EXPLORING HIGH SCHOOL TEACHERS' INTERLANGUAGE GRAMMAR IN THEIR SPEAKING PERFORMANCE

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ABSTRACT

The study aims at describing the interlanguage grammar errors in participants' speaking performance. The 8 participants attending conversation training are high school teachers coming from different background knowledge. The method of the training is lecturing, questions and answering session and individual and pair work speaking performance. The remote learning is employed using Zoom platform. It is found that when stating reasons and giving suggestions the participants commit interlingual and intralingual errors. It is suggested that the participants have more training for their speaking development.

Keyword: interlanguage grammar errors, intralingual errors, interlingual errors, remote learning

ABSTRAK

Penelitian ini membahas kesalahan tata bahasa pada kemampuan berbicara peserta pelatihan percakapan yang terdiri dari 8 peserta. Peserta merupakan guru STLA dengan beragam latar belakang ilmu. Metode pengajarannya adalah ceramah, tanya jawab, latihan berbicare secara individual dan berpasangan. Pelatihan ini bersifat daring dengan menggunakan Zoom sebagai platformnya. Ditemukan bahwa peserta membuat kesalahan interlingual dan intralingual dalam berbicara ketika menyatakan alasan dan memberikan nasehat atau gagasan. Direkomendasikan untuk mengadakan pelatihan percakapan yang lebih intensif kepada peserta sehingga kemampuan berbicaranya menjadi lebih baik.

Kata kunci: tata bahasa, kesalahan tata bahasa, kesalahan interlingual, kesalaham intralingual, pemebelajaran jarak jauh

INTRODUCTION

Speaking is one of the productive skills that learners need to master besides writing. To do so, it is not easy for them since the learners need to integrate the suprasegmental that attach to speaking skills. Additionally, the learners should speak accurately and fluently. When producing the language, EFL learners create a new system of language which is different from their native language. In SLA studies, it is called by interlanguage. The term introduced by Selingker (1972) which describes the language produced by language learners who are in the process of learning the target language. The language which the learners produce is not their native language and the target language. It is the language which is produced in the intermediate stage of the language learned.

The interlanguage (IL, henceforth) has the characteristics; (1) It has its own system; (2) It is dynamic; (3) It is varied regarding forms produced; (4) It is the product of learning strategies employed by the learners; (5) It has a tendency to be fossilized; (6) It is open to be influenced by the learners' native language and target language (Ellis & Barkhuizen, 2005; Saville-Troike, 2012). Additionally, IL is systematic and dynamic system which is governed by rules constituting learners' internal grammar (Benati, 2018). The IL produced by learners contain errors in forms which is termed as interlanguage errors categorized into interlingual errors and intralingual errors. The former refers to the learners' native language interference and the other is to refer to the errors that results from the TL system itself (Brown, 2007).

The IL grammar is the language produced by learners in their intermediate stage which contains errors in grammar. The errors are inevitable in the process of mastering the language. The learners' inadequate knowledge of the language they learn, their poor memory of the language patterns, and the employment of the teaching techniques can influence the learners' performance.

There are studies conducted on interlanguage. The study related to interlanguage transfer is conducted by Fauziati (2017). She writes about English composition written by Indonesian learners containing erroneous sentences. It focuses on interlanguage errors which is to focus on one of the IL features which is IL is open to influence by learners' native language, Indonesian and target language system, English. The result of this study is the errors result from the learners' native language and inadequate knowledge of the target language.

Another study conducted by Kusumawardani and Adnyani (2020) results the syntactic and lexicon levels in learners' native language, Indonesian, influence the learners' speaking performance. The native language influences the use of syntactic pattern, diction and acronym when they speak.

Based on the errors that learners commit in their speaking performance, abundant studies are conducted. The errors should be under consideration and training for the learners are in need to be given. Therefore, it reports the conversation training given to teachers as the participants of this study.
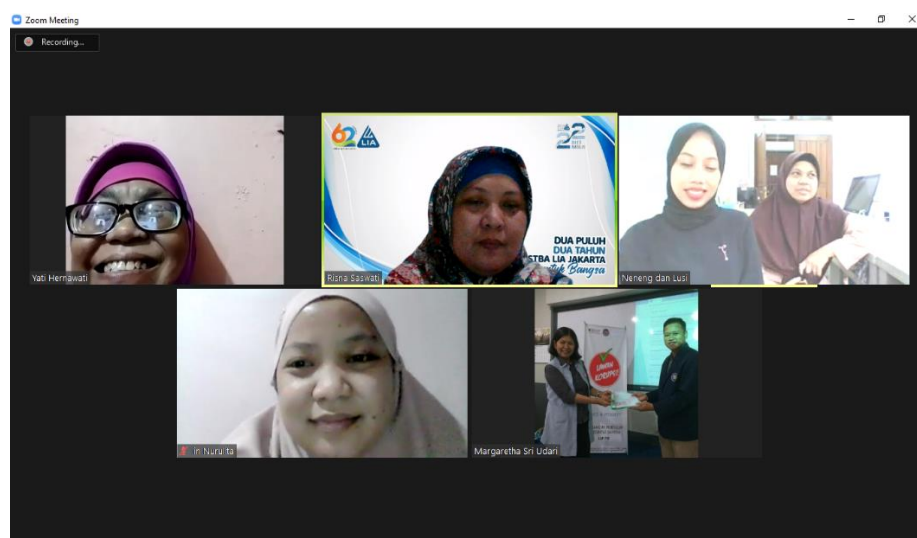
METHODS

