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Interlanguage Produced by the 8th Semester Students of English Literature Study Program at Stikubank University

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Abstract. This research is aimed to find the types and factors of interlanguage using descriptive method. The researcher used the theory from Xin Wang and Lingling Fan (2020) about interlanguage. The data is gathered from the students of eighth semester of English Literature in University of Stikubank. The procedures used to gather the data are: interviewing the participants, asking to do the monologue, recording the monologue, listening the English monologue, transcribing the monologue, segmented the data into unit of analysis. Eight of eight students made mistakes. The student initialed "U" made 48% mistakes, and the student initialed "D" made 1% mistake. Overgeneralization became the most mistake they made because it belongs to grammatical structures that does not exist in first language.

Keywords: Interlanguage; Error Analysis; Fossilization; Grammatical Structures.

Introduction

Nowadays, communication is important as the process of creating and ascribing meaning involving social interaction between a sender and a receiver (Fatimayin, 2018). By living and interacting, people can share specific set of norms in languages. Language is a tool used by people to communicate each other. There are thousands different languages exist in the world. English becomes an international language that eases people from different areas that have different languages and this language is also called lingua franca and spoken by around 86 countries (Lingua, 2022). In 2024, it is easier for people to get remote job from abroad, the first skill they must have is language, especially English. The jobs are available in online advertisement like application or social media such as instagram, fastwork, jobstreets, and so on. People who can not speak English will be left behind people who mastered it. They may loose chance to work from other countries, though it is a tempting job that is able to create more income.

Living in multilingual society tend to give more benefits, but people also have to be able to speak in multi language. There are four essential skills in learning English, they are writing, speaking, reading and listening (Supina, 2018). According to Saddina (2021),

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learning English might increase the chances to get a job, participate in discussions, and improve our networking skills.

People study English can be through formal or informal school. Yet, it can not be denied that after graduating from Senior High School and learning in university, students still make mistakes in producing English especially in speaking. Identifying mistakes or errors is important because it will take the familiar form of a set of rules which tell the learners how to speak, write, and understand the language they learn. Precisely, the grammar will let the learners know the specific way to pronounce, making phrases, sentences, and producing utterances in the language concerned (Ihsan, 2019).

The focus of this research is to analyze the interlanguage produced by English learners. Interlanguage refers to the knowledge system which is formed in a certain period in learners' second language learning process. Even though the ways of learning that involving to interlanguage are teacher and learner, in learning process, the learners have high possibility to be interfered by the first language they speak. The environment and society that do not speak English as daily language can cause hardness in speaking English using grammatical form as habit. They prefer mix both language as a sign of lacking such code switching in English and other language than creating new styles. This is called interlanguage and constantly changing (Adnyani, 2020). The researcher conducted the research to her friends who are 8th semester students of Stikubank University, especially in English Literature study program. The students in FHB learn English and need to master it more than students in other faculties, which is why this research should be conducted to know how far they can apply English in their way of speech.

Review Related of Literature

Interlanguage

Language is a complex object, to understand how its acquisition, people need to go through a process of imitation, or trial and error. This errorness belongs to interlanguage as the process of learning. Interlanguage knowledge is different from both the learner's mother tongue and target language (Fransiska and Habibi, 2021). It evolves over time as learners employ various internal strategies to make sense of the input and to control their own output (Islam, 2019). It also can be called as the development process in which the learners show dominated a common rule but do not yet know all exceptions of the structure. The learner may use the past tense marker *-ed* for all verbs including regular such as cooked, boiled, or tied and irregular (incorrect) such as goed, putted, taked, dranked (Andyani, 2021).

The incorrectness can be caused by slip of the tongue due to fatigue, excitement, and so on. Therefore, it actually can be self-corrected. This is called mistake. The native speakers might correct their mistakes quickly because they live among English speakers as daily language, so they are able to detect the error automatically by themselves.

Second Language Learning (SLL)

Second Language Acquisition (SLA) is the process of acquiring other language in addition to mother language or native language (Hoque, 2017). A child is born with genetic inheritance and nurture is the result of exterior influences after the child is born (Mitchell et al, 2022). It can be exposure and experience in learning.

