

INTERLANGUAGE ANALYSIS ON STUDENTS' WRITING ON WHATSAPP APPLICATION IN SECOND LANGUAGE LEARNING: AN ERROR REVIEW

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Abstract

This kind of study was a qualitative content analysis. The purpose of this study was to examine errors that happened during students' written interactions on the Whatsapp application. The data were acquired using purposeful sampling since the researcher identified EFL university students who actively communicated via WhatsApp in written English. The researcher used documentation to collect data for this investigation. To ensure the validity of the data, the researcher took a screenshot of the student's writing that was typed in the Whatsapp group, and interviewed five respondents via Whatsapp voice calls that were recorded using a voice recorder on a smartphone, then transcribed and assessed qualitatively. The researcher collected data in a methodical manner and carried out several data analysis operations like collecting the errors, classifying them, providing and evaluation and explaining the errors and the factors. The researcher concluded from the research findings that both the source language (L1) and the target language (L2) have an effect on students' interlanguage writing output. The study discovered that the native language had an effect on literal translation by utilizing Indonesian grammatical patterns, Indonesian acronyms, omitting plural marker-s, and omitting BE. Meanwhile, the target language's effect was detected by the insertion of auxiliary verbs and the generalization of the past tense –ed.

Keywords: Error ,Interlanguage, Second language learning, Whatsapp, Writing

INTRODUCTION:

A new virus, COVID 19, struck the world, including Indonesia, at the start of 2020. Covid 19 has a high risk, even fatal, impact and can spread swiftly. So, in order to break the new chain of COVID-19 spread and protect Indonesian citizens from infection, the Indonesian government decided to implement a new policy, namely working from home, also known as WFH, which means that all activities, including work, trade, and even teaching and learning activities in the field of education, will be carried out from home. Teachers and students will hold virtual courses or online learning in scenarios like this to organize teaching and learning activities (Handarini & Wulandari, 2020).

particularly in the field of English as a second language study. One of them is that teachers can incorporate technology as a tool or platform into the learning process (Zam Zam Al Arif, 2019).

Among the existing social networking sites and programs, WhatsApp may be a feasible alternative for learning English due to its diversity of capabilities, which include the ability to send text messages, voice notes, photographs, files, and videos, as well as the ability to make video calls (Kheryadi, 2017). Susilawati and Supriyatno (2020) asserted that a survey revealed that 90% of learners and lecturers utilize WhatsApp in their daily activities, including teaching and learning. According to them, WhatsApp provides a plethora of capabilities that can be used for communication via an internet connection. WhatsApp includes a gallery for sharing photographs and contact information, a camera for shooting photos, voice notes, and maps, as well as the ability to exchange documents and movies. Thus, through active usage of English in a Whatsapp group, students and teachers can communicate in written form, resulting in communicative and participatory learning. Additionally, Hamad (2017) highlighted that WhatsApp may increase students' enthusiasm for developing their verbal and written English skills. Not only that, but using WhatsApp offers other benefits, such as boosting students' self-esteem, passion, and motivation for learning and being proactive (Afsyah, 2019). W. Mwakapina et al. (2016) made a similar argument, noting that while the WhatsApp software can facilitate English learning by engaging in intense textual communication, we all know that effective writing takes time and is unattainable. Additionally, students must pay attention to many areas of writing, such as word choice, structure, spelling, punctuation, and other grammar components (Sri Wahyuni, 2016).

As a result of the above argument, it can be claimed that learners must develop an affinity for English writing in order to eventually produce quality writing. As a result, the WhatsApp application is a great environment for students to practice their written and conversational English. The teacher can utilize WhatsApp to send various questions that will encourage active responses from students in the form of written responses penned in English. The teacher can then create WhatsApp conversations that enable pupils to communicate with one another and discuss the content presented by the teacher in English. As a result, students are required to master English .

In the meantime, learning a foreign language is not a simple process. This is because the second language they learn has fundamentally different principles and regulations (for example, the usage of verbs, propositions, and tenses) than their original language (Sumonsriworakun & Pongpaioj, 2017). According to Adnyani (2011), when students are learning a second language, their sentences will be influenced by their native language (L1) and their lack of comprehension or mastery of the second language (L2). Additionally, students will construct a statement combining the two languages. Hosseini & Sangani (2015) assert that any student learning a new language will encounter interlanguage. Interlanguage can be thought of as a link between the first and second languages (L2). Interlanguage processing does not occur at either L1 or L2, but between the two, resulting in errors during the second linguistic learning process. This means that before students can properly master the second language, they will encounter processes such as producing the target language through the application of

incorrect principles and forming a new system as a result of the influence of their native and target languages on language learning.

