

**INTERLINGUAL AND INTRALINGUAL PROBLEMS
IN STUDENTS' WRITING PARAGRAPH
(An Analysis at the Tenth Grade Students of SMAN 5 Seluma
in Academic Year 2018/2019)**

THESIS

**Presented as Partial Requirement for Sarjana Degree (S.Pd)
in English Language Education**



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2021**



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Wassalamu'alaikum Warahmatullahi wabarokatuh

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MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

ALHAMDULILLAHIRABBILALAMIN

إِنَّ مَعَ الْعُسْرِ يُسْرًا

Indeed, along with hardship, there is ease
(Q.s. Asy-Syarh: 6)

Without Education, we are in horrible and deadly danger
of taking educated people seriously

DEDICATION

With gratitude and all my love, this thesis is dedicated to:

- ❖ My beloved father, Pauzan, and my beloved mother, Runa Asri, Thank you very much for your sincere struggle and support to make my dream come true in a good education.
- ❖ My beloved wife, Yemi Heprianti, S.Pd, thank you for your support and patience.
- ❖ For my beloved brother, Epsan Suhaji; and my beloved sisters, Merani & Merina, thanks for your prayer, support, and kind attention. I'll be proud of having you.
- ❖ My Supervisor I, Riswanto, Ph.D and my Supervisor II, Detti Lismayanti, M.Hum, Thank you very much for your suggestions, corrections, and ideas during the process of writing this thesis.
- ❖ All of my friends at English study program, especially in academic year 2015, especially: Erwin Jayadi, Firman Aji, and Deden M. Thanks for your memorable time, attention, and your friendship.
- ❖ All lecturers who teach in Tarbiyah and Tadris Faculty, Especially in English Program. Thanks for everything you gave me.
- ❖ My beloved almamater IAIN Bengkulu.

PRONOUNCEMENT

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I hereby sincerely state the “Interlingual and Intralingual Problems in Students’ Writing Paragraph (An Analysis at the Tenth Grade Students of SMAN 5 Seluma in Academic Year 2018/2019)” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proved that my thesis has discrepancies, I am wiling to take the academic sections in the from of repealing my thesis and academic degree.

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ABSTRACT

Reto Hartono. (2020). Interlingual and Intralingual Problems in Students' Writing Paragraph (An Analysis at the Tenth Grade Students of SMAN 5 Seluma in Academic Year 2018/2019). Tarbiyah and Tadris Faculty. Supervisor 1: Riswanto, Ph.D; and Supervisor 2: Detti Lismayanti, M.Hum.

Key Words: *Interlingual & Intralingual Problems, Writing Paragraph.*

This research aimed to investigate the kinds of interlingual and intralingual problems that the students did in their writing paragraph and examine the sources or causes of interlingual and intralingual problems at the tenth grade students of SMAN 05 Seluma in academic year 2018/2019. The research was conducted at the tenth grade students of SMAN 5 Seluma in academic year 2018/2019 that consisted of 14 students. This research applied content analysis with qualitative approach by using some instruments, namely: writing paragraph test, interview, and documentation. The result showed that the tenth grade students of SMAN 5 Seluma had some problems in their writing paragraph (intralingual problem), namely: *Grammatical Problem*: preposition, article, tense, verb form, SV-number; *Lexical problem*: word choices; *Syntactic*: Run-on and fragment; *Mechanic*: punctuation, spelling and letter case. The causes of the students' problems above were lack of knowledge, negative transfer, literal translation, false concept, and overgeneralization (interlingual problems). In short, the students' intralingual and interlingual problems were related each other that resulted students' errors in writing paragraph.

ABSTRAK

Reto Hartono. (2020). Masalah Interlingual dan Intralingual pada Paragraf Siswa (Analisis terhadap Siswa Kelas Sepuluh SMAN 5 Seluma tahun Ajaran 2018/2019). Fakultas Tarbiyah dan Tadris. Pembimbing 1: Riswanto, Ph. D; dan Pembimbing 2 : Detti Lismayanti, M.Hum.

Key Words: *Masalah Interlingual & Intralingual, Menulis Paragraf.*

Tujuan penelitian ini adalah untuk menyelidiki jenis masalah interlingual dan intralingual pada penulisan paragraph siswa dan mengetahui penyebab terjadinya masalah tersebut pada siswa kelas sepuluh SMAN 5 Seluma tahun ajaran 2018/2019. Penelitian ini dilaksanakan pada siswa kelas sepuluh SMAN 5 Seluma tahun ajaran 2018/2019 yang terdiri dari 14 siswa. Penelitian ini menggunakan metode analisis isi dengan pendekatan kualitatif dengan menggunakan beberapa instrument, yaitu: tes menulis paragraph, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa siswa kelas sepuluh SMAN 5 Seluma memiliki masalah dalam menulis paragraph MA salah intralingual), yaitu: *Masalah Tata Bahasa*: preposisi, artikel, tenses, bentuk kata kerja, dan susunan kalimat (SPOK); *masalah leksikal*: pemilihan kata (diksi); *Sintaksis*: *run-on* dan fragmen; *Mekanik*: tanda baca, ejaan, dan masalah penggunaan huruf. Penyebab masalah yang dihadapi siswa tersebut adalah kurangnya pengetahuan, negative transfer, penerjemahan secara literal, konsep yang salah, dan jeneralisasi yang berlebihan (masalah interlingual). Masalah intralingual dan interlingual saling berkaitan sehingga menghasilkan masalah pada penulisan paragraf siswa.

ACKNOWLEDGEMENTS

First of all, the researcher would like to express his gratitude to Allah SWT, the almighty that has given her *hidayah* during he wrote this thesis entitled “*Interlingual and Intralingual Problems in Student’ Writing Paragraph (An Analysis at the Tenth Grade Students of SMAN 5 Selumain Academic Year 2018/2019)*”. This thesis is as one of the requirements to get bachelor degree (sarjana) in English Education Program of Tarbiyah Faculty of IAIN Bengkulu.

Shalawat and *salam* is also sent to Prophet Muhammad SAW, who had changed everything from the darkness to the light. In the process of writing this thesis, there are many people provided motivation, advice, and support the researcher. In this valuable chance, the researcher aims to express her deeply gratitude and appreciation to all of them. The researcher presents her sincere appreciation to:

1. Prof. Dr. H. Sirajuddin, M. Ag, M.H, the rector of IAIN Bengkulu.
2. Dr. Zubaedi, M.Ag, M.Pd, the dean of Tarbiyah and Tadris Faculty.
3. Dr. Kasmantoni, M.Si, the head of Language Educational Department.
4. Feny Martina, M.Pd, the head of the English Study Program of IAIN Bengkulu
5. Supervisor I, Riswanto, Ph.D. and Supervisor II, Detti Lismayanti, M.Hum.
6. All of English lecturers and administration staffs of IAIN Bengkulu.
7. All of my best friends, especially in English Program of IAIN Bengkulu 2015.

It is hoped that this undergraduate-thesis will be useful for all readers. Then, the researcher also realizes that this thesis is still not perfect yet, therefore critics, correction, and advice from the readers are very expected to make it better. Finally, Allah My always bless us in peace life.

Bengkulu, Agustus 2021



Reto Hartono
The researcher

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CHAPTER I

INTROUCTION

A. Background of the Problem

Writing is one of main skills taught at senior high school level in Indonesia because this skill has important roles for the students. In common, students can develop their mind and train their brain process by producing texts.¹ It can also strengthens the brain connection in building ideas to produce text and discourse. In other words, writing becomes fundamental skill in developing human's knowledge through producing written discourse.

In mastering writing skill is not easy for high school students. They mostly have problems in English vocabulary mastery. The students can not develop their ideas because they have limited number of English vocabulary to support their ideas, as the result, the students stop writing their composition or essay. Then, students are very poor in grammar understanding. In structuring sentence, grammar is an important aspect to master. Without good grammatical mastery, the students' idea can not be structured very well. In addition, students also have problems with writing roles. Without knowledge of writing roles of specific genre, the students' writing can not reach the goals. In short, in mastering writing, students should have various kinds of basic skills, such as: vocabulary mastery, grammatical knowledge, and writing roles of specific genre.²

¹ Barli Bram. *Write well- Improving Writing Skills*. Kanisium, Yogyakarta, 1995, P.7.

² Tricial Hadge. *Wiriting*. New York. Oxford University Press, 1988, P.5.

However, many students who have good skill in writing because they have basic knowledge that support writing skill, such as: vocabulary mastery, grammatical knowledge, and writing roles of specific genre. But, their writing texts sometimes are not structured very well. As the result, the students produce ineffective paragraph. The sentences that they produced in paragraph do not support in developing a central idea. In this case, the students produce some jumping ideas of paragraph because the sentences do not explain, explore, and give detail of the central idea.³

Writing is regarded as one of the most difficult skill to master by students. In mastering writing, students found complicated problems which covers: content, format, sentence structure, vocabulary, punctuation spelling. Students should have good idea to develop as a content of writing. Then, they should write it in a good sentence structure. In addition, students should also develop various kinds of English vocabulary in order that their writing can be understood by the readers. It is known that English spelling is different from Indonesian one. The students must also write a text in a certain format based on the genre of writing. Those complicated problems above lead the students' failure in their writing.⁴

There are many aspects that cause the learners of English as a foreign language make problems in their writing. Brown said that the learners' errors in the second language result from the learner's assumption that the second

³Dita Yulianti. *Improving The English Reading Comprehension Ability Of Grade 8 Students At Smp Negeri 3 Gedangsari In The Academic Year Of 2013/2014 Through Extensive Reading Activities*. Faculty Of Languages And Arts Yogyakarta State University 2014.P.3.

⁴Heaton, JB. 1975. *Writing English Language Tests*. London: Longman

language forms are similar to the native language (interlingual errors) and the negative transfer of items within the target language (intralingual errors)⁵. It means that interlingual problem can be said as the problems caused by the interference of the native language. These errors are the results of the learners' application of the native language elements in their spoken or written performances of the target language. When encountered with new language, people tend to consciously or unconsciously draw a connection between what they already know and what they do not. Learners carry over the existing knowledge of their native language to the performance of the target language.

While intralingual problem means referred to the errors that occur because of the ineffective traits of learning such as faulty application of rules and unawareness of the restrictions of rules. The intralingual problems are irrelevant to the native language interference, but led by the target language itself. In the language learning process, these problems normally occur when the learners have acquired insufficient knowledge.

SMAN 5 Seluma is one of state school in South Bengkulu where this skill also apply K13 curriculum in implementing education in this area. The researcher was very interested to do research in this school, especially at the tenth grade students. The researcher believed that the students face the common problems in writing (interlingual and intralingual problems) in writing paragraph. Therefore, to get basic data, the researcher interviewed

⁵Brown, H, Douglass. *Principles of Language Learning and Teaching*, (New Jersey: Prentice Hall Inc, 1980), P. 160.

students and teacher on January 4, 2019. The students said that writing was one of the most difficult skill to master because they had problems in some elements of English like vocabulary mastery and language pattern. Then, the teacher also said that the students' ability in English skills still needed improvement, especially in writing skill, students got serious problems.

From the problems above, the researcher wants to do research related to students' problem in writing skill. Therefore, the researcher would like to do research entitled *Interlingual and Intralingual Problems in Student' Writing Paragraph (An Analysis at the Tenth Grade Students of SMAN 5 Seluma in Academic Year 2018/2019)*.

B. Identification of the Problems

Based on the background above, the problems of the research can be identified as follows: (1) writing is as a main focus of learning English in senior high school level; (2) writing is regarded as the most difficult skill for students because they need to master various kinds of complicated language aspects and writing format to do this skill; (3) learners' errors in the second language result from the learner's assumption that the second language forms are similar to the native language (interlingual errors) and the negative transfer of items within the target language (intralingual errors); (4) the tenth grade students of SMAN 05 Seluma had low ability in English skills, especially writing skill.

C. Limitation of the Problem

The problem above is still too broad. Therefore this research limits the problems on interlingual and intralingual problems in students' writing paragraph at the tenth grade students of SMAN 05 Seluma in academic year 2018/2019.

D. Research Questions

The research problems can be formulated as the following questions:

1. What kinds of interlingual and intralingual problems do the students have in writing paragraph at the tenth grade students of SMAN 05 Seluma in academic year 2018/2019?
2. What are the sources or causes of interlingual and intralingual problems at the tenth grade students of SMAN 05 Seluma in academic year 2018/2019?

E. Research Objectives

The objectives of the research are:

1. To investigate the kinds of interlingual and intralingual problems do the students have in writing paragraph at the tenth grade students of SMAN 05 Seluma in academic year 2018/2019.
2. To examine the sources or causes of interlingual and intralingual problems at the tenth grade students of SMAN 05 Seluma in academic year 2018/2019.

F. Significances of the Research

This research is hoped to give significance to the educational elements and researchers, especially for students and teachers. The significance can be:

1. For Students

- a. To remind students that writing skill is one of important skills in learning English.
- b. Inform the students that in writing, they do two kinds of problems, namely: interlingual and intralingual problems that make them less competence in English writing.
- c. To encourage students to learn English writing more seriously for their better English in the future.

2. For Teachers

- a. Encourage English teachers to pay more attention to their students' writing skill.
- b. Try to find solution for students' writing problems that related to interlingual and intralingual problems.
- c. Give more motivation for students to learn English writing seriously.

G. Operational Definition of Key Terms

In this part, the researcher should define some important terms used in this research in order to give clear meaning and limitation of the terms. The terms means as follow:

1. Interlingual problems are errors or problems caused by the interference of the native language that results of the learners' application of the native language elements in their spoken or written performances of the target language.
2. Intralingual problems are errors or problems that occur because of the ineffective traits of learning such as faulty application of rules and unawareness of the restrictions of rules that are irrelevant to the native language interference, but led by the target language itself.
3. Writing Paragraph is one of English skills that enable students to do activity of composing a certain paragraph with a certain format standard and coherent words, usually dealing with a single theme and indicated by a new line, indentation, or numbering.

CHAPTER II

LITERATURE REVIEW

A. Writing Concept

1. The Definition of Writing

Writing is one of main skills taught at junior high school level in Indonesia because this skill has important roles for the students. In common, students can develop their mind through writing activities. It means that the students can train their brain by producing texts that express their experience and feeling. It also strengthens the brain connection in building ideas. In other words, writing becomes a fundamental skill in developing human's knowledge. It is clear that writing is an English skill that needs specific skill to do it because the output of it is a student's writing product.

Writing is included into a productive skill where the students must produce texts after doing writing activities. Harmer said that teaching writing can focus on the product of the writing and the process itself⁶. It means that students need to do complicated process to produce the product. Therefore, the teacher should focus on the process of writing because a good product depends on the process. Therefore, in learning writing should be child-centered⁷. As productive skill, the students should do long process and the

⁶Jeremy Harmer. *The Practice of Language Teaching*. USA, Longman, 2009, P. 323.

⁷Ofelia Oracion Flojo. (2015). *Curriculum and Instruction: The Teaching of English*. Retrieved on December 23, 2016 from <http://www.teachingenglish.fourskills.au/wpcontent/curriculumandinstruction.pdf>. P. 77.

teacher control the process in order that the students could produce good writing product.

In addition, writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of variables simultaneously⁸. At the sentence level, these include control of contents, format, sentence structure, vocabulary, spelling and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraph and text. In producing text writing, it involves of correlating vocabulary mastery, sentence structure ability, basic knowledge of writing, spelling ability, and ability of developing idea. It obvious that in mastering writing, the students should master integrated skills.