It is quite similar with the process of children use their first and second language. The children might make mistakes and do not pay attention of language form but the interlocutors still understand the meaning. Second Language Acquisitions (related to SLL) is the study of how the language learners acquire a second language as additional language to their first language (Stefansson, 2013). The words acquisition classified into 3 tiers as follows: the words that are used commonly used by children, the words that are in higher level (commonly found in academic areas), and the words in this tier consist of content-specific

vocabulary (commonly found in textbook) Each learner uses different tier depending on how far they have studied English before (Beck et al., 2013).

The Cause of Producing Interlanguage

The concept of interlanguage is used when the learners fail to reach target language competence. Fossilization occurs in most language learners and cannot be remedied by further instruction and the structures may not be persistent (Wang, 2020). It is the mistake that has been a habit and it can not be fixed easily.

As Indonesian English learners, interlanguage does not belong to either Bahasa Indonesia or English. It contains both; the mother language and the target language, in incorrect version. Bahasa Indonesia and English have very different structure and vocabularies. A little example of interlanguage is in the phrase “*anak buah*” that is being translated to “child fruit”. *Anak* means child and *buah* means fruit, which is incorrect term. In interlanguage, there is a process of freezing of the transition between first language and second language, it is called fossilization. Fossilization phenomenon can be remitted or weakened though both teachers’ and students’ efforts. Fossilization might arise when a feature of the learners’ language system is identical to the target language.

Savitri and Kadarisman in 2019 quoted Selinker’s idea about fossilization and explained that the causes of interlanguage are as follows:

a) Individual fossilization

This commonly consists of two types; error reappearance, and language competence fossilization. Error reappearance refers to inappropriate interlanguage structures that are thought to have been corrected but it is still being continued to appear regularly. It can be found when beginners having low proficiency. Language competence fossilization refers to the development phonological, grammatical, lexical and pragmatic competence.

b) Social fossilization

Group or social fossilization is when fossilized language competence becomes pervasive in a community or social group. Such pervasion that leads to a new dialect. If fossilized language competence becomes pervasive in a community, group fossilization comes into being. The example is Singaporean English because their environment is consisted of several countries, cultures, dialects, and languages.

Interlanguage vs Error

Making errors is one part of learning that occurs for many reasons. Error is the mistake that a person creates as a speaker of a language. It is a failure of use the language forms and structures. Meanwhile interlanguage is mistake as a process of learning. The learners created wrong language which a native speaker would not ususally produce, that is something that only learners of the language produce. The difference is error as the final result and interlanguage is as the process (Puspita, 2019).

Factors of Interlanguage

The researcher used the reference from Xin Wang and Lingling Fan (2020) that quoted Selinker’s idea to explain interlanguage’s characteristics. They are as follows:

a) Language Transfer

It is the interference of mother language toward the target language that is used to deal with target language due to the lack of knowledge of whole target language rules. When there are the similarities among characteristics from native language and target language, this might create positive transference. When there are differences in characteristics and the learners still use native language rules, it can be called negative transference.

b) Transfer of Training

Transfer of training is the incorrect term concerned to the materials of language learning and concerns to its approachments. When non-native teachers use unsuitable materials, it can create misunderstanding and misuse target language’s rules for the learners.

If these mistakes happen at primary stage, it may have rooted effects to subsequent study in the future that bring negative impact in learning.

c) Strategies of Second Language Learning

The strategies happen when incorrect term concerned to the learners' approachments to the materials of language learning or the target language itself. Some strategies are conductive, then this kind of strategies is rooted and cannot be eliminated. For a learner, strategies can be the technique to help them learning, such as taking notes, studying flashcards, using graphic organizers, highlighting, etc.

d) Strategies of Second Language Communication

It happened when incorrect term concerned to the learners' way to communicate with the native speakers naturally. The learner tries to deliver her thought to the interlocutor, but he faces difficulty and failure to deliver what he wanted to say using the target language. When the learners receive active affective feedback might result fossilization.

e) Overgeneralization

It is the incorrect term concerned to the learners' way to restructure and reorganize linguistics or target language material. The learners misuse grammar rules or word that have learned before to other language context. This also occurs when the children use a word refers to small category of thing due to their lack of complex words (Baihaqi, 2020). For example, parents taught the word "*mango*" to a year old child that refers to a fruit, but then he calls all fruits as mango because he only knows and thinks that all fruits name the same. Metonymy as a figure of speech is used to refer to something directly or pointing something. The speaker can use form of certain brand to refer the general thing. For example "*Honda*" is one of brands of car and motorcycle in Indonesia. Yet, mostly Javanese people use "*Honda*" to mention motorcycle even though it is from different brands.

