealand¹⁶

G. Organization of the Research

This paper consist of five chapters. Chapter I consist of background of the study, research questions, objective of the research,

¹⁴ Husada, H. S, *The Second Language Acquisition for English Concord*. TEFLIN Journal, (2007) Vol 18, Number 1.

¹⁵ Saville and Troike, 1995, *Introducing Second Language*, (p.4)

¹⁶ Lutfi Masulah, *An Analysis Of First Language Interference Toward Students' Mastery Of English As Foreign Language At Diponegoro Vocational High School Salatiga*, 2017 (p. 14-15)

benefit of the study, delimitation, operational of definitions and organization of the research are all included of in the introduction. Chapter II contained of representation of literature review related theories including previous research about intelingual and intralingual interference in writing English as the target language. Chapter III presents methodology of research which include of the research design, population and sample, data source, technique of collecting data, instrument of the research and data analysis. Chapter IV consist of finding and discussion from gathered and analyzed data. The last is chapter V which consist of conclusion and suggestion from the researcher to the reader.

CHAPTER II

LITERATURE REVIEW

A. Definition of Grammar

Grammar and vocabulary are two components of the language acquisition that should be learned. The term “grammar” has various meanings, and no universally accepted definition exists. Grammar describe how words can be linked into a single sentence and when word forms can be modified. Furthermore, grammar describes how the language functions when words are combined.¹⁷

Grammar is one of the elements of the English language that students must learn and comprehend. Grammar is commonly recognized as a collection of rules governing the proper placement of words in sentences. It is an essential talent and a necessary tool for students to master English. According to Nunan, it is a science that teaches students how to speak, read, and write English properly. Furthermore, students will also develop a better understanding of the language system as a result of mastering grammar, and will be able to put words together to form meaningful statements. According to Thornbury, grammar is a study of the various forms or structure that a language might take.¹⁸ In other words, grammar is concerned with analyzing sentences and articulating how rules govern the formation of linguistic sentences.

¹⁷ Kolln, Martha. 2009. *Understanding English Grammar*. Newyork: Pearson Education.

¹⁸ Thornbury, S. (2004). *Natural Grammar: The Keywords of English and How They Work*. Oxford: Oxford University Press.

Grammar is also defined as a system of rules that control how words and groups in a language can be ordered to form sentences. Harmer also claimed that a language's grammar describes how words in that language's grammar can change forms and be connected into sentences¹⁹. It is the structure and meaning system of the language. Ur also described grammar as the process by which a language manipulates and combines words (or portion of words) to produces longer units of meaning.

From the definitions above, the researcher conclude that grammar is the study which learn about how the sentences and can be formed in learning language.

B. Definition of Writing

The definition of writing was provided by a number of researcher. According to Özbay, writing is one of the fundamental abilities that involves the use of symbols to communicate speech. Writing like speech, emerges from necessity and becomes an inseparable part of our lives.²⁰ Writing is also a process of thinking, as well as an observable performance of what goes on in the author's mind (how the author employs knowledge for inquiry) using written language, according to Henning, therefore writing should not be considered as a reflection of what the writer is thinking²¹. Writing, as defined by Nunan, is the process of thinking up

¹⁹ Harmer, Jeremy. 2002. *The Practice of English Language Teaching 3rd Edition*. London: Longman.

²⁰ Özbay M (2000). *Written Expression Skills of Primary School Students* –Field Search, Ankara.

²¹ Henning, E. 2005. *Finding your way in Academic Writing*. Hatfield, Pretoria:Van Schaik Publishers 1064 Arcadia Street

new ideas, deciding how to convey them in effective writing, and clearly arranging them into statements and paragraphs.

Attempts to define writing have been made in a huge number of studies. Writing requires cognition, according to Chakraverty and Gautum²² which means that when students write something, it necessitates their knowledge of how to write something with acceptable grammar sentences, evaluate, convey or organize the topic idea into a great text. Nunan also noted that writing is a very complex talent that necessitates cognitive ability since in this activity (writing), everyone must demonstrate simultaneous control of several factors.²³ Furthermore, Widdowson defines as a visual medium used to demonstrate the grammatical and graphological system of language, Implying that writing is an example of a sentence, paragraph, or text of a production.²⁴ and for Richard, writing is one of the four integrated skills that , by its very nature, has been equated to teaching grammar and sentence structure.²⁵

From several definitions of writing skill as mentioned above, it can be constructed and concluded that writing skill is one of the four basic skill which deliver and express the author's idea through symbol or written language so writing can encourage someone to express themselves on the papers with symbol, sentence, paragraph or text.

²² Chakraverty, A., & Gautum, K. (2000). *Dynamics of writing*. Forum, 38 (3).

²³ Nunan, D. (1989). *Designing tasks for the communicative classroom*. Cambridge: Cambridge University Press. p.36

²⁴ Widdowson, H. G. (2001). *Teaching a language as communication*. (12th ed.). Oxford: Oxford University Press.

²⁵ Richards, J. C. (1990). *From meaning into words: Writing in a second or foreign language The language teaching Matrix*. Cambridge: Cambridge University Press.

C. Theory of Interference

One of the most common causes of students' first language interruption is the lingual component. Chaer and Agustina added if the errors are produced by interference when the first language deviates from the elements of the second language. In addition, Weinrich describes interference as a disruptions in bilinguals' language system.

Interference is as also known as cross-linguistic influence or language transfer; the terms are frequently interchanged and relate to the same thing. For it to happen, a specified practice in transfer is needed. Interference, according to Weinrich, is a deviation of language norms that occurs in the usage one language as a result of bilingualism's effect on another language. Lekova stated that interference is a change in linguistic system and elements. As a result, it becomes a grammatical aberration in both spoken and written language. When learners carry over their former language linguistic norms into the target language, this is known as interference.

Interference appears to be an issue caused by incorrectly applying the first language system to the second language. In the study of language acquisition of a second language, Hayi adhering to Valdman's point of view, hypothesized that interference is an obstacle as a result of speaker's habit on first language. As a result, there is a negative transfer from the mother tongue to the target tongue. While Ellis refers to interference as 'transfer', he defines it as the influence of the learner's native language on

target language acquisition. He stated that learners' perceptions of something transferable were determined by their stage of development in target language learning when it came to language transfer.

From definitions above, the writer concluded that interference is the error which happens when people want to transfer from their native language to the target or foreign language.

1. Interlingual Interference

According to Allen and Corder, interlingual errors are generated by transfer errors. Interlingual error to Tourchie is primarily induced by mother tongue interference.²⁶ As a result, they make mistakes due to interference from their mother tongue system. Interlingual interference, as defined by Keshavarz, is an error by the learners' native language in the phonological, morphological, grammatical, lexico-semantic or stylistic system while transferring into the target language.²⁷

a. Phonological Interference

The problem of phonological interference, according to Weinreich, is concerned with how a speaker perceives and reproduce the sounds of one language, which may be labeled secondary in terms of another which is designated primary.²⁸

Lekova further claims that interference happens when bilingual recognizes the sound of the first language system and then applies

²⁶ Eny Maulita and Purnama Sari, *Loc. Cit*

²⁷ Wa Ode And Ritna Yuniyr, *The Study of Interlingual And Intralingual Errors of Students' Descriptive Writing at One Private University Of Sintang*, 1.1 (2018), (p.20)

²⁸ Ahmad Samingan, 2016, *Loc Cit*

it to the target language. It has an impact on improper phonetic sounds pronunciation in the second language, which is caused by the presence of various phonetic structures from the mother tongue's perspective.

Learners are frequently connected to their L1 phonology, according to Mehlhorn reported in Ghezzou, in which word stress and intonation speech sounds are read the same way their L1 is. Phonological interference is the term for this. Because the focus of this study is on writing skills. i.e. they tend to write k'now (kenow) for the word know, spider (they read "i" instead of Δ) for the word spider, etc.

b. Ortographical Interference

This type of interference is when the target language's misspelling is influenced by the spelling of other language. Spelling errors including omission of letters (baloon for balloon, difficlut for difficult, etc.), addition of letters (carefull for careful, allready for already, etc.), substitution of letters (calender for calendar, docter for doctor, etc.), and permutation of letters (table for table, eagel for eagle, etc).

c. Lexical Interference

This type of interference occurs when learners attempt to convey their thoughts into the target language by literally translating word for word from the dictionary. The meaning of a

message may be distorted if thoughts are transferred into the target language word by word (not phrase by sentence) without considering the entire context. According to Dweik and Othman, this occurs because they do not realize that a single word might have multiple meanings and be appropriate in a variety of context, and therefore the meaning of their goal is lost.

d. Grammatical Interference

The rule and structure of both the first and target languages are involved in this type of error. When learners attempt to translate their thoughts into the target language using a language rule pattern that differs from the target language pattern, this occurs. According to Dweik and Othman, learners make some mistake when it comes to this interference. Grammatical interference is divided into four category. The first category is omission of copula (verb to be). Learners are used to ignoring the use of to be in a nominal sentence such as 'I very happy', it should be 'I *am* very happy'. The second category is related to active/passive structure.

Most learners get confused with the rules on how to construct the correct passive/active sentence. For learners, this is the most perplexing term since they must recall and examine the context of the sentence and subject before employing the right verb. The fourth category is preposition. As they transmit their

idea into the target language, learners frequently misuse the preposition.²⁹

2. Intralingual Interference

When it comes to language transfer, most EFL students are perplexed when they are assigned to a writing class and must compose a sentence in English as the target language. Unlike interlingual errors, which may be traced back to first language acquisition. Scovel defines intralingual error as the perplexity a language learner feels when confronted with patterns in a newly acquired language's structure, regardless of how the target language patterns differ from the learner's mother tongue.

This point is also supported by Richards and Schmidt, who stated that intralingual interference is an error induced by learners' lack of knowledge or misunderstanding of the target language.³⁰

These are errors that occur as a result of inadequate learning characteristics such as improper rule application and a lack of knowledge of rule limits. Intralingual interference, according to Richard, refers to items produced by learners that demonstrate generalization based on partial exposure to the target language rather than the structure of the mother tongue. According to Kaweera, intralingual errors are not caused by native language interference but rather by the target language itself. It is

²⁹ Dweik, B. S., & Othman, Z. A. (2017). *Lexical and Grammatical Interference in the Translation of Written Texts from Arabic into English*. Academic Research International

³⁰ Raisah, Nur & Aziz, Zulfadli. A, "An Investigation Of Interlingual And Intralingual Interference Found In English As A Foreign Language (EFL) Students' Composition Of Recount Text", 2020, (P. 257)

common for pupils to make mistakes when learning the target language since they lack appropriate expertise.³¹

Richard classifies the intralingual errors into four categories including over generalization, ignorance of rule restrictions, incomplete application of the rules, and false concept hypothesized or semantic errors.³²

a. Over Generalization

Over-generalization are the first type of intralingual error. This type of mistake is common among language learners who tend to over-generalize a notion they have learned and apply it to a new scenario. As a result, when they try to build sentences in the target language, they end up with incorrect structures because not all concepts can be used in all context and situations. Over-generalization is defined as the usage of one form or construction in one context and extending its use to other setting where it does not belong. Littlewood gave example of making plurals by adding “s” to even singular plurals, as well as generalizing the”-ed” past form³³, as in “I taked hamburger”

b. Ignorance of Rule Restrictions

James stated that ignorance is specific in the sense that one is generally considered to be ignorant of structure when learning a second language; the learner of the second language does not obey the

³¹ Kaweera, C, ‘*Writing Error : A Review of Interlingual and Intralingual Interference in EFL Context*’, 6.7 (2013), (p.13)

³² Richard, J, C. 1974. *Error Analysis: Perspective on Second Language Acquisition*, London: Longman Group Ltd.