Then, Rivers states that writing refers to the expression of ideas in a systematic way to organize the graphic conventions of the language; the ultimate aim of a writer at this stage is to be able to express him in a polished literary form which requires the utilization of a special vocabulary and certain refinement structure⁹. It means that writing is an ability to organize language elements in order to produce systematic idea in order to be able to read by the readers. In this point of view, writing refers to a process of producing text.

From the review of some definitions above, it can be concluded that writing is one of English skills that included into productive skill

⁸David Nunan. (1989, p.36),

⁹Houda Achili. *Teaching Coherence in Writing*. Mentouri Constantine, 2007.p.19

where the students need serious training in doing it. In learning writing it must be students-centered because a success writing will focus to the students' process in producing text.

2. Students' Difficulties in Common Writing

The students' ability in writing skill are different because most of them have different problems in mastering English skills, especially in mastering writing skill. One of the students' problems in writing ability is *the use of grammar rules*¹⁰. There have been many error in grammar rules in students' writing, especially in using part of speech. The students made an errors in singular and plural nouns. Many students still have problems in determining appropriate verbs in their sentences (application of tenses). Then, paralelism is also a serious problem for students. They can not make a paralelism in asentence. The verbs they use in writing sentences are different in form (infinitive – past form – and past participle).

Then, the students also had problems in *paragraph organization*¹¹. Writing is a process of organizing and expressing the wirters' idea in form of writing product at the last lesson. Each paragraph has different kinds and has different ways in elaborating the idea. The students should understand how to develop the idea of certain genre of a written texts in order that their idea can be organize well and can be

¹⁰Dini Hadiani. The Students' Difficulties in Writing Thesis Statement, *Semantik-Jurnal Ilmiah Pendidikan Bahasa dan Sastra Indonesia*, Bandung, 2017, P. 82.

¹¹A. Ariyanti and Rinda Fitriana. EFL Students' Difficulties and Needs in Essay Writing, *Atlantis Press- Advances in Social Science, Education and Humanities Research (ASSEHR)*, volume 158 International Conference on Teacher Training and Education 2017 (ICTTE 2017) P. 116.

understood by the readers. In fact, the students had serious problems in organize their ideas in writing paragraph. As the result, the readers will also find difficulties in understanding their idea in thier writing.

Students also had problems in cohesion and coherence in writing essay¹². In this case, the students' writing product did not use appropriate cohesion to relate each sentences used in their composition. As the result, the paragraph in the composition is not conneted each other. The readers will mislead in reading it. In short, the students should learn about cohesion seriously in order that connected the sentences for good understanding for the readers.

Some problems above happened because of some reasons. Belkhir and Benyelles state that the students' problems in reading happened because theyhave low motivation, lack of reading, and low writing practice¹³.Motivation is essential in every needed success. It also needs in language learning, especially writing skill. Low motivation makes students do nothing. It leads them to the failure. Then, it is true that good readers are good writers. Good readers will be very good in exposure the language included language in producing written text in writing class. Everything in the words need practice. Therefore, without practice continually, everyone will fail in their learning.

¹²Kanyakorn Sermsook, Jiraporn Liamnimitr , & Rattaneekorn Pochakorn. An Analysis of Errors in Written English Sentences: A Case Study of Thai EFL Students, *English Language Teaching*; Vol. 10, No. 3; 2017, P. 103.

¹³Asma Belkhir and Radia Benyelles. Identifying EFL Learners Essay Writing Difficulties and Sources: A Move towards Solution The Case of Second Year EFL Learners at Tlemcen University, *International Journal of Learning, Teaching and Educational Research* Vol. 16, No. 6, pp. 80-88, June 201, p. 80-82

From the explanation above, it can be concluded that there are some basic difficulties found by students in writing essay, namely: the use of grammar rule, paragraph organization, the use of cohesion and coherence in writing. Those problems happened because some factors, they are: low motivation, lack of reading, and low writing practice. In short, the students difficulties above can be overcome by improve students motivation in learning writing, do as much as reading, and do more writing practice.

3. Teaching Writing

The term process of writing has been bandied about for quite a while in ESL classrooms. It is no more than a writing process approach to teaching writing. The idea behind it is not really to dissociate writing entirely from the written product and to merely lead students through the various stages of the writing process. Appropriate process will determine the output of the students' writing.

The process of writing in the classroom is highly structured as its necessitates. The teacher can give way to a free variation of writing stages cited earlier. Teachers often plan appropriate classroom activities that support the learning of specific writing skills at every stage. Some of experts have the same ideas of writing process. Process writing as a classroom activity incorporates the four basic writing stages –planning, drafting (writing), revising (redrafting) and editing – and three other

stages externally imposed on students by the teacher, namely, responding (sharing), evaluating and post-writing¹⁴.

B. Writing Paragraph

Writing paragraph is a basic skill in academic writing. As explained before that writing is not only a skill, but it needs a serious process to do it. As well as in writing paragraph, the students need to experience some activities in order to succeed in their learning. To know about paragraph, it is important to define it first. Zemach and Rumisek define paragraph as follow¹⁵:

Paragraph is a group of sentences about a single topic. Together, the sentences of the paragraph explain the writer's main idea (most important idea) about the topic. In academic writing, a paragraph is often between five and ten sentences long, but it can be longer or shorter, depending on the topic. The first sentence of a paragraph is usually indented (moved in) a few spaces.

It means that paragraph is a written product of writing that express certain thought or idea in order to give certain information to the readers. In short, the students need to understand the organization of idea in order that they can produce a good paragraph in writing class.

As a basic writing structure, paragraph has its basic structure in order that the idea can be organized systematically. The structures are: Topic

¹⁴Ofelia Oracion Flojo. (2015). *Curriculum and Instruction: The Teaching of English*. Retrieved on December 23, 2016 from <http://www.teachingenglish.fourskills.au/wpcontent/curriculumandinstruction.pdf>. P. 78.

¹⁵Dorothy E Zemach and Lisa A Rumisek. *Academic Writing from Paragraph to Essay*, USA, MacMillan, 2005, P. 1.

Sentences, Supporting Sentences, and concluding sentence¹⁶. The detail explanation can be seen as the following explanation:

Topic Sentence

It is them a in idea ofthe paragraph . Itis usually the first sentence of the paragraph, and it is themast general sentence oftheparagraph.

Supporting Sentence

Theseare sentences that talk about or explain the topic sentence. They are more detail ideas that follow thw topic sentence.

Concluding Sentence

This may be found at the last sentence of paragraph. It can finish a paragraph by repeating the main idea or just giving a final comment about the topic.

C. Intralingual and Interlingual Problems

Efforts have been tremendously mad to analyze and describe the errors in writing constructed by EFL learners. Several research studies were carried out to investigate errors made by the learners from different countries andfound that the learners' native language was the main source of errors in writing. On the other hand, manystudies emphasized on the intralingual sources of errors such as overgeneralization, incomplete application ofrules, and false analogy. Richard (1971) distinguished students' problems in writing into two categories of problems, namely: interlingual and Intralingual

¹⁶Dorothy E Zemach and Lisa A Rumisek. *Loc Cit.* P. 12.

problems¹⁷. The detail explanation can be described as the following explanation:

1. Interlingual Problems

Interlingual problems can be defined as errors caused by the interference of the learners' mother tongue¹⁸. It means that the errors can be in form of grammatical and mechanic errors in producing text. In this kind of problem, it happens because the learners wrongly use the rules of their first language when they produce sentences of the target language¹⁹. The EFL students' errors were led by the English interference. Then, Kaweera (2013) stated that interlingual problem is a negative transfer of learners' mother tongue/first language (Indonesian) to target language (English)²⁰. It is obvious that EFL students' error in writing resulted from the word for word translation strategy or thinking in mother tongue language.

Othman (2017)²¹ and In general, Agbay, Noralyn, Reyes, Yolanda (2019)²² previously suggested the Taxonomy of Errors which categorizes errors as to: (a) *Grammatical* (prepositions, articles, reported speech,

¹⁷Jack. C. Richard. A non-contrastive approach to error analysis. In J.C. Richards (Ed.) *Error analysis: perspective on second language acquisition*. London: Longman, 1971, P. 3.

¹⁸*Ibid.*

¹⁹Kanyakorn Sermsook, Jiraporn Liamnimitr, and Rattaneekorn Pochakorn, An Analysis of Errors in Written English Sentences: A Case Study of Thai EFL Students, *English Language Teaching*, 2017, 10(3): 103.

²⁰Chittima Kaweera. Writing error: A review of interlingual and intralingual interference in EFL context. *English Language Teaching*, 2013, 6(7): 9-18.

²¹Ahmed Khider Othman. An Investigation of Interlingual and Intralingual Errors in Written Composition by Saudi EFL Students at the University of Tabuk. *British Journal of Humanities and Social Sciences*, 2019, 18(2), 1-9.

²²Agbay., Noralyn, G., Reyes, Yolanda D. Scrutinizing Interlingual and Intralingual Error: Basis for English Writing Program. *The Educational Review, USA*, 2019, 3(10), 142-151.

singular/plural, adjectives, relative clauses, infinitives, verbs and tenses, and possessive case); (b) *syntactic* (coordination and conjunctions, sentence structure, nouns and pronouns, and word order, fragment and run on); (c) *lexical* (word choice); (d) *semantic* (literal translation); and (e) *substance/mechanics* (punctuation, capitalization and spelling). Moreover, they also describe that these kinds of error occur during the learning process of the second/foreign language at a stage when the learners have not really acquired the knowledge. In addition, errors are also caused by the difficulty or the problem of the language itself.

Interlingual problems are related to interference which discussed based on three aspects, namely: L1 lexical Interference, syntactic interference, and discourse interference²³. The three aspects above become the interference problems discussed in this research. The explanation can be as the following detail:

a. L1 lexical Interference

This kind of problem or error is analyzed to examine the errors found in four categories, namely: syntax, lexis, morphology, and orthography. The students' real errors can be found in using: *subordinators, conjunctions, collocations*. The students directly translate Indonesian (native word) into English (lexical error). For example, they use Indonesian collocation in written form of English to convey their idea.

²³*Ibid.*

The syntactic and lexical levels lead to overgeneralization, incomplete rule application, and building of false concepts.

The causes of errors are reflecting of the students' carelessness, incomplete application of rules, and differences between English and Indonesian Language. This makes the L1 lexical interference raised into²⁴: *First* is confusion of sense relation. It is a semantic errors found in form of restriction as the L1 level reflects the wuter's semantic competence when writing in English as highlighted as the following examples:

*I *play the internet. (*surf)*
*There is no *day on this mail. (*Date)*
*I will *keep money for a house. (*save)*

The first example above is normally found when Indonesian students use the word "play" for all context. In English, it has specific word to use in this context that convey for pleasure, acting in a play of film, surfing the internet or tricking somebody for fun. Conversely, the word "play" is usually used by Indonesian students refer to all pleasurable activities. Similar to the words "day" and "keep" that are used in all context of Indonesian students writing. These lexical errors result from their L1 interference and limited semantic competence in English.

²⁴Pintip Tuaychareon. (2003). A reflection of Thai English. *Journal of Languages and Linguistics*, 21(2), 47-65.

The second is collocation errors. It is a type of error interfered by L1 found when the writers use direct translation to form the collocation as shown in the following example²⁵:

He described *about his house. (without *about)

It shows that the students find problems in inserting unnecessary word in their sentence. This error resut from L1 interference when the learners use a direct translation from their mother language (Indonesian language) to English (about). It sounds correct, but it is incorrect grammatically.

b. Syntactic Interference

L1 syntactic intereference reflects common grammar errors, especially regarding subject -verb agreement. The students found this problrm because the word order in Indonesian strutcure is different from English. For this case, James (1998) stated that errors caused by misordering which is the most common errors found in EFL writing²⁶. The students fail in arranging words in sentences based on word-order regulation in English.

In his research, Aristiawan (2019)²⁷& Lin (2019)²⁸found some sources of interlingual errors, especially in syntactic. The interlingual

²⁵Carl James. (1998). *Error in language learning and use: Exploring Error Analysis*. New York: Addison Wesley Longman.

²⁶*Ibid*

²⁷Danul Aristiawan. Investigating Students' Errors in Descriptive Writing at Second Semester Students' at STIKES YARSI Mataram, *JOLLT Journal of Languages and Language Teaching*, Vol. 7 No.2, 144-154.

errors in students writing can be: omission error, addition error, misinformation error, and misordering error. For this case, the teacher should give the clear explanation about the different rules both Indonesian and English, the teacher should emphasize the concepts of the verb tenses because the most frequent of errors relate to use subject-verb agreement. In addition, Khatter (2019) said that punctuation errors forming the most troublesome area, followed by spelling errors, preposition errors, article errors, wrong verb tense, and wrong word form respectively²⁹.

c. Discourse Interference

Discourse interference is a specific difference in rhetorical organization for non-English languages. The notion of contrastive rhetoric on written discourse influenced by oral, culture, and social value. Students of non-native English writing have different writing convention with English does.

2. Intralingual Problems

Intralingual problems are errors which “reflect learner’s competence at a particular stage, and illustrate some of the general characteristics of language acquisition³⁰. It means that their origins are found within the structure of English itself, and through reference to the

²⁸Yuting Lan. Interlingual Interfaces in Chinese Language Learning and Its Use: Exploring Language Transfer Errors in Chinese Writing. *Journal of Language Teaching and Research*, 2019, Vol. 10, No. 3, pp. 437-445.

²⁹Sanaa Khatter. An Analysis of the Most Common Essay Writing Errors among EFL Saudi Female Learners (Majmaah University), *Arab World English Journal (AWEJ)*, 2019, 10(3), 364-381.

³⁰Chittima Kaweera. *Loc Cit.* P. 9-18.

strategy by which a second language is acquired and taught³¹.Kaweeran (2013) further stated that there are four types and causes for intralingual problems, namely: over-generalization, Ignorance of rule restrictions, Incomplete application of rules, and False concepts³². The detail explanation about the types, it can be seen as the following description:

a. Over-Generalization

It is a problem or error that occurs when the learner creates one deviant structure on the basis of two regular structures.

b. Ignorance of Rule Restrictions

It is a problem or error that occurs when the learner fails to observe the restrictions of existing structures so that he/she applies inapplicable rules to a context. “Some rule restriction errors may be accounted for in terms of analogy; and other instances may result from the rote learning of rules”. This kind of problem mostly happened to Indonesian students. Sari, Mu’in & Yamin (2019) found in their research that ignorance of rule restriction is the most intralingual error produced with 32.7% frequency; besides, it was also found out that EFL learners’ main problem was due to contrasts between the EFL learners’ L1 and L2 that they currently learned,

³¹Marcella Melly Kosasi. Interlingial and Intralingual Interferences in English Narrative Essays Written by Indonesian Students, *International Journal of English Language and Literature Studies*, 2019, 8(3), 111.

³²Chittima Kaweera.*Op Cit.* P. 9-18.

which is English³³. Therefore, it was suggested that EFL learners better pay more attention to English grammatical rules as well as practice more in using them so that they could be more aware of them.

c. Incomplete Application of Rules

It is a problem or error that occur when the learner fails to apply a complete structure required to produce acceptable sentences in target language. It means that the problems/errors come from L1 interference. The source of this problems lies in the target language. In the process of acquisition, L2 learners either have insufficient command of language structures or false interpretation of distinctions in some grammatical rules because the learners are still in the developmental stage of acquiring L2³⁴. Therefore, the learners' incomplete process of acquiring second language rules becomes problems in students' writing.

d. False Concepts

It is a problem or error that occurs when the learner does not fully comprehend the concept in the target language. Richard's distinction of the causes of learners' errors became the basis of this analysis, due to the fact that his numerous case-studies have found that

³³Nurpita Sari, Fatchul Mu'in, & Moh. Yamin. An Analysis Of Intralingual Grammatical Errors Made EFL Students. *Lingua Educatia Journal*, 2019, 1(2), 138-150.

