AN ANALYSIS OF SPOKEN LANGUAGE PRODUCTIONS BY ENGLISH DEPARTMENT: A CASE OF FIRST LANGUAGE SYNTACTICAL TRANSFER

(Undergraduate Thesis)

By

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2021

ABSTRACT

An Analysis of Spoken Language Productions by English Department: (a Case of First Language Syntactical Transfer)

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This qualitative research was conducted to investigate the error types that the students made in their oral performances in terms of surface strategy taxonomy, and also to find the sources of errors made by the students. The samples of this research were the 14 students of English Department of University of Lampung batch 2019. The researcher used oral performance as the instrument. The data were analyzed by assessing the students' oral performances with the help of an inter-rater. The result showed that 92,8% of them mostly committed misformation in their speaking productions. They made misfomation errors as many as 115 times. Despite most learners made omission errors in their speaking productions, yet the number was not as high as misformation. 92,8% of them made omission errors as many as 72 times. 71,4% of them made 19 errors in addition. The least type of errors made by them was misordering, with only 28,5% of them made 7 errors in misordering. Not only did they do the errors since they were influenced by their mother tongue (L1), but also it was made since they did not know the target language very well that they faced difficulties in using it that created overgeneralization.

Keywords: Syntax, Oral Performances, Transfer

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an Undergraduate Thesis

Submitted in a Partial Fulfillment
of the Requirement for S-1 Degree

Department of Language and Arts Education
Faculty of Teaching Training and Education

FACULTY OF TEACHING TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
2021

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Menyatakan bahwa skripsi ini adalah karya yang dibuat oleh saya pribadi. Sepanjang sepengetahuan saya, karya ini tidaklah berisi materi yang ditulis oleh orang lain, melainkan pada bagian-bagian tertentu yang saya peroleh sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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CURRICULUM VITAE

Febrina Rizkiani was born on February 27th 1999 in Bandar Lampung. She is the oldest daughter of Agus Anderson and Siti Salmah. She has two sisters whose names are Fadhilah Ananda Safitri, and Fennysa Aira Sakina.

She started her study by attending TK Swadhipa Natar in 2003. Then, in the two next years, she continued her education at SDS Swadhipa Natar. After she graduated from her elementary school in 2011, she went to SMP Negeri 14 Bandar Lampung. She finished her junior high school in 2014 and decided to pursue her study at SMA Negeri 7 Bandar Lampung. She graduated from her senior high school three years later in 2017. While focusing on her study in each education level, she joined English clubs to develop her English skill while following her hobby by joining a Japanese club. She also loved to embrace her acting skill by joining a theatre club. After graduating from her senior high school in 2017, she decided to continue her study in English Education Study Program at University of Lampung.

MOTTO

“We come alone, and alone we die”

DEDICATION

Dedicated to the most beautiful souls, my parents, who always support and love me unconditionally, my family, my dearest friends, and my teachers and lecturers who have helped me grow so much, and my alma mater, University of Lampung.

ACKNOWLEDGEMENTS

All praise is rendered to the Almighty God, Allah Subhaanahu Wa Ta'ala, for His countless blessings so the writer was able to finish her paper entitled "An Analysis of Spoken Language Productions by English Department: (a Case of Students' Syntactical Transfer)" as a partial fulfillment of the requirement for S-1 Degree in English Education Study Program, Faculty of Teacher Training and Education, the University of Lampung. Indeed, the writer would like to thank herself for being able to hang on. Meanwhile, without any supports, helps, and encouragement from open-handed people, never will the writer accomplish her undergraduate thesis. Thus, the writer would like to express her sincere gratitude and deep respect to:

1. Prof. Dr. Patuan Raja, M.Pd., as the Dean of FKIP Unila;
2. Dr. Nurlaksana Eko Rusminto, M.Pd., as the Chaisperson of Language and Arts Education Department;
3. Dr. Ari Nurweni, M.A., as the Chairperson of Education Study Program for her contribution and attention;
4. Dr. Mahpul, M.A., as the examiner for his constructive feedback and contribution during the seminars and examination;
5. Hery Yufrizal, M.A., Ph.D., as the first advisor for his continuous support and guidance during this paper completion;
6. Novita Nurdiana, S.Pd., M.Pd., as the second advisor for her continuous support guidance in finishing this undergraduate thesis;
7. The lecturers and staffs of English Education Department for practical knowledge and technical help;
8. Her amazing parents, Agus Anderson and Siti Salmah, for their endless love and unconditional support;
9. Her beloved sisters, Fadhilah Ananda Safitri and Fennysa Aira Sakina, for always supporting the writer in continuing her study;
10. Her lovely cousin, Ivana Putri, for always giving the writer support and motivation to not give up;
11. Her person, Dicky Rinaldo Hidayat, for always standing by the writer's side;