Overgeneralization deals with tense. It merely locates reference time, while aspect determines the manner in which the denoted situation relates to reference time (Michaelis, 2021). The speaker produced utterance with ignorance of correct grammatical rules and structures due to lack of knowledge and do not make it as a behavior. E.g. "*I am go* to school today" instead of "*I go* to school today." which use present tense.

The speakers can also overgeneralize the morphological rule for making plural nouns (Nordquist, 2019). This includes to regular and irregular noun or verb. For example irregular noun, a young kid says "*I brush my *tooths* everyday with toothpaste*" instead of "*I brush my *teeth* everyday with toothpaste*." Degrees of comparison are used when the speakers compare one to another (Antara, 2021). They refer to adjectives being written in different forms to compare one or more nouns which describe persons, places, or things. E.g. the speaker might say "*I have a *more good* idea*" instead of "*I have a *better* idea*". The form more good is incorrect because it belongs to irregular form which has simpler word "*better*".

Five points above answered the research question about factors that influence to the interlanguage.

Research Method

This research described the factors and kinds of the interlanguage using corpus-based research paradigm. Corpus in the simple term is defined as the compilation of texts that has been gathered for a specific reason (Cheng, 2011). Analysis is the distribution of what one loosens up into different forms, formats, or patterns three perspectives in corpus linguistics (Petrina, 2019). It might include statistical evaluations, optimization of rule-bases or knowledge discovery methods. Descriptive analysis was also used in this research, it is a fundamental component of this research process because of the role it plays in helping us to observe the world or a phenomenon and identifying research questions and generating hypotheses based on what has been observed (Loeb et al., 2017). Qualitative research is a

type of research that explores deeper of the unit analysis (Tenny et al., 2022). The level of language subject to be analyzed is utterance. Therefore, the unit of analysis focused on the utterances produced by English Department students in Stikubank University that was transcribed into text and being segmented into sentences. Each sentence needed to be analyzed more about the interlanguage.

The data used in this research is the monologues about experience in celebrating or planning Idul fitri from 8th semester students of English Literature study program. Qualitative research used several techniques such as interviews, focus groups, and observation. The procedures were:

- (a) Interviewing the participants
- (b) Asking to do the monologue
- (c) Recording the monologue
- (d) Listening the English monologue
- (e) Transcribing the monologue
- (f) Segmented the data into unit of analysis

The researcher segmented all of the data including the sentence that contains errors or not. Here is the example:

Table 1: Raw data in paragraphs

No	Name	Excerpt
1.	N	My plan for Ied Al Fitr is, after praying, family and I do the sungkeman tradition and forgive each other. After that, I got ready to go to my village to visit my family who are there, there. And the second day, my extended family and I went on a tour around my village. Just eating and enjoying the tours that were there.
2.	I	My plan for Idul Fitri. So my plan for Idul Fitri is definitely go back to my home town. So when Idul Fitri there are so many relatives who will visit my homw town. I will pick some snack that are not normal for Idul Fitri because I feel that Idul Fitri snack such as hhmm pinneapple tart is very boring and my relatives don't like to eat them, really. I also have plans to buy same color cloth with my fally, for my family I mean. Because I think it's very impressive to wear some color on the big day. And the last one for sure I will enjoy being with my family.

The segmented data was analyzed by the researcher in several steps:

- a) Identifying the mistakes
- b) Classifying the mistake
- c) Classify the segmented sentence
- d) Classifying the data according to the Intelanguage theory as developed by Xin Wang and Lingling Fan in 2020, those are: Language Overgeneralization, Learning Strategies, Language Transfer, Transfer of Training, and Communication Strategies
- e) Interpreting and interviewing the students why they made such mistakes
- f) Interpreting and interviewing the students why they made such mistakes using the table for analysis.

Table 2: Table of Data Analysis

No	Name	UT	FTR				TP			CUT
			IF	SF	OG	LS	LT	TT	CS	
1.	N1	My plan for Ied Al Fitr is (1), after praying, family and I do (2) the sungkeman (3) tradition and forgive each other.	(1)	(2)	(3)					My plan for Ied Al Fitr was (1), after praying, family and I did (2) the asking for apologize in polite way as the (3) tradition by and forgive each other.