³³ Ode and Yuniyr. Wa Ode and Ritna Yuniyr, *Loc. Cit*

target language's structure.³⁴ The learner makes this type of blunder when they fail to notice the limitation of current systems. The interference of rule constraints could be explained in terms of analogy, and it could be the result of rule learning. The same is true for the target language's restriction of a rule that only applies in specific circumstances. Learners frequently utilize the restricted rule in all situations, such as when a proposition comes after a verb. Inadequate learning is also caused by a lack of understanding of rule limits, as well as under differentiation and incomplete learning. The deletion of the third person singular 's' in the sentence "He want" is an example.³⁵

c. Incomplete Application of Rules

Due to the stimulus sentence, the learner may fail to apply the rules completely, resulting in this blunder. When language learners are unable to fully apply a target language rule, this is known as incomplete rule application. They are able to apply it in certain areas, but they are unable to do so in others. This type of mistake can be found, for example, in the incorrect use of interrogative information with a noun phrase, as in "I don't know who are you." rather than "I don't know who you are." We can see that the students were aware of how to use interrogative information, but they were unable to apply the correct of a noun phrase, which also employs the WH element.³⁶

³⁴ Eny Maulita and Purnama Sari, *Loc. Cit*

³⁵ Ode and Yuniy., *Op. Cit* (p. 19)

³⁶ Raisah, Nur & Aziz, Zulfadli, *Op. Cit* (p. 260)

d. False Concept Hypothesized

False concept hypothesized is learner's incorrect understanding of target language item distinctions leads to inaccurate conceptualization. False conceptions postulated refers to errors produced by learners due to a failure to discern the usage of particular language rules, whereas incomplete rule application deals with errors made due to a partial understanding of several rules of the target language. This error happens when students misunderstand one rule that is applied to multiple ideas. For example, students believe that the present tense marker "is" is used in writing present tense and that the past tense marker "was" is used in writing past tense. As a result, people write things like "She is speak English" or "She was went to college". As a result of their erroneous assumption, the EFL students produced sentences with a faulty or false structure.

D. Factor of Interference

Interlingual error (mother-tongue influence). These types of errors are impacted by the native language, and they obstruct the acquisition of the target language. It is defined as a process in which learners apply their first language expertise to the acquisition of a second language. Learners translate idiomatic expressions, vocabulary, and even grammatical rules from their first language to the second language word for word. According to contractive analysis, the types of errors made by the target language learners can be predicted and their causes identified.

Cause of interlingual error/interference:

1. Phonological Interference:

Lekova further claims that interference happens when bilingual recognizes the sound of the first language system and then applies it to the target language. It has an impact on improper phonetic sounds pronunciation in the second language, which is caused by the presence of various phonetic structures from the mother tongue's perspective. Learners are frequently connected to their L1 phonology, according to Mehlhorn reported in Ghezzou, in which word stress and intonation speech sounds are read the same way their L1 is. This is categorized as phonological interference.

2. Ortographical Interference:

This type of interference is when the target language's misspelling is influenced by the spelling of other language (e.g. baloon for balloon, dificult for difficult, etc.), addition of letters, is the presence of a letter which must not appear in a word (e.g. carefull for careful, already for already, etc.), substitution of letters, when a letter replaced by another letter (e.g. calendar for calendar, docter for doctor, etc), permutation of letters, is a possible rearrangement of object or words (e.g. tabel for table, eagel for eagle, firts for first, etc).

3. Lexical Interference

Lexical interference occurs when learners attempt to transmit their thoughts into the target language by actually translating word by word from the dictionary. The error occurs in this element because students translate their first language statement or idiomatic expression word for word into the target language without considering the context.

4. Grammatical Interference

When learners attempt to translate their thoughts into the target language using a language rule pattern that differs from the target language pattern, this occurs. Dweik and Othman stated that the grammatical interference of students are divided into four category; a) ignoring the use of copula (verb be), b) students are perplexed as how to construct the correct passive and active sentences; c) subject and verb agreement, which is the most perplexing phrase for students since they must recall and consider the context of the sentence and subject before applying the proper verbs; and d) preposition. As they transmit their idea into the target language, learners frequently misuse the preposition.

It is important to know that interlanguage transfer errors are a deviation of the native language. When the learners develop their habits from their mother and applied it in acquiring the pattern of the target language, it causes problems and these errors happen.

Intralingual errors are errors that are caused by the target language (TL). Apart from resource to L1 transfer, learners who are unfamiliar with TL at any level and in any class can do one of two things; either study the required item using their techniques, or try to bridge the gap using communication strategies.

The following are example of intralingual errors generated by learning strategies:

1. Ignorance of Rules Restriction

When learners fail to obey the boundaries of the language rules, they make this type of error. The same is true for the target language's restriction of a rule that only applies in specific circumstances.

2. False Concept Hypothesized

Students from a false hypothesis. The learners' misreading of the target language result in a misleading idea (TL). The learners assume that the new item B behaves similarity to A: they know that "boy" has the plural "boys" (A) and anticipate that "child" behaves similarity, thus it is pluralized to "childs" (B)

3. Incomplete Rule Application

When language learners are unable to fully apply a target language rule, this is known as incomplete rule application, They are able to apply it in certain areas, but they are unable to do so in others. This type of mistake can be found, for example, in the

incorrect use of interrogative information with a noun phrase, as in “I don’t know who are you.” rather than “ I don’t know who you are.” We can see that the students were aware of how to use interrogative information, but they were unable to apply the correct of a noun phrase, which also employs the WH element.

4. Over-generalization

This form of blunder occurs when students misunderstand grammatical rules or misuse words. The generalization of the relative pronoun that as in; Bill, *that has a strong sense of unconventional morality, is an example. The students utilize this to use the exclusionary clause, which is not permitted in this context.

E. English as Foreign Language

According to Broughton et al, English is taught as a foreign language in Indonesia. Although English is taught in schools, it is not widely used in national and social affairs.³⁷ In their daily lives, some people do not speak English or any other foreign language.

After learning and speaking one’s first and second language, a person learns and speaks a foreign language. The language is not utilized in the person’s daily life in the society in which he or she lives. When someone raised in Java, automatically he speaks Javanese, it is called as native language because that language is used in daily activity English is a

³⁷ Broughton, et al, 1980, “*Teaching English as Foreign Language*” (2th Edition). London and New York. Roulledge.

foreign language. In Java and Indonesia, in general, English is not spoken in daily life.³⁸

Harmer stated that when teaching English as a Foreign Language to students in English speaking countries such as the United States, the United Kingdom, Australia, Canada, Ireland or New Zealand, the students are engaged in short course in English-speaking.³⁹ According to Camenson, EFL students may live in a country where their native language is predominant means of communication, but they may be compelled to acquire English for academic purpose, travel to countries where English is the majority language, or for business reasons. He also argues that EFL students spend only a few hours per week studying English, have minimal exposure to English outside of the classroom, have little opportunity to practice their new language skills, and have a native language background in the classroom.⁴⁰

F. Review of Related Findings

According to Ahmad Samingan (2016) who was conducted a research entitled “*First Language Interference in EFL Students’ Composition of IAIN Salatiga*” it is about the analyzing interference errors caused by students’ first language in English composition. The data was collected from students’ free writing composition, after the data were

³⁸ Camenson, B. 2007. *Opportunities in Teaching English to Speakers of Other Languages* (Rev. Ed.). New York: McGraw Hill.

³⁹ Harmer, Jeremy. 2007. *The Practice of English Language Teaching* (4th ed). Harlow, England: Pearson Education.

⁴⁰ Camenson, *Loc Cit*

analyzed the result of the first language interferences are lexical interference and syntactical interference.⁴¹

The second previous research was conducted by Lutfi Masulah (2017) entitled “*An Analysis of First Language Interference Toward Students’ Mastery Of English as Foreign Language at Diponegoro Vocational High School Salatiga*” this thesis conducted research about types of interference in EFL students’ essay of the second grade students in Diponegoro Vocational High School in Salatiga. The data was collected from documentation and interview. The result of the interference are lexical interference and syntactical interference.⁴²

The last previous research was conducted by Eny Maulita Purnama Sari in her journal entitled “*Interlingual Errors and Intralingual Errors Found in Narrative Text Written By EFL Students in Lampung*”. It is about investigating EFL students’ interlingual and intralingual errors due to the influence of target language (TL). The data was collected from students’ writing narrative text in English. The findings of the study suggest: (1) The types of interlingual errors and intralingual errors made by SMP, SMK and University students divided into 2 levels, they are morphological level and syntactical level. The comparison of frequency that made by the sample; (1) Interlingual interference: Junior High School 36 cases (30.26%), Vocation High School 39 cases (36.77%) and University 9 cases (10.98%). (2) Intralingual interference: Junior High

⁴¹ Ahmad Samingan, Op. Cit (p. 1)

⁴² Lutfi Masulah, “*An Analysis of First Language Interference Toward Students’ Mastery Of English As Foreign Language at Diponegoro Vocational High School Salatiga*”, 2017.

School 83 cases (69.74%), Senior High School 70 cases (64.23%) and University 73 cases (89.02%).⁴³

⁴³Eny Maulita, *Op. Cit*, 1, (p.87)

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study was designed as a quantitative study. Quantitative research entails quantifying and analyzing variables in order to arrive at conclusions. It entails the use of statistical tools to analyze numerical data in order to answer questions such as who, how much, what, where, when, how many and how. Extending on this concept, Aliaga and Gunderson define quantitative research methods as the explanation of a problem or phenomena through the collection of numerical data and analysis using mathematical approaches, particularly statistics.⁴⁴ Quantitative research, according to Leedy and Ormrod, entails the collection of data so that it may be quantified and statistically treated in order to support or refute knowledge assertions⁴⁵. It can be concluded that quantitative research is a study which use numerical analysis to answer the research question.

B. Population and Sample

According to Francklin, Jack and Narmalle Wallen said that population was a class of individual or organization⁴⁶. The population is the group that the researcher is interested in, and to which she or he would like the study's findings to be generalizable. The total collection of goods or individuals from whom the sample under examination is assumed to

⁴⁴ Oberiri Destiny Apuke, 'Arabian Journal of Business and Management Review (Kuwait Chapter)', October, 2017 , p. 41

⁴⁵ Ibid, p. 41

⁴⁶ Jack Franklin and Narmelle Wallen, How Design And Evaluate Research In Education (Graw Hill: International Edition, 1999), p.78

come is referred to as the population. According Harta's definition, a population is a vcollection of people or an organization who share a common attribute that is relevant to our research.⁴⁷

The participants in this study are fifth-semester students in IAIN Curup's English Department, which is divided into three class. They were enrolled in the academic year 2020 in English creative writing class. The population was picked by the researcher because this population had passed the simple paragraph writing test and had also begun writing their proposal thesis this semester.

Table 3.1

Population of the research

No	Class	Total
1	TBI V A	21
2	TBI V B	16
3	TBI V C	16
Total		53

The researcher used total sampling to collect data in this study. When the total sample is the same as the total population, it is referred to as total sampling. This sampling method was chosen because, according to Sugiyono, if the whole population is less that 100, the entire population

⁴⁷ Dimitra Hartas, *Educational Research and Inquiry (Qualitative and Quantitative Approaches)*. (London: Contium British Library, 2010) p. 67

becomes the sample.⁴⁸ The writer chose total sampling to obtain more data and richer information in order to answer the research questions.

C. Data Source

According to Khotari, primary sources are facts that are obtained for the first time and hence have an original character.⁴⁹ It is the outcome of the investigations. The data for this study came from students' efforts to write in English as a target language.

D. Technique of Collecting Data and Instrument of the Research

An instrument is a tool or facility a researcher uses to collect data.⁵⁰ It signifies that the research equipment aided the researcher in gathering data for the study. The use of research instruments assists the researcher in acquiring the necessary information or data for the study. The researcher's instrument in this study would be documentation and questionnaire.