12. Her college buddies, Katline Balerina, Putri Novia, Dila Anggita, Annisa Azzahra, Anggun Khoirunnisak, Shalsa Shafa Marwa, Cintia Chandra Mahesa, Anggie Ryansah, and others who have accompanied and supported the writer during her ups and downs in her college life;
13. Her seniors, Muhammad Husaein Jaya Negara, Dimas Redianto Winardi, Faizal Pramana, Denny Syahputra, etc. for helping the writer in many issues she faced in her college life;
14. Her juniors, for helping her conducting the research by being great samples, and also for the great support;
15. Her Junior and Senior High School friends, Ersa Nurulhazima, Maulydia Dwi Astuti, Atika Ayu Ningsih, Gamal Zulfiqar, Bahrul Ulum, Muhammad Rian Holio, and many more for always being there whenever the writer needed them;
16. Her Internet Friend, Patrick Zuercher, for the continues support and motivation whenever the writer felt unable to continue;
17. All of her amazing friends that could not be mentioned due to limited space who have supported her in her lowest condition.
18. The last but not least, all of her precious friends of English Education Study Program 2017 especially class A who gave her supports, motivations, and great helps.

In the end, the writer hopes that this paper can be used as one of the references which may provide a shade of light especially for those who are interested in carrying out an investigation about an analysis of students' syntactical transfer in terms of surface strategy taxonomy.

Bandar Lampung, 2021
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CHAPTER 1

INTRODUCTION

1.1 Background of Study

Human beings are created for one another. Without communication, we cannot interact with others. One of the tools that we use to communicate is language. According to Keraf (1970: 3), language is beneficial as a medium of expressing, communicating, holding integration and social adaption, and holding social control. In order to learn language effectively and in order to become a great communicator, we should be aware of the four skills that must be mastered by all language learners which are speaking, listening, reading, and writing.

Since speaking is one of the most important basic skills in learning a language to communicate, it is necessary for language learners to at least be able to speak in a language that they learn to deliver a message. According to Efrizal (2012) and Pourhosein Gilakjani (2016), speaking is very important for people's interaction because they speak everywhere and every day to communicate. There are a lot of kinds of languages used for communicating. English is the most famous and widely spoken in the world and it has become an international language.

As the most widely used language in the world, English is a priority for many foreign learners since it plays a major role in many sectors of jobs. Hence, every foreign learner has their own first language that might be the medium for them to help the learning process of a foreign language but also could be the interference. First language is the language that we use since birth or the language that is used best in daily social conversation. While foreign language is not a mother

tongue or non-native language that we could use as a media of communication. English is qualified as a foreign language in Indonesia. We use Indonesia as our first language which affects our foreign language acquisition or also could be called as L1 transfer. Selinker (1983) considers the role of L1 transfer in L2 learning as a major cognitive process in L2 acquisition.

Brown (2006) states that, human learning is fundamentally a process that involves the making of errors. Learners inevitably make countless errors in learning a target language. This means that making errors when learning a target language is a normal part of the learning process. English learner may make errors in different ways, such as syntax. Based on the classification of surface strategy taxonomy, syntactical errors are divided into four, they are: omission, addition, misformation, and misordering (Dulay 1982: 150).

Syntax is the study of how the words are combined to form the sentences and the rules which govern the formation of sentences (Haspelmath, 2002). Every sentence is a sequence of words, but not every sequence of words is a sentence. Sequence of words that conform to syntactic rules are said to be well-formed or grammatical, and those that violate the syntactic rules are ill-formed or ungrammatical.