2.	N2	After that, I got ready to go to my village to visit my family who are there, there (1)	(1)	(1)					After that, I got ready to go to my village to visit my family who are there (1)
3.	N3	And the second day, my extended family and I went on a tour (1) around my village	(1)					(1)	And the second day, my extended family and I went to have a walk (1) around my village.
4.	N4	just eating and enjoying (1) the tours (2) that were there (3)	(1) (2) (3)	(2) (3)	(1)				We just ate and enjoyed (1) the day (2) there (3).
TM			8	4	3	1	0	0	

Notation:

OG	: Overgeneralization	IF	: Individual Fossilization
LS	: Language Strategies	GF	: Group/Social Fossilization
LT	: Language Transfer	U	: Ulfa
TT	: Transfer of Training	Z	: Zefa
CS	: Communication Strategies	N	: Natan
TM	: Total of Mistake	I	: Iqoh
UT	: Utterance	R	: Risky
FTR	: Factors	V	: Vania
TP	: Types	D	: Dita
CUT	: Correct Utterance	S	: Syeren

And the last step is interpreting and describing the findings as the example below:

N1 : First utterance produced by N1 contains 3 mistakes in interlanguage. The mistakes belong to Individual Fossilization because N1 made mistakes by himself and it is not something made by society. The first and second mistakes in interlanguage he made are tense that belongs to overgeneralization. N1 made the mistake due to lack of skill in applying the grammatical rule. He said "is" instead of "was". This also happened due to Bahasa Indonesia and Javanese that do not have tense differences in past, present, or future. The third mistake is "Sungkeman" from Javanese Language can be happened because N1 lives among the society that speaks Javanese for daily activity. He attempted to deliver what he experienced even though the word he produces does not belong to English, this is as language strategy to make the interlocutor understand. The second factor can be caused by the culture of Javanese. *Sungkeman* is something that is only done by Javanese. There is no simplest and exact translation for that. It needs to be explained to transfer the meaning in other language clearly and correctly.

N2 : The second utterance contains 1 mistake. It is repetition that belongs to language strategy. It can be happened due to the confusion. N2 tried to continue to say other utterance but it stopped there because he could not find what to say next.

N3 : The third utterance belongs to language transfer. The mistake is incorrect diction, he used "tour" instead of "walk around". This can be happened because the word "tour" was perhaps the easiest and the simplest word he could find at that time.

N4 : N4 belongs to Language transfer. This happened because N4 has lack of knowledge in arranging the sentence structures. Speaking is harder than writing because people speak spontaneously. N4 did not have enough time to arrange well structure. He did not put subject before verb in the first mistake from "just eating and enjoying..." instead of "we just ate and enjoyed..." that can be performed better to the interlocutors' ears. Then, he

mentioned “tours” yet the more exact thing he means is “the day” that refers to the whole day he spend in the special day. He also say “that were there”, it is ineffective as the communication strategy, he better just spoke “there” that is more effective.

Finding and Discussion

1) Causes/Factors of Interlanguage

There are 55 utterances produced by eight FHB Students were analysed based on the Intelanguage theory developed by Xin Wang and Lingling Fan (2020): Overgeneralization, Learning Strategies, Language Transfer, Transfer of Training, and Communication Strategies.

Table 3: Factors and Types of Interlanguage

No	Name	FTR				TP				M	%	U	TU	%
		IF	SF	OG	CS	LT	TT	LS						
1	U	26	4	21	4	5	0	0	30	48	16	18	89	
2	Z	5	2	4	0	2	0	0	6	10	4	4	100	
3	N	4	0	2	1	1	0	0	4	6	3	4	75	
4	I	6	5	4	2	4	0	0	10	15	5	7	71	
5	R	10	0	1	8	0	0	0	9	13	6	8	75	
6	F	2	0	1	0	1	0	0	2	3	3	6	50	
7	D	1	0	1	0	0	0	0	1	1	1	4	25	
8	S	3	2	3	0	2	0	0	5	7	3	4	75	
Total		57	13	37	15	15	0	0	67	100	41	55	75	

Notation:

