

**AN INVESTIGATION OF STUDENTS' INTERLINGUAL
ERRORS IN PARAGRAPH WRITING
AT SMAN 1 TAKALAR**



A THESIS

***Submitted to the Faculty of Teacher Training and Education Universitas
Muhammadiyah Makassar in Part Fullfillment of The Requiremen for
The Degree of Education in English Department***

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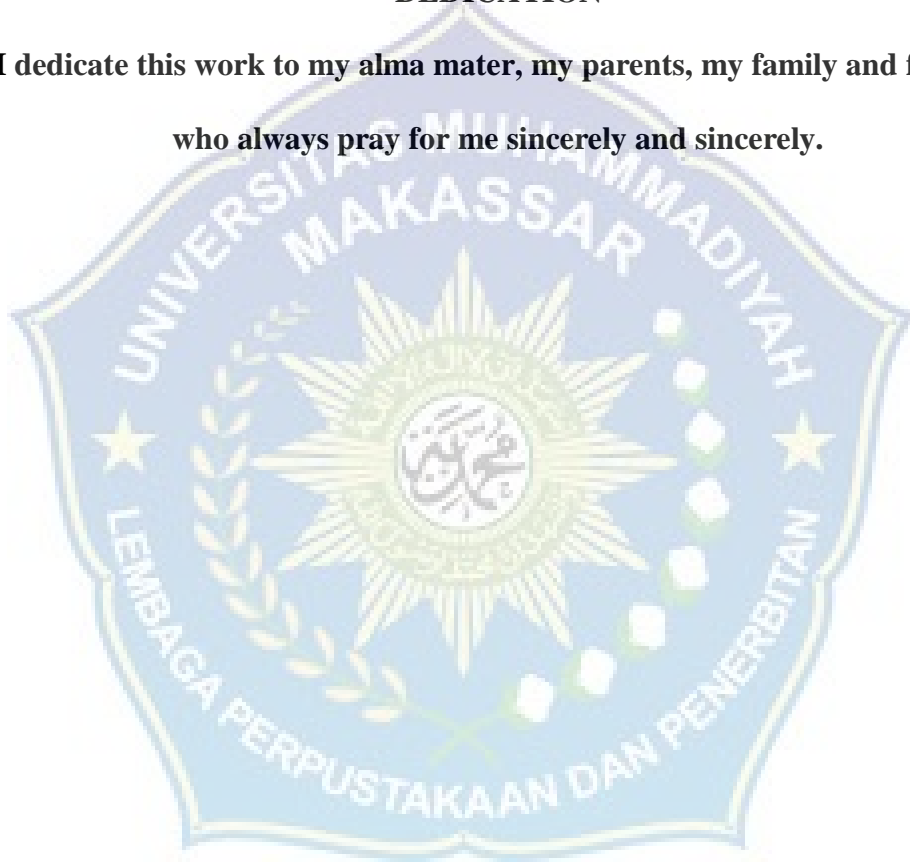
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MOTTO

**“Kamu masih terlalu muda untuk membiarkan dunia menghancurkanmu,
tidak ada hidup tanpa masalah dan tidak ada usaha tanpa rasa lelah.
Tetaplah semangat sampai Bismillah menjadi Alhamdulillah”.**

DEDICATION

**I dedicate this work to my alma mater, my parents, my family and friends
who always pray for me sincerely and sincerely.**



ABSTRACT

Herlina.2023. *An Investigation Of Students' Interlingual Transfer Errors In Paragraph Writing At SMAN 1 Takalar.* A thesis of English Education Department the Faculty of Teacher Training and Education, universitas Muhammadiyah Makassar. Sepervised by Nurdevi Bte Abdul and Hilda hafid.

The purpose of this research is to determine students interlingual errors in paragraph writing. This research is qualitative research, based on the variables this research is clarified as descriptive research which focuses on students interlingual errors in writing paragraphs. The subjects used in this research were class 2 of SMAN 1 Takalar, totaling 35 students. The instrument used in this research was an Indonesian narrative test which was given to students to be translated into English.

From the research results, it shows that students at SMAN 1 Takalar make several interlingual errors in writing paragraphs. The errors made by students are grammatical errors consisting of additions and deletions. In term of addition, student added irregular verbs, to be, prepositions, regular plural verbs and present participles were found. In term of omission, the student omitted verb inflection, spelling, regular verb, to be, regular plurals, verbs, subject pronouns, and possessive adjectives. In short, it can be concluded that in interlingual paragraph writing, many students still make errors in the 2 types of errors that have been determined.