Many studies have analyzed about how first language syntactical transfer could affect non-native English speakers' English abilities. Hendri Gayo and Pratomo Widodo 2018 who conducted a research in international journal entitled An Analysis of Morphological and Syntactical Errors on the English Writing of Junior High School Indonesian Students, the research shows that the errors that are found in students‟ English writing occur at both the morphological and syntactical

levels. The morphological and syntactical errors occur in the types of omission, addition, misformation, and disordering. The factors which contribute to such error are caused by interlingual, and intralingual factors. They argued that the finding of such an analysis can be used for teaching and learning the English language. The teacher also can predict the errors produced by the students, especially for Indonesian English Learners (ELLs) in their earlier study and they can therefore take appropriate measures to reduce such types of errors.

In a study entitled An Analysis of Students' Grammatical Errors on Speaking at SEA Debate at English Department of Faculty of Languages and Arts of Universitas Negeri Padang 2019 by Stephanie Chania, and Zul Amri classified the data by using surface strategy taxonomy which proposed by Dulay: omission, addition, misformation, and misordering. The study was concluded the types of errors made by the students, the most type of errors made by the students by using percentage of the errors, and the causes of the most type errors they had made. The total numbers of errors committed by six students were 152 words of errors. Moreover, from 152 words of errors the proportions (frequency and percentage) of the students' error at debate are omission error about 50.66%, addition error is about 25%, misformation error is about 19.08%, and misordering is about 5.26%

Every language has different structures, so do Indonesia and English. Both of those languages have different grammatical structures in forming sentences. The differentiation of structure may cause errors or mistakes in learning a foreign language. First language interference happens most of the time, learners are usually interfered by the elements of their first language. Therefore, it is important to make a research about syntactical errors, so that the learners know how to improve their

knowledge of how the sentences should be structured and to avoid repeated errors in their oral productions.

In consideration of the mentioned arguments above, even though there are several studies that have talked about first language transfer in syntactical and even though it has been proven that first language syntactical transfer could influence the learners in forming sentences, a large number of researches rarely focused on first language syntactical transfer to the aspects of speaking. This lack of research made the writer became interested in conducting a research about first language syntactical transfer in oral productions as a foreign language especially for students in the English Department of the University of Lampung.

1.2 Research Questions

1. What were the error types the students made in their speaking performance in terms of surface strategy taxonomy?
2. Why did the students make errors?

1.3 Objectives

Related to the research problems formulated above, the objectives of the research are:

1. To investigate the error types that the students made in their speaking performance in terms of surface strategy taxonomy.
2. To find the sources of errors made by the students.

1.4 Uses

The results of this research are expected to be useful for:

1. Theoretically

It can be used as a reference for future researchers who want to conduct some related studies.

2. Practically

   It can be advantageous for English learners to understand the appropriate syntactical rules that should be used in speaking English.

1.5 Scope

This research was conducted for the English Department's students of the University of Lampung. This research focused on seeing first language syntactical transfer in English speaking ability of EFL learners in a terms of surface strategy taxonomy.

1.6 Definition of Terms

1. Mother Tongue / First Language

   Mother tongue or first language here is Indonesian's native language which is known as Bahasa Indonesia.

2. English

   English is described as a foreign language that would be the target language.

3. Interference

   Interference means the interference in a language which affects EFL learners' English-speaking ability.

4. EFL Learners / Students

   EFL stands for English as a Foreign Language. EFL learners or students are people who study English as their foreign language.

5. Speaking

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns and Joyce, 1997).

6. Transfer

   Transfer that is also known as cross-linguistic is a phenomenon that usually appears in the language learning process.

7. Syntax

   Syntax is the study of how the words are combined to form the sentences and the rules which govern the formation of sentences (Haspelmath, 2002).

CHAPTER 2

LITERATURE REVIEW

2.1 Previous Researches

Some previous researchers have found that the first language actually affects EFL learners in using English as their foreign language.

Limengka, P.E. and Kuntjara E found out the five types of errors committed by the students written class based on five categories which are addition, omission, misformation, misordering, and blends occurred in most students' essays. The result showed that misformation was the most commonly committed error found.

Titien Setyarini found errors in the students' writing which were identified based on surface strategy taxonomy. The technique of data verification was triangulation. Then, the data were analyzed by error analysis. The result of this research showed that the most type of errors which appeared in the students' writing was error of misformation.

