THE INFLUENCE OF EFL LEARNERS' INDONESIA LANGUAGE ON THEIR ENGLISH LANGUAGE WRITING

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Abstract

Penelitian ini difokuskan pada bagaimana pengaruh bahasa Indoensia mahasiswa terhadap tulisan mahasiswa terhadap ahasa target. Apakah ada pengaruh dari bahasa Indoensia siswa terhadap bahasa sasaran ketika pada saat mereka menulis. Penelitian ini menggunakan penelitian kualitaif studi kasus. Data dikumpulkan melalui tes menulis. Untuk mengetahui pengaruh bahasa Indoensia siswa terhadap pada tulisan mereka, siswa ditugaskan untuk menulis karangan bebas dan produk tulisan mereka sebagai data. Hasilnya menunjukkan bahwa ada kesalahan yang dibuat oleh siswa merupakan efek dari bahasa Indoensia siswa terhadap bahasa target. Writing instructor disarankan untuk mengidentifikasi meningkatkan pemahaman mahasiswa tehadap bahasa target untuk mencegah efek dari bahasa Indonesia siswa pada saat menulis.

Kata Kunci: *Bahasa Indonesia, EFL, Menulis*

INTRODUCTION

Writing has become central in today's schools and universities as a measure of academic success. Rihda (2012) stated that writing is a complex process that demands cognitive analysis and linguistic synthesis. It is even more complicated to write in a foreign language, and it takes considerable time and effort to become a skillful writer. Students work hard to learn how to make more informed decisions about their writing and gain more control over the improvement of English writing skills. Writing teachers also work hard to help students write, more descriptive and specific papers.

There is evidence provided by the researcher that there are errors made by the students who learn English as Foreign Language in their writing. For example, Chan (2010) has researched ESL students in Hong Kong found that the error made by the students in their writing is caused by their mother tongue. More ever Kaplan (1966) in Zheng, (2013) that different cultural thought patterns and their influence for L2 writers when they write in English and other evidence come from Bot, Lowie, and Verspoor (2005) stated that a person who had to learn one language would revert to those habits when learning the second language.

It is commonly believed that the Indonesia Language affects second language (L2) or foreign language. In this context, there is no surprise to anyone that different cultures think in different ways. Western ways of thinking and writing are very different from Eastern or Middle Eastern ways of thinking (Ridha, 2012:24).

The purpose of this study is generally to explore what kind of error is made by the students in their writing and whether the errors are caused by their Indonesia Language because every language has a different culture. The structure of the Indonesia Language is different from the target language. The role of the mother tongue and native language influence (Master, cited in Torrijos, 2009: 147. It is important for writing instructors to know what types of errors are made by the students and the effect of students' Indonesia Language on the target language in English writing.

Theoretical Perspectives

Language transfer has been an important topic in applied linguistics, second language acquisition, and language teaching for at least a century and the role of the mother tongue and native language and its influence (Master, 1987; Mesthrie and Dunne, 1990; Jarvis, 2000 in

Torrijos 2009:148). In this context of learning English as a Foreign Language (EFL), the students sometimes make errors. Wang (1999) in Rhida 2012:24) also investigated the use of references in (L1) Chinese and their effect on cohesion in (L2) English. Studies that had been done in this field showed that EFL learners commit errors because they think in their native language and that they translate their thoughts into a foreign language. Ridha (2012) points out that researchers began to suggest that learners' errors are, in fact, very important providing insight into how far a learner has progressed in acquiring a language, and showing how much more the learner needs to learn. Moreover (Lungu 2003 in Ridha 2012:24) stated that Errors are studied to find out something about the learning process and the strategies employed by human beings learning another language.

This study concerns the effect of the Indonesia Language on the target language (TL) or second language. Learning English as a foreign language or second is very hard for the students and also a challenge for them to improve their English. In this context, students made errors when they write in other languages or languages as foreign languages for them. The influence of the native language is clearly shown in the written form which is the basic (main) technique, a foreign language teacher uses in testing the proficiency of the students. For English as Foreign Teacher teachers, this is a challenge for them to help their students. The most important part of their task is to teach their students how to think and to use a foreign language as its native users do.

In recent years, however, a more balanced perspective has been used. The empirical research in the 1970s and 1980s has led to new and more persuasive evidence for the importance of transfer in all subsystems. Kaplan (1966) in Zheng (20013) analyzed the different cultural thought patterns and their influence on L2 writers when they write in English and he found that students' Indonesia Language influences their writing. it no doubts that students who have different socio-culture in the target language will affect them and produce an error in their writing.