Keywords: *Investigation, Interlingual, Paragraph Writing.*

ABSTRAK

Herlina, 2023. *Investigasi Kesalahan Transfer Antarbahasa Siswa dalam Penulisan Paragraf di SMAN 1 Takalar.* Skripsi Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar. Dibimbing oleh Nurdevi Bte Abdul dan Hilda Hafid.

Tujuan dari penelitian ini adalah untuk mengetahui kesalahan interlingual siswa dalam menulis paragraf. Penelitian ini merupakan penelitian kualitatif, berdasarkan variabel penelitian ini diklarifikasikan sebagai penelitian deskriptif yang berfokus pada kesalahan interlingual siswa dalam menulis paragraf. Subyek yang digunakan dalam penelitian ini adalah kelas 2 SMAN 1 Takalar yang berjumlah 35 siswa. Instrumen yang digunakan pada penelitian ini berupa tes narrative bahasa Indonesia yang diberikan kepada siswa untuk diterjemahkan ke dalam bahasa Inggris.

Dari hasil penelitian, menunjukkan siswa SMAN 1 Takalar melakukan beberapa kesalahan interlingual dalam menulis paragraf. kesalahan yang dilakukan siswa merupakan kesalahan tata bahasa yang terdiri dari penambahan dan penghilangan. Dalam kesalahan penambahan ditemukan kesalahan kata kerja beraturan, to be, preposisi, kata kerja jamak beraturan dan present participle. Dalam kesalahan penghilangan ditemukan kesalahan mengeja, infleksi kata kerja, kesalahan kata kerja beraturan, kesalahan to be, jamak biasa, kata kerja, kata ganti subjek, dan kata sifat posesif. Singkatnya, dapat disimpulkan bahwa dalam interlingual penulisan paragraf siswa masih banyak yang melakukan kesalahan pada 2 jenis kesalahan yang telah ditentukan.

Kata Kunci: *Penyelidikan, Interlingual, Penulisan Paragraf.*

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In the name of Allah, the beneficent and merciful

Ahamdulillahi robbil alamin, Praise be to Allah SWT for the blessings and mercy as well as the blessings of health, the blessings of faith and the blessings of knowledge given so that the author can complete his thesis with the title An Investigation of Students' Interlingual Transfer Errors In Paragraph Writing At SMAN 1 Takalar. Sholawat and salam are always poured out on the great prophet Muhammad SAW who has brought us from the realm of complete darkness to the realm of bright light as we feel today.

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The author realizes that this thesis is far from perfect. There are still many mistakes and deficiencies, therefore the writer expects criticism and suggestions for the improvement of this thesis. We hope that writing this thesis can be especially useful for writers and educators in general for future improvements

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CHAPTER I

INTRODUCTION

A. Background

English is a unifying language or international language used in the communication process from various countries. By having the ability in English language will make it easier in the process of writing or translating English into Indonesian or Indonesian to English. With the ability in English language, it is expected to be able to support students in obtaining work easily and can develop the mastery of foreign languages to be able to compete globally. However, in the process of writing languages to other languages, students often make errors and have difficulty in translating Indonesian into English or English into Indonesian. In the process of translating language students often translate word by word, this causes the meaning of the word will be different from the original meaning, thus making students less understanding what is being communicated/discussed. This causes many students to doubt and become awkward and even the hornbills speak in front of strangers.

The error in transferring language is not only done by middle and high school students, but are also made by students at university level. According to Brown (2007:263) errors that are often made by the students in a second language are divided into two types, namely global errors and local errors. Its global impact can hinder communication, which means that this error prevents reader from understanding the meaning of the message

conveyed by the author. While the local impact is a form of error that listeners and readers can still understand. Besides that, Brown (2007) said that students errors in a second language are caused because students think that the form of the second language is similar to original language (interlingual errors) and negative switching of items in the target language (intralingual errors). So, in this condition also often occurs in students of the English Department of Education. Even though they have majored the english department, it is possible that they will not make some verbal errors in paragraph writing.