1. Documentation

To answer the first research question, the writer relied on documentation. Documentation, according to Hamidi, is knowledge derived from important notes kept by an individual or an institution. According to Sugiyono, documentation is a technique for collecting data from books, archives, numerical data, and a picture of the data that provides an explanation of a report that may support the research.

⁴⁸ Sugiyono cited in Aditya Kresnawan Aminudin, 2013 *GAMBARAN PENGETAHUAN REMAJA TENTANG PORNOGRAFI PADA SISWA KELAS VIII DI SMPN 5 LEMBANG* Universitas Pendidikan Indonesia | Repository.Upi.Edu | Perpustakaan.Upi.Edu 25⁷, 2013, (page 25).

⁴⁹ Khotari. 1994. *Research Methodology: Methods and Technique*: New Delhi. New Age International

⁵⁰ Suharsimi Arikunto, *Prosedur Penelitian Pendekatan Praktik* (Jakarta, Rineka Cipta, 1996) p. 136

Moreover, according to Arikunto, documentation is a collection of data delivers spoken data in the form of mail, journals, memories, reports, and other documents that may be shared.⁵¹ The writer would use the students' documentary in this study. The information was gathered from the students' final exam essay.

Furthermore, the researcher also calculated the number of interference/error by each students. Then, the researcher only used percentage to see the highest, moderate and number of interlingual and intralingual interference. The formula is as follow:

$$P = \frac{F}{N} \times 100\%$$

P : Percentage

F : Frequency of interference

N : Total frequent

2. Questionnaire

A questionnaire is a research tool that consist of questions and other prompts designed to collect data from respondents. It is not always the case that they are built for statistical analysis of the replies. Questionnaire have advantages over other forms of surveys in that they are inexpensive, require less work from the questioner than a verbal or telephone survey, and frequently feature standardized responses that make it simple for the responder to submit data.⁵² Questionnaire are best for

⁵¹ Arikunto cited in Lutfi Masulah thesis 'AN ANALYSIS OF FIRST LANGUAGE INTERFERENCE', 2017, page 34

⁵² Syed Muhammad and Sajjad Kabir, 'Methods of Data Collection', June, 2018. (p. 208)

collecting factual data, and proper questionnaire design is necessary to ensure that we get legitimate responses to our questions.⁵³

There are two types of questionnaire: open and closed. The researcher leaves the format in which people respond to a question up to them while using open questions. Open-ended questions allow users to write whatever they want about the subject. A closed-ended or fixed-choice, inquiry, on the other hand, presents respondents with an answer format. For example, the participants have to select their answer from a list of answers. Closed-ended have the advantage that they are easier for people to respond to and they are easier to analyze. The researcher picked close-ended questionnaire as the instrument. Close-ended questionnaires include several answer alternatives as well as instructions on how to respond. Participants must consider the type of statistical analysis they want to do when analyzing the answer. In another, participants must choose a measurement level, which might be nominal, ordinal, interval or ratio.⁵⁴ Moreover, Dawson mentions there are some advantages of using close-ended questionnaires.⁵⁵ First, questionnaires are easier to administer, which makes it easier for the researcher to record responses. They are also easier to code, as respondents can only respond in predetermined ways, and new issues cannot be raised. Finally, because ticking boxes is quick and straight-forward for respondents, they are more likely to answer all of the questions.

⁵³ Chaterine Dawson, *Practical Research Method*, (United Kingdom: Deer Park Production, 2002). p.31

⁵⁴ Willem-paul Brinkman, '*Design of a Questionnaire Instrument*', December, 2014. (p.5)

⁵⁵ Dawson, Op. Cit. P. 88

Table 3.2
Blueprint of Questionnaire
EFL Students' Interlingual and Intralingual Interference in Writing The
Target Language

To know the most affecting factor that interfere EFL students in writing the target language.

Factor	Indicator	Sub-indicator
1. Interlingual Interference	1. Phonological Interference	Identified sound of first language system then applies it in the target language (e.g. kenow/k'now for know)
		2. Ortographical Interference
	Omission of letter (e.g. baloon for balloon, dificult for difficult)	
	Addition of letter (e.g. carefull for careful, already for already, etc.)	
	Substitution of letters (e.g. calender; calendar)	
	Permutation of letters (e.g. tabel: table)	
	3. Lexical Interference	Transferring ideas into English in a word-for-word way without considering the context (e.g. students write " <i>I am enter wind</i> " when it should be " <i>I get cold</i> ")
Less consideration concerning multiple meanings of English words.		

		(e.g. students translating the meaning of idiom without considering the context; “piece of cake” they translate it “potongan kue” when it should be “mudah sekali”
	4. Grammatical Interference	<p>Tendency to ignore the use of copula (or to be) in English because Indonesian does not have a special rule like “to be” (e.g. I very happy for I <u>am</u> very happy.)</p> <p>Different styles of structuring the passive voice between English and Indonesian because Indonesian does not have a special rule like “verb 3” (e.g. “The novel buy by Anna” when the correct sentence is “The novel is bought by Anna”</p> <p>Different ways of placing subject-verb agreement between English and Indonesian because Indonesian does not have a special rule like adding a bound morpheme (s/es) after a third-singular-person subject. (e.g Robby sing a ballad song, that should be Robby <u>sings</u> a ballad song)</p> <p>Different ways of using prepositions between English and Indonesian (e.g. Sama dengan; similar to {but not similar with})</p>

2. Intralingual Interference	1. Over-generalization	Tendency to overgeneralize English rules lead students to making erroneous sentences (e.g. generalization of the relative pronoun; “Bill, <u>*that</u> has a great sense of unconventional morality.” it should be replaced by <u>*who</u>) (e.g. generalization of the use -ed in every verb in past tense; “I <u>*bayed</u> novel” when the correct sentence is “I <u>*bought</u> novel”)
	2. Ignorance of Rules Restriction	Tendency to ignore some specific rules in making English sentences (e.g. ignorance of the third person singular <i>s</i> as in sentence “He <u>*want.</u> ” that should be “He <u>*wants</u> ”
	3. Incomplete Application of Rules	Partial understanding of English rules leads to making incomplete sets of good sentences (e.g. the deviant order of subject and verb ‘be’ in: <i>Nobody knew where* was Barbie</i> (Barbie was).)

	<p>4. False Concept Hypothesized</p>	<p>Students tend to misanalysing the target language (TL) and makes wrong hypothesis in writing the target language (e.g. students write “its” as the plural of “it” not as “possessive pronoun” because of false hypothesized)</p>
		<p>Refers to errors made by learners because of the failure of distinguishing the use of some language rules. (e.g. the students think that “<i>is</i>” is used in writing present tense or “<i>was</i>” is the past tense marker. Hence, they write; “<i>She *is speak English</i>” for “<i>She *speaks English</i>” or “<i>She *was went to the school.</i>” for “<i>She *went to school</i>”)</p>
		<p>Tendency to assume and analogy that the English structure are same to making erroneous sentences (e.g. pluralizing ‘child’ to ‘childs’ as they know that the plural of ‘boy’ is ‘boys’)</p>

In this research, the researcher likert scale and presented it in form of statements.

After collected the data, afterwards, the researcher analyzed the data obtained by using Likert scale. Likert scale is functioned to calculated attitudes, perception, or opinion of an individual or group concerning to social phenomena.⁵⁶ Likert scales are also often used to ask people to state their agreement with a statement.⁵⁷ There are the given score from the questionnaire design, i.e; SA (*Strongly Agree*) = 4, A (*Agree*) = 3, D (*Disagree*) = 2, and SD (*Strongly Disagree*) = 1.

For answering the research question, the researcher made the questionnaire based on the theory from Keshavarz and Richard which the researcher used to know the second research question “*What is the most affecting factor that interfere EFL students in writing the target language?*” It can be seen as below:

Table 3.3

Questionnaire

No	Statement	SA	A	D	SD
1	I tend to write sentence into target language by identify the sound from my first language <i>(Saya cenderung menuliskan kalimat dalam bahasa target dengan bunyi dari bahasa pertama saya)</i>				
2	I often miss the letter that should be in the correct vocabularies <i>(Saya sering menghilangkan/tidak menuliskan</i>				

⁵⁶ Jack R. Fraenkel and Norman E. Wallen, *How to Design Evaluate Research in Education* (7th Ed), (New York, NY: McGraw-Hill, Inc, 2009), p.93

⁵⁷ Brinkman, Op. Cit, p. 10

	<i>huruf yang seharusnya berada dalam kosakata yang benar)</i>				
3	I often add the letter that should not be in the correct vocabularies <i>(Saya sering menambahkan huruf yang tidak seharusnya berada dalam kosakata yang benar)</i>				
4	I often unintentionally substitute the position of English letters so that I write erroneous English spelling. <i>(Saya sering menukarkan posisi huruf bahasa Inggris tanpa sengaja sehingga saya menuliskan ejaan bahasa Inggris yang salah.)</i>				
5	I often erroneously order English letters during writing. <i>(Saya sering salah menyusun huruf-huruf bahasa Inggris saat menulis.)</i>				
6	I often transfer my Indonesian ideas into English in a word-for-word way without considering the context during writing. <i>(Saya sering mentranfer ide versi bahasa Indonesia ke dalam tulisan bahasa Inggris secara kata per kata tanpa memperhatikan konteks saat menulis.)</i>				
7	I often make less consideration concerning multiple meanings of English words during writing, so I tend to use erroneous English words. <i>(Saya sering kurang matang dalam mempertimbangkan makna ganda dari kosa kata bahasa Inggris saat menulis, sehingga saya cenderung menggunakan kosa kata bahasa Inggris yang salah.)</i>				
8	I tend to ignore the use of copula (e.g. to be) in English because Indonesian does not have such a special rule. <i>(Saya cenderung mengabaikan penggunaan copula (misalnya "to be") dalam bahasa Inggris karena bahasa Indonesia tidak memiliki aturan khusus seperti itu.)</i>				

9	<p>I often make errors when writing the English verb 3 of passive voice because Indonesian does not have such a rule.</p> <p><i>(Saya sering melakukan kesalahan saat menulis kata kerja ke 3 bahasa Inggris pada formula kalimat pasif kerana bahasa Indonesia tidak memiliki aturan seperti itu.)</i></p>				
10	<p>I often erroneously use English subject-verb agreement during writing especially in terms of using singular third-person subjects because Indonesian does not have such a special rule.</p> <p><i>(Saya sering salah menggunakan kesesuaian subjek dan kata kerja saat menulis khususnya ketika menggunakan subjek orang ketiga tunggal, karena bahasa Indonesia tidak memiliki aturan seperti itu.)</i></p>				
11	<p>Different ways of using prepositions between English and Indonesian likely make me produce erroneous English sentences during writing.</p> <p><i>(Perbedaan cara menggunakan kata depan antara bahasa Inggris dan bahasa Indonesia cenderung membuat saya menuliskan kalimat bahasa Inggris yang salah)</i></p>				
12	<p>I tend to overgeneralize English rules so that I make erroneous sentences during writing.</p> <p><i>(Saya cenderung terlalu menggeneralisir aturan bahasa Inggris sehingga saya menuliskan kalimat bahasa Inggris yang salah.)</i></p>				
13	<p>I tend to ignore some specific rules in making English sentences.</p> <p><i>(Saya cenderung mengabaikan beberapa aturan spesifik saat menuliskan kalimat bahasa Inggris.)</i></p>				
14	<p>My partial understanding of English rules likely leads me to making incomplete sets of good sentences.</p>				

	<i>(Pemahaman saya yang setengah-tengah terhadap aturan bahasa Inggris cenderung membuat saya menuliskan kalimat yang kurang pas)</i>				
15	I often misanalysing the target language, it make me get wrong hypothesis in writing the target language. <i>(Saya sering salah menganalisa bahasa target yang menyebabkan saya salah dalam menuliskan bahasa target)</i>				
16	I have difficulty in distinguish the use of some target language rules. <i>(Saya kesulitan dalam membedakan beberapa aturan penggunaan kalimat dalam bahasa target)</i>				
17	I tend to assume and analogy that English rules are same, it makes me produce more erroneous in writing English. <i>(Saya cenderung menduga dan menyamakan bahwa aturan Bahasa Inggris sama saja sehingga membuat saya sering melakukan kesalahan dalam menulis Bahasa Inggris)</i>				

E. Data Analysis

Reading and comprehending the collected data is used to analyze the data. Arrange the information so that it goes from general to specific information that is useful to discuss in order to answer the problem. The interlingual and intralingual of EFL students in English as their target language.