Numerous research on interlanguage and errors have been undertaken. The first study, titled "Interlanguage Analysis of Speech Produced by EFL Learners," was undertaken by Kusumawardani and Adnyani (2020). This study was qualitative in nature. The goal of this study was to determine the effect of students' native and target languages on the interlanguage they produce during speech production. Both the native and target languages had an effect on the students' interlanguage production at the syntactic and lexical levels, according to the findings. Employing Indonesian grammatical patterns, acronyms, and phrases, omitting –s in plural forms, omitting to be, deleting subjects, and verb usage are all examples of native language influence. The target language's influence is visible in the overgeneralization of articles, the overuse of to be, and the overuse of the past tense ending-ed. Fauziati (2011) conducted another study named "Interlanguage And Error Fossilization: An Investigation Of Indonesian Students Learning English As A Foreign Language." The purpose of this study was to investigate the phenomenon of error fossilization, with a specific emphasis on grammatical errors. As a result, almost every learner's grammatical error was fixed. Grammar errors made by students are dynamic, not static. Additionally, in 2017, Fauziati conducted additional interlanguage studies. "The Influence of Native and Target Languages on Students' Interlanguage Productions: An Example of Indonesian EFL Compositions," is the title of her dissertation. This study examined one of the interlanguage qualities known as permeability, which refers to an interlanguage's susceptibility to infiltration by rules or forms from the first and target languages. The findings suggested that their native and target languages had a lexical and syntactic influence on their interlanguage production. The predominant influence of the native language was on Indonesian borrowing vocabulary, whereas the primary influence of the target language was on verb tense-focused grammar.

As evidenced by the preceding studies, errors that occur in interlanguage contexts or during the acquisition of a second linguistic (L2) are not a new phenomenon. The researcher was motivated to do research on interlanguage analysis that focuses on errors that occur during students' writing on WhatsApp while learning a second language, because interlanguage is one of the most critical variables to consider when learning a second language. Apart from that, no prior research on the subject has been undertaken.

REVIEW OF LITERATURE

Interlanguage is a phenomena that has a considerable impact on the process of second language acquisition. Selinker, a linguist, coined the term "interlanguage" for the first time in 1972. Selinker (1972) defined interlanguage as a shared property of a language learner's first language (L1) and second language (L2). This function, developed by Ellis (1995), monitors a learner's progress toward acquiring a second language (L2). Apart from that, Selinker (1972) asserts that language learners' interlanguage is formed by five psycholinguistic processes. Language learners must go through five psycholinguistic processes in order to acquire a

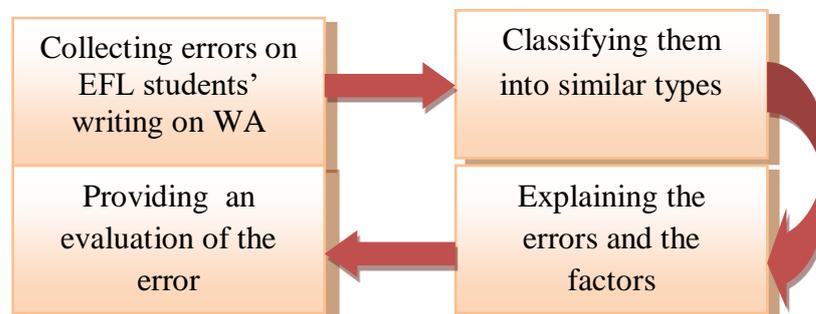
language: 1) native language transfer (borrowing patterns from the mother tongue); 2) overgeneralization (expanding patterns from the target language); 3) transfer of training (applying what language learners have learned from instruction or textbooks); 4) communication strategies (expressing meaning using words or grammar that language learners are familiar with); and 5) learning straddle (a conscious attempt by language learners).

Additionally, Corder (1967) defines interlanguage as a grammatical system generated by language learners that can be modified and developed into a proper target language as long as the learner has the opportunity to improve their target language concurrently with the second language learning process. However, if the learner is unable to develop their second language, the interlanguage becomes fossilized (dead), fossilization is a stage in the interlanguage development process. Han (2005) adds that errors are considered to be fossilized when learning takes the form of deviation from the linguistic norm without any attempt to improve second language acquisition, resulting in the error becoming permanently associated with itself.