In the language transfer process it is not easy for students to do because English is not their first language, language transfer is difficult for students especially since Indonesia has many different languages from English. the differences in question include phonology, semantic arrangement, or syntax. As a result, whenever they choose to communicate using English, they often engage in errors in transferring the target language. They are more consistent in using the grammatical structure of the first language to transfer the first language to the target language. the use of the structure of the first language with the target language causes interference errors in the process itself.

Remembering it is very important for researchers to analyze student error and examine the difficulties they experience in the class. In this research the researcher focused on analyzing the type of error and source of student interlingual transfer errors in paragraph writing.

B. Research Question

Based on the explanation of the background above, the research question can be formulated as follows:

What errors do Students often make in interlingual transfer in paragraph writing?

C. Research Objectives

The objective of the research is to analyzing the errors made by the students in interlingual transfers in paragraph writing.

D. Significance of Research

The research conducted is expected to provide benefits both theoretical and practical:

1. Theoretical

This material can serve as a resource or starting point for those who wish to learn more about issues relevant to students' interlingual transfer errors in paragraph writing.

2. Practical

- a. For student: From this research it is hoped that it can make students know what things are difficult in carrying out interlingual transfers in paragraph writin so that students will pay more attention to how to transfer language correctly.
- b. For english teacher: This research can help teachers to pay more attention to their students in interlingual transfer in writing paragraphs.

E. Scope of the Research

The researcher focused on analyzing what errors made by class XI students of SMAN 1 Takalar in the interlingual transfer process in paragraph writing. Does grammatical errors affect students writing in interlingual transfers. Therefore, researchers are still limited in analyzing students' interlingual transfer errors in paragraph writing.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Study

The current study utilizes some of literature reviews to strengthen this research from a theoretical perspective. The theory applied is as follows.

Nurieta (2013), this study studied the types and sources of errors that students often make in learning foreign languages. Types of errors that often occur are categorized into two, namely types of errors interlingual and intralingual. The results of his research found that intralingual interference was more significant than interlingual.

Murtiana (2019), the results of this study to analyzes the occurrence of mistakes that are often made by English learners in the compositional structure where the mistakes that are often made are interlingual and intralingual errors. In the results of his research it is known that the errors that often occur are interlingual errors compared to intralingual errors.

Rong (2019), the results of this study found that unavoidable and significant errors in language acquisition were interlingual and intralingual errors. This is very influential for students when they want to learn a language.

Sayogie (2022), from the results of his research studying interlingual errors in minimal consonant pairs to see the correlation between errors and speaking skills that occur in high school students.

Wedananta (2020), from the results of his research found evidence that English is still used at the Interlanguage (IL) level even though using English,

some students still make interlingual errors. This study aims to analyze students' English interlanguage errors. So that mistakes that are often made by students are easily recognized by the teacher, where mistakes that are often made by students are the use of *to be*.

From previous related study above, it can be concluded that the errors that often appear in learning English are interlingual and intralingual errors. Where when students learn to transfer languages they often make mistakes by translating their native language into the target language word by word so that the meaning of the sentence is different from the language in question.

As for the similarities and differences of some of the results of the research above, that is: The similarity of some of the results of the research above is that they both analyze the mistakes that are often made by English learners in transferring languages where the mistakes that are often made are interlingual and intralingual errors. And the difference from the research above is that there are those who examine the consonant structure of students' pronunciation, students' mistakes when translating word for word, and interlingual errors such as the use of *to be*, prepositions and adjectives/nouns, etc.

B. Some Partinents Ideas

1. Definition of Investigation

Investigation is an effort to research, investigate, search, research and collect data, information and other findings to find out/prove the truth or even falsity of a fact which then presents conclusions on a series of

findings and a series of events. the purpose of carrying out an investigation is to determine the root cause of the error and then take corrective action for errors or deviations that allow failure or error to occur so that it does not recur.

2. Definition of Interlingual

Russian linguist Jakobson argues that interlingual translation, “is a type of translation used for language transfer from a source language (SL) to a target language (TL)”. This translation involves switching languages or transferring the text as a whole into another language both in terms of meaning and form. In the process of learning a language, the initial stage that is carried out is interlingual transfer, which is the process of transferring the first language or mother tongue into another language or the second language previously studied in foreign language learning.

According to Rubrecht (2005) when a translator or interpreter, reads and listens to the source text, he must ask himself two basic questions. "What does it mean?" and how should it be said in the target language?". It must be admitted that translation is much more intensively needed in the surrounding environment, especially in line with the development of the era where the process of interaction with each other individuals or institutions is one of the results of world globalization.

