Interlanguage in recount writing text by 8th grade student

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ABSTRACT

This study attempts to analyze interlanguage production made by ten eight-grade students who enrolled in one of the secondary schools in Jakarta. Interlanguage happens when second language students talk in the target language but their linguistic framework is still the source language (any prior language they have known beforehand). It is intended to explore kinds of interlanguage that occur in their recount writing and to explain the potentials of why the errors emerge in their recount writing. The data was taken from a recount writing produced by the participants. This study employed a qualitative research design and was specifically presented using a descriptive case study. Furthermore, a document analysis was employed as the procedure of collecting students' recount writing. The result of the study showed that based on students' recount writing, the interlanguage is detected from the way passive sentences, violated verb agreement, unparalleled sentences, and L1 to L2 translation. In that sense, it can be concluded that interlanguage happens due to L1 tendency which still dominated the students' minds when producing the target language. Thus, the students should be assisted to practice the correct rules of English in their writing, especially in recount text to prevent any possible fossilization.

Keywords: interlanguage, recount text, student's writing

Introduction

A field of Second Language Acquisition (hereinafter SLA) learns human development in learning a language other than the L1. It depicts the process that starts in their late childhood, adolescence, to adulthood. (Ortega, 2009). Furthermore, Saville-Troike (2006) pointed out that SLA discusses informal L2 learning in a naturalistic context. For instance, a Japanese moved to the USA and used English in order to interact with his environment. Another cause can occur when a British high schooler takes a French class. This example mostly happens in a language classroom. Then, it can occur in a condition where L2 learning entails a mixture of informal and formal circumstances, like when an American picks up Chinese classes in Taipei while also producing the language outside the class for interaction. The illustrations above have explained that SLA studies concern with a broad range of notions regarding the language acquisition process associated with students' cognitive aspect as they develop their second

language in a new environment (Fauziati & Maftuhin, 2016).

Students find themselves construct some linguistic knowledge that diverges from correct target language rules while learning a second language (Handayani et al., 2019). Thereby, their condition is known as interlanguage or IL (Selinker, 1997). Afiana, et al (2018) stated that it is a reflection of students' journey as they go through the process of shifting their understanding from L1 to L2. IL is considered as L3 which structure status is in between L1 and L2 (Afiana et al., 2018). Thus, IL is unique since there is a gap that allows the students' linguistic system to stay in the middle of L1 and L2 rules. Further still, Ellis & Barkhuizen (2005) in Fauziati (2016) highlighted some IL characteristics as follows: (1) systematic, it refers to the internal consistency of rule and feature which shape IL; (2) dynamic, it deals with interim grammar resulted from the frequent change on students' system of rules in mind; (3) variable, it occurs when students

employ a range of form of grammatical structure at development stage; IL produces (4) learning strategies; (5) fossilization, it points potential errors which can cause permanent effects on students' second language and; (6) it permeable to infiltration by L1 and L2 rules.

Previous studies have been conducted in order to analyze IL. The first study was executed by Martinez and Carbera (2002). It focused on the IL and various ways attempted by the teachers to achieve their oral input understandably. Five primary school teachers happened to participate as subjects of the research. The result indicated that the factor that influences the interlanguage was cross-linguistic. The second study was conducted by Kil (2003) which draws on three kinds of errors that Korean English learners produced, as follows: word order; inversion; co-occurring articles. The result showed that the IL of the learners triggered by a developmental process. The third study by Aini, et al (2020). It analyzed the occurrence of IL fossilization made by Indonesian Students, especially on their writing performance. It was found that fossilization regarding syntactical and morphological contribute to their writing. Moreover, another cause happened due to students' low English proficiency. Another study regarding fossilization was done by Dina (2017) in examining EFL postgraduate students' errors in writing. It was reported that the interferences resulted from the article, grammar, number, relative clauses, and style.