1. Documentation

In order to find out the interlingual and intralingual interference, the researcher will analyze the result of students' writing task, using the steps below to analyze the data according to Abbot.⁵⁸

- a) Recognizing the data. The data collected from the EFL students' writing task.
- b) Reconstructing the interference made by the students. In this step, the researcher identified the error in students' writing by underlining the language interference and giving mark to interlingual interference (phonological interference, orthographical interference, lexical interference and grammatical interference) and intralingual interference (over-generalization, ignore of rule restrictions, incomplete of application of rules and false concept hypothesized).
- c) Classifying the language interference using EFL students' writing task to find out the frequency of interference/error.
- d) Explaining the data, as a result of the interference in fifth semester EFL students' writing task, the researcher established the most common up to the least frequent error kind. As a result, the researcher will record the fraction of each interference in a frequency table. Taking the data and calculating the proportions in each category.

⁵⁸ Abbot, G. 1981. *The Teaching of English as an Interntional Language*. Glasgow: Collin. (p.218)

2. Questionnaire

In this research, the technique of data collection is through giving questionnaire. The using of questionnaire in this research is to get specific data about the most affecting factor that interfere the fifth semester English Foreign Learner students in IAIN Curup. The researcher would study and analyze the data once it had ben gathered. The following are some steps to analyze the data, according to Robson:

First, the researcher examined the data from the questionnaire by using 4 point Likert Scale to get the mean score of factors that interfere EFL students in writing English as their target language. To obtain the mean score, each statement was developed with the value (Strongly Agree = 4, Agree = 3, Disagree = 2, Strongly Disagree = 1). The formula was describe as follow:

$$P = \frac{T \times Pn}{Y} \times 100\%$$

P : Percentage

T : Total respondent in choosing answer of questionnaire

Pn : Score of each item of answers

Y : The maximum score

Y : Total of participant x highest item score of questionnaire

The researcher would next categorized the range score to identify the categories of factors that interfere EFL students in writing English after

each respondent's score was accounted for. After each respondent's score has been counted, it should be grouped into a range to provide a description of the factor that interfered students in writing English as the target language. The score of each factor will be calculated to find the highest to lowest percentage from the factors.⁵⁹

⁵⁹ Source: Ridwan (2004)

CHAPTER IV

FINDING AND DISCUSSION

A. Types of interference made by EFL students in writing the target language.

In this research, the data comes from students' final test essay which the given theme of essay was "gloomy". The researcher aimed to know types of interlingual and intralingual interference in writing English as the target language which come from students' final test essay.

Table 4.1
Distribution of Students' Essay

No	Respondent	Sentence	Types of Interference	Error Analysis
1	Student 1	a) Galau Boleh Tapi Jangan Lebay	Lexical Interference	It's okay to be sad but don't be overacting (the respondent does not translate into English)
		b) It's so strange right?	Ignorance of Rules Restriction	It's so strange, isn't it? (the ignorance to write the correct question tag)

		c) ...many problem...	Ignorance of Rules Restriction	...many problems (the respondent ignore the letter 's' in plural noun)
		d) ...many problem that arises and it is confusion.	Grammatical Interference	...many problems that arise and they are confusion. (subject verb agreement)
2	Student 2	a.) Can I finish my college bench...	Lexical Interference	Can I finish my study... (translating word to word and without considering the context)
		b.) Myself feel if I'm like this...	Lexical Interference	I feel if I'm like this (translating without considering the context)
		c.) I will destroy my dreams, my family hopes, my parents hopes...	Ignorance of Rules restriction	I will destroy my dreams, my family's hopes, my parents' hopes (ignorance of ('s) and (') as the possessive noun.)

		d.) It often comes to my mind...	Grammatical Interference	It often comes on my mind... (confusion in using preposition)
		e.) ...they would become sad...	Lexical Interference	...they would be sad... (translating word to word)
		f.) I hope all the fear that I feel right now does not happen in the future.	Grammatical Interference	I hope all the fear that I feel right now will not happen in the future (misusing of tenses)
		g.) Can I grant the wishes of my family.	Grammatical Interference	Can I grant the wishes of my family? (missing question mark (?) in interrogative sentence)
3	Student 3	a.) God has indeed bestowed feelings of love on each of His creatures.	Lexical Interference	God has bestowed feeling of love on each of His creatures (the word 'indeed' should be removed)

		<p>b.) You must have liked someone, right?</p>	<p>Ignorance of Rules Restriction</p>	<p>You must have liked someone, haven't you?</p> <p>(ignorance of writing the correct question tag)</p>
		<p>c.) In order for him to know what you are feeling...</p>	<p>Over-generalization</p>	<p>In order for her to know what you are feeling...</p> <p>(In his essay title, the object is a girl (she/her) but the student wrote 'him'. That is over-generalization in using the third pronoun)</p>
		<p>d.) You have to express those feelings to him...</p>	<p>Over-generalization</p>	<p>You have to express those feelings to her...</p> <p>(In his essay title, the object is a girl (she/her) but the student wrote 'him'. That is over-generalization in using the third pronoun)</p>

		e.) He is not the right person for you.	Over-generalization	She is not the right person for you (In his essay title, the object is a girl (she/her) but the student wrote 'he'. That is over-generalization in using the third pronoun)
		f.) You are not worthy of him ...	Over-generalization	You are not worthy of her... (In his essay title, the object is a girl (she/her) but the student wrote 'him'. That is over-generalization in using the third pronoun)
		g.) ... He is actually not the best for you .	Over-generalization	... She is actually not the best for you. (In his essay title, the object is a girl (she/her) but the student wrote 'he'. That is over-generalization in using the third pronoun)

		h.) ...knowing the feelings he feels for you...	Over-generalization ...knowing the feelings she feels for you... (In his essay title, the object is a girl (she/her) but the student wrote 'he'. That is over-generalization in using the third pronoun)
		i.) You can close the door of your heart for him .	Over-generalization You can close the door of your heart for her. (In his essay title, the object is a girl (she/her) but the student wrote 'him'. That is over-generalization in using the third pronoun)

		j.) ...the person you choose must know how you feel about him .	Over-generalization	...the person you choose must know how you feel about her. In his essay title, the object is a girl (she/her) but the student wrote 'him'. That is over-generalization in using the third pronoun)
4.	Student 4	a.) ...because there are several reason..	Ignorance of Rules Restrictions	...because there are several reasons... (the respondent ignore the letter 's' in plural noun)
		b.) ...that can be proven scientific hrough psychology.	Ortographical Interference and Ignore of Rules Restrictions	...that can be proven scientifically through psychology. (1. in word 'scientific' the respondent ignores the rule of adverb of manner. 2. There is an omission in word hrough that should be added the letter 't') This hormone makes a person easily sleepy... (The student ignores

		c.) This hormone make a person easily sleepy...	Ignorance of Rules Restriction	the specific rule in using verb on singular subject)
5.	Student 5	a.) ...whether it be objects, animals or humans...	Grammatical Interference	...whether they are objects, animals or humans... (Misusing of verb)
		b.) I am a secret admirer where I like someone but only in feelings.	Lexical Interference	I am a secret admirer who like someone but only in feelings. (The relative pronoun 'where' is not correct in the context)

		<p>c.) Admiring someone without knowing it is a very difficult thing to do.</p>	<p>Grammatical Interference</p>	<p>Admiring someone without known is a very difficult thing to do</p> <p>(1. Ambiguous in using participle. Knowing should be replaced by known 2. The pronoun 'it' should be removed because the sentence already has the subject)</p>
		<p>d.) ...when I my feel is bad.</p>	<p>Lexical Interference</p>	<p>...when my feeling is bad/...when I feel bad</p> <p>(Translating word to word without consider the context)</p>
		<p>e.) I realized that what I was doing was awaste.</p>	<p>Ortographical Intreferece</p>	<p>I realized that what I was doing was a waste.</p> <p>(addition in a word)</p>

6	Student 6	a.) The longing of younger brother	Grammatical Interference	The longing on younger brother (Misusing of preposition)
		b.) ...something I wish I could comeback	Lexical Interference and Grammatical Interference	...something I wish would back (1. translating word to word 2. incorrect conditional sentence)
7	Student 7	a.) ...insecure is normal in a relationships	Ortographical Interference	...insecure is normal in a relationship. (addition of letter)
		b.) Sometimes it can helps us to be aware...	False Concept Hypothesized	Sometimes it can help us to be aware... (respondent assumes that verb for singular subject must be added 's', but after modal auxiliary the verb back to v1)

		c.) ...everyone has experienced this, right?	Ignorance of Rules Restriction	...everyone has experienced this, hasn't it? (the ignorance to write the correct question tag)
		d.) ...feeling of insecure can trigged problems in relationships.	Ignorance of Rules Restriction	...feeling of insecure can trigger problems in relationships. (ignorance of specific rule in using modal auxiliary)
		e.) Insecure is not only happen to a women...	Ortographical Interference	Insecure is not only happen to a woman (substitution of letter)
8	Student 8	a.) Struggling of long distance relationship b.) ...sourced by many people who do this before	Grammatical Interference Grammatical Interference and Ignorance or Rules Restrictions	Struggle of long distance relationship (misused between noun and verb) ...sourced by many people who did this before. (1.The past event should use verb2 2. The ignorance of use specific rule of using past tense) Here are few things of struggle.

		<p>c.) Here are few things struggle</p>	Grammatical Interference	<p>(the respondent did not write the preposition)</p> <p>For LDR couples, credit or mobile data.</p> <p>(using word without consider the context)</p>
		<p>d.) For LDR couples, pulses or mobile data...</p>	Lexical Interference	<p>For some reasons, if you want to talk more...</p> <p>(1. ignore to add 's' in plural noun 2. addition of letter)</p>
		<p>e.) For some reason, if you wanto talk more...</p>	Ignorance of Rules Restrictions and Ortographical Interference	<p>Rarely meeting to communicate everyday</p> <p>(translating word to word)</p>
		<p>f.) Meeting only rarely to communicate everyday...</p>	Lexical Interference	
9	Student 9	<p>a.) I am currently studying high school in other countries</p>	Lexical Interference	<p>Currently I am studying in college of another province.</p> <p>(translating word to word)</p>

		b.) My hobby is doing business selling is one of them.	Ortographical Interference and Ignorance of Rules Restriction	My hobby are doing businesses, selling is one of them. (1. Ignore to add 'es' in plural noun. 2. Omission of letter
		c.) ...selling mobile vegetables	Lexical Interference	...selling vegetables (translating words literally, the word 'mobile' should be removed.)
		d.) I have to be able to divide my time between work hour and lecture hour .	Lexical Interference	I have to be able to divide my time between work time and study time. (translating word to word without consider the context)
		e.) ...it's not tired .	Grammatical Interference	...it's not tiring (ambiguous in using participle)
		f.) The world is really a tired place.	Grammatical Interference	The world is really a tiring place. (ambiguous in using participle)

		g.) ...my mother who is sick for 5 years.	Grammatical Interference	...my mother who has been sick for 5 years. (the adverb of time 'for' usually used for present perfect tense.)
10	Student 10	1. ...confused is not only a constant focus on love...	Lexical interference	1. ...confused is not only focus on love... (translating word by word)
		2. Only you can decide your fate.	Ignorance of rules restriction	Only you who can decide your fate (ignorance in using relative clause)
11	Student 11	1. I was told to choose one of you	Lexical interference	1. I was asked to choose one of you (translating without consider the context)
		2. ...be happy even though the problems that come.	Lexical interference	2. Be happy even though the problems come. (translating word to word)
		3. You always beside me, giving me encouragement.	Lexical interference	3. You always beside me, encourage me. (translating word to word)