Participants

The participants of the training are teachers coming from different background knowledge. They teach high school students in Jakarta. The 8 participants attend the conversation training using Zoom. There are 10 sessions taught by two instructors, and each has 5 sessions.
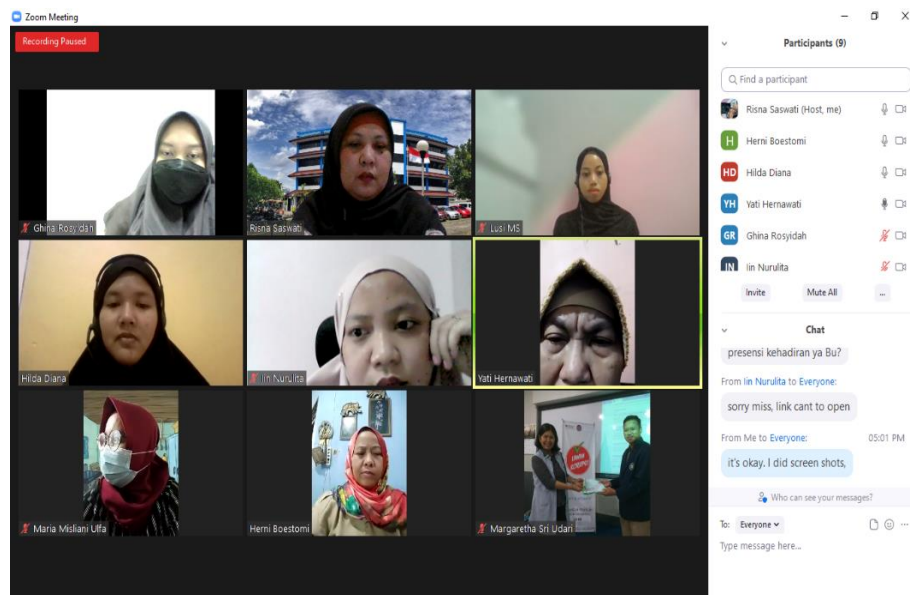

Picture 1. Participants in Speaking Class

Picture 2. The process of teaching and learning in the remote classes

Material

The material is taken from the textbook Impact Conversation 2 (2009) with the topics of personal information, food, weather, family, corporate ladder, and fashion. Those topics are close to participants' daily life. The textbook used in the classroom:
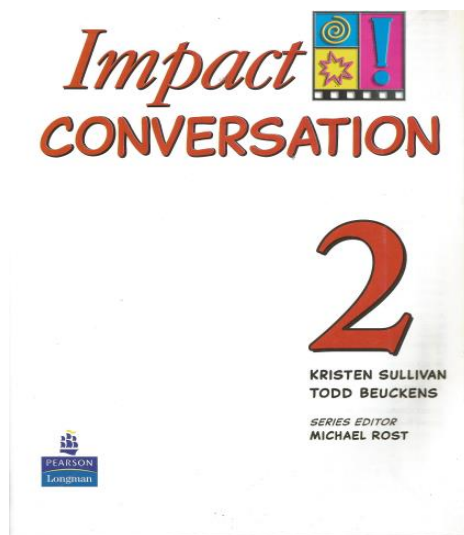
Picture 3: Textbook used

RESULTS AND DISCUSSION

Di The segment is divided into two segments which are interlingual errors and intralingual errors of learners' interlanguage grammar. The interlingual errors of learners' interlanguage grammar refer to interference from the learners' native language. The second refers to the target language system itself. The learners lack of adequate knowledge of the target language patterns. Therefore, they commit errors.

The data are taken from classroom recording when the participants learn about giving reason and giving suggestion. It is chosen since it is not easy to state reasons and give suggestions. The expressions of likes and dislikes are fixed patterns. Therefore, the participants can take them as models, for example, "I am crazy about shopping", "I like cooking", "I dislike playing video games".

Interlingual errors of learners' interlanguage grammar

The participants' native language, Indonesian, influences English as the target language. The following are the data that it is categorized into interference.