Error and Mistake

The term error was defined differently by many experts and these definitions have the same meaning while they formulate it differently. Norrish (1987) stated that errors are a systematic deviation when the learner has not learned something and consistently gets it wrong and another definition stated by Cunning worth (1987) view that errors are systematic deviations from the norms of the language being learned (cited in Ridha 2012: 25). From two definitions, it is clear that Errors mean the systematic deviation that has happened in the process of learning rapidly.

It is necessary to make a distinction between the two terms "*errors*" and "*mistakes*". These two terms according to Corder (1967), the distinction between errors and mistakes; an error is a noticeable deviation from the adult grammar of a native speaker reflects the competence of the learner, while mistake refers to a performance error that is either random guess or a slip in that it is a failure to utilize a known system correctly. James (1998) cited in Ridha (2012) he defined Errors as cannot be self-corrected whereas mistake is the latter as can be self-corrected if the deviation is pointed out to the speaker. Errors are "*systematic* ", i.e they occur repeatedly and are not recognized by the learner and a mistake is any letter or ungrammatical that produced by the learner and they realized it and correct it by themself.

The Kind of Errors

To analyze the influence of the students' Indonesia Language on the target language (TL), it is necessary to determine the sources of errors are made by students. Corder (1973:277 cited in Al-zuoud, 2013:167) mentions that four kinds of errors: omission of some required element, the addition of some unnecessary or incorrect element, selection of the incorrect element, and disordering of elements. Another Cala Burt and Kiparsky (1974:73 distinguish between *global* and

local errors. A global involves *"the overall structure of a sentence"* and a local error affects *"a particular constituent"*.

From the explanation above, According Brown (2001:224) there is two resources of Error are interlingual and intralingual. Indonesia Language interference is termed "interlingual" or" transfer errors". Those errors are attributable to negative interlingual transfer. According to Kavaliauskiene (2009:4), transfer of errors may occur because the learners lack the necessary information in the second language or the intentional capacity to activate the appropriate second language routine (cited in Ridha: 2012:29). While intralingual errors are the errors that result from faulty or partial learning of the target language rather than language transfer (Keshavarz, 2015; Fang and Xue-mei 2007:11 and other experts like Erdogan (2005:266) stated that intralingual errors occur as a result of learners' attempt to build up concepts and hypotheses about the target language from their limited experience with it" (see also Rihda, 2012:30). The limited experience here means that students' language proficiency such Ramirez and Stromquist (1979) in Ellis (1994) reported that it is a positive correlation between grammatical error and linguistic proficiency.

As an English teacher which teaches English as a foreign language is important to know what kind of errors are made by students because it indicates their ability and comprehension of the target language, and English teacher should prevent the students' errors and improve their comprehension to use appropriate structure and word choice in their writing.

METHOD

The objective of this study is to examine the EFL students' errors in writing. This study applies a qualitative case study. The data study was obtained from three EFL students writing drafts who participated in this study. The students learn English as a foreign language. They were asked to write the essay and they also freely chose their topic. The documents were produced by three students and were collected as data for this study. This study used content analysis. The data were collected to be analyzed to find out the effect of students' Indonesian Language on the English Language as Target Language.

DISCUSSION

The errors in this study are classified as follows: The grammatical errors (analyzed at both word and sentence levels in relative to tense, singular /plural markers, prepositions, articles, and pronouns), semantic/ lexical errors, and word order and relation to the issues of transfer on second language studies.

Grammatical Errors

There are some errors made by the students. It gives a detailed account of different grammatical subcategories. The errors were made by the students such as lexical error and tenses errors, pronoun errors, singular /plural errors and preposition errors.

Tenses are the most common errors made by students in their writing. There are several reasons: they could not differentiate simple present and past tense in English. In Indonesia language has the same verb in Present tense and past tense. So the participants constructed the sentence using the Indonesian language pattern or they transfer the Indonesia Language pattern to the Target Language (TL).