12	Students 12	1. Like oil stuck to iron.	Grammatical interference	1. Like oil that stuck on iron. (Misused in preposition and missing relative pronoun)
		2. Thinking about the future that's as vague as it seems.	Lexical interference	2. Thinking about the future that is still vague (translating word to word)
		3. There will be appear the opportunities	Lexical interference	3. The opportunities will appear (translating word to word)
		4. Say not to CONFUSE, and say yes to RISE UP!	Grammatical interference	4. Say no to CONFUSE and say yes to RISE UP! (because confuse in the context is noun, so using 'no')
13	Student 13	1. When I was a kid, knowing that I was just playing and having fun.	Grammatical interference	1. When I was a kid, I just knew playing and having fun. (misused the participle)

		2. The love I mean is not only for the opposite sex	Grammatical interference and ignorance of rules restriction	2. The love that I mean is not only for the opposite sex (missing the relative pronoun)
14	Student 14	1. ... density of each activity.	Lexical interference	1...our busy activity (translating word to word)
		2. I had a hard time getting the attention I used to when we were in the same city	Grammatical interference and Ignorance of rules restriction	2. I had a hard time in getting the attention I used when we were in the same city (missing the preposition)
15	Student 15	1. ...often means feeling uncertain...	Lexical interference	1. ...often interpreted as feeling uncertain (using word without consider the context)
		2.... It can be exercise, badminton, running or other sports.	Lexical and grammatical interference	2. It can do exercise like badminton. running or other sports. (translating without consider the context)

16	Students 16	1. ...my quota runs out	Lexical interference	1. ...my internet quota runs out (write the word without consider the context)
		2. Because to always ask my parents every month feel ashamed.	Lexical interference	2. I feel ashamed because I always ask my parents every month. (literal translation/translating word to word.)
		3. ...and also does not have the heart to because condition like now.	Lexical interference	3. ...and also I cannot ask for because of condition like now. (translating word to word)
		4. So, I don't have the heart to ask my parents for money.	Lexical interference	4. So, I cannot ask my parents for money. (literal translation)
		5. ...without asking my parents again .	Lexical interference	5. ...without asking my parents anymore. (using word without consider the context)
17	Student 17	1. But not a few also failed and ended up becoming a single mother.	Lexical and grammatical interference	1. But not a few of the failed and ended up become a single mother. (literal translation and missing the noun)
		2. ...getting married	Ortographical	2. ...getting married

	but not for sort marriage...	interference	but not for short marriage. (omission of letter)
	3. ...because for me I am not ready and it is not yet time for my parents to be proud to have me	Lexical interference	3. ...because I am not ready and it is not time for my parents to proud of me yet. (translating word to word/literal translation)
	4. “ O my Lord, build for me a house by Your side in heaven and save me from Pharaoh and his deeds and save me from the wrongdoers ”	Lexical interference	“My Lord, build me a house in Paradise near You, deliver me from Pharaoh and his evil doing, and save me from the wrongdoing people.” (literal translation)
	5. I now remember Pharaoh’s wife...	Lexical interference	5. Now I remember Pharaoh’s wife... (translating word to word)
	6. Allah saved me from wanting to get married.	Lexical interference.	6. Allah saved me from desire to get married. (translation without consider the context and literal translation)
	7. I want to focus on completing my education	Grammatical and lexical interference.	7. I want to focus in finishing my education (misused preposition and using word without consider the

				context
18	Student 18	<p>1. After this rumored spreaded</p> <p>2. ...the gloomy day because Korean dispatch.</p> <p>3. ...the best boy band declared disbanded...</p> <p>4. The group was composed of eleven handsome members...</p> <p>5. ...because we belief that December on 2018 are never happened</p>	<p>Grammatical interference</p> <p>Grammatical interference</p> <p>Grammatical interference</p> <p>Lexical interference</p> <p>Grammatical interference</p>	<p>1. After this rumor spread (Noun should not add -ed)</p> <p>2. ...the gloomy day because of Korean dispatch. (missing the preposition)</p> <p>3. ...the best boy band declared to disbanded... (after verb 2, the should be change into verb 1 by (to + v1))</p> <p>4. The group was consist of eleven handsome members (using word without consider the meaning)</p> <p>5. ...because we believe that December on 2018 never happened (belief is a noun, it should be replaced by verb. And the copula should be removed)</p>

		6. Many things will be happen...	Grammatical interference	6. Many things will happen (the verb be should be removed)
19	Student 19	1. And here in interpreting education confusion 2. ... education confusion can be responded...	Grammatical interference Grammatical interference	1. And here in interpreting confusion in education (missing preposition) 2. ...confusion in education can be responded...
20	Student 20	1. Day by day I passed with the same feel 2. ...can smiling without any lies. 3. ...learning from the situation and become someone tough.	Grammatical interference Grammatical interference Lexical interference	1. Day by day I passed with the same feeling (the verb should be replaced by noun) 2. ...can smile without any lies (after modal auxiliary, the verb back to v1) 3. ...learning from the situation and become tough person. (literal translation)
21	Student 21	1. ... everyone must have felt it 2. It can be upset in a useful direction	Grammatical interference Lexical interference	1. Everyone must has felt it (singular should use 'has' in present perfect tense) 2. It can be upset in a useful way (literal translation)

22	Student 22	<p>1. ...we are met by someone in our life because it is all part of His plan.</p> <p>2. ...it is namely meeting good people.</p> <p>3. ...only knowing about him through the whisper of his friends...</p> <p>4. ...meeting to understand and understand each other</p> <p>5. ...know about you without prior permission to you</p> <p>6. ...you are reflection of how one-handed clapping love works.</p>	<p>Grammatical and lexical interference</p> <p>Lexical interference</p> <p>Grammatical interference</p> <p>Lexical interference</p> <p>Lexical interference</p> <p>Lexical interference</p>	<p>1. ...we are met with someone in our life because it is part of His plan.</p> <p>(literal translation and word by should be replaced by with)</p> <p>1. ...it is meeting goog people</p> <p>(namely should be removed)</p> <p>3. ...only know about him through the whisper of his friends.</p> <p>(misuse the participle)</p> <p>5. ...meeting to understand each other</p> <p>(literal translation)</p> <p>5. ...know about you without your permission first.</p> <p>(literal translation)</p> <p>6. ...you are example of what one-sided love is.</p> <p>(literal translation without consider the context)</p>
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		7. ...whose hands are warm to the touch .	Grammatical interference	7. ...whose hands are warm to touch (no need to add article 'the' for verb)
23	Student 23	1. I have conflict from within myself	Lexical interference	1. I have conflict within myself (‘from’ should be removed)
24	Student 24	1 Where is the rainbow who always knows that it must come when the rainstorm ends . 2. Nothing last forever in this worl .	Grammatical interference Orographical interference	1. Where is the rainbow who always know that it must come when the rainbow end? (the question mark should be written for interrogative sentence, and when writing interrogative sentence, the verb back to v1) 2. Nothing last forever in this world (omission of letter)
25	Student 25	1. ...jealousy can make a relationship break up in the middle of the road . 2. ...people who often feel jealous of their partners...	Lexical interference Grammatical interference	1. ...jealousy can make a relationship break up in a halfway (literal translation without consider the context) 2. ...people who often feel jealous on their partners... (misused the preposition)

26	Student 26	<p>1. ...what exactly is the meaning of life indeed?</p> <p>2. I think of other people's lives happier</p> <p>3. ...it was like the wind tearing down a skyscraper</p> <p>4. ...desire to achieve dreams also filed my mind</p> <p>5. I laugh at my lousy self.</p>	<p>Lexical interference</p> <p>Grammatical interference and ignorance of rules restriction</p> <p>Lexical interference</p> <p>Ortographical interference</p> <p>Lexical interference</p>	<p>1. ...what exactly is the meaning of real life?</p> <p>(literal translation)</p> <p>2. I think of people's lives are happier</p> <p>(missing to be in writing the comparative degree)</p> <p>3.it was like the wind tearing a skyscraper down</p> <p>(literal translation)</p> <p>4. ...desire to achieve dreams also filled my mind.</p> <p>(omission of letter)</p> <p>5. I laugh at lousy me</p> <p>(literal translation)</p>
27	Student 27	<p>1. ... if someone does not have strong sense of faith</p> <p>2. when faced with something</p>	<p>Lexical interference</p> <p>Lexical and grammatical interference</p>	<p>1. ...if someone does not have strong faith</p> <p>(literal translation, 'sense' should be removed)</p> <p>2. When faced something</p> <p>(literal translation and preposition 'with' should be removed)</p>

28	Student 28	<p>1. ...they were born into a family that guarantees it.</p> <p>2. ...utilize the courage to stand in the face of failure</p>	<p>Grammatical interference</p> <p>Grammatical interference</p>	<p>1. ...they were born in a family that guaranteed them.</p> <p>(misused preposition, verb and pronoun)</p> <p>2. ...utilize the courage to stand in facing the failure</p> <p>(verb 1 should be changed into verb-ing)</p>
29	Student 29	<p>1. ...arguably in a positive direction</p> <p>2. ...have different ways of expressing it</p> <p>3. I often write all form fanxiety on a piece of paper</p> <p>4. I've got the princip let hat it's not good to go in sadness</p> <p>5. may spread to the rthings</p>	<p>Lexical interference</p> <p>Grammatical interference</p> <p>Ortographical interference</p> <p>Ortographical interference</p> <p>Ortographical interference</p>	<p>1. ...arguably in a positive way</p> <p>(literal translation)</p> <p>2. ...have different ways in expressing it</p> <p>(misused the preposition)</p> <p>3. I often write all form anxiety on a piece of paper</p> <p>(addition of letters)</p> <p>4. I've got the princip that it's not good to go in sadness</p> <p>(omission of letter)</p> <p>may spread to the things</p> <p>(addition of letter)</p>

30	Student 30	1. you are breaking heart on your lonely person	Lexical and grammatical interference	1. ...you are breaking heart or you are lonely (literal translation and missing the copula)
		2. Feeling Blue is unknown ages	Lexical interference	2. Feeling blue known no ages (literal translation)

After distributed the interference in students' essay, the researcher would count the total cases of interlingual and intralingual interference in writing English as the target language.

