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THE EFFECT OF INTRALINGUAL TRANSFER ON ADJECTIVE CLAUSE ERRORS OF SECOND-GRADE STUDENTS AT D3 PROGRAM OF ENGLISH DEPARTEMENT OF THE FACULTY OF TEACHER TRAINING AND EDUCATION OF ISLAMIC UNIVERSITY OF RIAU PEKANBARU.

By. Seno H. Putra
(Dosen FKIP UIR)

Abstract

The purpose of this study was to find out how the Second-grade students' errors on the use of adjective clause and to prove evidence findings whether the learners' errors on the use of adjective clause are restrictly influenced by the system and structure (rule) of their native language (Indonesian) are. Using a mean and standard deviation, it was found that the Second-grade students (N=25) of D3 program of English department of FKIP UIR who answered 25 items of adjective clause, only 14 students whose scores were high, and 36 others were low. From the computation of the mean was, it was found that (16.64) and standard deviation was (21.241741). In accordance with these results, it was concluded that the students' errors of adjective clause were much influenced by the effect of intralingual transfer in term of Bahasa Indonesia.

Introduction

Many efforts and findings which have been done by human beings to increase teaching and learning language. These ways are carried out are to make them easy to do something; that is, in teaching and learning process. The effects of human being seem to be continuously developed is linguistics. Developmental linguistics is marked with a great many subdisiplines, that is, applied linguistics which also has many interest aspects are to be studied. One of which needs to be studied is "error analysis". Brown (cited in Kipasky, 1972:1) noted, "error analysis is the fact that learners do make errors and these errors can be observed, analyzed, and classified to reveal something of the system operating within learner, led to a surge of study of learners' errors".

The learners' errors while learning or using second language have been intersted and paid much attention by linguists, especially in the field of language teaching.

As a fact confirms, learners who learn English whose not their native language or national language also have their own language like Indonesia, Japan, China, Thailand, and others. They learn English only as a foreign or second language, but not always used in their daily life. Therefore, some factors mostly influence as they learn it such as pho-

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As a fact confirms, learners who learn English whose not their native language or national language also have their own language like Indonesia, Japan, China, Thailand, and others. They learn English only as a foreign or second language, but not always used in their daily life. Therefore, some factors mostly influence as they learn it such as pho-

nology, morphology, syntax, analogy, semantics are also counted in sources of errors in terms of febricated patterns, intralingual transfer, interlingual transfer, context of learning, communicative strategies, avoidance, cognitive and personality styles, appeal to authority, and language switch.

According to researchers and teachers of second language realized, the errors made by the learners are in the process of constructing a new system of language needed and misunderstood of the process of the second language. Coulter (1968) noted, errors occur in the English interlanguage performance of two elderly Russian speakers of English due to shun grammatical formative such as articles, plural forms, and past tense forms seem that these are not necessary in their language used.

Further, Brudhiprabha's investigation of Thai learners of English (1972) found, many intralingual errors represent the learning difficulty of what are often low level rules in the target language, such as differences between the verb inflection. Some believe, the effects of first language on second language learning are very strong form. A process of acquiring items of second language learning are basically different from the first one such as restricted vista of structure, influence of intralingual, and other factors.

Lott (1983:256) noted, in the course of teaching English to Italian Students, he began to think about the extent to which interference or transfer from their native language was disrupting the students' attempts to master English. In order to limit this view, he also cited, in interference as the

authomatic transfer due to habit, of the surface structure of the first language into the surface of the target language.

Relating to all these mentioned findings, it can be understood, every language has its own system and structure. So, as Indonesian language also possesses its own system and structure are also probably different from English's. Therefore, when the learners of Indonesia learn English sometimes interfered from the system and structure (rules) of their own language. The learners' errors were investigated in this study is errors of adjective clauses which modify noun on the use of WHO and WHOM in term of subject and object patterns.

Statement of Hypothesis

The research evidence notes strongly that the learners' errors were caused by avoidance of English structure and influenced by their own language used. As Schachter (1974) found that adjective clause errors among certain English learners; native Japanese speakers were largely avoiding that structure. Further, Lott (1983:256) noted, teaching English to Italian students, the errors caused because of interference or transfer from their native language. Therefore, it is hypothesized that

(1) the second-grade students on the use of adjective clause were really errors, (2) the errors on the use of adjective clause of second-grade students were actually influenced by their own language used and avoidance of English structure.