Nia Liska Saputri stated that the categories, number, percentage of morphological errors made by the students are adverbs, adjectives, indefinite demonstratives, adjectives, nouns, plurals, possessive adjectives, past formations, singulars and to infinitives. Meanwhile, the syntactical errors made by the students are categorized based on the surface strategy taxonomy. The categories, the numbers and the percentage are omission, addition, misformation, and misordering. The researcher found that the dominant type of error was omission error.

Mashoor, Bakheet Bayan Nayif, and Ahmad Taufik Hidayah bin Abdullah adopted Error analysis procedures and the surface strategy taxonomy. The findings of the study revealed that the students committed some errors on omission, addition,

misformation, and misordering. The results shed light on several causes of the students' spoken errors including the teaching techniques, lack of vocabulary, lack of motivation, and lack of practice. In order to improve the speaking skill among students, some suggestions and solutions were forwarded by teachers and the ministry of education.

Nuraini revealed two types of errors in semantic error in lexis: confusion of sense relation error, and collocational error which the most frequently found error is confusion of sense relation error 20 (62,50%). The research also found five errors: omission, addition, misformation, misordering, and blends. The most common found error is misformation 62 (40.79%). The result also showed two implications of errors: local impact and global impact. The most common impact found in the data is local impact 139 (75,54%). Sources of errors are divided into four types: interlingual transfer, intralingual transfer, communication strategy-based error, and induced error.

The similarity between the previous researches and the writer's research is how first language syntactical transfer affects the EFL learners' English oral production as a foreign language in terms of surface strategy taxonomy. However, the writer focused on students' speaking ability. Based on the researches above, we can conclude that the ability of EFL learners' oral productions in using English is affected by their first language syntactical transfer.

2.2 Mother Tongue

2.2.1 Definition of Mother Tongue

Mother tongue or also can be called as the first language is acquired when we are born which is learned since we are a baby that usually is taught by our parents, whereas other languages are learned in a formal setting with a specific person, time, and place such as at school or at language course. However, according to Elif Nur Denizer in Journal of Foreign Language Education and Technology, 2017 and Bloomfield (1994:3), mother tongue is not only about the language that we get from our mother, but it also refers to the language that we dominantly use on a daily basis, which also can be called as native language.

2.2.2 Theories of First Language Acquisition

There are three approaches in the process of acquiring the first language, they are behaviorist approach, nativist approach, and functional approach Brown (2000).

a. Behaviorist Approach

   Skinner states that language learning is a kind of behavior which is similar to other behaviors because language is learned in the same way as anything else is learned. It is admitted that language acquisition is the reaction of imitation, practice, feedback on success, and habit formation. There are stimulus (S) and response (R) which are put in order to support this theory.

   Stimulus (S) refers to the reinforcement or the environment while response (R) refers to the activity resulting from behavior

changing. Hence, a stimulus can produce a response. A child gets a language input as the form of stimulus, then he/she will imitate and practice this input in the form of sounds and patterns to create a habit of language.

b. Nativist Approach

Nativist is also known as innatist. The innatist theory states that learning is natural for human beings. Human beings are born with ideas/knowledge. They believe that babies enter the world with a biological propensity, an inborn device, to learn a language (Cooter & Reutzel 2004). Chomsky and Miler (1957) in Chaer (2003: 169-170) states that children's mind is not a blank slate to be just filled by imitating the language they hear in their surroundings. Instead, he claims that children are born with a special ability to find the underlying language's rules by themselves. This human-built which facilitates and also obstructs the process of acquiring language is called as LAD (Language Acquisition Device).

c. Functional Approach

The main focus of the functional approach which is also popular as the interactionist model is on the relationship between language form and social meaning. Language development goes along or is dependent on the cognitive development supported by the environment, i.e contexts of interaction. These contexts could include caregiving, play and joint adult-child book reading

> where many communication routines occur. Such routines help adults to provide a rich source of language input in meaningful communicative contexts.
>
> Piaget (in Brown, 1994: 34) describes that overall development is the result of people's interaction with their developing perceptual cognitive capacities and their language experiences. From this statement we can tell that social interactions and experiences are the important instruments in the development of language, and also the condition of environment gives an influence in the process of acquiring language.