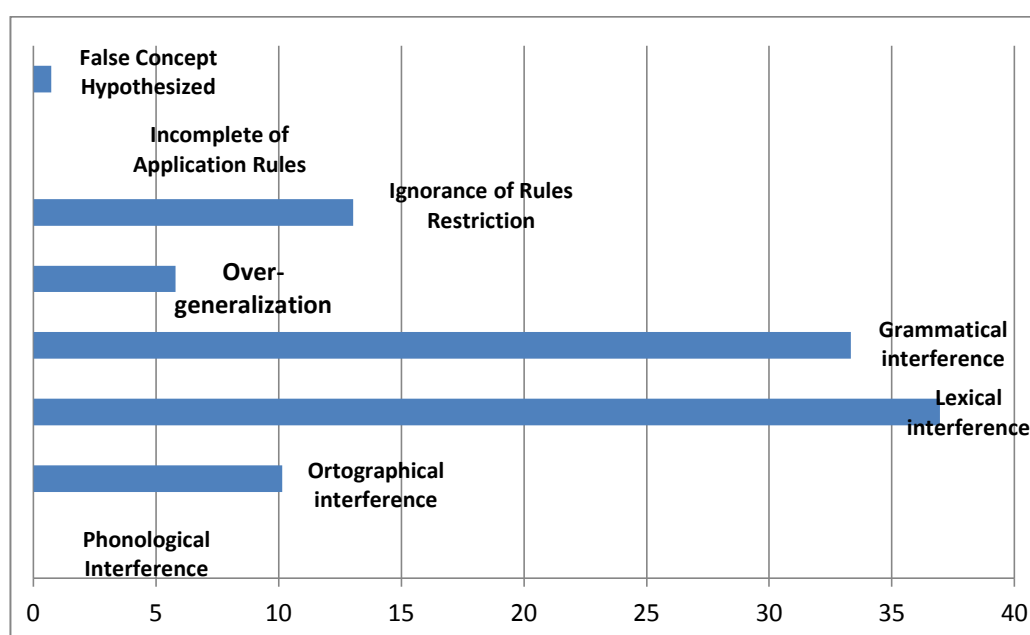
Table 4.2

Total Cases of Interlingual and Intralingual Interference

		Frequency	Percentage
		Interlingual	
Interference	1. Phonological Interference	-	-
	2. Ortographical Interference	14	10.14%
	3. Lexical Interference	51	36.96%
	4. Grammatical Interference	46	33.33%
		111	80.43%
	Intralingual		
	1. Over-generalization	8	5.8%
2. Ignorance of Rules Restriction	18	13.04%	
3. Incomplete of Application Rules	-	-	

	4. False Concept Hypothesized	1	0.72%
		27	19.56%
	Total	138	100%

After the researcher analyzed the data, the total of interlingual and intralingual interference that have been found in students' final essay were 138 cases. The data will be describe in following chart below :



From the data, the types of interference both interlingual and intralingual found in EFL students' writing in English. The data of interlingual errors and intralingual errors are presented in 4 indicators, furthermore the interlingual errors made by the students are divided into 3 indicators, they are (1) *ortographical interference* consist of 14 cases (10.14%), (2) *lexical interference* consist of 51 cases (36.96%), (3) *grammatical interference* consist of 46 cases (33.33%).

The Intralingual interference also found in students' essay which are divided into 3 indicators, those are (1) *over-generalization* consist of 8 cases (5.8%), (2) *ignorance of rules restrictions* consist of 18 cases (13.04%), and (3) *false concept hypothesized* consist of 1 case (0.72%).

From the result above, the researcher can make a conclusion that most of fifth semester students are still interfered by lexical interference (36.96%) and grammatical interference (33.33%) when they writing in English.

B. The most affecting factor that interfere students in writing the target language.

The researcher presents the finding about the factors that affecting students' interlingual and intralingual interference in writing the target language. The result of the survey used questionnaire. It was conducted by distributed the questionnaire to all respondents (the fifth semester) of English Study Program at IAIN Curup. There are 53 students who submitted their questionnaire from total population. Questionnaire is made with 17 statements to find out the factors that affecting students' interlingual and intralingual interference in writing English as the target language.

In conducting the survey, a questionnaire consists of 17 statements. There were 53 students who completely filled the questionnaire. This survey method was utilized, because this research would like to figure out the most affecting factor that interfere EFL students in writing English.

The responses of the questionnaire were calculated through a statistical quantification. Each response of the statement in the questionnaire was given to scale value based on Likert scale values that were “*Strongly Agree*” which value was (4), “*Agree*” which value was (3), “*Disagree*” which value was (2). “*Strongly Disagree*” which value was (1)

Table 4.3
Percentage of Interlingual Factor

Factor	No	Question	Answer				Total Percentage	
			SA	A	D	S D	Agr ee	Disa gree
Interlin gual	1	I tend to write sentence into target language by identify the sound from my first language	10	22	10	11	60.3 8%	39.62 %
	2	I often miss the letter that should be in the correct vocabularies	3	12	30	8	28.3 %	71.7 %
	3	I often add the letter that should not be in the correct vocabularies	3	13	24	13	30.1 9%	69.81 %
	4	I often unintentionally substitute the position of English letters so that I write erroneous English spelling.	3	31	8	11	64.1 5%	35.85 %
	5	I often erroneously order English letters during writing.	3	28	13	9	58.4 9%	41.51 %
	6	I often transfer my Indonesian ideas into English in a word-for-word way without	10	24	14	5		

	considering the context during writing.					64.1 5%	35.85 %
7	I often make less consideration concerning multiple meanings of English words during writing, so I tend to use erroneous English words	14	24	15	0	71.7 %	28.3 %
8	I tend to ignore the use of copula (e.g. to be) in English because Indonesian does not have such a special rule.	3	19	22	9	41.5 1%	58.49 %
9	I often make errors when writing the English verb 3 of passive voice because Indonesian does not have such a rule.	7	25	19	2	60.3 8%	39.62 %
10	I often erroneously use English subject-verb agreement during writing especially in terms of using singular third-person subjects because Indonesian does not have such a special rule.	14	16	18	5	56.6 %	43.4 %
11	Different ways of using prepositions between English and Indonesian likely make me produce erroneous English sentences during writing.	5	26	20	2	58.4 9%	41.51 %

Based on the table of percentage of interlingual factor above, **for**

item number 1 the students who answered option “strongly agree” were

as many as 10, the students who answered option “agree” were as many as 22, the students who answered option “disagree” were as many as 10, and the students who answered option “strongly disagree” were as many as 11. So, the total percentage who agree that the students tend to writing the target language by identifying the sound from their first language was 60.38% and the total percentage of disagree for item number 1 was 39.62%.

For item number 2, the students who answered option “strongly agree” were as many as 3, the students who answered option “agree” were as many as 12, the students who answered option “disagree” were as many as 30, and the students who answered option “strongly disagree” were as many as 8. So, the total percentage who agree that the students often miss the letters that should be in the correct vocabularies was 28.30% and the total percentage of disagree for item number 2 was 71.70%.

For item number 3, the students who answered option “strongly agree” were as many as 3, the students who answered option “agree” were as many as 13, the students who answered option “disagree” were as many as 24, and the students who answered option “strongly disagree” were as many as 13. So, the total percentage who agree that the students often add the letters that should not be in the correct vocabularies was 30.19% and the total percentage of disagree for item number 3 was 69.81%.

For item number 4, the students who answered option “strongly agree” were as many as 3, the students who answered option “agree” were

as many as 31, the students who answered option “disagree” were as many as 8, and the students who answered option “strongly disagree” were as many as 11. So, the total percentage who agree that the students often unintentionally substitute the position of English letters was 64.15% and the total percentage of disagree for item number 4 was 35.85%.

For item number 5, the students who answered option “strongly agree” were as many as 3, the students who answered option “agree” were as many as 28, the students who answered option “disagree” were as many as 13, and the students who answered option “strongly disagree” were as many as 9. So, the total percentage who agree that the students often erroneously order English letters during writing was 58.49% and the total percentage of disagree for item number 5 was 41.51%.

For item number 6, the students who answered option “strongly agree” were as many as 10, the students who answered option “agree” were as many as 24, the students who answered option “disagree” were as many as 14, and the students who answered option “strongly disagree” were as many as 5. So, the total percentage who agree that the students often transfer their Indonesian ideas into English in a word-for-word way without considering the context during writing was 64.15% and the total percentage of disagree for item number 6 was 35.85%.

For item number 7, the students who answered option “strongly agree” were as many as 14, the students who answered option “agree” were as many as 24, the students who answered option “disagree” were as

many as 15, and the students who answered option “strongly disagree” were as many as 0. So, the total percentage who agree that the students often make less consideration concerning multiple meanings of English words during writing was 71.70% and the total percentage of disagree for item number 7 was 28.30%.

For item number 8, the students who answered option “strongly agree” were as many as 3, the students who answered option “agree” were as many as 19, the students who answered option “disagree” were as many as 22, and the students who answered option “strongly disagree” were as many as 9. So, the total percentage who agree that the students tend to ignore the use of copula (e.g. to be) in writing English was 41.51% and the total percentage of disagree for item number 8 was 58.49%.

For item number 9, the students who answered option “strongly agree” were as many as 7, the students who answered option “agree” were as many as 25, the students who answered option “disagree” were as many as 19, and the students who answered option “strongly disagree” were as many as 2. So, the total percentage who agree that the students often make errors when writing the English verb 3 of passive voice was 60.38% and the total percentage of disagree for item number 9 was 39.62%.

For item number 10, the students who answered option “strongly agree” were as many as 14, the students who answered option “agree” were as many as 16, the students who answered option “disagree” were as many as 18, and the students who answered option “strongly disagree”

were as many as 5. So, the total percentage who agree that the students often erroneously use English subject-verb agreement during writing was 56.60% and the total percentage of disagree for item number 10 was 43.40%.

For item number 11, the students who answered option “strongly agree” were as many as 5, the students who answered option “agree” were as many as 26, the students who answered option “disagree” were as many as 20, and the students who answered option “strongly disagree” were as many as 2. So, the total percentage who agree that the students feel confused to differ of using preposition between English and Indonesian was 58.49% and the total percentage of disagree for item number 11 was 41.51%.

Table 4.4
Percentage of Intralingual Factor

Factor	No	Question	Answer				Total Percentage	
			SA	A	D	SD	Agr ee	Disa gree
Intralin gual	12	I tend to overgeneralize English rules so that I make erroneous sentences during writing.	2	14	27	10	30.1 9%	69.8 1%
	13	I tend to ignore some specific rules in making English sentences.	11	17	22	3	52.8 3%	47.1 7%
	14	My partial understanding of English rules likely leads me to making incomplete sets of good sentences.	12	25	14	2	69.8	30.1

							1%	9%
15	I often misanalysing the target language, it make me get wrong hypothesis in writing the target language.	2	33	14	4	66.0	4%	33.9
16	I have difficulty in distinguish the use of some target language rules.	1	35	13	4	67.9	2%	32,0
17	I tend to assume and analogy that English rules are same, it make me produce more erroneous in writing English.	1	24	14	14	47.1	7%	52.8

Based on table of percentage of intralingual factor above, **for item**

number 12, the students who answered option “strongly agree” were as many as 2, the students who answered option “agree” were as many as 14, the students who answered option “disagree” were as many as 27, and the students who answered option “strongly disagree” were as many as 10. So, the total percentage who agree that the students tend to overgeneralize English rules was 30.19% and the total percentage of disagree for item number 12 was 69.81%.

For item number 13, the students who answered option “strongly agree” were as many as 11, the students who answered option “agree” were as many as 17, the students who answered option “disagree” were as many as 22, and the students who answered option “strongly disagree” were as many as 3. So, the total percentage who agree that the students tend to ignore some specific rules in making English sentences was

52.83% and the total percentage of disagree for item number 13 was 47.17%.

For item number 14, the students who answered option “strongly agree” were as many as 12, the students who answered option “agree” were as many as 25, the students who answered option “disagree” were as many as 14, and the students who answered option “strongly disagree” were as many as 2. So, the total percentage who agree that the students has partial understanding of English rules likely leads them to making incomplete sets of good sentences was 69.81% and the total percentage of disagree for item number 14 was 30.19%.

For item number 15, the students who answered option “strongly agree” were as many as 2, the students who answered option “agree” were as many as 33, the students who answered option “disagree” were as many as 14, and the students who answered option “strongly disagree” were as many as 4. So, the total percentage who agree that the students often misanalysing the target language that caused them get wrong hypothesis in writing the target language was 66.04% and the total percentage of disagree for item number 15 was 33.96%.

For item number 16, the students who answered option “strongly agree” were as many as 1, the students who answered option “agree” were as many as 35, the students who answered option “disagree” were as many as 13, and the students who answered option “strongly disagree” were as many as 4. So, the total percentage who agree that the students have

difficulty in distinguish the use of some target language rules was 67.92% and the total percentage of disagree for item number 16 was 32.08%.