METHOD:

This was a qualitative content analysis. The study studied students' writing in second-language learning WhatsApp groups. This study examined errors that happened during students' writing interaction. Meanwhile, this research gathered data from an EFL student from North Sumatera's State Islamic University. The researcher used documents to collect data for this investigation. To ensure the validity of the data, the researcher took a screenshot of the student's writing, which was typed in the Whatsapp group, and interviewed five respondents via Whats App voice calls, which were recorded using a voice recorder on a smartphone and then transcribed and analyzed qualitatively. Additionally, data were acquired using purposeful sampling since the researcher identified EFL university students who actively communicated via WhatsApp in written English. As a result, the researcher collected data in a methodical manner and carried out several data analysis operations. The following figure illustrates the data analysis steps.

Figure 1. An Overview Of Data Analysis



After completing all processes, the researcher selects a sample of the errors discovered for inclusion in the research findings and discussion.

FINDINGS AND DISCUSSION

The purpose of this study was to examine the interlanguage produced by university students during the second language acquisition interaction on WhatsApp. Both the mother tongue and the target language, according to Fauziati (2017), contribute to students' interlinguistic interactions. These two aspects will be examined in this study through the interlanguage that occurs during textual student conversations on WhatsApp.

Native Language Influence

Students' development of a second or foreign language (the target language) might be harmed by their native language (Aziez, 2016). Four native language elements were discovered to have an effect on students' Whatsapp writing in this study: literal translation approach using an Indonesian pattern, the use of an Indonesian acronym, mission of -s in plural form, and the deletion of to be.

The first sort of impact from the native language of the language learner is the employment of literal translation through the adoption of the Indonesian sentence pattern. In this scenario, we can observe that students' acquisition of the target language is still influenced by their source language's sentence patterns, despite the fact that the majority of them have studied the target language since junior high school, when they should have a decent command of English. However, many students continue to rely on their mastery of English terminology and attempt to convey the message they wish to convey in the target language's context, but they construct their target language (English) sentences using Indonesian sentence patterns. As a result, the technique involves a significant degree of interlanguage, which results in errors. The following are some examples of mistakes discovered in students' target language (English) writing when they use the source language (Indonesian) sentence pattern on WhatsApp:

(1) Ayu, this is not journal International.
NL : Ayu, ini bukan journal internasional

(2) UIN is a campus islamic
NL: UIN merupakan sebuah kampus Islam

According to the data sampled above, the majority of students were capable of producing English sentences, but they continued to use their native pattern while composing phrases in their target language (English). As a result, it was deemed undesirable in English to use the Indonesian pattern to arrange English phrases. From data 1, the student translated the noun phrase "Journal International" literally or word for word and organized the words according to the pattern of her own language, but the Indonesian pattern contained no rules for the placement of the noun and adjective.

The student translated the noun phrase "Journal International" literally or word by word, and then organized the words according to her native language pattern. There were no guidelines in the Indonesian pattern concerning where the noun and adjective should be placed in the noun phrase. In contrast, there were rules in English that required the adjective to come before the noun when creating a noun phrase. Because "international" is used as a "adjective" and "journal" is used as a noun, the correct phrase should be "International journal," not

"journal international." The researcher observed another Indonesian noun phrase construction on students' WhatsApp writing in the third data set, where students created the noun phrase in English by putting the noun before the adjective (Indonesian Pattern).

Based on the interview results, the researcher concluded that the reason most students were still influenced by the pattern of their mother tongue in producing target language sentences (English) was due to the students' lack of understanding about the placement of nouns and adjectives in the target language, despite the fact that they frequently could not distinguish between words. When they translate nouns and adjectives into English, they do it word for word and arrange these words in the target language using language patterns that they have learnt from childhood (mother tongue). As evidenced by the following excerpt:

“I still find it difficult to distinguish nouns and adjectives in English as well as the rules for their arrangement so I usually translate them word for word and then arrange them by following the Indonesian sentence structure” (Excerpt 3, Interview)

The findings addressing the employment of native language patterns in the production of the target language through literal translation are consistent with prior Brevik & Rindal findings (2019). We can also observe from the statistics above how interlanguage plays a role in second language learning.

The Indonesian acronym is another example of a native language effect. The researcher discovered some English sentences submitted by students on WhatsApp in this situation. The following is a sampling of the data:

(3) Guys, when will we conduct our PEMA?
NL: Teman-teman, kapan kita akan melakukan PEMA?

(4) This year, the government does not accept CPNS but P3K for teachers.
NL: Tahun ini pemerintah tidak menerima CPNS melainkan P3K bagi guru.