2.3 The Role of Mother Tongue in English Language Acquisition

Every language produces different sounds which makes the language learners have to learn vigorously in order to be able to produce the sounds as accurate as possible or at least are familiar enough to be understood. Justice (2004:15) asserts "...there is not a perfect correspondence between spelling and sounds in English...". this idea is absolutely distinctive with the perspective on how Indonesians produce the sounds which have the similar way in pronouncing phonemes as their written form. Due to the differences in producing sounds, EFL learners will possibly extend English sounds on their own based on the knowledge of producing sounds in their mother tongue. The role of teachers' instructions in pronouncing English words correctly is absolutely needed, in order to make them possibly sound proper in English. According to Mitcell and Myles (cited in Block, 2005) the role of cross-linguistic of the mother tongue will influence the target language. Separating which

parts of the mother tongue's parts that should be transferred and which should not, would be a good idea.

2.4 English as a Foreign Language

Gass and Selinder (2001) define foreign language as the non-native language that is not commonly spoken where people in the country widely use their native language (mother tongue) on their daily basis. English becomes a foreign language in Indonesia, since it is not implemented in everyday communication, yet it is only taught for education matter, such as at schools, universities, and language courses. Unlike those countries that implement English as one of their main languages, it will be unproblematic for them to get the exact meaning from English sentences. In contrast, as a non-English-speaking country, EFL learners have struggles in applying English. Applying English as a foreign language means that not every learner will be able to receive and produce English perfectly. Since English is not used in a daily conversation, the competency of English learners in speaking English varies significantly.

Especially when it comes to the English-native-speakers themselves, EFL learners may face a great difficulty in absorbing the information spoken by the English-native-speakers. Unfortunately, it will also be a problem for English-native-speakers to understand the information delivered by Indonesians. However, those who concern much more with English contents will recognize English better than those who only put a little concern with English, they will barely be able to employ English properly.

2.5 Transfer

Transfer that is also known as cross-linguistic is a phenomenon that usually appears in the language learning process. The concept of “language transfer” was first brought out by Lado in his work Linguistics Across Cultures 1957. According to him, in the circumstance of second/foreign language language acquisition, individuals depend on their native language, what’s more, they intend to transfer the forms, meanings and the distibutions of them of their first language and culture to the second/foreign language acquisition.

Gass and Selinker (1983) offer another definition of language transfer, in which it is a psychological process where the mother tongue is applied to the second/foreign language acquisition. Positive transfer occurs when the prior first language makes the second/foreign language transfer better and easier. Negative transfer refers to interfering effect of the first language in second/foreign language acquisiton because of the difference existing between two languages.

Ellis (1994) develops three mainly periods and categories, namely, behaviorist, mentalist, and cognitive view. Behaviorists regard language learning as a habit formation. In the view of mentalists, language acquisition is a creative construction of linguistic rules. Cognitive linguists focus on factors that influence language acquisition.

2.5.1 Behaviorist View of Transfer

Behaviorists and structuralists believe that (a) learners’ active and repeated responses to stimuli would promote language learning; (b) encouraging target-like reponses and correcting non-target-like ones would reinforce language learning; (c) breaking complex structures down into components

and acquiring them bit by bit would stimulate language learning. The difficulties in language learning depends on how much the target is similar or different from the native language. The more similar or identical the two languages are, the more positive transfer from the native language will promote the second/foreign language acquisition; and vice versa, the more different the two languages are, the more negative transfer from the native language will interfere the acquisition of the target language. Under this assumption, Lado (1957: 23) puts forward the theory of Constractive Analysis Hypothesis (CAH), which holds the view that:

- The level of difficulty experienced by the learners will be directly related to the degree of linguistic differences between first language and target language;
- Difficulty will manifest itself in errors: the greater the difficulty, the frequent the errors.

2.5.2 Mentalist View of Transfer

Chomsky (1950) puts forward the theory of mentalism, which was also called conceptualism or psychologism. The theory believes that human's language ability is born by nature and everyone will eventually master a language because there is Universal Grammar (UG) in language learning, and it is UG rules that determine the mastery of every language. Dulay and Burt (1974) conclude that children do not rely or depend on language transfer or comparison with their L1 to construct their L2, but they depend on their ability to construct their L2 as an independent system. According to Chomsky, children are born with some innate mental capacity which

helps them to process the language that they hear which is called as the language acquisition device.