In Indonesia, English is widely used and currently becomes a chosen language learned referring to the curriculum of 2013. According to Dardjwidjojo (Endriyani & Anggraeni, 2019), it was first introduced as local content in primary school in 1994. Then, followed in 2003, it is taught as a compulsory subject from the secondary level to higher education level. Amirza (2019) mentioned that second language learning should be presented in a meaningful way. It can be delivered from learning of various texts (genre-based approach) in a different context both oral and written form (Derewianka, 1995). In accordance with Asikin (2017), some genres are introduced in the school syllabus, as follows: procedure text, narrative text, descriptive text, recount text, and other names as well.

However, learning a second language is considered challenging for students who learn it in a foreign setting like in Indonesia. Afiana, et al (2018) found that some students did not receive enough exposure and only few people encouraged them to practice the language. These factors can affect students' low interest in English. Purwanti (2015) mentioned that a number of students she analyzed refused to learn English writing skill due to its complexity. Whereas, having an ability to write English properly is crucial (Sabaruddin, 2019). It also allows the students to utter the feelings which verbal language cannot provide (Bagcı, 2019). Moreover Dewi and Iswandari (2016) pointed that writing skill is generally reinforced in English language learning. In order to be able to write, Kusumaningrum, et al (2019) showed the stage of writing, which are planning, drafting, revising, and editing. To practice these stages, English language teacher can consider genre-based approach focusing on recount text since it allows the students to relate their experience by expressing personal feelings, opinions, and retelling the story (Mingsakoon & Srinon, 2018). English recount text facilitates the students as they begin to learn how to write expressively and systematically.

The present study was intended to contribute study that focuses on Indonesian students' interlanguage. It is necessary to acknowledge how far the students' interlanguage exists, so that the teacher can immediately take preventive steps to solve the problem sooner. Furthermore, this study analyzed students' piece of writing, in this case, recount writing text. According to Harris, et al (2014) the area of errors in writing recount text caused by interlingual and intralingual factors. Interlingual refers to the negative influence of students' mother tongue whereas intralingual is the effect of forms of one language (usually L2) in other forms under the same language. The study began by gathering students' recount writing and then followed by investigating the works so that the writer could analyze their interlanguage. Recount generic structure, spelling, and grammatical features were also carefully analyzed so that the aspects of interlanguage can be described in the discussion.

The exploration above underlines two questions, as follows: what are the types of errors that occur in students' recount writing? also how and why those errors occurred?

Research Method

In this present study, a descriptive qualitative approach was utilized. In accordance with Nassaji (2015), this approach is well suited not only to non-education fields, yet it also can be applied to inform the readers the complexity of L2 teaching and learning. It works by examining how the learning takes place and providing an in-depth examination of students' behavior and experiences. This present study was inspired by Asikin (2017). She analyzed third grade senior high school students' interlanguage due to an urge to understand their process of learning English.

This study's subject was collected through purposeful sampling and resulted in 10 students of the eighth-grade secondary level at one of the schools located in South Jakarta. There was an urgency to choose the level of participants. 8th grade students were selected since they were at the stage where recount text was introduced in secondary school. As this was their first time to learn recount text, the errors were inevitable.

To this purpose, a purposeful sampling strategy was applied to collect the data and to provide answers regarding research questions. It was proposed by Patton (2002). Cited in Benoot, et al (2016) Patton expressed that it does not mean to be comprehensive in finding potential relevant studies, yet particularly to examine rich and complex different conceptualization. Alwasilah (2002) added that related information is mainly focused to find holistic understanding about a particular person, settings, or events. The collected data were under classifications grammatical production and generic structures. These two factors were examined by looking at how many errors and their types occur in students' recount text writing and in order to explain how and why they take place.