Subjects

The sampel for this study was taken from the total population of 50 second-grade students of D3 program of English department of Teacher Training and Education Faculty of Islamic University of Riau Pekanbaru. They began to study in this department in 1992.

Instrument

The instrument of this study was an achievement test which consists of 25 items of adjective clauses in accordance with WHO and WHOM as subject and object patterns. This test was to testify what an individual is susceptible doing now as the result of his comulative learning experiences, though it may also serve as a basis for predicting future attainment.

Experimental Design

In this study, the data were analyzed by applying statial technique by using Mean and Standard Deviation. These methods were to find out and count up the students' scores of errors on adjective clauses.

Procedure

Before carrying out the real study, the test has been tried out to the students of SI program who were the same grade in this department. This way was to testify whether the test was valid or realibly or not. After having looked over for them, a week after that the test was given to 50 students of D3 program of the department of English as a study.

The time in solving the items of adjective clause was twenty minutes. This reason was in accordance with the TOEFL test time. The form of items was essay which had two kinds of pattern. One was subject pattern on the use of WHO, and the other was object pattern of WHOM. On the test, the students were asked to combine or fill out two sentences with appropriate patterns, and then they were also instructed to write out on the answer sheet based on the time mentioned.

Results

From the result of the mean of computation, it was found, the mean was 16.64. In contrast, in order to know whether the hypotheses were declined, the standard deviation was applied in this calculation. After having calculated from all individuals, scores of responding the items of adjective clause, the standard deviation was 21.241741.

Consequently, from this provement can be stated, 50 students of D3 program of English department of FKIP UIR who answered 25 items of adjective clause, only 14 of them whose scores were high, and 36 others were low. In other words, 3 students were excellent, 4 of them were very good, 2 were good, 5 were average, and 34 others were bad. To be clear of these data stated above, it can be seen beneath.

Therefore, concerning with the above data, it can be said, " The second-grade students on the use of adjective clause were really errors. And the errors on the use of it of second-grade students at D3 program of English departmer of FKIP UIR were actually influenced by avoidance of English structure and or influenced by their own language (intralingual transfer). So, in this study both hypoytheses were accepted since the provement of some previous theories or findings have been found by some researchers were also evidence in this study.

Conclusion and Suggestion

Description

As shown by the analysed data, the scores' errors of each student in solving the items of adjective clause and as seen on standard deviation coputation was 21.241742. Consequently, there is an effect of intralingual transfer on adjective clause errors of second-grade students at D3 program of English department of the Faculty of Teacher Training and Education of Islamic University of Riau Pekanbaru. Moreover, from some previous findings were investigated by some researchers from various countries indicated similar result of this study as it was brought about with the students in this department.

Conclusion

The conclusions of this study are two kinds. One is in accordance with the theoritical conclusion and the other is study conclusion.

Theoritical conclusion

- The errors of students on the use of adjective clause are very much influenced by intralingual transfer or their mother tongue.
- The errors of students on the use adjective clause are very much influenced by avoidance of English structure and their own language used.
- The errors are often made by students because of faulty presentation of a structure or word in context.
- The effects of high or low distinction in the structure mother tongue may also be evident at the grammatical level of their written English.
- The greater the difference between the systems in each, the greater is the learning problem and the potential areas of interference. In