³⁴Rahmila Murtiana. An Analysis of Interlingual and Intralingual Errors in EFL Learners' Composition, 2019, *JURNAL EDUCATIVE: Journal of Educational Studies*, 4(2), 1-16.

there are types of systematic errors in English usage which are produced by speakers of particular mother tongues, besides the errors caused by the L1 interference.

D. Related Previous Studies

There have been many studies related to interlingual and intralingual problems. One of them is Kaweera (2016) who conducted his research entitled “*Writing Error: A Review of Interlingual and Intralingual Interference in EFL Context*”. The result showed that some frequent errors normally found in Thai student writing based on three perspectives of interlingual interference; lexical, syntactic and discourse interference and seven aspects of intralingual interference; false analogy, misanalysis, incomplete rule application, exploiting redundancy, overlooking cooccurrence restrictions, hypercorrection and overgeneralization.

Other researchers were Yueliang and Pei (2016) conducted their research entitled *Intra-Lingual and Inter-Lingual Errors in Chinese College Freshmen's English Writing*. The result of the research showed that there are mainly 13 types of errors in the English writing of China's college freshmen, which can be categorized into “intralingual errors” and “inter-lingual errors”, and each of these two categories can be subdivided into “lexical errors” and “syntax errors”. Among them, the sentence inconsistency, errors in the articles, parts of speech errors or tense/voice errors take up the highest proportions. At

the end, the inspirations from research results were introduced for English writing teaching³⁵.

Then, Sari (2016) conducted her research entitled *Interlingual Errors and Intralingual Errors Found in Narrative Text Written by EFL Students in Lampung*. The result of the result showed that (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. (2) the frequent of interlingual errors in Junior High School 36 cases (30.26%), in Vocation High School 39 cases (36.77%) and 9 cases (10.98%) in University. The frequent of intralingual errors in Junior High School 83 cases (69.74%), in Senior High School 70 cases (64.23%) and 73 cases (89.02%) in University, and (3) The similarities of interlingual errors and intralingual errors found in Junior High School, Vocation High School and University are 2 types. In morphological level, they are the use of L1 structures and omission of BE in nominal sentences. There are also 2 types in syntactical level, they are the use of present BE in past event and the use of present Verb in past event. The differences of interlingual errors and intralingual errors found in SMP, SMK and University are (1) in SMP there are 8 types errors that found in the students' writing, (2) 3 types of errors in SMK, and (3) 2 types of errors found in University³⁶.

³⁵Shao Yueliang & Zhang Pei. Intra-Lingual and Inter-Lingual Errors in Chinese College Freshmen's English Writing, *Studies in Literature and Language*, Vol. 13, No. 13, 2016, P. 57.

³⁶Eny Maulita Purnama Sari. Interlingual Errors and Intralingual Errors Found in Narrative Text Written by EFL Students in Lampung, *Jurnal Penelitian Humaniora*, Vol. 17, No. 2, P. 87.

The three previous studies above are related to this research. They have similarities and differences. The similarities of the research are: they focused their research on interlingual and intralingual errors and Sari (2016) also focused her research on writing. However, there will be some differences among those research with this research. *First*, Kaweera (2016) focused his research on interlingual and intralingual errors on the students' perspectives of interlingual interference. Then, Yueliang and Pei (2016) focused their research on the English compositions. In addition, Sari (2016) focused her research on the errors committed by these EFL students in writing narrative text and emphasized on interlingual errors and intralingual errors. *Second*, this research will apply different research method and procedures with the previous studies above. *Third*, Different in population and sample in the research will also cause the different in research findings.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research applied content analysis with qualitative approach. Content analysis is a technique that enables researchers to study human behavior in an indirect way, through an analysis of their communications; usually written contents of a communication³⁷. It means that content analysis is a technique to analyze written content of a communication. In this research, the researcher analyzed the students' paragraph. For this case, Moleong stated that the human as the instrument of qualitative research as the following statement³⁸:

Peneliti sendiri atau dengan bantuan orang lain merupakan alat pengumpul data utama. Selain itu, hanya "manusia sebagai alat" yang dapat berhubungan dengan responden atau objek lainnya, dan hanya manusia yang mampu memahami kaitan kenyataan-kenyataan di lapangan.

The researcher himself or other's help is a key instrument. Then, only "human as instrument" can directly contact with respondents or other objects, and only human can understand the relation between the facts in the research field.

It means that qualitative research is a research to describe the detail data in form of words with developing deep understanding and full description of data in form of long report and narrative by human or researcher as the key research instrument.

³⁷Jack R. Fraenkel, Norman E. Wallen, and Hellen H. Hyun. *How to Design and Evaluate Research in Education Eighth Edition*, USA, McGraw Hill, 2012, P. 478.

³⁸Lexy J Moleong. *Metode Penelitian Kualitatif*. Bandung, Rosdakarya, 2003. P. 6.

Then, Gay says that descriptive qualitative method is a study which is the data analysis involves summarizing data in a dependable and accurate manner and leads to the presentation of study findings in a manner that has an air of undeniability given the narrative, descriptive, and nonnumerical nature of the data³⁹. It means that descriptive qualitative method is a kind of research focuses on description and nonnumerical data. In this research, the researcher will describe interlingual and intralingual problems in students' writing paragraph; and explore descriptively about the causes of the problems.

From the definition above, it can be concluded that content analysis is an analysis of a certain narrative, in this research is students' writing paragraph; and descriptive qualitative method is a research method that focuses on describing the research data in form of full description of data and nonnumerical analysis to result findings. This method was used in this research to analysis the students' writing pragraph and explore the causes of the problems at the tenth grade students of SMAN 05 Seluma in academic year 2018/2019.

B. Sources of Data

The data in this research were in form of students' writing paragraph at the tenth grade students of SMAN 05 Seluma in academic year 2018/2019. There is only one class that consisted of 23 students. In this research,the

³⁹L.R. Gay, et all. *Educational Research: Competencies Analysis and Applications – Third Edition*. New York, Pearson, 2012, P. 465.

researcher employed total sampling where all population to be the sample of the research.

C. Research Instrument

In collecting the research data, this research used some research instruments, they were:

1. Writing Test

The researcher gave a topic and ask the students to write a paragraph. The paragraph can be descriptive, report, or narrative texts. The topics of the paragraph can be:

- a. My Last Holiday
- b. My House
- c. My Favourite Artist
- d. Panjang Beach
- e. May Last Visit in Museum

The result of the students paragraph was analyzed as the main data in this research.

2. Cards

The researcher used some kinds of cards to help the researcher to collect and group the data. The sheets can be as follow:

Sheet 1: Students' Intralingual Problems

Student No.	Intralingual Error Taxonomies				
	Grammatical	Lexical	Semantic	Mechanics	Word Order
1					
2					

Source: Sattayatham & Hansa (2007)

Sheet 2: Students' Interlingual Problems

Student No.	Interlingual Error Taxonomies			
	Overgeneralization	Incomplete Rule Application	Omission	Building False Concept
1				
2				

Source: Sattayatham & Hansa (2007)

3. Interview

The researcher prepared some questions for interview students. The questions are related to intralingual and interlingual problems in students' writing paragraph. Interview aims to explore the causes of the intralingual and interlingual problems in students' writing paragraph. In designing the guide of interview, the researcher focused on some aspects that can be as indicators, namely:

a. Students' Interlingual Problems

In the term of interlingual problems, the researcher asked about the students' problems in: verb tense, word choice, sentence structure,

article, preposition, modal/auxiliary, singular/plural form, fragment, verb form, pronoun, run-on sentence, infinitive/gerund, transition, subject-verb agreement, parallel structure, and comparison structure,

b. Students' Intralingual Problems

In the term of intralingual problems, the researcher asked about the students' problems in: overgeneralization, incomplete rule application, omission, and building of false concepts.

4. Documentation

Documentation was used to obtain data from all documents. In this research, the research made a clear documentation of data which photographs, students' worksheet, and the result of interview as appendices. This activity was helpful for supporting document to describe authenticity of the data in the research.

D. Data Collecting Technique

The researcher did real steps in collecting the data. The steps were:

1. Writing Test

To get the data, the researcher came to the classroom and give students a topic. Then, the researcher asked them to write a paragraph based on the topic that he has been given. The students' writing paragraph was the main data to analyze in this research.

2. Cards

The data was classified in some sheets in order to know what kinds of problems that they are making.

3. Unstructure Interview

The researcher interviewed students to know in great detail about their interlingual and intralingual problems in writings. Based on the above explanation, the process of data collecting can be described as the following figure:

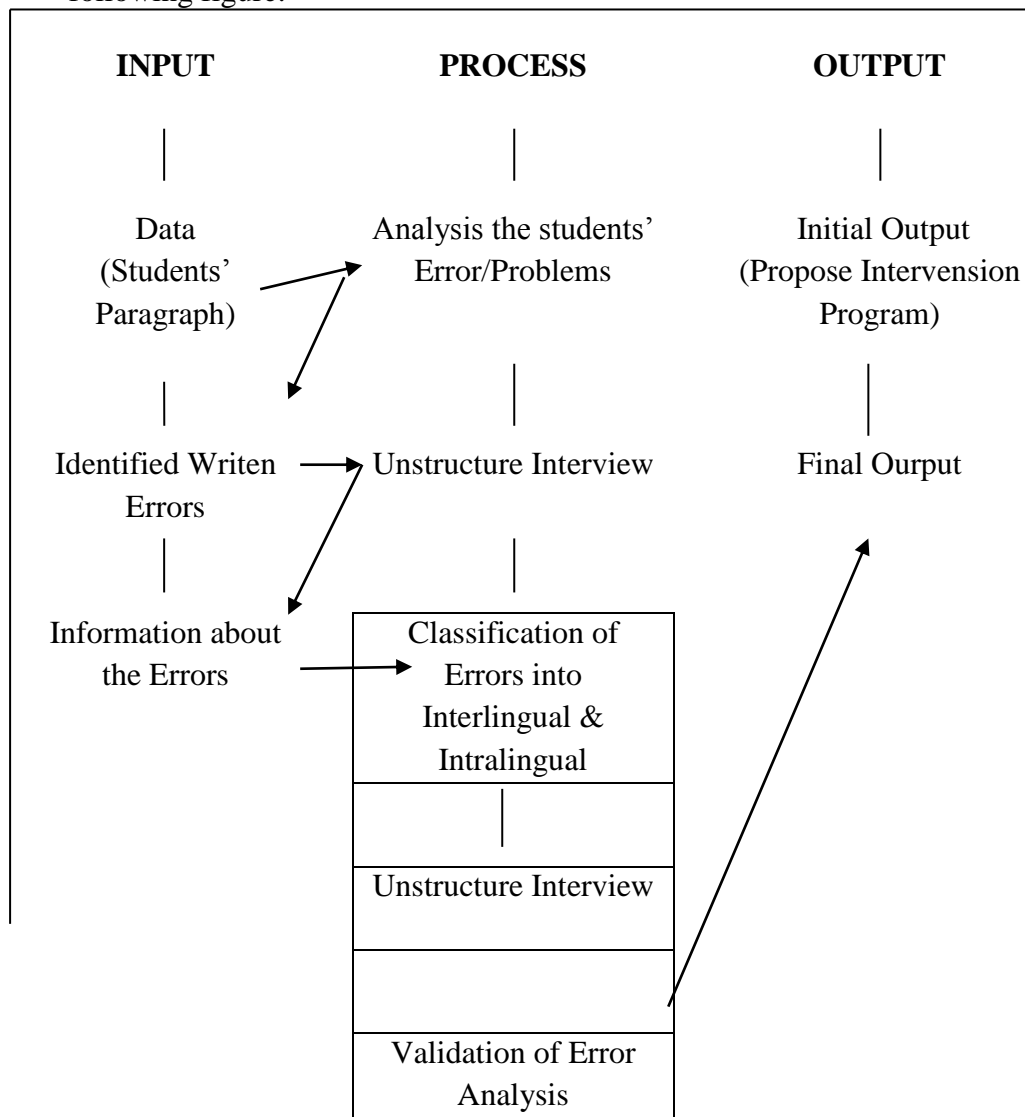


Figure 3.1:
Data Collecting Procedures
 Prosed by Agbay, Noralyn, Reyes, & Yolanda (2019)

E. Data Analysis

The researcher used interactive model of data analysis by Miles and Huberman that consist of the following main components, namely: (1) data reduction; (2) data display; and (3) drawing and verifying conclusion. The components above can be explained as the following figure⁴⁰:

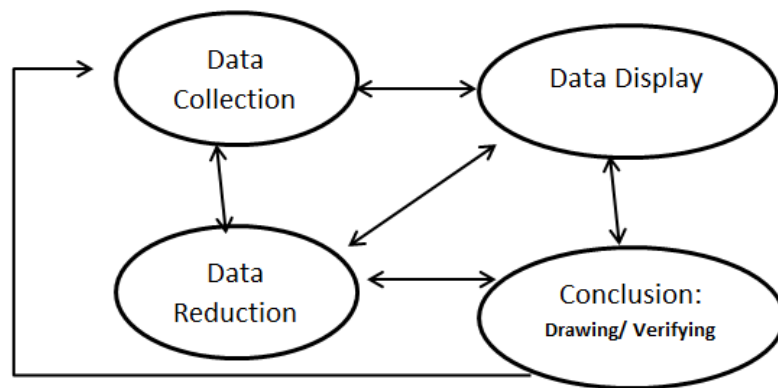


Figure 3.2:
Interactive Model Miles and Huberman

The figure 3.1 explained the model of data analysis. It can be described as following detail:

- a. *Data reduction*: Data reduction occurs continually through out the analysis. It happens through editing, segmenting and summarizing the data. In the middle stages, it happens through coding and memoing, and associated activities. It means that in reduction the data, the researcher got the generalisation of problem based on the data.
- b. *Data Display*: Data display organize, compress and assemble information. This process helped the researcher to select the most appropriate data to explain in the result of the research.

⁴⁰Matthew B. Miles and A. Michael Huberman. *Qualitative Data Analysis: A Sourcebook Third Edition*, USA, Sage Publishing, 1994, P. 174.

c. *Drawing and verifying conclusion*: reducing and displaying the data aim to help drawing conclusion. While drawing conclusions logically follows reduction and display of data. Then, possible conclusion can be noted and need to verify for valid information.