Results and Discussion

In this section, the findings of interlanguage investigation in English recount text is discussed. ten students' recount writing leads to 10 types of errors that occurred in their English recount writing. Those errors comprise, as follows: passive construction, verb agreement, modality, missing verb, illogical meaning, translating

Passive construction

It is revealed that several students failed in forming passive sentences. For instance: "the photos were take", "the car was park", and "my wallet was steal". According to the English grammar, the following constructions are incorrect. Instead, the sentences should be formed using the pattern which combines the use of Subject + to be (past form) + past participle. However, the words such "take", "park, and "steal" are not followed by past participles. The analysis found that this occurrence is influenced by students' L1, Bahasa Indonesia. Unlike English language, in Bahasa Indonesia, active and passive rules in verb difference play distinct rule. Thus, the correct constructions should be "the photos were taken", "the car was parked", and "my wallet was stolen".

Verb agreements

It is found that the students also constructed some interlanguages in verb agreement forms, such as: "my dad said he wanted to saw tigers", "we went to supermarket to bought some chips", and "my family decided to play at the park".

problem, parallelism, sentence structure, missing preposition, and if conditional. The errors above contributed to the development of recount writing. The findings indicated that four generic structures developments influenced, they are: Developments are hanging resolution, complicated story development, incomplete resolution, and less development in resolution.

These three sentences developed an issue in the area of verb agreements since the rules were violated unintentionally. Significantly, "to" should be followed with a bare infinitive. The writer analyzed that students appeared to show consistency by writing everything in the past tense. While in fact, the verb after the word "to" should be written by using the infinitive form.

Incorrect auxiliary

There were some misplaces of auxiliary verbs in students' recount writing. the sentences, as follows: "the waves did not too high at that time" and "my dad wanted to swim, but I won't to" are identified as incorrect auxiliary since the word "did not" in the first sentence and the word "won't" supposed to be replaced with "were not too high" and "did not want to". In this case, the students were doubted what to write and confused about when to use certain auxiliaries. After several auxiliary verbs, the students tried to fit the verbs with proper sentences. Yet, it is showed that students' attempt still not reach the right target.

Parallelism

In general, sentence elements that share similar characteristics in function should be coupled similarly in construction. That is to say, the sentence structures should be in the same grammatical form to make them parallel. This rule is understood as parallelism. The parallel structure shows how to avoid redundancy in writing and emphasizes clarity and equality. The participants, however, faced difficulty regarding parallelism. The example of students' interlanguage, as follows: "my family took me to the beach and buy me some souvenirs" and "the people laugh happily and cheerful". This indicated inconsistency by putting different grammatical features. The writer considered that the students thought of putting one past tense at the beginning of the sentence as sufficient to inform the readers of the points of the story.

Translation problem

Indonesian language and English language share different structures and thus some Indonesian sentences cannot be translated to English by applying Indonesian language rules and vice versa. Forcing this strategy only makes the language output unnatural. There are some examples found in students' recount story: "they all did not miss the moment of playing water" "we put our stuff in the back of the car so it will not full in the car." "road from Yogyakarta into Jakarta about 7 hours" and "when the time starts going to afternoon, we went back to our hotel". These sentences showed proof that during the writing process, students still relied on a word by word translation. L1 still played a dominant role in helping students to construct L2 sentences.

Those grammatical errors ultimately have influenced the way the students organize their ideas into paragraphs. The writer could eventually analyze how the generic structure was systematically implemented. The teacher will inform that the material that would be learned that day was writing recount text individually. The teacher will instruct the students to write a recount text. Further, the teacher divided the students into groups complying with the number of the themes of recount text types. Each group will be asked to choose one of the themes displayed on the Padlet wall. After getting the themes, the students will be given 45 minutes to write a complete recount text individually.

Generic structures

Regarding the form of generic structure in the students' recount writing, it is revealed that they attempted to follow the steps, as follows: orientation, series of events, and reorientation. Table 1 shows an example of one student's recount text.