The students' scores of errors on adjective clause

Subject Number	X	X	-	X	:	X	:	X ²
1.	0	0	-	16.64	:	-16.64	:	276.8896
2.	0	0	-	16.64	:	-16.64	:	276.8896
3.	0	0	-	16.64	:	-16.64	:	276.8896
4.	0	0	-	16.64	:	-16.64	:	276.8896
5.	0	0	-	16.64	:	-16.64	:	276.8896
6.	0	0	-	16.64	:	-16.64	:	276.8896
7.	0	0	-	16.64	:	-16.64	:	276.8896
8.	0	0	-	16.64	:	-16.64	:	276.8896
9.	0	0	-	16.64	:	-16.64	:	276.8896
10.	0	0	-	16.64	:	-16.64	:	276.8896
11.	0	0	-	16.64	:	-16.64	:	276.8896
12.	0	0	-	16.64	:	-16.64	:	276.8896
13.	0	0	-	16.64	:	-16.64	:	276.8896
14.	4	4	-	16.64	:	-12.64	:	159.7696
15.	4	4	-	16.64	:	-12.64	:	159.7696
16.	4	4	-	16.64	:	-12.64	:	159.7696
17.	4	4	-	16.64	:	-12.64	:	159.7696
18.	4	4	-	16.64	:	-12.64	:	159.7696
19.	4	4	-	16.64	:	-12.64	:	159.7696
20.	4	4	-	16.64	:	-12.64	:	159.7696
21.	4	4	-	16.64	:	-12.64	:	159.7696
22.	4	4	-	16.64	:	-12.64	:	159.7696
23.	4	4	-	16.64	:	-12.64	:	159.7696
24.	4	4	-	16.64	:	-12.64	:	159.7696
25.	4	4	-	16.64	:	-12.64	:	159.7696
26.	4	4	-	16.64	:	-12.64	:	159.7696
27.	4	4	-	16.64	:	-12.64	:	159.7696
28.	4	4	-	16.64	:	-12.64	:	159.7696
29.	4	4	-	16.64	:	-12.64	:	159.7696
30.	8	8	-	16.64	:	-8.68	:	74.6496
31.	8	8	-	16.64	:	-8.68	:	74.6496
32.	8	8	-	16.64	:	-8.68	:	74.6496
33.	12	12	-	16.64	:	-4.64	:	21.5296
34.	16	16	-	16.64	:	-0.64	:	0.4096
35.	20	20	-	16.64	:	3.36	:	11.2896
36.	20	20	-	16.64	:	3.36	:	11.2896
37.	24	24	-	16.64	:	7.36	:	54.1696
38.	28	28	-	16.64	:	11.36	:	129.0496
39.	32	32	-	16.64	:	15.36	:	235.9296
40.	32	32	-	16.64	:	15.36	:	235.9296
41.	32	32	-	16.64	:	15.36	:	235.9296
42.	40	40	-	16.64	:	23.36	:	545.6896
43.	44	44	-	16.64	:	27.36	:	784.5696
44.	48	48	-	16.64	:	31.36	:	983.4496
45.	48	48	-	16.64	:	31.36	:	983.4496
46.	52	52	-	16.64	:	35.36	:	1250.3296
47.	52	52	-	16.64	:	35.36	:	1250.3296
48.	76	76	-	16.64	:	59.36	:	3523.6096
49.	80	80	-	16.64	:	63.36	:	4014.4896
50.	88	88	-	16.64	:	71.36	:	5092.2496

$$N = 50 : EX = 883 : EX^2 = 22109.368$$

other words, the principal barrier to second language acquisition is the interference of the first language system with the second language system, and what may be called interlanguage errors; that is, errors caused by the interference of the learner's mother tongue.

The study conclusion

- There is a positive effect of intralingual transfer on adjective clause errors of second-grade students at D3 program of English department of the faculty of teacher training and education of Islamic University of Riau Pekanbaru.
- From the standard deviation computation shows, its result is 21.241741. Therefore, it can be denoted, the scores of students of D3 program of English department of FKIP UIR in overcoming the adjective clause's items are lower than distribution found, in short word, 36 students are stated below than the distribution found in standard deviation.
- The contribution of students' errors are greater than the result of standard deviation found, so, in this case, it can be said that of 50 students of D3 program of English of FKIP UIR only 14 of them are good grade. Therefore, from this distribution, it is also noted that the errors of students on adjective clause are caused by other factors such as lack of mastery of English structure and the influence from their mother tongue's structure used.

Suggestions

Because of there is a positive effect of intralingual transfer or influence from their mother tongue's structure, and avoidance of English structure on the use of adjective clause of second-grade students at D3 program of English department of FKIP UIR, in this study whether the students or teachers are adviced to follow the following suggestions as stated below.

Suggestion for students

- The students are suggested to avoid the structure of their own mother tongue if they want to be good in mastery of the use of adjective clause.
- The students are adviced to learn the structure of English deeply and practice it whether in written or spoken English in daily activities.
- The students are requested to release the habit of using their own language used while learning and making English sentences especially on the use of adjective clause.
- The students are expected to learn linguistics firstly if they want to be good on the use of English structure in term of adjective clause.

Suggestion for teachers

1. The teachers are also suggested to master linguistics deeply before they teach English to students in term of adjective clause.
2. The teachers are adviced to give the distinctions structure of both languages like English structure and the students' language used before they teach English in connection with adjective clause.
3. The teachers are also expected to give explanations exactly and detailly which concern with the patterns of English adjective clause and the students' adjective of their own language used. In other words, the teachers must be able to compare the adjective clauses of both languages while teaching.
4. The teachers are requested to be able to explain to the students about function of adjective clause in sentences made while teaching.

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