For item number 17, the students who answered option “strongly agree” were as many as 1, the students who answered option “agree” were as many as 24, the students who answered option “disagree” were as many as 14, and the students who answered option “strongly disagree” were as many as 14. So, the total percentage who agree that the students tend to assume and analogy that English rules are same was 47.17% and the total percentage of disagree for item number 17 was 52.83%

After obtaining and describing each percentages from interlingual and intralingual factors, the researcher will sort all the percentage from highest to lowest to determine what factors that affecting EFL students’ interlingual and intralingual interference in writing the target language. The criterion as the table in the following:

Table 4.5

The category of percentage

Percentage	Category
81%-100%	Very high
61%-80%	High
41%-60%	Fair
21%-40%	Low
0%-20%	Very low

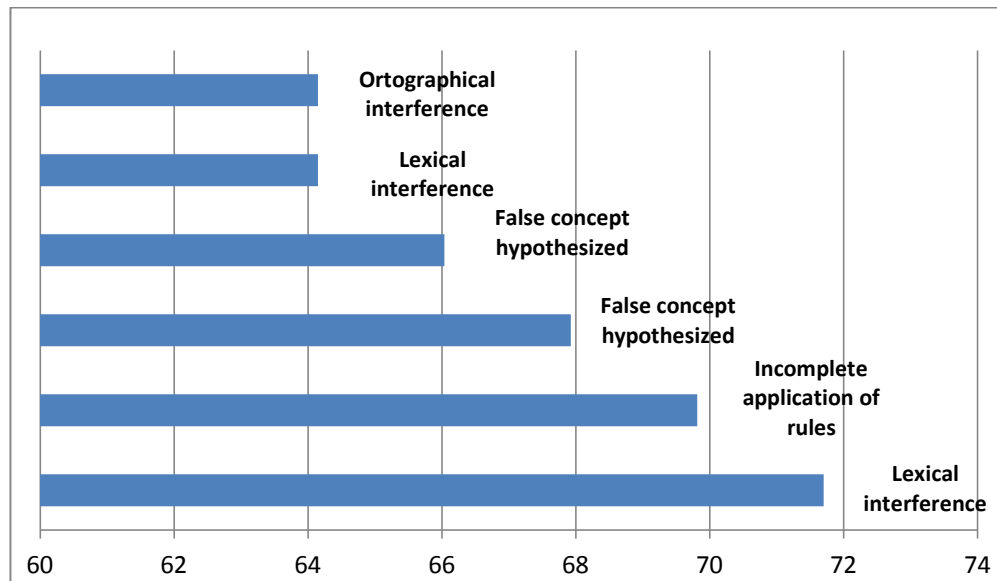
Table 4.6**The sort of highest to lowest factors that interfere students in writing English**

To know the highest to lowest percentage of factors from questionnaires that have been calculated by Ms. Excel, the result will be discussed as follow:

No	Statement	Item				Percentage				Total Percentage	
		S A	A	D	S D	SA	A	D	SD	Agre e	Disagr ee
1	No.7	14	2 4	1 5	0	26.42 %	45.28 %	28.3 %	0%	71.7 %	28.3%
2	No.14	12	2 5	1 4	2	22.64 %	47.17 %	26.42 %	3.77 %	69.81 %	30.19 %
3	No.16	1	3 5	1 3	4	1.887 %	66.04 %	24.53 %	7.55 %	67.92 %	32.08 %
4	No.15	2	3 3	1 4	4	3.774 %	62.26 %	26.42 %	7.55 %	66.04 %	33.96 %
5	No.6	10	2 4	1 4	5	18.87 %	45.28 %	26.42 %	9.43 %	64.15 %	35.85 %
6	No.4	3	3 1	8	11	5.66 %	58.49 %	15.09 %	20.8 %	64.15 %	35.85 %
7	No.1	10	2 2	1 0	11	18.87 %	41.51 %	18.87 %	20.8 %	60.38 %	39.62 %
8	No.9	7	2 5	1 9	2	13.21 %	47.17 %	35.85 %	3.77 %	60.38 %	39.62 %
9	No.5	3	2 8	1 3	9	5.66 %	52.83 %	24.53 %	17% %	58.49 %	41.51 %
10	No.11	5	2 6	2 0	2	9.434 %	49.06 %	37.74 %	3.77 %	58.49 %	41.51 %
11	No.10	14	1 6	1 8	5	26.42 %	30.19 %	33.96 %	9.43 %	56.6 %	43.4%
12	No.13	11	1 7	2 2	3	20.75 %	32.08 %	41.51 %	5.66 %	52.83 %	47.17 %
13	No.17	1	2 4	1 4	14	1.887 %	45.28 %	26.42 %	26.4 %	47.17 %	52.83 %
14	No.8	3	1 9	2 2	9	5.66 %	35.85 %	41.51 %	17% %	41.51 %	58.49 %
15	No.3	3	1 3	2 4	13	5.66 %	24.53 %	45.28 %	24.5 %	30.19 %	69.81 %
16	No.12	2	1 4	2 7	10	3.774 %	26.42 %	50.94 %	18.9 %	30.19 %	69.81 %
17	No.2	3	1 2	3 0	8	5.66 %	22.64 %	56.6 %	15.1 %	28.3 %	71.7%

In this case, the researcher take the most affecting factor which interfered EFL students in writing English as the target language. According to the result, the statements that obtained the high percentages were **item number 7** with statement *“I often make less consideration concerning multiple meanings of English words during writing, so I tend to use erroneous English words”* is 71.7%, **item number 14** with statement *“My partial understanding of English rules likely leads me to making incomplete sets of good sentences”* is 69.81%, **item number 16** with statement *“I have difficulty in distinguish the use of some target language rules.”* is 67.92%, **item number 15** with statement *“I often misanalysing the target language, it make me get wrong hypothesis in writing the target language.”* is 66.04%, **item number 6** with statement *“I often transfer my Indonesian ideas into English in a word-for-word way without considering the context during writing.”* is 64.15%, and **item number 4** with statement *“I often unintentionally substitute the position of English letters so that I write erroneous English spelling.”* is 64.15%

After the researcher categorized the criteria of each factor from high chart above, the researcher calculated all of the percentage of each indicators from interlingual and intralingual interference based on the answered survey, and the result will be described as follow:



Based on the obtained data from questionnaire, the highest factors have been found. After that, the researcher counting the total percentage to know which factor that had interfered the EFL students in writing English as the target language. The result showed that the most affecting factors that interfere fifth semester students in writing English as their target language is lexical interference with two statement which the total percentage is 67.93% and false concept hypothesized that also have two statements which the total percentage is 66.98%

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on data analysis in fourth chapter , there are following conclusion:

1. Based on data analysis from students' essay, it can be inferred that EFL students engage in six different types of interference;(1) *ortographical interference* consist of 14 cases (10.14%), (2) *lexical interference* consist of 51 cases (36.96%), (3) *grammatical interference* consist of 46 cases (33.33%), (4) *over-generalization* consist of 8 cases (5.8%), (5) *ignorance of rules restrictions* consist of 18 cases (13.04%), and (6) *false concept hypothesized* consist of 1 case (0.72%).
2. After the questionnaire gathered and calculated, there are the highest factors that faced by the EFL students in writing the target language:
 - a. The students often make less consideration multiple meaning of English during writing (71.70%).
 - b. Their partial understanding of English rules lead them to making incomplete sets of good sentences (69,81%).
 - c. They have difficulty in distinguish the use of the target language rules (67.92%).
 - d. The students often misanalyzing the target language that make them get wrong hypothesis in writing English (66.04%).

- e. The students often translate their Indonesian ideas into English in a word for word without considering the context (64.15%).
- f. The students often unintentionally substitute the position of English letters that made them write erroneous English spelling (64.15%)

After the result was found, the researcher calculate the statement to find the most affecting factor from the both interlingual and intralingual indicators. The result showed that the most interference that affecting students' interference in English writing are lexical interference (67.93%) and false concept hypothesized (66.98%)

From result of the data, the researcher get the conclusion that most of fifth semester EFL students of IAIN Curup are still interfered by lexical interference, grammatical interference and false concept hypothesized. It is showed from answered research questions number 1 and 2.

B. Suggestion

The writer would like to make some suggestions for lecturers and students in order to improve students' understanding of English grammar without being interfered by their first language or source of language.

1. For the lecturer

- a. The lecture should include additional English grammar practice so that students can produce and write sentence with the proper grammar structure.

- b. The lecture should provide more opportunities for students to practice expanding their vocabulary in order to write appropriate translations that are relevant to the theme or context of the writing.
 - c. The lectures should encourage students to build their motivation while also acknowledging their challenges writing English as their target language.
2. For the students
- a. The students should learn English seriously especially for English grammar.
 - b. The students should pay attention in learning English structure and in order to decrease the misanalysing the target language so that the students can distinguish the English rules easily.
 - c. The students should learn more of English vocabularies so that the students can translate the sentence within consider the context and do not translate the word for word anymore.

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INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH

Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010
Fax (0732) 21010 Homepage <http://www.iaincurup.ac.id> E-Mail admin@iaincurup.ac.id

KEPUTUSAN DEKAN FAKULTAS TARBIYAH

Nomor : 470 Tahun 2020

Tentang

PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI
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- Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
- Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
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- Keputusan Rektor IAIN Curup Nomor : 0047 tanggal 21 Januari 2019 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup

MEMUTUSKAN :

Menetapkan
Pertama

- Bayu Senjahari, M.Pd., M.Ed 19800603 200212 1 004
- Eka Apriani, MPd 19900403 201503 2 005

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa

N A M A

: Ade Yunita Annisah

N I M

: 16551002

JUDUL SKRIPSI

: EFL Students' Interlingual and Intralingual Interference in Writing the Target Language

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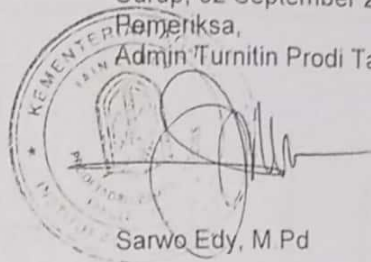
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 NIM : 16551002
 FAKULTAS/JURUSAN : Tarbiyah / Tadris Bahasa Inggris
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 PEMBIMBING II : Eka Apriani, M.Pd.
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Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi IAIN Curup.