Table 1. Grammatical Error

Errors	The correct form
*This morning, I wake up at 4. 59 a.m.	This morning, I **woke** up at 4.59 a.m
*I go to sleep again	I **went** to sleep again
*When I doing it, I feel sleep again	When I **was doing** it but I **felt** sleep again
* We meet traffic jam	We **met** traffic jam
*Yesterday me and my friend go to Tulun Village	Yesterday, my friend and I **went** to Tulun Village

From the examples in table 1, the students do not have enough comprehension in the target language (TL). The students should get an explanation of different patterns of Indonesia Language and second language (L2) or target language (TL). The Examples of table 1 show that the effect of Indonesia Language on the Target Language (TL) or English can be observed from the verbs *(wake, feel, meet, and go)* of those sentences. The verbs did not change to the past participle form as English language rule. It means that the students still used Indonesian language rules. To prevent this, English as foreign language teachers play an important role to enhance the students' comprehension and awareness of this case.

The participants made errors by using simple present tense as James (1998) in Ridha (2012) defined that a mistake is categorized errors, when errors is cannot be self-corrected. As definition stated by James, the subject in this text is *she* (a third person singular). Based on the rule if the subject of third-person singular after the verb, it must be added with *-s/-es* but the respondent did not add –s after a verb such as in "*work*" that must be "*works*". Therefore, the respondent must not add –s such as in "*she goes **homes** at about to 2.00 PM*" that must be "*she goes home at about to 2.00 pm*". There are some examples were taken from the students' writing.

Table 2. Grammatical Error

Errors	The correct form
*she goes homes at about to 2.00 PM.	that must be "she goes home at **about 2.00 pm.**"
*She work at the hospital.	that must be "She **works** at **a** hospital"
*She is Nurse.	that must be "She **is a nurse**"
*Everyday she takes care the patient.	that must be "**Every day,** she takes **care patient**"

It is clear from the example above show that participants used literal translation to translate their idea or sentence to target language TL. The participants used prepositions such as "*at, to, by,* and *about*" in the text but made the mistake added prepositions *to* such as in "*she goes **homes** at about to 2.00 PM*" that must be " *she goes **home** at about 2.00 pm*". The participants used article *a* and *the* in the text but made mistake used article *the* incorrectly such as in "*She work **at the hospital**"* that must be "*She works **at a hospital**"* the participants must use article *a* in this sentence because this is the first time that the participants talked about the hospital. The participants must not use the article *"the"* such as in "*Everyday she takes care patient*" that must be "*Everyday, she takes care the patient*". The participants made the mistake did not use the article *the* such as in "*She goes to hospital by car*"; "*She comes to hospital at 8.00 am and she goes homes at about to 2.00 PM*" that must be "*She goes to the hospital by car*"; "*She comes to the hospital at 8.00 am and goes home at about 2.00 pm*" the participants must use the article *the* in this sentences because it explains the hospital that the r participants means. The participants made mistakes did not using articles *such* as in "*She **is Nurse**"* that must be "*She **is a nurse**"* the participants must use the article *a* in this sentence because we use the article *a* to say what kind of thing or person

something/somebody is. The participants did not use an adverb of frequency and names of building in the text.

Lexical

There are some evidence take from EFL students' writing which is indicated that the students made errors and it was caused by their Indonesia Language The evidences show that EFL learner transfers their Indonesia Language to target language (TL). For example

Table 3. Lexical

Errors	The correct form
I meet my Dormitoryfriend.	I met my friend in our Dormitory. He is my roommate.
I and my friend come home with broke heart	My friend and I went home with **disappointed**
We force to pass the little road	We **went through the road**
We spend little time to take picture	We spend **few minutes** to take pictures

Some errors occur when students construct a sentence such as "I and my friend" it is an Indonesian language pattern. It should be "my friend and I" it is the standard one. When students try finding equivalent "kecewa"dan "teman seasrama" in English then he used "Broken heart" and also "Dormitory friend" as stated Kavaliauskiene (2009) in Ridha: 2012:29), transfer of errors may occur because the learners lack the necessary information in the target language or the intentional capacity to activate the appropriate second language routine.

CONCLUSION

This study found several errors made by the students it because they don't have enough comprehension of the target language rule. They have a lack of experience in expressing their idea in English, so they try to find the appropriate words or phrases to express their idea in English but what they had done is translate their idea literally to the target language.

The most errors they did are because of Indonesia Language transfer or the effect of their Indonesia Languages such as Indonesia language pattern, phrase and word choice, and word order. English teachers are suggested to help students with highlighting their errors and explain to students the pattern of the second language which has different and give more exercise to students to express their idea in English.

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