CHAPTER IV

RESULT AND DISCUSSION

This chapter discusses about result and discussion. The result consists of two points, namely: kinds of Interlingual and Intralingual Problems Found in Students' Writing Paragraph and the causes of Interlingual and Intralingual Problems at the Tenth Grade Students of SMAN 05 Seluma. The detail explanation can be illustrated as the following details:

A. Result

After collecting the data and selecting them, the result can be seen as the following explanation:

3. Kinds of Interlingual and Intralingual Problems Found in Students' Writing Paragraph at the Tenth Grade Students of SMAN 05 Seluma

The students' writing paragraph at the tenth grade students SMAN 05 Seluma was found interlingual and intralingual problems. They can be describe as follows:

Grammatical

The intralingual and interlingual problems of grammatical made by students in writing paragraph were complicated. They made mistakes in some aspects of intralingual, namely: problems in using proposition, articles, tenses, verbs forms, and SVP structure. Then, the aspects of interlingual, the students made some mistakes because of false concept, lack of knowledge, overgeneralization, and negative transfer. The following table displays the result:

Table 4.1a
Intralingual Problems on Grammatical

No.	Intralingual Errors	Frequency	Students' Number
1	Preposition	8	3, 4, 7, 9, 10, 12, 13, & 14
2	Article	6	2, 3, 4, 10, 13, & 14
3	Tense	8	2, 3, 4, 9 10, 12, 13, & 14
4	Verb Form	9	1, 2, 3, 4, 8, 9, 12, 13, & 14
5	SV-Number	8	2, 3, 4, 7, 9, 12, 13, & 14

Based on the table 4.1 above, the students had problems in their writing paragraph because they had problems in grammatical aspects. For preposition, 8 students made errors in their writing paragraph (For the detail data and information, see appendix 5 about the result of students' intralingual and interlingual problems in writing paragraph). The error can be shown as follows:

Table 4.1.1
Intralingual Problems in Preposition

No.	Code	Students' Number	Students' Errors in Using Preposition
1	I.P.3.1	3	Finally, at of 2019, he was able to issue a titled pretending to forget, this single was trending topic directly on youtube.
2	I.P.4.1	4	...while enjoying beautiful view on a panjang beach...
3	I.P.7.1	7	On Asia Pacific National Day

4	I.P.9.1	9	...I helped my mother cook.
5	I.P.10.1	10	On the front and side yard, we make plants so the house looks beautiful and cool.
6	I.P.12.1	12	And *the afternoon, I played with my nieces who were 5-10 years old.
7	I.P.13.1	13	We finally decided to go *a little morning around 06.00.
8	I.P.14.1	14	To the right of terrace there is of lower.

The students' error in using preposition in their writing paragraph covered the error of using preposition **at**, **on**, **of** and **to**. The error in using preposition "at" happened in students' number 3 :

*Finally, **at of** 2019, he was able to issue a tittled pretending to forget, this single was trending topic directly on youtube (I.P.3.1).*

The students was wrong in using preposition "at" where he used it for pointing year. The student also used over preposition in the sentence. It was preposition "of" that should be ommited from the sentences. In that sentence, students should use preposition "in" as the following improvement sentence:

*Finally, **in** 2019, he was able to issue a tittled pretending to forget, this single was trending topic directly on youtube.*

Then, the error in using preposition "on" happened in students' number 4, 7, 10:

*...while enjoying beautiful view **on** a panjang beach... (I.P.4.1)
On Asia Pacific National Day (I.P.7.1)
On the front and side yard, we make plants so the house looks beautiful and cool. (I.P.10.1)*

The three students above had similar problems in using preposition “on” . Student 4 and student 10 used article “on” for pointing place. It should be use article “in”. In addition, student 7 was wrong in using article “on” for an even. It should also used article “in” in the sentence. In this case, the students were wrong in placing article “in”. The correct sentences should be:

*...while enjoying beautiful view **in** Panjang Beach... (: I.P.4.1)*

In Asia Pacific National Day (I.P.7.1)

***In** front and side yard, we make plants so the house looks beautiful and cool (I.P.10.1).*

The last common problem found in the students’ writing paragraph was ommiting some preposition. The students did not use or ommitted the preposition in their sentences. The problems can be seen as the following sentences:

*And *the afternoon, I played with my nieces who were 5-10 years old (I.P.12.1).*

*We finally decided to go *a little morning around 06.00 (student 13).*

*To the right of terrace there is **of** lower (I.P.13.1).*

The three sentences above had similiar problems in ommiting preposition. Student 12nd student 13 had similar problem, ommiting preposition in the sentences. Preposition related to time is “in”. Student 14 over in using preposition “of” in the sentence. The suggested sentences can be as the following sentences:

***In**the afternoon, I played with my nieces who were 5-10 years old (I.P.12.1).*

*We finally decided to go **in**a little morning around 06.00 (I.P.13.1).*

To the right of terrace there is a lower (I.P.14.1).

Based on the explanation above, it can be concluded that the students made mistakes in using preposition of “at”, “on”, “of”, and “to” that

covered wrong in using the article, over use, and ommiting the article. The problems happened because the students false concept in using the article in the sentences of the paragraph.

The students' problems in their writing paragraph related to grammatical aspects, especially problem in using *article*, there are 6 students who made errors in their paragraph writing. The error can be shown as follows:

Table 4.1.2
Intralingual Problems in Article

No.	Code	Students' Number	Students' Errors in Using Article
1	I.A.2.1	2	To prevent that I wash an hand after the move.
2	I.A.3.2	3	Lives in the Bekasi area
3	I.A.4.2	4	...and people from other regions, the panjang beach is a tour that....
4	I.A.10.3	10	Onthe front and side yard, we make plants so the house looks beautiful and cool.
5	I.A.13.2	13	We finally arrived at the Lagon Beach Kaur.
6	I.A.14.2	14	There are four a chair and a table brow round.

The students' problems in using article in their paragraph were found in 6 students as displayed above. The problems of using article "a", "an", and "the" because of some reasons. Problem in using article "an" can be seen in student 2. The student can not distinguish the use of article "an" with "a".

*To prevent that I wash **an** hand after the move.*

The noun after article was started from consonant “h”. The article should be “a”. The sentence should be as follow:

*To prevent that I wash **a** hand after the move.*

Then, the student’s problem in using article “a” happend to the student 14 who used article “a” for plural noun. The wrong sentence is as follow:

*There are four **a** chair and a table brow round.*

The student should not use article “a” in the sentnce. The suggested sentence is as below:

There are four chairs and a brown round table.

The students’ error in using article “the” can be found in student 3, 4, 10, and 14. Their sentences were as follow:

*Lives in **the** Bekasi area (student 3).*

*...and people from other regions, **the** panjang beach is a tour that....(student 4).*

*On **the** front and side yard, we make plants so the house looks beautiful and cool (student 10).*

*We finally arrived at **the** Lagon Beach Kaur (student 13).*

The students wrong concept in jsing article “the”. The four students above used article “the” before name of place. It should not use article “the” before name of places. The suggested sentences should be:

*Lives in **the** Bekasi area (student 3).*

*...and people from other regions, **the** panjang beach is a tour that....(student 4).*

*On **the** front and side yard, we make plants so the house looks beautiful and cool (student 10).*

*We finally arrived at **the** Lagon Beach Kaur (student 13).*

Based on the explanation above, it can be concluded that the students still had problems in using articles “a”, “an”, and “the”. The students’; problems in inappropriate of using article “a” and “an” and over in using article “the” before names of places because the students had false concept in understanding the use of articles in English. For the detail data and information, see appendix 5 about the result of students’ intralingual and interlingual problems in writing paragraph.

The students’ problems in their writing paragraph also found related to grammatical aspects, especially problem in using *Tenses*, there are 8 students who made errors in their paragraph writing. The error can be shown as follows:

Table 4.1.3
Intralingual Problems in Tenses

No.	Code	Students’ Number	Students’ Errors in Using Tenses
1	I.T.2.2	2	Even during Eid Fitri we pray* at home and cannot* stay in touch from house to house as usual but can * only face to face via telephone.
2	I.T.3.3	3	He persue his talent when he enter college and make a 4 member boy band.
3	I.T.4.3	4	We only carry money 20 thousands.
4	I.T.9.2	9	It was getting late every day.
5	I.T.10.4	10	My haouse is orange because my mom likes orange. So we paint it orange.
6	I.T.12.4	12	I take a shower and ...
7	I.T.13.3	13	We finally had arrived at theLagon Beach

			Kaur.
8	I.T.14.2	14	I was comfortable living in it.

The students still had problems in using tenses in their paragraph writing. The students' problems in tenses only covered the use of present tense, past tense, past progressive tense, and past perfect tense. For the problems of present tense and past tense can be seen as the following students' problems:

Even during Eid Fitri we pray at home and cannot* stay in touch from house to house as usual but can * only face to face via telephone (student 2).*

*He **persue** his talent when he **enter** college and **make** a 4 member boy band (student 3).*

*We only **carry** money 20 thousands (student 4).*

*My haouse is orange because my mom likes orange. So we **paint** it orange (student 10).*

*I **take** a shower and ...(student 12).*

*I **was** comfortable living in it (student 14).*

The student 2 , 3, 4, 10, and 12 should use past tense for the sentences above. On the other hand, student 14 should use present tense for the sentence. The students had problem in using appropriate present tense and past tense in writing sentences in a paragraph. The sentences above should be:

*Even during Eid Fitri we **prayed** at home. We **could not** stay in touch from house to house as usual. But we **could** only face to face via telephone. (student 2).*

*He **persued** his talent when he **entered** college and **made** a 4 member boy band (student 3).*

*We only **carried** money 20 thousands (student 4).*

*My haouse is orange because my mom likes orange. So we **painted** it orange (student 10).*

*I **took** a shower and ... (student 12).*
I am comfortable living in it (student 14).

In addition, the student 9 and 14 had problems in using past progressive tense and past perfect tense. They wrote the following sentences in their paragraph writing:

*It **was getting** late every day (student 9).*
*We finally **had** arrived at the Lagon Beach Kaur (student 13).*

The student 9 was wrong in using past tense with present tense context of daily activity “every day”. It should use present tense. Then, student 13 was wrong in using past perfect tense with past tense context. It should use past tense. The suggested sentences can be:

*It **gets** late every day (student 9).*
*We finally **arrived** at the Lagon Beach Kaur (student 13).*

Based on the explanation above, it can be concluded that the students had some problems in using tenses in their paragraph writing, especially in using simple present tense, past tense, past progressive, and past perfect tense. For the detail data and information, see appendix 5 about the result of students’ intralingual and interlingual problems in writing paragraph.

The students also made problems in another grammatical aspect, especially in Verb Form. For this problem, it was found 9 cases in students’ writing paragraph. The students can not use the most appropriate form of verbs in the sentences in writing paragraph. The students’ problems of Verb Form can be explained as the following table:

Table 4.1.4
Intralingual Problems in Verb Form

No.	Code	Students' Number	Students' Errors in Using Verb Form
1	I.V.1.2	1	Jefri Nichol is an artist who is admired by many women for his good looks and also.
2	I.V.2.3	2	I get used to drinking hot water.
3	I.V.3.4	3	He once dream of wanting to sing alone in front of a crowd, have a single, and be invite to television shows.
4	I.V.4.4	4	... take a picture and take a beach bath
5	I.V.8.2	8	Then after eating I tidied up the place to eating ...
6	I.V.9.3	9	We rushed to take ablution and perform evening prayers together.
7	I.V.12.5	12	I played with my niece who was 5-10 years old.
8	I.V.13.4	13	We capture momentsof happines and togatherness...
9	I.V.14.4	14	There is also with clothes and dolls

The students' problems in using verb form in their writing paragraph covered the use of gerund, to-infinitive, paralel structure of verb, and problem in using *to be*. The problem of using gerund was found in student 1, and the problem of using to infinitive can be found in students 2 and 8. They wrote the following misconception sentences:

*Jefri Nichol is an artist who is admired by many women for his good **looks** and also (student 1).*

*I get used to **drinking** hot water (student 2).*

*Then after eating I tidied up the place to **eating**...(student 8).*

The sentences above can be revised into the following suggested ones:

*Jefri Nichol is an artist who is admired by many women for his good **looking** and also (student 1).*

*I get used to **drink** hot water (student 2).*

*Then after eating I tidied up the place to **eating**...(student 8).*

Then, students' problem in verb-form were using parallel structure (verb) and problem in using to be. The problems of parallel structure can be found in student 3, 4, 9, and 13. In addition, the problems in using to be can be found in student 12 and 14. The sentences can be seen as follow:

*He once dream of wanting to sing alone in front of a crowd, **have** a single, and be **invite** to television shows (student 3).*

*...**take** a picture and **take** a beach bath (student 4).*

*We **rushed** to take ablution and **perform** evening prayers together (student 9).*

*We **capture** momentsof happines and togetherness...(student 13).*

*I played with my **niece** who **was** 5-10 years old (student 12).*

*There **is** also with clothes and dolls (student 14).*

It means that students also have problems in determining of appropriate verbs in writing sentences that become the basic skill in writing paragraph. Based on explanation above, the students had problems in using verb form in their writing paragraph, namely: to infinitive, gerund, parallel structure (verb), and using correct to be. For the detail data and information, see appendix 5 about the result of students' intralingual and interlingal problems in writing paragraph.

The last problem in grammatical aspect is SV-Number. It means that the students made mistakes in patterning sentences in good order.

They still had problems in ordering Subject, Predicate, Object, and other components of sentences. The problems can be seen as the following table:

Table 4.1.5
Intralingual Problems in SV-Number

No.	Code	Students' Number	Students' Errors in Using SV-Number
1	I.S.2.4	2	When last month when I heard about covid 19, I was worried that I or my family might get the virus through someone else.
2	I.S.3.5	3	Usually he cover song using a guitar.
3	I.S.4.5	4	... not only that we also take pictures and take a beach bath, now we want to ride a delman...
4	I.S.7.2	7	For hatters, maybe think that Iqbal can only dance while singing...
5	I.S.9.4	9	It's a joy that is unmatched and priceless.
6	I.S.12.6	12	In my opinion, a pretty pleasant vocation*, gathering with family...
7	I.S.13.6	13	By playing water* joking with laughter* and not forgetting we also capture moment of happiness and togetherness by taking pictures together.
8	I.S.14.4	14	Home I are on in street Pt Sandaloi.

Based on the students' mistake display above, it showed that they had problems in ordering subject, predicate (double and ommiting), object, adverb, and modal auxiliaries. For improvement, these are suggested entence pattern or ordering for the above sentences:

***When** I heard about covid 19 last month, I was worried that I or my family might get the virus through someone else (student 2).*

***He usually** covers song using a guitar (student 3).*

*... We **not only** took pictures and take a beach bath, **we also** rode a delman... (student 4)*

***Hatters may think** that Iqbal can only dance while singing...(student 7).*

It's an unmatched and priceless joy (student 9).

In my opinion, a pretty pleasant vocation is gathering with family...(student 12).

We played water, joked with laughter, and captured moment of happiness and togetherness by taking pictures (student 13).

My house is in Pt Sandaloi Street (student 14).

Based on the detail explanation above, it showed that the students had problems in ordering sentence, namely: structuring subject, predicate, object, adverb, and modal auxiliaries in writing sentences in their paragraph. It means that the students still had problems in basic knowledge of English writing paragraph. For the detail data and information, see appendix 5 about the result of students' intralingual and interlingual problems in writing paragraph.

In addition, beside intralingual problems, students also found that made interlibgual problems where the problems are related to interference which discussed on the aspects: L1 lexical Interference, syntactic interference, and discourse interference. The students' interlingual problems found in students' writing were:

Table 4.1b
Interlingual Problems of Grammatical Aspect

No.	Intralingual Errors	Interlingual Errors
1	Preposition	False Concept
2	Article	False Concept
3	Tense	Lack of Knowledge
4	Verb Form	Lack of Knowledge
5	SV-Number	Negative Transfer

Students' intralingual problem of grammatical aspect happened in students' writing paragraph. Based on the table 4.1b above, it is clear that the the students problems in grammatical aspects were caused by some interlingual errors, namely: false concept, lack of knowledge, and negative transfer. *False Concept* happened in using preposition and article. In this case, most students wrong in using and choosing appropriate articles and prepositions in their sentence. They still had problems in understanding the usage of most articles and preposition in English. As the result, they had problems in using or applying them in a real sentences in writing paragraph.