OG	: Overgeneralization	SF	: Group/Social Fossilization
CS	: Communication Strategies	U	: Ulfa
LT	: Language Transfer	Z	: Zefa
TT	: Transfer of Training	N	: Natan
LS	: Learning Strategies	I	: Iqoh
M	: Mistake	R	: Risky
U	: Utterance	F	: Fannia
TU	: Total of Utterance	D	: Dita
FTR	: Factors	S	: Syeren
TP	: Types	%	: Percentage
IF	: Individual Fossilization		

The table above shows the results of the analysis from 55 utterances. The result shows 41 utterances that contain mistakes or 75% of the whole data. From eight students, all of them made mistakes. This is a big number for students who are specifically learning English in University. The total mistakes made by the students is 67. The mistakes are dominated by Overgeneralisation that is 37 mistakes of 67 mistakes or 55%. This can be happened because overgeneralization, in this research, belongs to tenses, metonymy, regular and irregular form, comparison degree, pronoun, article, and diction. It is because overgeneralization is the mistake in applying language rules. The least is dominated by Communication Strategies that is 15 of 67 mistakes or 22,5%. This happened when the learner tried to deliver thought in incorrect rules but still can be understood. It can be by doing interjection or repetition. The other mistake is also 15 of 67, Language transfer as much as 22,5%. This mistake happened because the failure of translating from first to target language. It is dominated with the phrase “Idul Fitri” that is Indonesian Language was not translated into correct English “Eid Al Fitr”.

Meanwhile, the other two types, Transfer of Training and Learning Strategies, were not found because this research paper does not discuss about how the students learn or how the teachers teach in specific way.

U is the most dominant rather than other students. She produced 18 utterances, but 16 or 89% contains mistakes. In those 16 utterances, there are 31 mistakes or 48%. From 30 mistakes, 21 is overgeneralization. She is not competent enough in applying the grammatical rules in speaking. The least is D. She made overgeneralization in one of four utterances or 25% that contains one mistake or 1%. It means D is competent enough in applying grammatical rules in speaking. The factor influences interlanguage called Fossilization (Safitri and Kadarisman, 2019). The researcher interpreted the analysis of each factors of Interlanguage as follows:

Individual Fossilization

Individual fossilization is the mistake in interlanguage that is created by personal, it is not commonly made by public. Individual fossilization commonly consists error reappearance and language competence fossilization. Error reappearance refers to the inappropriate interlanguage structures that are thought to have been corrected but it is still being continued to appear regularly. Language competence fossilization refers to the development phonological, grammatical, lexical and pragmatic competence. On the table 4.1, there are 57 mistakes. For example:

U2 : In there, I collect with my cousin, my aunty, and uncle.

U made the most mistake that is 48%, in the utterance U2, she said “I collect” instead of “I gathered” to refer an activity where she and her family were in a similar place and situation, that is Eid Al Fitr. This mistake includes to diction (overgeneralization) and is not made publicly, so this is called individual fossilization. This can be happened because U does not competence enough in choosing the diction. Another example is:

I4 : I will pick some snacks that are not normal for Idul Fitri because I feel that Idul Fitri snack such as hhmm pineapple tart is very boring and my relatives don't like to eat them, really.

I made 4 mistakes in one utterance, the first is “I will pick some snacks that are not normal...”, this utterance means that I wanted to choose different food for Eid Al Fitr, but the word “common” is more precisely to use because it refers to food. Then, the second is the word “feel”, it is more precisely to use “I think” because it refers to talk about opinion. This happens because people delivering opinion in Indonesian Language say “Saya rasa...”, and it is mistranslated into “I feel...” The last mistake that I4 made is “hhmm” that includes to interjection. It is used when a speaker was trying to say something but she did not find it yet. Those three mistake belongs to individual fossilization because it does not happen in society similarly. Even though “hhmm” also made by other students, but this is still individual fossilization because this is unconsciously and not used in specific way.

There are 36 utterances belong to individual fossilization. Other mistakes are: U1, U2, U3, U4, U5, U7, U8, U9, U10, U11, U12, U13, U14, U16, U17, U18, Z2, Z3, Z4, N1, N2, N4, I3, I4, I5, R1, R2, R3, R5, R6, R8, F2, F3, D1, S3, and S4.