Pembimbing I,

Bayu Senjahari

Bayu Senjahari, M.Pd., M.Ed.
NIP. 198003262002121004

Pembimbing II,

Eka Apriani

Eka Apriani, M.Pd.
NIP. 199004032015032008



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4	30/11-20	Revisi questionnaire		
5	11/12-20	Ulat has instrument		
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8	20/5-21	Ace Bab 4-5		



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NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	16/11-20	Bimbingan BAB 1-3		
2	1/12-20	Revisi deep 2-3		
3	10/12-20	Revisi instrument		
4	14/1-21	Revisi kuesioner		
5	23/1-21	Ace Bab 1-3		
6	9/3-21	Bimbingan Bab 4-5		
7	25/5-21	Ace Bab 4-5		
8				

APPENDIX 1

Blueprint of Questionnaire

Factor	Indicator	Sub-indicator
1. Interlingual Interference	5. Phonological Interference	Identified sound of first language system then applies it in the target language (e.g. kenow/k'now for know)
	6. Ortographical Interference	Omission of letter (e.g. baloon for balloon, dificult for difficult)
		Addition of letter (e.g. carefull for careful, already for already, etc.)
		Substitution of letters (e.g. calender; calendar)
		Permutation of letters (e.g. tabel: table)
	7. Lexical Interference	Transferring ideas into English in a word-for-word way without considering the context (e.g. students write " <i>I am enter wind</i> " when it should be " <i>I get cold</i> ")
		Less consideration concerning multiple meanings of English words. (e.g. students translating the meaning of idiom without considering the context; "piece of cake" they translate it "potongan kue" when it should be "mudah sekali")

	<p>8. Grammatical Interference</p>	<p>Tendency to ignore the use of copula (or to be) in English because Indonesian does not have a special rule like “to be” (e.g. I very happy for I <i>am</i> very happy.)</p> <p>Different styles of structuring the passive voice between English and Indonesian because Indonesian does not have a special rule like “verb 3” (e.g. “The novel buy by Anna” when the correct sentence is “The novel is bought by Anna”</p> <p>Different ways of placing subject-verb agreement between English and Indonesian because Indonesian does not have a special rule like adding a bound morpheme (s/es) after a third-singular-person subject. (e.g Robby sing a ballad song, that should be Robby sing<u>s</u> a ballad song)</p> <p>Different ways of using prepositions between English and Indonesian (e.g. Sama dengan; similar to {but not similar with})</p>
<p>2. Intralingual Interference</p>	<p>5. Over-generalization</p>	<p>Tendency to overgeneralize English rules lead students to making erroneous sentences (e.g. generalization of the relative pronoun;</p>

		<p>“Bill, <i>*that</i> has a great sense of unconventional morality.” it should be replaced by <i>*who</i>) (e.g. generalization of the use -ed in every verb in past tense; “I <i>*bayed</i> novel” when the correct sentence is “I <i>*bought</i> novel”)</p>
	<p>6. Ignorance of Rules Restriction</p>	<p>Tendency to ignore some specific rules in making English sentences (e.g. ignorance of the third person singular <i>s</i> as in sentence “He <i>*want.</i>” that should be “He <i>*wants</i>”</p>
	<p>7. Incomplete Application of Rules</p>	<p>Partial understanding of English rules leads to making incomplete sets of good sentences (e.g. the deviant order of subject and verb ‘be’ in: <i>Nobody knew where* was Barbie</i> (Barbie was).)</p>
	<p>8. False Concept Hypothesized</p>	<p>Students tend to misanalysing the target language (TL) and makes wrong hypothesis in writing the target language (e.g. students write “its” as the plural of “it” not as “possessive pronoun” because of false hypothesized)</p>

		<p>Refers to errors made by learners because of the failure of distinguishing the use of some language rules.</p> <p>(e.g. the students think that “<i>is</i>” is used in writing present tense or “<i>was</i>” is the past tense marker. Hence, they write; “<i>She *is speak English</i>” for “<i>She *speaks English</i>” or “<i>She *was went to the school.</i>” for “<i>She *went to school</i>”)</p>
		<p>Tendency to assume and analogy that the English structure are same to making erroneous sentences (e.g. pluralizing ‘child’ to ‘childs’ as they know that the plural of ‘boy’ is ‘boys’)</p>

Distribution of Item Questionnaire

No	Factor	Item Number
1	Interlingual Interference	1,2,3,4,5,6,7,8,9,10,11
2	Intralingual Interference	12,13,14,15,16,17

APPENDIX 2

Questionnaire

“EFL Students’ Interlingual and Intralingual Interference in Writing The Target Language”

Please put a tick (✓) on one of the given options on the right of each statement

Note:

SA: Strongly agree

A: Agree

D: Disagree

SD: Strongly disagree

Name :

Class :

NIM :

No	Statement	SA	A	D	SD
1	I tend to write sentence into target language by identify the sound from my first language <i>(Saya cenderung menuliskan kalimat dalam bahasa target dengan bunyi dari bahasa pertama saya)</i>				
2	I often miss the letter that should be in the correct vocabularies <i>(Saya sering menghilangkan/tidak menuliskan huruf yang seharusnya berada dalam kosakata yang benar)</i>				
3	I often add the letter that should not be in the correct vocabularies <i>(Saya sering menambahkan huruf yang tidak seharusnya berada dalam kosakata yang benar)</i>				
4	I often unintentionally substitute the position of English letters so that I write erroneous				

	<p>English spelling.</p> <p><i>(Saya sering menukarkan posisi huruf bahasa Inggris tanpa sengaja sehingga saya menuliskan ejaan bahasa Inggris yang salah.)</i></p>				
5	<p>I often erroneously order English letters during writing.</p> <p><i>(Saya sering salah menyusun huruf-huruf bahasa Inggris saat menulis.)</i></p>				
6	<p>I often transfer my Indonesian ideas into English in a word-for-word way without considering the context during writing.</p> <p><i>(Saya sering mentranfer ide versi bahasa Indonesia ke dalam tulisan bahasa Inggris secara kata per kata tanpa memperhatikan konteks saat menulis.)</i></p>				
7	<p>I often make less consideration concerning multiple meanings of English words during writing, so I tend to use erroneous English words.</p> <p><i>(Saya sering kurang matang dalam mempertimbangkan makna ganda dari kosa kata bahasa Inggris saat menulis, sehingga saya cenderung menggunakan kosa kata bahasa Inggris yang salah.)</i></p>				
8	<p>I tend to ignore the use of copula (e.g. to be) in English because Indonesian does not have such a special rule.</p> <p><i>(Saya cenderung mengabaikan penggunaan copula (misalnya "to be") dalam bahasa Inggris karena bahasa Indonesia tidak memiliki aturan khusus seperti itu.)</i></p>				
9	<p>I often make errors when writing the English verb 3 of passive voice because Indonesian does not have such a rule.</p>				

	<i>(Saya sering melakukan kesalahan saat menulis kata kerja ke 3 bahasa Inggris pada formula kalimat pasif karena bahasa Indonesia tidak memiliki aturan seperti itu.)</i>				
10	<p>I often erroneously use English subject-verb agreement during writing especially in terms of using singular third-person subjects because Indonesian does not have such a special rule.</p> <p><i>(Saya sering salah menggunakan kesesuaian subjek dan kata kerja saat menulis khususnya ketika menggunakan subjek orang ketiga tunggal, karena bahasa Indonesia tidak memiliki aturan seperti itu.)</i></p>				
11	<p>Different ways of using prepositions between English and Indonesian likely make me produce erroneous English sentences during writing.</p> <p><i>(Perbedaan cara menggunakan kata depan antara bahasa Inggris dan bahasa Indonesia cenderung membuat saya menuliskan kalimat bahasa Inggris yang salah)</i></p>				
12	<p>I tend to overgeneralize English rules so that I make erroneous sentences during writing.</p> <p><i>(Saya cenderung terlalu menggeneralisir aturan bahasa Inggris sehingga saya menuliskan kalimat bahasa Inggris yang salah.)</i></p>				
13	<p>I tend to ignore some specific rules in making English sentences.</p> <p><i>(Saya cenderung mengabaikan beberapa aturan spesifik saat menuliskan kalimat bahasa Inggris.)</i></p>				
14	<p>My partial understanding of English rules likely leads me to making incomplete sets of</p>				

	<p>good sentences.</p> <p><i>(Pemahaman saya yang setengah-tengah terhadap aturan bahasa Inggris cenderung membuat saya menuliskan kalimat yang kurang pas)</i></p>				
15	<p>I often misanalysing the target language, it make me get wrong hypothesis in writing the target language.</p> <p><i>(Saya sering salah menganalisa bahasa target yang menyebabkan saya salah dalam menuliskan bahasa target)</i></p>				
16	<p>I have difficulty in distinguish the use of some target language rules.</p> <p><i>(Saya kesulitan dalam membedakan beberapa aturan penggunaan kalimat dalam bahasa target)</i></p>				
17	<p>I tend to assume and analogy that English rules are same, it make me produce more erroneous in writing English.</p> <p><i>(Saya cenderung menduga dan menyamakan bahasa aturan Bahasa Inggris sama saja sehingga membuat saya sering melakukan kesalahan dalam menulis Bahasa Inggris)</i></p>				

APPENDIX 3

Validity and Reliability of Instrument

After tried the questionnaire to the non sample at least 10 students. The researcher intentionally use Ms. Excel to evaluate the data in determining whether the instrument was valid or not.

Question	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	Total			
Student 1	4	2	3	4	2	2	3	3	2	3	4	4	3	4	4	2	4	53			
Student 2	4	2	4	4	3	3	4	4	3	4	3	4	4	4	4	3	3	60			
Student 3	3	2	3	3	3	3	3	3	3	3	4	3	3	3	3	3	4	52			
Student 4	2	3	4	2	3	3	3	2	3	4	3	2	2	2	4	3	3	48			
Student 5	1	1	1	2	3	1	3	1	1	1	1	3	1	3	4	1	1	29			
Student 6	4	2	4	2	4	3	4	4	4	2	4	3	4	4	4	3	4	59			
Student 7	2	1	2	1	1	2	1	2	2	1	2	1	2	2	2	2	2	28			
Student 8	2	1	2	2	1	1	2	2	2	2	1	2	2	1	2	1	1	27			
Student 9	3	1	4	1	1	1	3	3	1	1	3	1	3	3	3	1	3	36			
Student 10	3	2	4	2	2	3	3	4	4	3	2	2	4	4	3	3	2	50			

	0.8	0.7	0.7		0.6	0.8	0.7			0.7	0.7	0.6		0.7	0.6	0.8	0.7
rhitung	3	7	5	0.7	7	3	9	0.8	0.7	4	9	4	0.8	5	4	3	9
	4.1	3.4	3.1		2.5	4.1	3.5	3.7			3.6	2.3		3.1	2.3	4.1	3.6
thitung	3	1	7	2.5	9	5	9	7	3	3.1	2	7	3.8	9	5	5	2
	2.3	2.3	2.3		2.3	2.3	2.3	2.3		2.3	2.3	2.3		2.3	2.3	2.3	2.3
ttable	1	1	1	2.3	1	1	1	1	2.3	1	1	1	2.3	1	1	1	1
kriteria	valid	valid	Valid	valid	valid	valid	valid	Valid	valid	valid	valid	valid	valid	valid	valid	valid	valid
Varian	1.0	0.4	1.2		1.1	0.8	0.7	1.0		1.3	1.3	1.1		1.1	0.6	0.8	1.3
s	7	6	1	1.1	2	4	7	7	1.2	8	4	7	1.1	1	8	4	4

Jml	Var	Reliabili
Var	Total	tas
17.75	167.	0.95017
56	96	7

APPENDIX 4

Daftar Anggota Populasi Semester 5 Tadris Bahasa Inggris Tahun 2020

No	Nama
1	Ainul Mardhiyya
2	Amalia Agustina
3	Anggun
4	Anidia
5	Anisa Ismi
6	Aprilianti Tri Lestari
7	Ardian Majid
8	Arif Dwi Septian
9	Astuti
10	Azah Sari Veronica
11	Azlina Fitria
12	Cherilla Selma Azzahra
13	Citra Kusuma
14	Dea Gemvita
15	Dela Astrina
16	Dina Anggraini
17	Dita Alwaasi
18	Dwi Septiana Putri
19	Eka Sepritawati
20	Ihsan Kamil
21	Ramadan
22	Fратиwi Nanada Dwi Wahyuni
23	Gustin Monika
24	Irhash Akbar Ahmadi
25	Liffmi Izzaturodiah
26	Lesti Oktapiah
27	Magi Oktavian
28	Muhammad Hafiz
29	Muhammad Ariksha
30	Muhammad Haikal

31	Nabila Khairunnisa
32	Nadia Maiza Umami
33	Novi Agnes Paramitha
34	Nurhakiki
35	Nurjanah
36	Novita Eliansri
37	Putri Wulandari
38	Bayu Segara
39	Rahmad Hidayat
40	Reki Iswandi
41	Rio Satrio
42	Roni Saputra
43	Ririn Ayang Marseli
44	Rita Heryani
45	Suci Meliania
46	Teti Febryaningsih
47	Ulva Hanum
48	Widi Tria Aryani Nasution
49	Wiwit Wido Nengsih
50	Yudis Awang Prayoga
51	Tezi Yasinta
52	Valen Kurnia
53	Yeni Rahayu