Lack of knowledge happened in using tenses and verb form in writing sentences of paragraph. The students cold not understand to apply the concept of tenses in writing sentences and paragraph. They change the use of present tense and past tense. Then, they had problem in using appropriate verb form. The use of to infinitive (to-Verb) and gerund (verb-Ing). The students were still lack of knowledge related to grammatical aspect, especially tenses and verb form.

The students did *negative transfer* in creating sentences in their writing paragraph. It happened when the student ordered the sentence into Subject – Predicate – Object – Adverb order. The students put each sentence component in incorrect place. As the result, the order was jumbled. This happened because the students did negative transfer in structuring their sentence. They used the stratcture the sentence in lexical

meaning based on their mother tongue language. They resulted mother language sentence structure in their paragraph.

Based on the explanation above, it is clear that the students' problems in writing paragraph consisted of intralingual problems of grammatical aspects that covered: error in preposition, article, tenses, verb-form, and SV-Number. Then, interlingual problems covered false concept, lack of knowledge, and negative transfer. For the detail data and information, see appendix 5 about the result of students' intralingual and interlingual problems in writing paragraph.

Lexical

Another intralingual problem in students' writing paragraph was *lexical* problem. The lexical problems were in form of word choices. In this case, the students could not choose the most appropriate diction for certain context. As the result, the students used the vocabularies that they knew based on their existing knowledge. The interlingual problem happened was *literal translation*. The students did not understand the ways of choosing the most appropriate words for certain context. Instead, they translate words based on their knowledge, mother language, and their culture. As the result, the students used word literal translation. The lexical problems can be found as follow:

Table 4.2
Intralingual Problems in Lexical of Word Choice

No.	Code	Students' Number	Students' Errors in Lexical
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1	II.W.2.5	2	And use a mask to avoid the virus.
2	II.W.4.6	4	I last vocation to Panjang Beach Bengkulu. We're still happy because we can refresher .
3	II.W.5.1	5	College from home is so tiring.
4	II.W.6.1	6	We have to learn from Prilly Latuconsina beautiful and successful artist in the land of entertainment.
5	II.W.8.4	8	I help mother to bring out the stock .
6	II.W.12.7	12	I cooked in this afternoon with pleasure .
7	II.W.13.6	13	Did not feel the day was already evening.

Based on the table 4.2 above, it showed that there were 7 students who had problems in intralingual problem of lexical. The students could not use appropriate dictions for certain context of words. In interlingual context, they did literal translation for some context of word. As the result, the sentences that they produced could not be understand. The seven problems of word choices above can be given the suggested dictions as follows:

*And **wore** a mask to avoid the virus (student 2).*
*I **had** vocation to Panjang Beach Bengkulu (student 4).*
*We're still happy because we can **refresh** (student 4).*
***Learning** from home is so tiring (student 5).*
*We have to learn from Prilly Latuconsina beautiful and successful artist in the **field** of entertainment (student 6).*
*I help mother to bring out the **food** (student 8).*
*I cooked in this afternoon **happily** (student 12).*
*Did not **realize** the day was already evening (Student 13).*

It can be concluded that the students of SMAN 5 Seluma had problems in lexical aspect, especially in word choice because they did

literal translation for certain words that need cultural or specific context in using it. As the result, it did not convey appropriate meaning. For the detail data and information, see appendix 5 about the result of students' intralingual and interlingual problems in writing paragraph.

Syntactic

Intralingual and interlingual problems in syntactic aspects also found in students writing paragraph. The intralingual problems were in form of *Run on* and *Fragment*. *Run-on* is generally comma splices or fused sentences. A comma splice, sometimes referred to as a comma fault, occurs when two independent clauses are joined by only a comma. A fused sentence consists of two independent clauses run together without a conjunction or punctuation. The run-on problems can be seen as the following table:

Table 4.3a
Intralingual Problems in *Run-on*

No.	Code	Students' Number	Students' Errors in <i>Run-on</i>
1	III.R.2.6	2	To prevent that I wash hands after the move, and use a mask to avoid the virus, because the virus is transmitted through the mouth and I get used to drinking hot water like tea or milk because this virus is susceptible to heat.
2	III.R.3.6	3	After this song came out and became trending topic.* He is often asked to appear and as a guest on television shows.
3	III.R.4.7	4	When we arrive at Panjang Beach* we immediately jogged,* after jogging we played bikes.

4	III.R.6.2	6	My favorite artist* the name of the artist* I idolized was Prilly Latuconsina* born in Tangerang City of Banten Province 15 October 1996 *because I chose a beautiful artist Prilly Latuconsina* she is a very beautiful artist..
5	III.R.7.3	7	He is an artist who has accomplished since he was a child* from starting his career as a member of boy band* to being one of the best and most expensive film actors in Indonesia.
6	III.R.8.5	8	We left home at noon by car* and when we arrived at Wahana Surya* we bought tickets at the counter.
7	III.R.9.5	9	After praying* I and my mother went to the kitchen to cook food. In the kitchen* I helped my mother to cook.
8	III.R.10.7	10	Because home is the most comfortable place.* I hope that my father will buy a new sofa for the living room.
9	III.R.11.1	11	The building area of 8x16 is enough to become a home for me and my family, to be a shelter in the middle of changing weather* and to be the most beautiful paradise on earth.
10	III.R.12.8	12	In the afternoon* I played with my nieces who were 5-10 years old, besides playing* I also taught them how to read, write* and count properly.
11	III.R.14.6	14	There you find a TV and a refrigerator in my house* there are tray rooms.

Based on the table 4.3a above, it showed that there were 11 student's problems in intralongual run-on. The students could not manage the

clauses, conjunction, and punctuations. Consequently, the sentences were difficult to understand because the readers could not distinguish main clauses with other clauses since the conjunctions use are wrong. The suggested sentences for above problems were as follows:

*To prevent that I wash hands after the **move and** use a mask to avoid the virus. **Because** the virus is transmitted through the mouth **and is** susceptible to **heat**, **I** get used to drinking hot water like tea or milk (student 2).*

After this song came out and became trending topic, he is often asked to appear and as a guest on television shows (student 3).

When we arrive at Panjang Beach, we immediately jogged. After jogging we played bikes (student 4).

My favorite artist, the name of the artist I idolized was Prilly Latuconsina, born in Tangerang City of Banten Province 15 October 1996. I chose a beautiful artist Prilly Latuconsina. she is a very beautiful artist... (student 6).

He is an artist who has accomplished since he was a child, from starting his career as a member of boy band, till being one of the best and most expensive film actors in Indonesia (student 7).

*We left home at noon by car. **When** we arrived at Wahana Surya, we bought tickets at the counter (student 8).*

After praying, I and my mother went to the kitchen to cook food. In the kitchen, I helped my mother to cook (student 9).

Because home is the most comfortable place, I hope that my father will buy a new sofa for the living room (student 10).

The building area of 8x16 is enough to become a home for me and my family, to be a shelter in the middle of changing weather, and to be the most beautiful paradise on earth (student 11).

In the afternoon, I played with my nieces who were 5-10 years old. Besides playing, I also taught them how to read, write, and count properly (student 12).

There you find a TV and a refrigerator in my house. There are tray rooms (student 14).

The students' problems in run-on in their writings can be in form of using comma, full stop, and coordinating conjunction that made the structure and meaning or idea structure not clear. By revising of using appropriate coordinating conjunction, comma, and full stop, the sentences become meaningful. For the detail data and information, see appendix 5 about the result of students' intralingual and interlingual problems in writing paragraph.

Then, Another problem in the context of syntactic was fragment. The *fragment* can be understood as a string of words, between an initial capital letter and a period or a question mark, that lacks a subject or a finite-verb predicate (or both) or that has a subject and a finite-verb predicate but is made part of a larger structure by a relative pronoun. In students' writing paragraph, it was found some fragments. They are as displayed as the following table:

Table 4.3b
Intralingual Problems in *Fragment*

No.	Code	Students' Number	Students' Errors in <i>Fragment</i>
1	III.F.1.3	1	Jefri Nichol is an artist who is admired by many women for his good looks and also .
2	III.F.2.7	2	Even during Eid Fitri we prayed at home and * cannot stay in touch from house to haouse as usual but can * only face to face via telephone.
3	III.F.5.2	5	Work at home just cleaning up, eating, sleeping, conditioning advice every morning

			and that's me.
4	III.F.7.4	7	Now that is the reason I idolize Iqbal as a motivator for me.
5	III.F.8.6	8	...and my mother told us to change clothes and clean because we were smimming.
6	III.F.9.6	9	Because at home there are my father and my siblings. For farming. Me and mom grow vegetables like spinach. Spinach ..
7	III.F.11.2	11	My room, my parents' room, my sister's room, the room that we used to welcome guests who came in, the kitchen that doubles as a dining room with only a partition...
8	III.F.13.8	13	By playing water* joking with laughter* and not forgetting we also capture moment of happiness and togetherness by taking pictures together.
			And *did not feel, the day was already evening.
9	III.F.14.7	14	In the living room you with rectangular table.

Based on the table 4.3b the students' syntactect problem of fragment happened to the students' writing paragraph. The problems in form of ommiting Subject, Predicate, Object (omit two of the three). The problem can be found in students 1 and student 9. Another problem was the students did not use subject in their sentence that can be seen in students 2, 5, 7. And 13. The students 2, 11, and 14 omitted Predicate in thier sentences. Then, students 8 and 13 ommited object of the sentences in thier paragraph. It means that the students still problem in fragment of sentences where they ommited Subject, Predicate, or Object in their sentences in writing paragraph. The suggested sentences for the students' problems above can be as follows:

Jefri Nichol is an artist who is admired by many women for his good looking *appearance* **and also his good attitude** (student 1).

*Even during Eid Fitri we prayed at home. **We** could not stay in touch from house to haouse as usual. **We** can only face to face via telephone (student 2).*

I only did some similar activities at home like cleaning up, eating, and sleeping (student 5).

Those are the reasons why I idolize Iqbal and become him as my motivator (student 7).

*...and my mother told us to change clothes and **cleaned our body** because we were smimming (student 8).*

There are my father and my siblings at home. My mom nd I grow vegetables like spinach for farming activities (student 9).

***They are** my room, my parents' room, my sister's room, the room that we used to welcome guests who came in, the kitchen that doubles as a dining room with only a partition...(student 11).*

We played water, joked with laughter, and captured moment of happiness and togetherness by taking pictures (student 13).

*And **it** did not feel, the day was already evening (student 13).*

You will find a rectangle table in the living room (student 14).

For the detail data and information, see appendix 5 about the result of students' intralingual and interlingal problems in writing paragraph.

Machanics

The researcher also found some problems in mecanic aspects in students' writing paragraph. The problems consisted of *punctuation*, *spelling*, and *letter case*. The detail explanation can be seen as the following explanation:

Table 4.4a
Intralingual Problems in *Punctuation*

No.	Code	Students' Number	Students' Errors in <i>Punctuation</i>
1	IV.P.1.4	1	My idol is jefri Nichole he was born in Jakarta on, 15 januari 1999 jefri Nichol is an artist who is admired by many women for his good look and also.
	IV.P.1.5		Nichols is a muslim artist he is an artist who has a hobby swimming jefri Nichole, for me is and independent artist hard working and obidient to parents that,s why I idolized jefri Nichol. Nichol was shocked because he was caught positively with drugh, but before that Nichol made a lot of achievements in the world of cinema including making it to the box office list, and the film that was bintang, dear Nathan, jailangkung, aku benci cinta, one fine day, surat cinta untuk starla.
2	IV.P.2.8	2	I wash an hand after the move, and use a mask to avoid the virus, because the virus is transmited through the mouth* and I get used to drinking hot water like tea or milk.
3	IV.P.3.7	3	Usuallyhe cover song using a guitar,* he is known as a singer or youtuber.
4	IV.P.4.8	4	...because there are many evergreen trees* toy trader, food, and other traders,* with the beauty of the beach...
5	IV.P.6.3	6	...Prilly Latuconsina born in Tangerang City of Banten Provine 15 October 1996* because I chose a beautiful artist Prilly Latuconsina she is a very beautiful artist ...
6	IV.P.7.5	7	For hatters, maybe think that Iqbal can only dance while singing even though he has represented Indonesia in Asia Pacific National Day,* Iqbal has also won prestigious international award varity star up next day* international film and awards macau (IFFAM).
7	IV.P.8.7	8	After finshing changing my swimsuit* my sister and I entered the pool because my sister who could not will swim.
8	IV.P.7	9	In the kitchen* I help my mother to cook.
9	IV.P.10.8	10	My home is located in Pering Baru, Sub District Talo Kecil* District Seluma.

10	IV.P.11.3	11	...the kitchen that doubles as a dining room with only a partition made of my father's bamboo swing, *then there are room to relax or watch tv, and also a bathroom.
11	IV.P.12.10	12	I do my daily activities starting from getting up in the morning* and imadiately cleaning the house. Cooking* and washing.
12	IV.P.13.9	13	Eid Al-Fitr* I went on vocation to the Lagoon Beach* Kaur Beach,* I went there with my friends.

The table 4.4a above showed the students' problems in using punctuations in their paragraphs. There were 13 students who had problems in usin punctuation. They had wrong concept on using comma (,) and full stop (.) that made readers difficult to distinguish sentences or clauses in a paragraph. Consequently, there was misunderstanding the main meaning in the paragraph. The students' problemes in using punctuation above can be revised as the following suggested sentences:

*My idol is Jefri Nichole. **He** was born in Jakarta on 15 January, 1999. Jefri Nichol is an artist who is admired by many women for his good looking and also (student 1).*

*Nichols is a moslem artist. **He** is an artist who has a hobby **swimming**. **Jefri** Nichole for me is an independent artist, hard working, and obidient to parents thats why I idolized Jefri Nichol. Nichol was shocked because he was caught positively with drug, but before that Nichol made a lot of achievements in the world of cinema including making it to the box **office list**. **The films** were Bintang, Dear Nathan, Jailangkung, Aku Benci Cinta, One Fine Day, and Surat Cinta untuk Starla (student 1).*

I wash hands after the moveand use a mask to avoid the virus because the virus is transmited through the mouth, and I get used to drinking hot water like tea or milk (student 2).

He usually covers song using a guitar. He is known as a singer or youtuber (student 3).

...because there are many evergreen trees, toy trader, food, and other traders. With the beauty of the beach...(student 4).

Prilly Latuconsina was born in Tangerang City of Banten Province 15 October 1996. I chose a beautiful artist Prilly Latuconsina because she is a very beautiful artist (student 6).

For haters, maybe think that Iqbal can only dance while singing even though he has represented Indonesia in Asia Pacific National Day. Iqbal has also won prestigious international award variety star up next day, and International Film and Awards Macau (IFFAM) (student 7).

After finishing changing my swimsuit, my sister and I entered the pool because my sister who could not will swim (student 8).

In the kitchen, I help my mother to cook (student 9).

My home is located in Pering Baru, Sub District Talo Kecil. District Seluma (student 10).

...the kitchen that doubles as a dining room with only a partition made of my father's bamboo swing. Then there are room to relax or watch tv, and also a bathroom (student 11).

I do my daily activities starting from getting up in the morning, immediately cleaning the house, Cooking, and washing (student 12).

Eid Al-Fitr, I went on vacation to the Lagoon Beach, Kaur Beach. I went there with my friends (student 13).

The explanation above proved that the students could not understand the main function of comma (,), especially in separating main sentences and supporting sentences as well as in separating some items in a sentences. In using full stop (.), students could understand in stopping their sentences. The students sometimes change the function of (,) as full stop or vice versa. In short, the students' main problems in mechanic aspect of punctuation was the use of comma (,) and full stop (.).