Group/Social Fossilization

Group or social fossilization is when fossilized language competence becomes pervasive in a community or social group. Such pervasion that leads to a new dialect. But, the data in this research paper in utterance that is transcribed into text, the dialect could not be analysed. This factor has 13 mistakes. Yet, the researcher found several mistakes in group of fossilization, the example is described below:

I4 : I will pick some snack that are not normal for Idul Fitri because I feel that Idul Fitri snack such as hhmm pineapple tart is very boring and my relatives don't like to eat them, really.

I made 10 mistakes or 15%, this is the runner up after U. The factor of mistake that I made is group fossilization, because the mistake is incorrect translation from Idul Fitri that

still belongs to Indonesian Language instead of Eid Mubarak or Eid Al Fitr used by most participants. This might happen because the students do not know the correct translation of Idul Fitri. The researcher did not find the article which declared that the official translation is Idul Al Fitr or Eid Mubarak, but from several website such Wikipedia (2024), nationalholiday.com (2024), and Research Web from University Park Library (2023), they used Eid Al Fitr. The example of group or social fossilization is similar, it is just in the translation of the word “Eid Al Fitr.” There are 11 utterances that contain this factor of mistake. They are: U1, U11, U18, Z1, Z4, I1, I2, I3, I4, S1, and S4.

Types of Interlanguage

In this research, the researcher used the reference from Xin Wang and Lingling Fan (2020) that quoted Selinker’s idea. It is described into five types as follows:

Overgeneralization

Overgeneralization is the incorrect term concerned to the learners’ way to restructure and reorganize linguistics material or target language material. The learners misuse grammar rules or word that have learned before to other language context. It belongs to tenses, metonymy, regular and irregular form, comparison degree, pronoun, article, and diction. There are 37 or 55% mistakes in overgeneralization. For example:

F2 : My family and I visit relative homes to celebrate Eid Al Fitr.

F2 said “visit” instead of “visited” to tell about the past activity she did with her family during Eid Al Fitr. This can be happened perhaps because in her first language, there is no tense rules applied, that is why F does not behave herself to use the past tense in target language even for activity that has been happened. This is also happened to other student, another example:

U4 : My cousin cook opor, sate, and so on.

U4 did not use past tense in her utterance. She must say “cooked” instead of “cook” for past activity. U also do not behave herself to use tense in target language. Not only tense, some students also made mistake in other overgeneralization, such as:

Z2 : That special day will let all Muslim to enjoy and happiness.

Z2 said “happiness” after “to”, meanwhile it should be “to+be+verb”, that is “to be happy”. So, the correct utterance is “that special day will let all Muslim to enjoy and to be happy”. This can be happened because Z does not master the English part of speech; noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection (Ramadhani and Ovilia, 2022). Z made six mistakes or 9%. There is also N4 that made mistake in overgeneralization:

N4 : Just eating and enjoying the tours that were there.

The utterance is just phrase because it should be started with subject and verb “We just ate and enjoyed the tours that were there”. This mistake can be happened perhaps because in N’s daily language, it is common to talk without using structure. If it is translated, it becomes “Hanya makan dan menikmati perjalanan di sana.” the sentence without structure has been common in Indonesian Language. N made 4 mistakes or 6%. Here are the utterances containing overgeneralization, they are: U1, U2, U3, U4, U5, U7, U8, U9, U11, U12, U13, U14, U16, U18, Z2, Z3, N1, N4, I3, I4, I5, R1, F2, D1, S3, dan S4. So, the students do not competent enough in using English rules and structures, it happens because their first language is common talking informally and without structure.

Communication Strategies

Strategies of second language communication happens when incorrect term concerned to the learners’ way to communicate with the native speakers naturally. The learner tries to deliver what in her thought to the interlocutor, but he faces difficulty and failure to deliver what he wanted to say using the target language but still can be understood. There are 15 mistakes or 22,5%. The example is explained below:

U17 : In the next morning, we prep, we prepare for going home.

In the utterance above, U did repetition in U17. This is the strategy the learner used when she was still thinking about what was being spoken next. After she found what to say, she continued speaking with complete utterance. This is normally happened, even native speaker can experience this too. Another example:

N2 : After that, I got ready to go to my village to visit my family who are there, there.