Based on the sample data shown above, it is clear that students substituted Indonesian acronyms for some terms. This is demonstrated in the third data set, in which students write the Indonesian acronym "PEMA," which stands for "Community Service," in the context of an English statement. However, we can see that students also include several other Indonesian acronyms in their target language writing, such as "CPNS" and "P3K," where all sentences combined with the Indonesian acronym will cause confusion for western readers, as these acronyms are only understood by Indonesians, not by everyone on the planet. We can see from this data how L1 affects the presence of interlanguage in target language output. This is due to a variety of circumstances, including the fact that they either do not know the right English terminology comparable to the acronyms in English, or the words do not exist in the target language. As demonstrated by the following excerpt:

“.....if I change the acronym according to the translation of the English sentence, I'm afraid that people won't understand what I'm saying and I also don't know the right acronym in English to replace the Indonesian acronym..” (excerpt 2, Interview)

This research finding is consistent with Purnamasari et al (2016) .'s finding that language learners frequently combine lexical components from their L1 and L2 languages in a single phrase.

The next influence of native language is the elimination of –s in plural nouns. In this case, the researcher discovered several errors relating to the omission-s in plural terms in the students' Whatsapp writing. The following table summarizes the data:

(5): These two journal are discontinued
NL: Kedua jurnal ini dihentikan

(6) Secrtary, I got 2 point.
NL: Sekretaris, saya mendapat 2 point

Based on the fifth and sixth data points, we can see that there was a word "two" that indicated the subject of the sentence was plural, thus the noun after that word should also be plural, "journal" should be added with the affix "s," and the word "point" should be added with the affix "s." As previously established, the rules for plural markers differ between English and Bahasa. In Bahasa, plural words should be spelled repeatedly like this: "laki-laki" "perempuan-perempuan" or if there was a number or quantity preceding the noun like "banyak" that signified a plural noun, the noun after that did not need to be added affixes like "Banyak perempuan." In English, the plural noun should be marked with s/es. On the other hand, we need to know the irregular plural noun because it has a different term.

The language that has been mastered for a long time will have an impact on the language that is being taught for the first time. Furthermore, errors like this can occur as a result of pupils' lack of attention and knowledge of the quality of their writing. This is demonstrated by the following quote:

“In theory, I know the rules of writing plural nouns in English, but sometimes I forget to add the suffix at the end of nouns in making English sentences.” (Excerpt 3, Interview)

“ I’m still get confused in its application and am still carried away by Indonesian rules.” (Excerpt 4, Interview)

The last native language influence discovered in this investigation was omission BE. This issue occurred when the students removed the BE from the language target production (English). In the English pattern, a sentence must have a subject and a predicate. If the sentence lacks a subject and a predicate, it cannot be spoken as a full sentence. Predicate here, for example, V1, V2, V3, and BE. When the subject is followed by a noun, adjective, or V-ing, be must be included. Meanwhile, the Indonesian syntax pattern does not require to be (is, am, are, was, were) or tenses in a sentence. BE is not required in the Indonesian syntactic pattern; there is no BE. Verbs in Indonesian are not always equivalent to verbs in English. In this case, the researcher discovered some pupils' writing in which the word "be" had been removed from the phrase. This is inextricably linked to the interlanguage process of acquiring a second linguistic. The following will represent a sampling of the data:

(7) I'm sorry mam. our time over ...
NL: Maaf, Bu. Waktu kita sudah habis

(8) It better to check it first before you share it
NL: Itu akan lebih baik jika kamu mengeceknya terlebih dahulu sebelum kamu membagikannya

This error occurred during the second language learning process when students assumed "over" and "better" were the verbs in this sentence and thus did not need to include a verb, while this sentence did not have a verb because "over" and "better" are adjectives. The error could have occurred because the students inadvertently applied their native language (Bahasa) principles to the principles of English. In Indonesian, we don't require an auxiliary verb to precede an adjective because it automatically becomes a verb, as in "Dia tinggi." One of the interview excerpts supports this reasoning:

"I am confused about the use of predicate in English, I often make mistakes such as using two predicates for one subject and even I often forget the predicate in making sentences, this is because I still rely on my first language". (Excerpt 4, Interview)

Based on the explanation provided above, we may conclude that the original language's effect in research remains very strong throughout the second language acquisition process, resulting in inter-language output. Interlanguage is related in this case with Indonesian syntactic patterns used in English writing. Researchers discovered four ways in which students produced errors in producing the target language, as determined by the original language, resulting in inaccuracies in this study: first, using a direct translation of words or noun phrases (word for word). Both students construct phrases in the target language using Indonesian acronyms. The third and fourth steps are to eliminate the *s/es* from a plural noun and avoid using it while composing an English phrase. This method is unique in that it demonstrates that students are still motivated by the rules of the original language, both lexical and grammatical, even though the patterns in the L1 and L2 languages are very different. As a result, much of the writing produced by pupils is unsuitable in the context of the target language.