Another problem that happened in students' paragraph writing in the aspect of machanic was *spelling*. The students made incomplete spelling, wrong spelling, even different spelling that made the meaning cold not be

identified by the readers. It resulted different meaning in their paragraphs.

The following table showed the problems of spelling made by students in their writing:

Table 4.4b
Intralingual Problems in *Spelling*

No.	Code	Students' Number	Students' Errors in <i>Spelling</i>
1	IV.S.1.6	1	Januari, muslim, and, that,s, drugh
2	IV.P.2.9	2	Thak, bud, diefculties, covet, reduca, cen, closeat
3	IV.P.5.3	5	awaited
4	IV.P.6.4	6	beautipul
5	IV.P.7.6	7	Eits
6	IV.P.10.9	10	Lacated, yeard, pleents, hose, roms, firsit, togeder, comortable.
7	IV.P.11.4	11	Fillt, comortable
8	IV.P.12.11	12	Cau, eisett
9	IV.P.13.10	13	Three
10	IV.P.14.8	14	Witit, mave, coate, year

Based on the table 4.4b above, there were 10 students who had problems in spelling ow English words in their paragraph writings. The problems can be in form of ommiting one or more letters or wrong placing letters. However,the meaning was still able to be identified based on the context of the sentences that can be seen in students 1, 2, 5, 6, 10, 11, 13, and 14. Then, another kind of spelling error was missing one or more

letters in a certain word, but the meaning can not be identified that can be seen in students 7 and 12. The revision of the word spelling can be as the following words:

January, moslem, an, that's, drug (student 1)
Thank, but, difficulties, coved, reduce, can, closed (student 2)
Waited (student 5)
Beautipul (student 6)
Located, yard, plants, house, romms, first, together, and comfortable (student 10)
Felt, comfortable (student 11)
There (student 13)
Witit, mave, coate, year student 14)
Eits (student 7)&Cau, eisett (student 12) (can not be identified)

It is obvious that the students still had problems in mechanic aspect of spelling in writing paragraph both ommiting letters or wrong letter that influences the meaning nd clarity of the words. Serious error for spelling causes unidentifird meaning of words. As the cosequence, the sentences lost their truly meaning.

Another problem found in students' paragraph writing, especially in mechanic aspect was letter case. Students did not detailly focus on writing letter in specific places of paragraph. Most of the students' problems related to capitalization. For detail description of the problem, see the following table:

Table 4.4c
Intralingual Problems in *Letter Case*

No.	Code	Students' Number	Students' Errors in <i>Punctuation</i>
1	IV.L.1.8	1	My idol is jefri Nichole he was born in Jakarta on, 15 januari 1999 jefri Nichol is an artist who is admired by many women for his

	IV.P.1.9		good look and also. Nichols is a muslim artist he is an artist who has a hobby swimming jefri Nichole, for me is and independent artist hard working and obidient to parents that,s why I idolized jefri Nichol. Nichol was shocked because he was caught positively with drugh, but before that Nichol made a lot of achievements in the world of cinema including making it to the box office list, and the film that was bintang, dear Nathan, jailangkung, aku benci cinta, one fine day, surat cinta untuk starla.
2	IV.P.3.8	3	Petrus Mahendra or often known by the name *mahen.
3	IV.P.4.9	4	panjang Beach
4	IV.P.5.4	5	work at home just cleaning up, eating, sleeping, conditioning advice every morning and that's me.
5	IV.P.6.4	6	tangerang city banten province october beautiful and hansome monkey hanging wolf
6	IV.P.7.7	7	iqbal asian pacific national day indonesia
7	IV.P.8.8	8	wahana surya ... after neat and clean...
8	IV.P.10.10	10	talo kecil mom often cooks rice...
9	IV.P.12.12	12	therefore , this holiday ...
10	IV.P.13.11	13	lagoon kaur beach by playing water....
11	IV.P.14.9	14	home I are on in village...

Based on the table 4.4cabove, it showed that the students' problems in writing especially in mechanic aspect of letter case dominantly the students did not understand how to use capital letter in a sentence (capitalization). False using of capital letter in students' sentences

can be: capitalization in first letter of a sentence, names of person, names of places (beach, province, city, and country), title of something (film, novel, and conference), and names of months. The students' errors in using capital letter above can be revised as the following suggested sentences:

*My idol is **Jefri Nichole**. **He** was born in Jakarta on, 15 januari 1999 Jefri Nichol is an artist who is admired by many women for his good look and also (student 1).*

*Nichols is a moslem artist.**He** is an artist who has a hobby swimming. **Jefri Nichole** for me is an independent artist, hard working, and obidient to parents thats why I idolized **Jefri Nichol**. Nichol was shocked because he was caught positively with drug, but before that Nichol made a lot of achievements in the world of cinema including making it to the box office list. The films were **Bintang, Dear Nathan, Jailangkung, Aku Benci Cinta, One Fine Day, and Surat Cinta untuk Starla** (student 1).*

*Petrus Mahendra or often known by the name **Mahen** (student 3).*

***panjang Beach** (student 4).*

Work at home just cleaning up, eating, sleeping, conditioning advice every morning and that's me (student 5).

***Prilly Latuconsina, Tangerang City, Banten Province, October, Beautiful and Hansome Monkey Hanging Wolf** (student 6).*

***Iqbal, Asian Pacific National Day, Indonesia** (student 7).*

***Wahana Surya ...After neat and clean...** (student 8).*

***Talo Kecil... Mom often cooks rice...** (student 10).*

***Therefore, this holiday ...**(student 12).*

***Lagoon, Kaur Beach, By playing water....** (student 13).*

***Home I are on in village...**(student 14).*

Besides doing errors in intralingual, the students also had problems in interlingual especially mechanic aspects during the process of producing paragraph through producing the smallest unit in paragraph from using

words, sentences, and paragraphs. The students' interlingual problems in mechanic aspect can be explained as the following table:

Table 4.4d
Interlingual Problems in Mechanic Aspect

No.	Intralingual Problem	Interlingual Problem
1	Punctuation	False Concept, Over generalization, Negative Transfer
2	Spelling	False Concept, Over generalization, Negative Transfer
3	Letter Case	False Concept, Over generalization, Negative Transfer

The table 4.4d above showed that the students' intralingual problems (punctuation, spelling, and letter case) were caused by their interlingual problems namely: False Concept, over generalization, and Negative Transfer. The students were lack knowledge related to the concept and application for using punctuation, spelling, and letter case in writing word and sentences. As the result, it affected to their paragraph writing in a whole because the negative transfer and over generalization caused by their mother language. They used English concept based on their mother language concept.

Based on the detail explanation of the students' problems above, it is obvious that the students of SMAN 05 Seluma had some problems in their writing paragraph, especially in the aspects of grammatical, lexical, syntactic, and mechanic. Each student found different problems of the four

aspects that made their paragraph lost the real meaning because they were lack of knowledge, negative transfer, false concept, over generalization, and literal translation.

4. The Causes of Interlingual and Intralingual Problems at the Tenth Grade Students of SMAN 05 Seluma

The researcher conducted interview to students in order to get deep data of students' causes in doing intralingual and interlingual problems in their writing paragraphs and their problems in real paragraph writing test became the main data to know the causes. The causes can be explained as the following reasons:

a. Lack of Knowledge

Most of problems that happened to the students' writing paragraph were lack of knowledge. In the interview, most of the students said that:

I've ever learned about tenses since Junior high school, but I forget the formula and the application (see appendix 6 point 1).

I know about present tense. It uses verb 1 and uses to be is, am, and are. Every tense is different formula and usage. I forgot them because I have not learned it for long time (see appendix 6 point 2).

The result of interview above showed that the tenth grade students of SMAN 05 Seluma lack of knowledge in almost all aspects of writing skills, especially aspects of grammatical that made them had problems in arranging sentences in a correct English pattern. They had problems in SV-Number, verb-form, tenses, article, and preposition.

b. Negative Transfer

Language interference is most often found in the students' writing paragraph. It became main error sources in their sentences/paragraph production. The students did not transfer items and structures that are not the same in both languages. In the interview, the students said that:

I often make mistakes in using tenses. I use present tense in all my sentences. My teacher said that I often forget using certain words. The words did not exist in Indonesian language, but it must be used in English (See appendix 6 Point 17).

The student's explanation above means that the mother tongue language interference was really influenced their target language transfer. They did negative transfer in the target language. Based on the students' worksheet, they often omit like subject "it" for transfer meaning in a certain context, for example "Good day for travelling". It should use "It is a good day for travelling". It means that the students omit subject. In conclusion, the students can transfer relevant unit of structure both language is the same, the linguistic interference can result correct language production (positive transfer). However, when they are different, negative transfer happened.

c. Literal Translation

The students tended to use English as the result of mother tongue language. They translated it literally without involving context or culture. Therefore, some sentences cannot be identified the meaning. For this case, most students in interview said that:

I understand. An effective word is a word that must be suitable with the meaning of the sentence. I usually open a dictionary to get meaning of a word while writing (See appendix 6 point 8).

The students' statement above proved that they produced sentences by open up a dictionary to get a single meaning of word that they were going to use in their paragraph/sentence. Then, they use the words and arranged them to be a sentence without thinking other aspects of language in resulting meaning. Therefore, most of the sentence meaning in their paragraph cannot be identified because the effect of their mother tongue ruined the real meaning of the sentence.

d. False Concept

Most of the students did not know much about various kinds of concept in English. They lack knowledge of grammatical, syntactic, lexical, and mechanic. They tended to use everything that they know (existing knowledge). Based on the interview, the students explained that they did not know many concepts in English, especially concepts related to grammatical, syntactic, lexical, and mechanics which are really important in producing sentences, even paragraph writing. For detail data see appendix 6 about the result of interview in some points that the students could not answer during the interview.

Therefore, the students made mistakes in some sentences because those are the result of their existing knowledge and caused false concept in arranging sentences and making paragraph. It is important to students

to learn more about the concept of aspects in writing in order to support their writing skill.

e. Overgeneralization

The students applied grammatical rules in case where it does not apply because it is related to their process of language acquisition. It means that the students did not apply specific grammatical in saying something in their sentences, especially for singular and plural forms of nouns, verb forms, and other things that needed grammatical rules in producing it. The students still used the words based on their mother tongues rules.

B. Discussion

The researcher was interested in doing this research because of some background of the problems. Most of the students in SMAN 05 Seluma still regarded writing as the most difficult skill because they need to master various kinds of complicated language aspects and writing format to do this skill. Then, students' errors in the second language result from the learner's assumption that the second language forms are similar to the native language (interlingual errors) and the negative transfer of items within the target language (intralingual errors). The most important problem is the tenth grade students of SMAN 05 Seluma had low ability in English skills, especially writing skill. Therefore, investigating in their real problems were important to

to give clear and accurate problems for the students in order that the English teacher can plan to prepare improvement process for them for better result.

The aims of this research were to know the kinds of interlingual and intralingual problems do the students have in writing paragraph and investigate the sources or causes of interlingual and intralingual problems at the tenth grade students of SMAN 05 Seluma in academic year 2018/2019. By using content analysis with qualitative approach, the research resulted as the following findings:

First, the students' writing paragraph at the tenth grade students SMAN 05 Seluma was found interlingual and intralingual problems which covered aspects of grammar, lexical, syntactic, and mechanic. They made mistakes in some aspects of intralingual, namely: problems in using proposition, articles, tenses, verbs forms, and SVP structure. Then, the aspects of interlingual, the students made some mistakes because of false concept, lack of knowledge, overgeneralization, and negative transfer. The students made mistakes in using preposition of "at", "on", "of", and "to" that covered wrong in using the article, over use, and ommiting the article. The problems happened because the students false concept in using the article in the sentences of the paragraph.

The students still had problems in using articles "a", "an", and "the". The students'; problems in inappropriate of using article "a" and "an" and over in using article "the" before names of places because the students had false concept in understanding the use of articles in English. Then, that the

students had some problems in using tenses in their paragraph writing, especially in using simple present tense, past tense, past progressive, and past perfect tense. the students had problems in using verb form in their writing paragraph, namely: to infinitive, gerund, paralel structure (verb), and using correct to be. the students had problems in ordering sentence, namely: structuring subject, predicate, object, adverb, and modal auxiliaries in writing sentences in their paragraph. It means that the students still had problems in basic knowledge of English writing paragraph. the students' problems in writing paragraph consisted of intralingual problems of gramatical aspects that covered: error in preposition, article, tenses, verb-form, and SV-Number. Then, interlingual problems covered false concept, lack of knowledge, and negative transfer. For the detail data and information, see appendix 5 about the result of students' intralingual and interlingual problems in writing paragraph.

For aspect of lexical, the students' problems were in form of word choices. In this case, the students could not choose the most appropriate dictions for certain context. As the result, the students used the vocabularies that they knew based on their existing knowledge. In word choice, they did literal translation for certain wrods that need cultural or specific context in using it. As the result, it did not convey appropriate meaning.

Students' intralingual problems in syntactic aspects were in form of *Run on* and *Fragment*. *Run-on* is generally comma splices or fused sentences. A comma splice, sometimes referred to as a comma fault, occurs when two independent clauses are joined by only a comma. A fused sentence consists of

two independent clauses run together without a conjunction or punctuation. The students could not manage the clauses, conjunction, and punctuations. Consequently, the sentences were difficult to understand because the readers could not distinguish main clauses with other clauses since the conjunctions use are wrong. The students still problem in fragment of sentences where they omitted Subject, Predicate, or Object in their sentences in writing paragraph.

The students' problems in mechanic aspects consisted of *punctuation*, *spelling*, and *letter case*. The students could not understand the main function of comma (,), especially in separating main sentences and supporting sentences as well as in separating some items in a sentences. In using full stop (.), students could understand in stopping their sentences. The students sometimes change the function of (,) as full stop or vice versa. In short, the students' main problems in mechanic aspect of punctuation was the use of comma (,) and full stop (.). Then, the students still had problems in mechanic aspect of spelling in writing paragraph both omitting letters or wrong letter that influences the meaning and clarity of the words. Serious error for spelling causes unidentified meaning of words. As the consequence, the sentences lost their truly meaning. In addition, it showed that the students' problems in writing especially in mechanic aspect of letter case dominantly the students did not understand how to use capital letter in a sentence (capitalization). False using of capital letter in students' sentences can be: capitalization in first letter of a sentence, names of person, names of places

(beach, province, city, and country), title of something (film, novel, and conference), and names of months. The students' intralingual problems (punctuation, spelling, and letter case) were caused by their interlingual problems namely: False Concept, over generalization, and Negative Transfer. The students were lack knowledge related to the concept and application for using punctuation, spelling, and letter case in writing word and sentences. As the result, it affected to their paragraph writing in a whole because the negative transfer and over generalization caused by their mother language. They used English concept based on their mother language concept.

Second, there some causes of the students' problems in their writing paragraph, namely: lack of knowledge, negative transfer, literal translation, false concept, and overgeneralization. All problems above happened because the students were still influenced by their mother tongue languages, especially related to grammatical, syntactical, lexical, and mechanic aspects of the source language.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After complete the research, it can be concluded that the students of SMAN 5 Seluma had some problems in their writing paragraph (intralingual problem), namely: *Grammatical Problem*: preposition, article, tense, verb form, SV-number; *Lexical problem*: word choices; *Syntactic*: Run-on and fragment; *Mechanic*: punctuation, spelling and letter case. The causes of the students' problems above were lack of knowledge, negative transfer, literal translation, false concept, and overgeneralization (interlingual problems). In short, the students' intralingual and interlingual problems were related each other that resulted students' errors in writing paragraph.