However, in the process of translating between languages or interlingual transfers students often make mistakes, where some students still translate words in a sentence so that the meaning of the sentence is

different from the language in which it is intended. Chelli (2013), defined interlanguage as the result of a transfer of the language that was caused by the first language learned. Learners' errors in the second language against the learner's assumption that forms of the second language can be required with the native language (interlingual errors) and negative transfer of items in the target language (intralingual errors).

Fauziati (2009: 139), argues that error are the result of kineristic factors such as limited memory, fatigue, and emotional tension. When a student's attention is focused on another person, they tend to be non-terrific and easy to correct. Because of their interlingualism, foreign language learners sometimes speak in target terms when learning the language. Error transfer is the cause of misunderstandings between languages. Interlanguage difficulties are mainly caused by disorders of the mother tongue. Brown (2007: 263) classifies the error component as interlingual transfer, namely the negative transfer of an item from the learner's language to the target language; intralingual transfer, i.e. negative transfer of an item in the target language, learning context, which mixes both types of transfer, and communication strategies, namely the use of verbal emotive mechanisms to convey messages when linguistic tools are not available to the learner due to a number of factors. Al-Khresheh (2010), also confirmed that interlingual errors were made by literal translation.

The following interlingual errors are often made:

- a. Transfer Error: this error is caused by interference from the mother tongue. Handayani (2011) in Meisa (2014:14), states that errors are systematic deviations, deviations that occur repeatedly and students do not realize that what they are doing is deviation. A student who does not know the rules of the target language will still use the same rules as those obtained in his native language.
- b. Mother tongue interference: errors generated by learners or translators in learning to discover the structure of the target language rather than transferring their first language model.
- c. Literal Translation: this error often occurs because students translate sentences or idiomatic expressions of their first language into the target language by translating word by word.

Errors in language are considered as part of the language learning process, these errors mean that they are an integral part of language acquisition or teaching. Especially in learning foreign languages, it is not easy for students to master foreign languages quickly, which is not their first language or mother tongue.

3. Definition of Transfer Errors

Transfer errors are defined as language errors caused by learners breaking the rules or language code. This situation arises because the learner already has a grammatical language (rules) that is different from other grammatical languages, giving rise to learning

difficulties or learning difficulties in general. As a result of the use of prominent language rules, this has implications for the use of language and results in errors in the use of the language. Transfer occurs because of factors related to language learning. Contrary to popular belief, learning a second language (L2) is based on the first language (L1). Gentile in Santrock (2007), Transfer is the process of someone applying their knowledge and skills to new situations to learn or solve problems. According to Brown (2007: 146), transfer is the use of linguistic or conceptual understanding previously learned to facilitate the task of learning a new language.

Transfers are divided into two types, namely positive transfers and negative transfers:

a. Positive Transfer

Positive transfers are associated with newly detected appearances or newly detected behaviors that are consistent with current norms. In general, the new behavior is superior to the old behavior. Positive transfer will occur if there is agreement between the two languages, which is related to the deficiencies of the first language which are related to second language learning.

b. Negative Transfer

Negative transfers are caused by behavior being matched against an older behavior, which causes an error. In general, the meaning of this new behavior is the same as the old behavior. Negative transfer in this

case occurs when there are differences between the two languages in the linguistic field, this negative transfer is known as interference.

Transfer errors due to the influence obtained from the similarities and differences between the language learned by a language learner and the language they have known for a long time.

The source of the error from the transfer error are as follows:

- a. Language transfer: This process is the result of thorough generalization and functionalization of certain items, rules and systems that are transferred from the native language to the target language during interlanguage work.
- b. Second language learning strategies: There are many strategies that have a negative impact on permutations of sentence structure. This procedure is caused by the reluctance of students to improve their target language.
- c. Second language communication strategy: This strategy can be extended by using grammatical quotation styles such as ameles, plural, past tense, etc.

4. Cause of Interlingual Transfer Errors

The language systems developed by students are generally different from linguists at source language (SL) or target language (TL), which allows students to present a language system that supports certain dialects. Idiosyncratic utterances are utterances that have no model, either in SL or TL. The initial stage of normal language learning is characterized

by interlingual transfer, namely the transfer of elements of the first language or mother tongue into the second language students learn. Such behavior is referred to as interference by SL with TL.