Target Language Influence

Interlanguage processing occurs not only at L1 or L2, but also between the two. The researcher analyzes the influence of the target language on students' language use, resulting in interlanguage in this section. In this study, two target language characteristics, namely the insertion of an auxiliary verb and the overgeneralization of past form—*ed*, were discovered to influence students' writing on Whatsapp. The insertion of auxiliary verbs is the first target language influence. In this scenario, students' widespread use of auxiliary verbs leads to errors in their target language writing. The following sample data shows the errors discovered in this case:

(9) We are open the question session

NL: Kami membuka sesi pertanyaan

In contrast to the native language influence, when learning a second language, students tend to be oriented towards the pattern of the native language. The effect of the target language can occur when learners have an incorrect understanding of the target language principle, such as believing that all sentences must have auxiliary verbs. As evidenced by the following excerpt:

“ As far as I know every sentence must have a to be like "is am are" depending on the tenses”. (Excerpt 5, Interview)

Based on the statement above, we can see that students are already aware of sentence norms in the target language, but they believe that every phrase must include BE (which is what they have), therefore some students include BE in every sentence they create. make without regard for whether or not it already contains a verb As a result, many phrases include two predicates in one subject, which causes the sentence to be incorrect in some instances. The student used the auxiliary verb incorrectly, as evidenced by the ninth data point above. The auxiliary verb "are" should be removed because it is inappropriate in this situation. Aside from that, it is against the rules of English to have two predicates in one subject in a sentence.

The overgeneralization of the past tense –ed is the second target language influence. In this scenario, students generalize all forms of the second verb by adding-ed to the first verb, whereas in English, V2 and V3 are classified as regular or irregular, but most students assumed that all forms of V2 must end in-ed. The study discovered flaws in the use of the hashtags #EDGE on students' WhatsApp writings based on the data obtained. One of the acquired data is as follows:

(10) Last week, we made the introduction of our journal, mam
NL: Minggu lalu, kami membuat bagian pendahuluan jurnal kami, Bu

As can be observed from the data above, the sentence used simple past tenses since the adverb of time "last week" indicates that the sentence referred to events that occurred in the past. The simple past was denoted by the use of the verb's second form. Students were already aware that the sentence required the usage of V2, but they assumed that all V2 ended in "ed," and thus wrote the second form of "make" as "made." The proper verb is "created." The excerpt below demonstrates this.

“ *I know past tense sentences use the second form of the verb which is added -ed from the first form of the verb*” (Excerpt 6, Interview)

On the basis of the foregoing, we can conclude that the target language can also have a significant effect on second language learning. If students are unable to comprehend the target language's rules or patterns, errors will develop in their writing production. The influence of

the target language on grammatical errors in second language learning is examined in this study. This suggests that grammar is one of the most difficult concepts for kids learning English to grasp..

CONCLUSIONS

The researcher concludes from the research findings that both the source language (L1) and the target language (L2) influence students' interlanguage writing creation. Interlanguage is impacted by both languages, not just one. Students can be influenced by these two languages because, while learning the target language (English), they already have knowledge of their first language (Indonesia). As a result, students mix the rules of the two languages while learning a second language, and thus are unable to comprehend the target language's patterns or rules. Thus, pupils are familiar with the rules of both Indonesian and English. The researchers discovered that the mother tongue had an effect on the lexical and grammatical features of students' Whatsapp writing, resulting in various errors. Meanwhile, the target language's influence has a greater impact on the grammatical aspect. When students compose English sentences, they frequently borrow patterns and vocabulary from their original language. This is inextricably linked to their lack of comprehension of English grammar. The influence of the native language is visible in this study by adopting Indonesian syntactic patterns, Indonesian acronyms, omitting plural marker-s, and omitting BE. Meanwhile, the target language's effect is discernible through the insertion of auxiliary verbs and the generalization of the past tense—ed.

The study may shed light on interlanguage analysis of students' writing on Whatsapp in the context of second linguistic learning, with a particular emphasis on error analysis. Due to the research's limited scope, the researcher would like to recommend additional research on the influence of feedback on interlanguage fossilization.

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