2.5.3 Cognitive View of Transfer

Kellerman (1977) believes that language learning involves the same cognitive systems as learning other types of knowledge: perception, memory, problem-solving, information processing, etc. Faerch & Kasper (1987) say that it is generally acknowledged that typological similarity or difference cannot on its own serve as predictor for transfer, but interact with other linguistic factors. Ellis (2000) lists six kinds of factors that would cause language transfer:

1. Transfer happens at different linguistic levels, namely, phonology, syntax, discourse, pragmatics, etc.;
2. Social factors have impact on language transfer, for example, the influence of learning environment;
3. Markedness of certain language;
4. Prototypicality, the core meaning and the periphery meaning of a certain word;
5. Language distance and psychotypology, namely, learners' perception of language distance between L1 and L2;
6. Some developmental factors that limit inter-language development.

2.6 Syntax

According to Elgin, SH (1973), syntax can be defined as the study of the rule, or "patterned relations" that govern the way the words in a sentence come together. It

concerns with how different words that are categorized as nouns, adjectives, verbs, etc. are combined into phrases, clauses, which, in turn are combined into sentences.

2.7 Syntactical Transfer in Terms of Surface Strategy Taxonomy

As what Dulay (1982: 150) states that based on classification of surface strategy taxonomy, types of syntactical errors are divided into four types, they are omission, addition, misformation, and misordering.

a. Omission

Omission is characterized by the absence of an item that must appear in a well-formed utterance.

b. Addition

Addition is characterized by the presence of item which must not appear in a well-formed utterance.

c. Misformation

Misformation is characterized by the use of wrong form of the structure.

d. Misordering

Misordering is characterized by the incorrect placement of a morpheme or a group of morphemes in an utterance.

2.8 The Differences Between Indonesian Language and English

According to Richards, Platt and Platt 82, contrastive analysis comes from a word contrast which means to set in opposition and to compare by observing differences.

a. Plural

There is no exact form to form plural in Bahasa Indonesia but sometimes, reduplicating a noun can be the idea of plural. Meanwhile in English, it expresses plural implicitly by creating a new diction of a word by using -s and -es for noun and verb.

b. Sentence Structure

Indonesian language and English have the same way in forming a basic sentence, by putting verb after subject. However, in English, the verb changes based on the time differences, which cannot be found in Indonesian language.

c. Gender Orientation

In Indonesian language, there is no exact term for gender orientation. In contrast, the idea of gender orientation in English is commonly used in the form of pronoun, subject, and object. *He* and *him* for man, and *she* and *her* for woman. Meanwhile, in Indonesian, the word *dia* describes both man and woman.

CHAPTER 3

METHODOLOGY

3.1 Research Design

This research used qualitative study. Parkison and Drislane (2011) state that qualitative research is a research that uses some methods such as participant observation or case studies which result in a narrative, descriptive account of a setting or practice. The writer applied this method because the writer wanted to give detailed information and also clarify the phenomenon of the effect of first language syntactical transfer in the study of English-speaking ability of the English Education's students of University of Lampung. The writer chose this method as it was appropriate with the research process and the target undertaken in the study. The process of the research includes providing questions and procedures, collecting data from participants, analyzing the data, and interpreting the result of the research (Creswell, 2009: 4)

3.2 Source of Data

3.2.1 Population

Regarding to Mardalis (2003: 5), population is a group of cases with certain requirements related to the topic of the research. The population of this research was the English Education's students of the University of Lampung batch 2019.

3.2.2 Sample

Regarding to Mardalis (2003 :55-60), sample is a part of the whole individual on the population. The writer took the sample of the research based on purposive sampling. purposive sampling is considered desirable when the universe happens to be small and a known characteristic of it is to be studied intensively (Kothari, 2004). The writer had 14 students of the population as the samples.

3.3 Instruments of the Research

3.3.1 Oral Performance

Oral performance is an act of presenting something with a students' mouth (Palm, 2008). It was used in order to find out the students' syntactical transfer in terms of surface strategy taxonomy, and also to find the causes of the errors made by the students. The writer asked the students to record their oral performance in voice note and send them through *whatsapp*.