Source language is one aspect of learning about target language which is problematic. Source language is often referred to as a student's main concern when studying target language. Daulay in Syarifuddin (2004:15) states that the main cause of problems in learning a new language comes from the source language which is a requirement for learning objectives. The cause of interlingual errors is SL interference, which has negative implications for TL. SL is one aspect of learning about SL which is problematic.

Interlingual transfer errors caused by interference errors:

- a. Lack of newly acquired vocabulary

So far vocabulary has indeed become one of the parts that must be mastered in learning a foreign language, a lack of vocabulary can affect the language learning process.

- b. Bilingualism of speakers

The phenomenon of erratic bilingualism is associated with interference which can cause a language crisis. In general, some bilinguals are able to protect the language they use from interference, but the majority of bilinguals find it difficult to do so when expressing ideas in spoken form. Indonesian and other foreign languages used tend to be more difficult to understand. Things can trigger errors in the transfer of the

first language to the target language.

c. The habit of using the first language or mother tongue

The habit of using the mother tongue in learning a foreign language is also a trigger for language transfer errors. This is because the mother tongue has a grammar that is much different from English grammar.

5. Error Analysis

Error analysis is a process of assessing language errors, especially in the process of acquiring a second language. According to Fauziati (2009:168), error is seen as an inevitable and positive part of the process. Azis (2007:74), defines error analysis as any form of error in a language other than English, which must be corrected or made so that it can be used in a safer and more reliable way. It is possible to do an error analysis to learn more about how someone learns a particular language, how they do it, and how they can use that information to learn common grammatical errors of a language, as well as how to use language as a teaching tool or in the production of academic materials. In Fauziati (2002:75), Dulay, Burt, and Krashen stated that error analysis has several main objectives. The first thing to do is provide information about who to contact regarding the details of how the language learning process can be constructed. The purpose of this was to highlight teachers and curriculum developers for the target language that were most poorly developed by staff members using which form of error was most obvious and most effective. Errors are deviations from existing language systems and linguistic standards. Error

are violations of the way a person speaks and acts in speech society. Errors are things that cannot be understood by a communication partner or a native speaker. Error Analysis was developed from the application of Hypothesis and Contrastive Analysis to overcome student errors. In contrast to the Contrastive Analysis Hypothesis, which predicts errors in L1 transfer, Error Analysis is more descriptive and does not predict the causes of language errors only in L1 instructions. Many other factors can prevent students from learning the appropriate language.

6. Type of Errors

Errors are defined as language errors caused by programmers breaking the rules or language code. This situation arises as a result of the learner already having grammar (rules) that are different from other grammars, so it is problematic for learning difficulties or learning difficulties in general. As a result of the use of prominent language rules, this has implications for the use of language and results in errors in the use of language.

In writing paragraph, most students make mistakes in several sentences. When student writing paragraph from indonesia to english, students often translated a sentence word by word, this makes the meaning of the sentence different from what it really means. It is not easy to compose and interpret sentences correctly by combining lots of vocabulary. Errors can also arise due to distraction from previously learned main language. Sources of error when learning a particular

language can occur, according to Sattayatham and Honsa (2008), as a result of systemic intervention from native language learners and the general characteristics of the language learning environment. this happens due to a lack of understanding of grammatical structures, especially those that are very different from the original language.

Errors in language teaching are natural errors, everyone who learns a language will inevitably engage in mistakes, and through these mistakes they will learn a reliable structural vocabulary. Ellis (2001:17), stated that errors describe a gap in the user's understanding, this occurs because the user does not realize what is clear. In contrast, Error describes a repeated event that occurs in a text message, this occurs because the user is not attentive enough to recognize the importance of paying attention to the text.

Errors may occur as a result of human factors such as understanding difficulties, psychological issues, and misconceptions about course content. This statement was made by learners who did not describe the structure of the mother language but instead generalized the language more broadly based on definitions from the target language.