Table 1. Students Recount Text

Orienta-tion	Last week,I went to Jogja. I went with my parents and my siblings. I leave in the morning and arrived in the afternoon. on the way, I saw a lot of beautiful scenery. Arriving in jogja I rested in a hotel.
Series of Event	The next day, I swam in the hotel in the morning with my brothers. After swimming, I get ready to go to a lake. when I arrived at the lake I saw a very beautiful view, lots of trees. After going to the lake, I went to the beach. There I played water and played sand with my brothers. After going to the beach, my stomach suddenly went hungry and we decided to eat at a restaurant. I ate very much there because all the food there was very delicious. After finishing eating, we went to the zoo.I was very happy to be able to go to the zoo. There are many animals like elephants, giraffes, monkeys and others After finishing looking at the zoo, we went on a picnic. My other siblings play ping pong while my brother and I read books with dad. After the picnic, we went home.
Reorien-tation	I really enjoyed every moment in Jogja that I spent with my family. I did many activities and ate delicious foods from Jogja. After all, that was my great experience.

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arrived at the lake I saw a very beautiful view, lots of trees. After going to the lake, I went to the beach. There I played water and played sand with my brothers. After going to the beach, my stomach suddenly went hungry and we decided to eat at a restaurant. I ate very much there because all the food there was very delicious. After finishing eating, we went to the zoo. I was very happy to be able to go to the zoo. There are many animals like elephants, giraffes, monkeys and others After finishing looking at the zoo, we went on a picnic. My other siblings play ping pong while my brother and I read books with dad. After the picnic, we went home.

Reorientation: I really enjoyed every moment in Jogja that I spent with my family. I did many activities and ate delicious foods from Jogja. After all, that was my great experience.

As seen in Table 1, the story has been arranged systematically following the three generic structures. In the orientation, the student introduced the background information that she had a trip to Jogja and left to Jogja in the morning with her family. She also described the views she saw on the way there. She has tried to involve who took part in the story, the location, and what happened. However, based on the writer's analysis, the orientation was less developed so the ideas did not evoke the readers' feeling about how happy the student was when she saw a beautiful scenery or rested in the hotel. In this case, the readers might want to know the details and curious about the student's story.

In the series of events, the student began to add more information about several activities she did with her family during the trip in Jogja. However, the first paragraph in series of events only showed the readers a list of the activities:

"I swam in the hotel in the morning with my brothers. After swimming, I get ready to go to a lake. when I arrived at the lake I saw a very beautiful view, lots of trees. After going to the lake, I went to the beach. There I played water and played sand with my brothers"

The fragments presented above were not provided with detailed explanations. According to Saepuloh and Salsabila (2020), the series of events should involve chronological steps and

comment which expresses response from the writer. Hanafi (2019) added that it is usually presented in sequence by describing the events or activities chronologically.

In reorientation, the student summarized her story briefly. She mentioned her feeling that she enjoyed spending time with family and the activities she has done in Jogja. In the last sentence, she gave a positive impression about the experience. In reorientation, the writer can conclude the story by providing personal comment or statement to show the reader the closing step to end the story. However, the writer found that this reorientation didn't fully describe the the student's personal comment or feeling which actually plays role to evoke the audience's attention.

Conclusion

Recount text, as part of English text types, is functioned to retell actions and activities that happened in the past time. Indonesian students, especially in the 8th-grade secondary level are introduced and taught to produce recount writing by retelling personal experience using required language elements. They are also ought to practice using recount generic structures to create systematic language. This present study concludes that the participants have attempted to apply the rules of systematic recount writing in which they categorized different paragraphs and located them in orientation, series of events, and reorientation depending on characteristics of the story. However, it is also found that they faced some obstacles in adding detailed information and intrigue readers' interest to read due to detail lacking. Moreover, there also found some irrelevant grammatical forms in the writing.

This factor is indeed natural when referring to their interlanguage. The errors which occurred in the students' writing shows that they went to developmental progress. The teacher needs to be aware that through students' interlanguage, the teacher can find a suitable method to prevent fossilization in learning the English language, especially in writing skills.

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5

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