3.4 Data Collecting Technique

3.4.1 Oral Performance

The students were asked to record their spoken productions by speaking about their favorite movies in voice notes and send them through *whatsapp*. After that, the researcher had to find their syntactical errors based on surface strategy taxonomy, and also the causes of the errors made by the students with the help of the inter-rater.

3.5 Credibility of the Research

In this study, the writer used a qualitative descriptive research method in analyzing the effects of first language syntactical transfer in terms of surface strategy taxonomy on EFL learners' English-speaking ability. In qualitative research, the quality of the research is depending on how the data are collected, and the capability of the researcher in collecting the data is needed because the role of the researcher in analyzing and interpreting data will determine the quality of the data collected (Setiyadi, 2006: 237).

Setiyadi (2006: 234) states that trustworthiness in qualitative research could be assessed by four criteria; credibility (in preference to internal validity), transferability (in preference to external validity), dependability (in preference to reliability), and confirmability (in preference to objectivity). In order to get the trustworthiness, this study applied triangulation. In reference to triangulation, Cohen and Manion (1980) divide it into five types; time triangulation, place triangulation, theory triangulation, method triangulation, researcher triangulation, and methodology triangulation. Therefore, the appropriate type of triangulation for this study was researcher triangulation. Even though the researcher's assessment of the oral performances presented by the learners could represent what the researcher looked for, this study needed an inter-rater to avoid the subjectivity of the researcher since the researcher used the oral performance as the only instrument of the research. This type of triangulation was commonly used to collect the same data performed by more than a researcher. By involving more researchers, the research findings could relatively have a higher credibility (Setiyadi, 2006: 247). There were two raters in the study, the first rater was the researcher herself and the second rater

was Ms. Diah Ripratiwi M. Pd, an English teacher in Junior High School 14 Bandar Lampung.

3.6 Data Analysis

There are several steps in conducting the research as follow:

1. Determining the Participants of the Research

   The samples of the research were determined through purposive sampling. The researcher purposively chooses the particular units of the universe for constituting a sample on the basis that the small mass that they so select out of a huge one will be typical or representative of the whole (Kothari, 2004). The samples that were used in this research were 14 students of the population.

2. Assessing students' oral productions

   This step of the research aimed to obtain the types of errors based on surface strategy taxonomy of the first language syntactical transfer of EFL students' English-speaking ability and the reasons behind the errors. The researcher asked the students to record their oral performances in voice notes and send it through *whatsapp*.

3. Identifying students' oral productions

   The researcher analyzed the students' speaking in order to find their first language syntactical transfer in terms of surface strategy taxonomy and also the sources of errors with the help of an inter-rater.

4. Classifying the data

After identifying the students' speaking, the researcher classified the transfer in their speaking based on surface strategy taxonomy, which are; misformation, omission, addition, and misordering. The researcher also classified the sources of errors into two types, which are; interlanguage and intralingual.

5. Interpreting the data descriptively

   After the data categorized completely, the last step of the research was to interpret the data in a brief description.

CHAPTER 5

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

In line with the discussion of the research findings, the researcher found that the learners tended to make four error types of syntactical surface strategy taxonomy; misformation, omission, addition, and misordering. In the terms of syntactical surface strategy taxonomy, the learners frequently committed misformation errors, and least often made misordering errors. The English as a foreign language learners tended to make errors in expressing or communicating in English because of their first language transfer (interlanguage) and also overgeneralization (intralingual).

5.2 Suggestions

This research proposes some suggestions, as follows:

1. For further research

   Since this research only investigated the error types in students' oral performances in terms of syntactical surface strategy taxonomy, further researchers are suggested to take concerns on other taxonomies.

   In the other hand, this study focused on students' oral productions; thus, future researchers are suggested to take another related study, such as students' written productions.

Furthermore, this study used university students as the subjects of the research; thus, the future researchers can use other proper subjects, such as senior high school students, or junior high school students.

Moreover, the researcher found two sources of errors which are interlanguage and intralingual. Therefore, the future researchers can look for other aspects that might be the reasons of errors.

2. For teachers

   The teachers are hoped to pay more attention in the process of learning English as a foreign language, and are able to help the learners in coping with their problems regarding to syntactical surface strategy taxonomy in their learning process. That so the learners can minimalize the errors in their oral productions in the future.

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