No	Data
1.	I really love watching TV especially K-Drama because **the actors very handsome** and beautiful.
2.	I really like doing exercises because **it very important** for our health.
3.	I'm not really love to do household chores because **I just lazy**.
4.	I feel a bit bored because I life since **I child.**
5.	When I eat spicy food, **my stomach ache is complicated**.
6.	Maybe, you have to **make a vacation** or going to somewhere.
7.	I don't like spicy food because **the taste too hot** and **makes me stomach ache.**

Table 1. Data of interference

The participants talk about what they like to do in their spare time. Learner A talks about his/her hobby which is watching K-Drama. When stating reason, he/she translates it from Indonesian to produce English as the target language. It is interference from the native language, "The actors very handsome", *aktornya ganteng dan cantik*. It is supposed to be "The actors are very handsome and the actress are beautiful". The next data reveals the similar case. When stating reason, he/she committed error by translating his/her idea from Indonesian, "It very important for our health", *berolahraga sangat penting buat kesehatan kita.* It is supposed to be "It is very important for our health". It happens the same to the next data, "I just lazy", *saya malas saja* and "Since I child", *sejak saya kecil*. The correct forms are "I am just lazy to do it" and since "I was a child". The next data is "When I eat spicy food, my stomach is complicated", *perut saya susah*. The participant tries to relate the reason with the cause, *Kalau saya makan makanan pedas, perut saya susah atau tidak mau*. The correct form is "When I eat spicy food, I suffer from stomach ache". Their English is the result of translation from Indonesian. The bold one in the sentence, "Maybe,

you have to make a vacation or going to somewhere", is translated from Indonesian, *menjadwalkan liburan*. The learner gives a suggestion to her partner since he/she feels bored. When stating suggestion, the participant has difficulties in stating it in English since there is no model of sentences. The correct form is "Maybe, you need to go for a vacation".

The last data from this group, "I don't like spicy food because the taste too hot and makes me stomach ache". The phrase, "the taste too hot", is an interference. The participant translates the ideas to English, *Rasanya terlalu pedas dan membuat perut saya sakit*. The correction is "The taste is too hot and I will suffer from stomach ache". It shows similarity when stating reasons, the participants have difficulties since they need to create the sentence that refers to the fact.

Intralingual errors of learners' interlanguage grammar

The data are not categorized into the class of words. It is discussed based on the parts.

No	Data
1.	I am crazy about the food especially chocolate because it is delicious and **it's makes me happy.**
2.	I really love to **singing** and **dancing** because **it's makes me happy.**
3.	**I'm not really love to do** household chores because I just lazy.
4.	I like reading books because **it's make** me get more knowledge and information.
5.	I'm fed up of video games because **my husband always playing it.**
6.	I couldn't eat spicy food **because my stomach ache**.
7.	I feel a little bit bored because **I life** here since I a child.
8.	Maybe, you have to make a vacation or **going** to somewhere.
9.	I already **write** about Korean Drama.
10.	I don't really like playing video games because **it is waste time.**
11.	My hobbies **is** watching Korean Drama.
12.	Do you always**-----** about your recipe?
13.	How about **do** something new at home?

Table 2. Data of Target Language System

The participant commits errors by using double verbs, "It's makes me happy". The first is the auxiliary, is, and the second is main verb, makes. It is supposed to be, "It makes me happy". The similar error is found in data

2. The participant commits error in adding the infinitive, to, before the words, "singing and dancing". It is supposed to be gerund, "I really love singing and dancing". The double verbs error is found in data 3 in which there is the use of auxiliary, am, and the main verb, love. It is found in data 4 as well. The correction is "I really love to do house hold chores" and "It makes me get more knowledge and information".

In data 5, the error of using the verb, playing, is found. The participant is not aware that the adverb of frequency, always, shows habitual actions. It should be, "My husband always plays the video games". The missing preposition, of, before "stomach ache" is found in data 6. The participant needs to add the preposition of, "because of my stomach ache". The wrong choice of diction, life, instead of live is found in data 7. The case of parallelism is in data 8, "You have to make vacation and going to somewhere". It is supposed to be, go. Another is in data 11, the subject is singular and the verb is plural.

The misuse of tenses occurs in data 9. The verb needs to change into, "I have already written Korean drama". Data 10 shows that it is not parallel; "My hobbies is watching Korean drama". It should be, "My hobby is watching Korean drama". The missing verb is found in data 12, try. The speaker makes the listener confused and he/she does not make correction; however, he/she explains more in the next sentence. The last data is gerund case. The revision is needed to the verb, do, It needs to change into gerund, doing. The category of error committed by the participants are the addition of verbs, the missing form, the misuse of tenses, and parallelism.

The teachers as the participants of this conversation training need more time to practice. What they have achieved should be improved and developed; therefore, what they expect is realized. It is not enough for them to learn in 10 sessions. The errors committed by the participants can be reduced if they have opportunities to practice. The remote learning influences their improvement since they like more to learn offline. Their motivation when learning using online learning, their signals during learning, their busy activities influence their speaking performance.

CONCLUSION

The participants, high school teachers, need more practice to improve their speaking performance. The 10-session training is not enough for them to get the exposure to English and use their English. The category of errors committed by the participants are the interference from their native language, Indonesian. Additionally, the misuse of tenses, missing verbs, the double use of verbs, the adding form and missing form, and parallelism. The evidences reveals that the participants commit the errors when stating the reasons and giving suggestion. The main clause is already given as the model of the fixed pattern and the participants need to construct the reason and the suggestion. Therefore, it is expected that the next training should focus on the topic on how the participants state reasons and give suggestion.

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