B. Suggestion

After completing this research, the researcher would like to suggest some important things to students, English teachers, and the next researcher who have similar problems with SMAN 05 Seluma. The suggestions were as follows:

1. *Students*

- a. Students should learn more seriously grammatical, syntactic, lexical, and mechanic aspects of language in order to support them in writing paragraph.
- b. Students should practice more writing in their daily activities because writing is one of important skill in language mastery.

2. English Teacher

- a. The English teacher should guide students to study writing skill by encouraging them to study more detail in grammatical, syntactic, lexical, and mechanic aspects of language to improve their writing skill.
- b. The English teacher should support the students to be more active in doing writing activity by giving them challenges in writing a certain topic in their daily routine.

3. The Next Researcher

- a. It is important for the next researcher to investigate EFL students' writing development in English because the students had more complex problems in production skill.
- b. It is necessary for the next researcher to do investigation and further research related to intralingual and interlingual problems of students' writing in broader scopes and deeper analysis in order to develop the writing research in academic field.

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A P P E N D I C E S

Appendix 1
Research Instrument

Writing Test

Date :
Skill : **Writing**
Grade : **X**
School : **SMAN 5 Seluma**

Write a paragraph that consists of around 100-200 words about the following topics:

1. *My Last Holiday*
2. *My House*
3. *My Favorite Artist*
4. *Panjang Beach*
5. *My Last Visit in Museum*

The paragraph can be in genres: descriptive, report, or narrative.

Appendix 2
Data Cards

Students' Intralingual Problems

Student No.	Intralingual Error Taxonomies				
	Grammatical	Lexical	Semantic	Mechanics	Word Order
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					

20					
21					
22					
23					

Students' Interlingual Problems

Student No.	Interlingual Error Taxonomies			
	Overgeneralization	Incomplete Rule Application	Ommision	Building False Concept
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
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17				

18				
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21				
22				
23				

Appendix 5

Students' Intralingual and Interlingual Problems

Student No. 1

No.	Code	Intralingual Problems	Interlingual Problems	Students' Writing	Explanation	Suggested Writing
I		Grammatical				
	I.P.1.1	Preposition		-		
		Article		-		
		Tense		-		
	I.V.1.2	Verb Form	Lack of knowledge	Jefri Nichol is an artist who is admired by many women for his good looks and also.	Should be gerund for noun	Jefri Nichol is an artist who is admired by many women for his good looking and appearance .
		SV-Number		-		
II		Lexical				
		Word Choice		-		
III		Syntactic				
		Run on				
	III.F.1.3	Fragment	Negative transfer	Jefri Nichol is an artist who is admired by many women for his good looks and also .	Incomplete fragment	Jefri Nichol is an artist who is admired by many women for his good looking appearance and also his good attitude .
IV		Mechanic				
	IV.P.1.4	Punctuation	False Concept	My idol is jefri Nichole he was born in Jakarta on, 15 januari 1999 jefri Nichol is an artist who is admired by many women for his good look and also.	Ommision (.) and wrong in using (.)	My idol is Jefri Nichole. He was born in Jakarta on 15 January, 1999. Jefri Nichol is an artist who is admired by many women for his good looking and also.
	IV.P.5		False Concept	Nichols is a muslim artist he is an artist who has a hobby swimming jefri Nichole, for me is and independent artist hard working and	Ommision (.) and wrong in using (.) Over in using (.)	Nichols is a moslem artist. He is an artist who has a hobby swimming. Jefri Nichole for me is an independent artist, hard working, and obidient to parents

				obidient to parents that,s why I idolized jefri Nichol. Nichol was shocked because he was caught positively with drugh, but before that Nichol made a lot of achievements in the world of cinema including making it to the box office list , and the film that was bintang, dear Nathan, jailangkung, aku benci cinta, one fine day, surat cinta untuk starla.		thats why I idolized Jefri Nichol. Nichol was shocked because he was caught positively with drug, but before that Nichol made a lot of achievements in the world of cinema including making it to the box office list . The films were Bintang, Dear Nathan, Jailangkung, Aku Benci Cinta, One Fine Day, and Surat Cinta untuk Starla.
	IV.S.1.6	Spelling	False Cocept	My idol is jefri Nichole he was born in Jakarta on, 15 januari 1999 jefri Nichol is an artist who is admired by many women for his good look and also.	Januari: January	
	IV.S.1.7		False Concept	Nichols is a muslim artist he is an artist who has a hobby swimming jefri Nichole, for me is and independent artist hard working and obidient to parents that,s why I idolized jefri Nichol. Nichol was shocked because he was caught positively with drugh , but before that Nichol made a lot of achievements in the world of cinema including making it to the box office list, and the film that was bintang, dear Nathan, jailangkung, aku benci cinta, one fine day, surat cinta untuk starla.	Muslim: Moslem That,s: That's Drugh: drug And independent artist: an	Nichols is a moslem artist. He is an artist who has a hobby swimming. Jefri Nichole for me is an independent artist, hard working, and obidient to parents that's why I idolized Jefri Nichol. Nichol was shocked because he was caught positively with drug , but before that Nichol made a lot of achievements in the world of cinema including making it to the box office list. The films were Bintang, Dear Nathan, Jailangkung, Aku Benci Cinta, One Fine Day, and Surat Cinta untuk Starla.
	IV.L.1.8	Letter Case	False Concept	My idol is jefri Nichole he was born in Jakarta on, 15 januari 1999 jefri Nichol is an artist who is admired by many women for his good look and also.	Capital Letter in name: Jefri Capital letter in first word of the sentence	My idol is Jefri Nichole. He was born in Jakarta on, 15 januari 1999 Jefri Nichol is an artist who is admired by many women for his good look and also.
	IV.L.1.9		Over generalization	Nichols is a muslim artist he is an artist who has a hobby swimming jefri Nichole, for me is and independent artist hard working and obidient to parents that,s why I	Capital letter in the first name: Jefri Capital letter in first word of the sentence, and title	Nichols is a moslem artist. He is an artist who has a hobby swimming. Jefri Nichole for me is an independent artist, hard working, and obidient to parents thats why I idolized Jefri Nichol. Nichol

				<p>idolized jefri Nichol. Nichol was shocked because he was caught positively with drug, but before that Nichol made a lot of achievements in the world of cinema including making it to the box office list, and the film that was bintang, dear Nathan, jailangkung, aku benci cinta, one fine day, surat cinta untuk starla.</p>	<p>of film</p>	<p>was shocked because he was caught positively with drug, but before that Nichol made a lot of achievements in the world of cinema including making it to the box office list. The films were Bintang, Dear Nathan, Jailangkung, Aku Benci Cinta, One Fine Day, and Surat Cinta untuk Starla.</p>
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PStudent No. 2

No.	Code	Intralingual Problems	Interlingual Problems	Students' Writing	Explanation	Suggested Writing
I		Grammatical				
		Preposition		-		
	I.A.2.1	Article	False Concept	To prevent that I wash an hand after the move.	Wrong in using article an It is better to use hands	To prevent that I wash a hand after the move.
	I.T.2.2	Tense	Lack of Knowledge	Even during Eid Fitri we pray* at home and cannot* stay in touch from house to house as usual but can * only face to face via telephone		Even during Eid Fitri we prayed at home. We could not stay in touch from house to house as usual. But we could only face to face via telephone.
	I.V.2.3	Verb Form	Lack of Knowledge	I get used to drinking hot water	To invinitive	I get used to drink hot water
	I.S.2.4	SPV Number	Negative transfer	When last month when I heard about covid 19, I was worried that I or my family might get the virus through someone else.	Wrong order	When I heard about covid 19 last month, I was worried that I or my family might get the virus through someone else.
II		Lexical				
	II.W.2.5	Word Choice	Literal translation	And use a mask to avoid the virus	wear	And wear a mask to avoid the virus
III		Syntactic				
	III.R.2.6	Run on	Negative Transfer	To prevent that I wash hands after the move, and use a mask to avoid the virus, because the virus is transmitted through the mouth and I get used to drinking hot water like tea or milk because this virus is susceptible to heat.	Problems in using comma and coordinating conjunction	To prevent that I wash hands after the move and use a mask to avoid the virus. Because the virus is transmitted through the mouth and is susceptible to heat, I get used to drinking hot water like tea or milk.
	III.F.2.7	Fragment	Negative	Even during Eid Fitri we prayed at	Addmiting	Even during Eid Fitri we prayed at

			Transfer	home and * cannot stay in touch from house to haouse as usual but can * only face to face via telephone.	subjects	home. We could not stay in touch from house to haouse as usual. We can only face to face via telephone.
IV		Mechanic				
	IV.P.2.8	Punctuation	Negative Transfer	I wash an hand after the move, and use a mask to avoid the virus, because the virus is transmitted through the mouth* and I get used to drinking hot water like tea or milk.	Error in placing comma	I wash hands after the moveand use a mask to avoid the virus because the virus is transmitted through the mouth, and I get used to drinking hot water like tea or milk.
	IV.S.2.9	Spelling	Over generalizationm	Thak, bud, diefculties, covet, reduca, cen, closeat	Mistransfer of English spelling	Thank, but, difficulties, covid, reduce, can, closed.
		Letter Case		-		

Student No. 3

No.	Code	Intralingual Problems	Interlingual Problems	Students' Writing	Explanation	Suggested Writing
I		Grammatical				
	I.P.3.1	Preposition	False concept	Finally, at of 2019, he was able to issue a titled pretending to forget, this single was trending topic directly on youtube.	Wrong in using preposition	Finally, in 2019, he was able to issue a titled pretending to forget, this single was trending topic directly on youtube.
	I.A.3.2	Article	False concept	Lives in the Bekasi area	Wrong in using article the	Lives in Bekasi area
	I.T.3.3	Tense	Lack of Knowledge	He persue his talent when he enter college and make a 4 member boy band.	It should use past tense	He persued his talent when he enter edcollege and made a 4 member boy band.
	I.V.3.4	Verb Form	Lack of Knowledge	He once dream of wanting to sing alone in front of a crowd, have a single, and be invite to television shows.	The changes of verbs based on present tense and passive	He once dream of wanting to sing alone in front of a crowd, has a single, and be invited to television shows.
	I.S.3.5	SPV Number	Negative transfer	Usually he cover song using a guitar.	Wrong order	He usually covers song using a guitar.
II		Lexical				
		Word Choice		-	-	
III		Syntactic				
	II.R.3.6	Run on	Negative transfer	After this song came out and became trending topic.* He is often asked to appear and as a guest on television shows.	Problems in using comma and coordinating conjunction	After this song came out and became trending topic, he is often asked to appear and as a guest on television shows.
		Fragment	Negative transfer	-	-	-
IV		Mechanic				
	IV.P.3.7	Punctuation	Negative	Usuallyhe cover song using a	Error in placing	He usually covers song using a

			transfer	guitar,* he is known as a singer or youtuber.	comma	guitar. He is known as a singer or youtuber.
		Spelling		-	-	
	IV.L.3.8	Letter Case	Negative transfer	Petrus Mahendra or often known by the name *mahen.	Problems in capitalization of person's names	Petrus Mahendra or often known by the name Mahen.

Student No. 4

No.	Code	Intralingual Problems	Interlingual Problems	Students' Writing	Explanation	Suggested Writing
I		Grammatical				
	I.P.4.1	Preposition	False Concept	...while enjoying beautiful view on a panjang beach...	Wrong in using preposition	...while enjoying beautiful view in Panjang Beach...
	I.A.4.2	Article	False Concept	...and people from other regions, the panjang beach is a tour that....	Wrong in using article the	...and people from other regions, Panjang Beach is a tour that....
	I.T.4.3	Tense	Lack of Knowledge	We only carry money 20 thousands.	It should use past tense	We only carried money 20 thousands
	I.V.4.4	Verb Form	Lack of Knowledge	... take a picture and take a beach bath	The changes of verbs into past form	... took a picture and took a beach bath
	I.V.4.5	SV-Number	Negative Transfer	... not only that we also take pictures and take a beach bath, now we want to ride a delman...	Wrong order	... We not only took pictures and take a beach bath, we also rode a delman...
II		Lexical				
	I.W.4.6	Word Choice	Literal Translation	Last	Inappropriate use of word	had
				Refresher		refresh
III		Syntactic				
	III.R.4.7	Run on	Negative Transfer	When we arrive at Panjang Beach* we immediately jogged,* after jogging we played bikes.	Problems in using comma and coordinating conjunction	When we arrive at Panjang Beach, we immediately jogged.After jogging we played bikes.
		Fragment		-	-	-
IV		Mechanic				
	IV.P.4.8	Punctuation	Negative Transfer	...because there are many evergreen trees* toy trader, food, and other traders,* with the beauty of the beach...	Error in placing comma and full stop	...because there are many evergreen trees, toy trader, food, and other traders. With the beauty of the beach...
		Spelling		-	-	

	IV.L.4.9	Letter Case	Negative Transfer	p anjang Beach	Problems in capitalization on names of places	P anjang Beach

Student No. 5

No.	Code	Intralingual Problems	Interlingual Problems	Students' Writing	Explanation	Suggested Writing
I		Grammatical				
		Preposition	-	-		
		Article	-	-		
		Tense	-	-		
		Verb Form	-	-		
		SPV Number	-	-		
II		Lexical				
	II.W.5.1	Word Choice	Literal Translation	College	Wrong in using word	learning
III		Syntactic				
		Run on	-	-		
	III.F.5.2	Fragment	Negative transfer	Work at home just cleaning up, eating, sleeping, conditioning advice every morning and that's me.	Admitting subject of the sentence	I only did some similar activities at home like cleaning up, eating, and sleeping.
IV		Mechanic				
		Punctuation	-			
	IV.S.5.3	Spelling	False Cocept	Awaited	Wrong spelling	waited
	IV.L.5.4	Letter Case	Negative transfer	work at home just cleaning up, eating, sleeping, conditioning advice every morning and that's me.	Capitalization	Work at home just cleaning up, eating, sleeping, conditioning advice every morning and that's me.