N made repetition in the word "...who are there, there." It is similar to U17, he was thinking what he was going to say next, but N does not find anything to say, then he stopped. This happens when a learner tries to make longer utterance but there is no more context to say. Another example is:

R2 : So we decided not to go to our hometown for the Eid day, other instead, hmm, what we did, we did something, even though we didn't go there and celebrated with the rest of the family.

R made the most mistake in Communication strategy, he mostly did interjection by saying "hmmmm". He made eight mistakes. Sometimes, this in unconsciously happened when a learner was thinking about what to say in the middle or beginning of talking. This is the strategy to keep talking while a speaker is searching about what to say next in his cognitive. Another example also comes from R:

R8 : But yeah, we, I mean, I don't go to the, I didn't go to the village that my family there celebrated the Eid itself.

R said "we" but what he meant is "I", this is communication strategy by self-correcting. R is good enough in speaking simultaneously and self-correcting, but he sounded like he did not ready to do the monologue. This is commonly happened even for native speaker. The utterances containing Communication strategies are: U5, U7, U14, U17, N2, I4, I5, R1, R2, R3, R5, R6, and R8.

Language Transfer

It is the interference of mother language toward the target language. The learners may use rules in native language to deal with target language because they do not get the whole target language rules. There are 15 mistakes or 22,5%. For example:

F3 : Carry out the traditional dividing THR.

If the abbreviation "THR" is translated into English, it becomes Holiday Allowance, but F kept using "THR" there. This can be happened maybe because R did not know the correct translation or just ignore it because she thought that she did the monologue for the researcher who is an Indonesian person and she must be understood. Another example:

N1 : My plan for Eid Al Fitr is, after praying, my family and I do the sungkeman tradition and forgive each other.

N did not translate the word "sungkeman", in Indonesia sungkeman means ritualized gesture of asking for forgiveness, paying respect, and honouring the elders (Ghofir and Jabbar, 2022). This happens because the word "sungkeman" has unspecific translation, it just can be described into longer sentence. To match the context, the word "sungkeman" can be translated into shorter phrase "downing the knee to ask forgiveness." And the last example is the most mistake, that is the phrase "Idul Fitri", there are four students who made mistakes, they are describes as follows:

U18 : My mother will feel sad because she had to leave my grandmother, but we promise that the next year or every idul fitri we will visit her again.

I3 : So when Idul Fitri there are so many relatives who will visit my home town.

Z1 : All Muslim around the world has to celebrate idul fitri days, the big day where we celebrate after taking a month of fasting and praying to Allah.

S1 : So, my plans during idul fitri day, I probably will not travel out of the city.

U, I, Z, and S made mistake in translating the word "Idul Fitri", it should be "Eid Al Fitr". This happens maybe because they do not know yet that those phrase has translation.

Other utterances are: U1, U10, U11, U13, U18, Z1, Z4, N1, I1, I2, I3, I4, F3, S1, and S4.

Transfer of Training

Transfer of training is the incorrect term concerned to the materials of language learning and concerns to its approachments. When non-native teachers use unsuitable materials, it can create misunderstanding and misuse target language's rules for the learners. In this research, the researcher does not discuss about the way the knowledge being transferred by the teachers or lecturers. She just focused on the mistake they already made.

Learning Strategies

The strategies happen when incorrect term concerned to the learners' approachments to the materials of language learning or the target language itself. Some strategies are conductive, then this kind of strategies is rooted and cannot be eliminated. For a learner, strategies can be the technique to help them learning, such as taking notes, studying flashcards, creating mnemonics, using graphic organizers, or highlighting. Sometimes it has different way from different level of competence. For example, a teacher teaches English a five years old kid using flash card with picture. Meanwhile teaching a 20 years old student using notes or highlighting. But the researcher does not discuss about the strategies of the students learning English.

Conclusion

This research found 2 factors of interlanguage, they are individual fossilization and group fossilization. There are also 5 types of interlanguage, they are overgeneralization (55%), communication strategies (22.5%), language transfer (22.5%), transfer of training (0%), and learning strategies (0%). Eight of eight students made mistake and this is a big number for English learners in university. The most is U that made 45% mistakes and the least is D who made 1% mistake. It is mostly caused by the different rules between first and target language. The failure of using the rules cause mistake. Some of learners do self-correcting, yet some others can not due to lack of knowledge in English linguistics rules.

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