Student No. 6

No.	Code	Intralingual Problems	Interlingual Problems	Students' Writing	Explanation	Suggested Writing
I		Grammatical				
		Preposition	-	-		
		Article	-	-		
		Tense	-	-		
		Verb Form	-	-		
		SPV Number	-	-		
II		Lexical				
	II.W.6.1	Word Choice	Literal Translation	land	Wrong in word choices	field
III		Syntactic				
	III.R.6.2	Run on	Negative transfer	My favorite artist* the name of the artist* I idolized was Prilly Latuconsina* born in Tangerang City of Banten Province 15 October 1996 *because I chose a beautiful artist Prilly Latuconsina* she is a very beautiful artist..	Problems in using comma and coordinating conjunction	My favorite artist, the name of the artist I idolized was Prilly Latuconsina, born in Tangerang City of Banten Province 15 October 1996. I chose a beautiful artist Prilly Latuconsina. she is a very beautiful artist...
		Fragment	-	-	-	
IV		Mechanic				
	IV.P.6.3	Punctuation	Negative transfer	...Prilly Latuconsina born in Tangerang City of Banten Provine 15 October 1996* because I chose a beautiful artist Prilly Latuconsina she is a very beautiful artist ...	Error in placing full stop	Prilly Latuconsina was born in Tangerang City of Banten Provine 15 October 1996. I chose a beautiful artist Prilly Latuconsina because she is a very beautiful artist.
		Spelling		beautipul	Misspelling	Beautiful

	IV.L.6.4	Letter Case	Negative transfer	p rilly l atuconsina t angerang c ity b anten p rovince o ctober b eautiful and h ansome m onkey h anging w olf	Problems in capitalization of person's and place's names, names of month, and titles of film	P rilly L atuconsina T angerang C ity B anten P rovince O ctober B eautiful and H ansome M onkey H anging W olf
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Student No. 7

No.	Code	Intralingual Problems	Interlingual Problems	Students' Writing	Explanation	Suggested Writing
I		Grammatical				
	I.P.7.1	Preposition		On Asia Pacific National Day	Wrong in using preposition	In Asia Pacific National Day
		Article	-	-		
		Tense	-	-		
		Verb Form	-	-		
	I.S.7.2	SV-Number	Negative transfer	For hatters, maybe think that Iqbal can only dance while singing...	Wrong order	Hatters may think that Iqbal can only dance while singing...
II		Lexical				
		Word Choice	-	-	-	
III		Syntactic				
	III.R.7.3	Run on	Negative transfer	He is an artist who has accomplished since he was a child* from starting his career as a member of boy band* to being one of the best and most expensive film actors in Indonesia.	Problems in using comma and coordinating conjunction	He is an artist who has accomplished since he was a child, from starting his career as a member of boy band, till being one of the best and most expensive film actors in Indonesia.
	III.F.7.4	Fragment	Negative transfer	Now that is the reason I idolize Iqbal as a motivator for me.	Problem in subject	Those are the reasons why I idolize Iqbal and become him as my motivator.
IV		Mechanic				
	IV.P.7.5	Punctuation	Negative transfer	For hatters, maybe think that Iqbal can only dance while singing even though he has represented Indonesia in Asia Pacific National Day,* Iqbal has also won prestigious international award varity star up next day* international film and awards macau (IFFAM).	Omitting using comma and full stop	For hatters, maybe think that Iqbal can only dance while singing even though he has represented Indonesia in Asia Pacific National Day. Iqbal has also won prestigious international award varity star up next day, and International Film and Awards Macau (IFFAM).

	IV.S.7.6	Spelling		Eits	Can not be identified	-
	IV.L.7.7	Letter Case	Negative transfer	iqbal asian pacific national day indonesia	Problems in capitalization of person's names organization, country	Iqbal Asian Pacific National Day Indonesia

Student No. 8

No.	Code	Intralingual Problems	Interlingual Problems	Students' Writing	Explanation	Suggested Writing
I		Grammatical				
		Preposition	-	-		
		Article	-	-		
	I.T.8.1	Tense	Lack of Knowledge		It should use past tense	
	I.T.8.2	Verb Form	Lack of Knowledge	...and my mother told us to change clothes and clean because we were smimming.	The changes of verbs based on past tense.	...and my mother told us to change clothes and cleaned because we were smimming.
	I.T.8.3		Lack of Knowledge	Then after eating I tidied up the place to eating...	To infinitive	Then after eating I tidied up the place to eat ...
		SV-Number	-	-	-	
II		Lexical				
	II.T.8.4	Word Choice		Stock	Inappropriate word choice	Food
III		Syntactic				
	III.R.8.5	Run on	Negative transfer	We left home at noon by car* and when we arruveed at Wahana Surya* we bought tickets at the counter.	Problems in using comma and full stop in separating clauses.	We left home at noon by car. When we arruveed at Wahana Surya, we bought tickets at the counter.
	III.F.8.6	Fragment	Negative transfer	...and my mother told us to change clothes and clean because we were smimming.	Incomplete object	...and my mother told us to change clothes and cleaned our body because we were smimming.
IV		Mechanic				
	IV.P.8.7	Punctuation	Negative transfer	After finshing changing my swimsuit* my sister and I entered the pool because my sister who could not will swim.	Error in placing comma	After finshing changing my swimsuit, my sister and I entered the pool because my sister who could not will swim.

		Spelling	-	-	-	
	IV.L.8.8	Letter Case	Negative transfer	wahana surya ...after neat and clean...	Problems in capitalization of names of place, letter after full stop.	Wahana Surya ...After neat and clean...

Student No. 9

No.	Code	Intralingual Problems	Interlingual Problems	Students' Writing	Explanation	Suggested Writing
I		Grammatical				
	I.P.9.1	Preposition	False Concept	...I helped my mother cook.	Ommit preposition "to"	...I helpd my mother to cook.
		Article	-	-	-	
	I.T.9.2	Tense	False Concept	It was getting late every day	Using present tense verb	It gets late every day
	I.V.9.3	Verb Form	Lack of Knowledge	We rushed to take ablution and perform evening prayers togather	Paralel past form of verb	We rushed to take ablution and performed evening prayers togather
	I.S.9.4	SV- Number	Negative Transfer	It's a joy that is unmatched and priceless	Revising word position	It's an unmatched and priceless joy
II		Lexical				
		Word Choice	-	-	-	
III		Syntactic				
	III.R.9.5	Run on	Negative transfer	After praying* I and my mother went to the kitchen to cook food. In the kitchen* I helped my mother to cook.	Problems in using comma	After praying, I and my mother went to the kitchen to cook food. In the kitchen, I helped my mother to cook.
	III.F.9.6	Fragment	Negative transfer	Because at home there are my father and my siblings. For farming. Me and mom grow vegetables like spinach. Spinach ..	Missing part of sentences	There are my father and my siblings at home. My mom nd I grow vegetables like spinach for farming activities.
IV		Mechanic				
	IV.P.9.7	Punctuation	Negative transfer	In the kitchen* I help my mother to cook.	Error in placing comma	In the kitchen, I help my mother to cook.
		Spelling	-	-	-	
		Letter Case	-	-	-	

Student No. 10

No.	Code	Intralingual Problems	Interlingual Problems	Students' Writing	Explanation	Suggested Writing
I		Grammatical				
	I.P.10.1	Preposition	False concept	On the front and side yard, we make plants so the house looks beautiful and cool.	Wrong in using preposition	In front and side yard, we make plants so the house looks beautiful and cool.
	I.P.10.2		False concept	...I hope that my father will buy a new sofa in the living room.	Wrong in using preposition	...I hope that my father will buy a new sofa for the living room.
	I.A.10.3	Article	False concept	Onthe front and side yard, we make plants so the house looks beautiful and cool.	Wrong in using article the	In front and side yard, we make plants so the house looks beautiful and cool.
	I.T.10.4	Tense	Lack of Knowledge	My haouse is orange because my mom likes orange. So we paint it orange.	It should use past tense	My haouse is orange because my mom likes orange. So we painted it orange.
	I.T.10.5		Lack of Knowledge	...While we watch television.	It should be present progressive.	...While we are watching television.
		Verb Form	-	-	-	
		SV-Number	-	-	-	
II		Lexical				
		Word Choice	-	-	-	
III		Syntactic				
	III.R.10.7	Run on	Negative transfer	Because home is the most comfortable place.* I hope that my father will buy a new sofa for the living room.	Problems in using comma and coordinating conjunction	Because home is the most comfortable place, I hope that my father will buy a new sofa for the living room.
		Fragment	-	-	-	
IV		Mechanic				

	IV.P.10.8	Punctuation	Negative transfer	My home is located in Pering Baru, Sub District Talo Kecil* District Seluma.	Error in placing comma	My home is located in Pering Baru, Sub District Talo Kecil. District Seluma.
	IV.P.10.9	Spelling		Lacated Yead Pleents Hose Roms Firsit Togeder comportable	Incomplete letter	Located Yard Plants House Rooms First Together comfortable
	IV.P.10.10	Letter Case	Negative transfer	talo kecil mom often cooks rice...	Problems in capitalization for place name, first letter in a sentence,	Talo Kecil Mom often cooks rice...

Student No. 11

No.	Code	Intralingual Problems	Interlingual Problems	Students' Writing	Explanation	Suggested Writing
I		Grammatical				
		Preposition	-	-	-	
		Article	-	-	-	
		Tense	-	-	-	
		Verb Form	-	-	-	
		SV-Number	-	-	-	
II		Lexical				
		Word Choice	-	-	-	
III		Syntactic				
	II.R.11.1	Run on	Negative transfer	The building area of 8x16 is enough to become a home for me and my family, to be a shelter in the meedle of changing weather* and to be the most beautiful paradise on earth.	Problems in using comma and coordinating conjunction	The building area of 8x16 is enough to become a home for me and my family, to be a shelter in the meedle of changing weather, and to be the most beautiful paradise on earth.
	II.F.11.2	Fragment	Negative transfer	My room, my parents' room, my sister's room, the room that we used to welcome guests who came in, the kitchen that doubles as a dining room with only a partition...	Need subject and predicate of the sentence.	They are my room, my parents' room, my sister's room, the room that we used to welcome guests who came in, the kitchen that doubles as a dining room with only a partition...
IV		Mechanic				
	IV.P.11.3	Punctuation	Negative transfer	...the kitchen that doubles as a dining room with only a partition made of my father's bamboo swing, *then there are room to relax or watch tv, and also a bathroom.	Error in placing comma	...the kitchen that doubles as a dining room with only a partition made of my father's bamboo swing. Then there are room to relax or watch tv, and also a bathroom.
	IV.S.11.4	Spelling	False Concept	Fillt Comportable	Error in using some spelling in	Felt Comfortable

					writing words	
	IV.L.11.5	Letter Case	-	-	-	

Student No. 12

No.	Code	Intralingual Problems	Interlingual Problems	Students' Writing	Explanation	Suggested Writing
I		Grammatical				
	I.P.12.1	Preposition	False concept	And *the afternoon, I played with my nieces who were 5-10 years old.	Ommiting preposition In	In the afternoon, I played with my nieces who were 5-10 years old.
	I.P.12.2		False concept	This holiday I was * home with my parents...	Ommiting preposition at	This holiday I was just at home with my parents...
	I.A.12.3	Article	False concept	-	-	-
	I.T.12.4	Tense	Lack of Knowledge	I take a shower and ...	It should use past tense	I took a shower and ...
	I.V.12.5	Verb Form	Lack of Knowledge	I played with my niece who was 5-10 years old.	It should use plural past form of to be.	I played with my nieces who were 5-10 years old.
	I.V.12.6	SPV Number	Negative transfer	In my opinion, a pretty pleasant vocation*, gathering with family...	Ommiting Predicate	In my opinion, a pretty pleasant vocation is gathering with family...
II		Lexical				
	II.W.12.7	Word Choice		With pleasure	Wrong in choosing appropriate adverb	Happily
III		Syntactic				
	II.R.12.8	Run on	Negative transfer	In the afternoon* I played with my nieces who were 5-10 years old, besides playing* I also taught them how to read, write* and count properly.	Problems in using comma and full stop in applying coordinating conjunction	In the afternoon, I played with my nieces who were 5-10 years old. Besides playing, I also taught them how to read, write, and count properly.
	I.F.12.9	Fragment	Negative transfer	-	-	-
IV		Mechanic				
	IV.P.12.10	Punctuation	Negative transfer	I do my daily activities starting from	Error in placing	I do my daily activities starting from

				getting up in the morning* and imadiately cleaning the house. Cooking* and washing.	comma and full stop.	getting up in the morning, imadiately cleaning the house, Cooking, and washing.
	IV.P.12.11	Spelling	Overgeneralization	Cau eisett	Cannot be identified the meaning	Can not be given the improvement.
	IV.L.12.12	Letter Case	Negative transfer	therefore, this holiday ...	Problems in capitalization of the first letter of a sentence.	Therefore, this holiday ...

Student No. 13

No.	Code	Intralingual Problems	Interlingual Problems	Students' Writing	Explanation	Suggested Writing
I		Grammatical				
	I.P.13.1	Preposition	False concept	We finally decided to go *a little morning around 06.00.	Ommiting preposition in	We finally decided to go in a little morning around 06.00.
	I.A.13.2	Article	False concept	We finally arrived at the Lagon Beach Kaur.	Name of places without using preposition	We finally arrived atLagon Beach Kaur.
	I.T.13.3	Tense	Lack of Knowledge	We finally had arrived at theLagon Beach Kaur.	It should use past tense not past perfect tense.	We finallyarrived atLagon Beach Kaur.
	I.V.13.4	Verb Form	Lack of Knowledge	We capture momentsof happines and togatherness...	It should be past form of verb	We captured momentsof happines and togatherness...
	I.V.13.5	SV-Number	Negative transfer	By playing water* joking with laughter* and not forgetting we also capture moment of happiness and togetherness by taking pictures together.	Wrong in SPV structure	We played water, joked with laughter, and captured moment of happiness and togetherness by taking pictures.
II		Lexical				
	II.W.13.6	Word Choice	Literal Translation	Did not feel	Wrong in using diction	Did not realize
III		Syntactic				
	III.R.13.7	Run on	Negative transfer	-	-	-
	III.F.13.8	Fragment	Negative transfer	By playing water* joking with laughter* and not forgetting we also capture moment of happiness and togetherness by taking pictures together.	Forgetting using subject.	We played water, joked with laughter, and captured moment of happiness and togetherness by taking pictures.
				And *did not feel, the day was already evening.	ommiting subject	And it did not feel, the day was already evening.
IV		Mechanic				

	IV.F.13.9	Punctuation	Negative transfer	Eid Al-Fitr* I went on vocation to the Lagoon Beach* Kaur Beach,* I went there with my friends.	Error in placing comma and full stop.	Eid Al-Fitr, I went on vocation to the Lagoon Beach, Kaur Beach. I went there with my friends.
	IV.S.13.10	Spelling	overgeneralization	Three		there
	IV.L.13.11	Letter Case	Negative transfer	lagoon kaur beach by playing water....	Problems in capitalization of place's names and letter in the first sentence.	Lagoon Kaur Beach By playing water....

Student No. 14

No.	Code	Intralingual Problems	Interlingual Problems	Students' Writing	Explanation	Suggested Writing
I		Grammatical				
	I.P.14.1	Preposition	False concept	To the right of terrace there is of lower.	Wrong in using preposition	To the right of terrace, there is a lower.
	I.A.14.2	Article	False concept	There are four a chair and a table brow round.	Wrong in using article a	There are four chairs and a round table
	I.T.14.3	Tense	Lack of Knowledge	I was comfortable living in it.	It should use present tense	I am comfortable living in it.
	I.V.14.4	Verb Form	Lack of Knowledge	There is also with clothes and dolls	The changes of verbs based on present tense and passive	There are also clothes and dolls.
	I.S.14.5	SV-Number	Negative transfer	Home I are on in street Pt Sandaloi.	Wrong order	My house is in Pt Sandaloi Street
II		Lexical				
		Word Choice	-	-	-	
III		Syntactic				
	III.R.14.6	Run on	Negative transfer	There you find a TV and a refrigerator in my house* there are tray rooms.	Problems in using full stop	There you find a TV and a refrigerator in my house. There are tray rooms.
	III.F.14.7	Fragment	Negative transfer	In the living room you with rectangular table.	Ommiting Predicate and object of the sentence	You will find a rectangle table in the living room.
IV		Mechanic				
		Punctuation	-	-	-	
	IV.S.14.8	Spelling	Overgenerali zation	witit Mave Coate year	Can not be identified	Yard

	IV.L.14.9	Letter Case	Negative transfer	home I are on in village...	Problems in capitalization of the first letter in a sentence.	Home I are on in village...

Appendix 8 Documentation

SMAN 5 SELUMA



English Teacher's Interview



Collecting Data in the Classroom





Students' Interview



Thenth Grade Students of SMAN 5 Seluma