The errors that often arise when students writing paragraph are as follows:

a. Grammatical Error

When one person talks to another, there is a connection. Connection itself is communication. When operating spoken English, the speaker uses a grammar selection system. Harmer (2004:12) defines grammar

in a particular language is a description of the way words are arranged in such a way that they can be combined to form complete sentences in that language. It is a grammatical structure and system.. According to Batko, Ann, and Rosenheim (2004:24), grammar is the basic structure of language that emphasizes the correct form of sentences and words. The effective use of grammar in communication results in the production of meaning. Grammar is used to create communication meaning in written or spoken communication. It is important to understand grammar and language arts in order to use them effectively. Therefore, it is important to use grammar when communicating with other people. In fact, many students still make mistakes in grammar, students often make prominent mistakes in spoken English. Because in learning English, the problems that often arise which are often made by students are grammatical errors.

In writing paragraph, most students still often make mistakes in writing or transferring a good and correct sentences, this is due to a lack of understanding of grammar. Indeed, the process of learning English is not easy as one might think, moreover, having to compose sentences by combining several vocabularies. this is where students often make mistakes so that they interpret sentences in word by word. Errors in grammar can be classified into the following categories: addition omissions, ordering, and substitutions.

The following grammar errorss that are often made are classified into

four parts, namely as follows:

1. Addition

Addition error is a type of error that is made when the learner uses unnecessary parts and makes the resulting sentence ungrammatical, for example adding *to be* to the sentence.

Example : = Vegetables is a healthy foods (incorrect)

= Vegetables are healthy foods (correct)

2. Omission

Omission is the type of error when students omit the required part of an expression so that it becomes ungrammatical. for example omit nouns.

Example : = There are book on table (incorrect)

= There are book on the table (correct)

3. Ordering

Ordering is a type of error that uses the first grammatical form into another grammatical form.

Example : = Aspirin is really needing highly in medical part (incorrect)

= Aspirin is highly needed in medical part (correct)

4. Substitution

Substitution is a type of error that uses the first grammatical form into another grammatical form.

Example : = People in America have breakfast with bread (incorrect)

= American have breakfast with bread (correct)

7. Definition of Paragraph

Paragraph is a combination of sentences that contain one main idea. According to KBBI, a paragraph is a chapter in an essay which often contains a philosophical idea, and the writing develops with new capital letters.

A paragraph is a part of a longer essay that has more than one sentence and deals with a specific subject with supporting ideas. Also, paragraphs are a more eloquent and extended version of a quote. Paragraphs are also members of sentences that always communicate with each other to bring up ideas. Widjono (2007:173-174) Paragraph is a part of written language which consists of several different clauses which are arranged logically and systematically in a tight unit. The paragraph above consists of several sentences that hide information and use the main or singular subject sentence and the second person singular object sentence.

Paragraphs function as part of an essay taken from a collection of sentences used to make the subject matter. A good paragraph writer must adhere to the principles and procedures for writing good paragraphs, especially if later writers have difficulty organizing and developing their work. When a paraphraser works to choose good paraphrases, he or she is already in the process of selecting good writing at that point. To be able to use such learning frameworks effectively, one must know the proper rules and procedures for writing effective paragraphs.

As for part of the paragraph as follows:

a. Main idea

The main topic is the core of the problem in the paragraph. The main idea in the paragraph is focused on the main idea. The main idea presented is composed of one topic sentence.

b. Topic Sentence

Topic sentence is a sentence that contains a problem that can be described or described in more detail. the information in the sentence is complete, the location of the topic sentence is generally at the beginning or end of the sentence.

c. Explanatory Sentence

An explanatory sentence is a sentence that cannot be understood by itself without referring to other sentences. The purpose of the Explanatory Sentence is to support the Topic Sentence so that it contains additional details, examples, and information.

8. Definition of Writing

Writing is expressing ideas, opinions, and ideas in a series of sentences. Apart from that, writing letters with a pen or pencil, drawing sketches or landscapes, telling stories, and illustrating them. Therefore, the writer will also be affected by the mood and background when writing. Therefore, it is important to determine the genre and style of language from the point of view that will be presented through the text.

Writing is an activity of expressing ideas in written form.

According to Yunus (2002:13) Writing is a verbal communication strategy that emphasizes the elaboration of messages with written media. The message referred to here is the content or content contained in the writing, while the writing in general is a series of letters complete with all the elements of the writing symbol, such as spelling and punctuation. As a result, writing is the single most common form of language use, also known as basic language use, and comprises three distinct types of writing: the writer as the messenger, the message content or writing, the writing channel or medium. , and the reader as the recipient of the message.

Ariadinata (2009:5) writing is the most effective way to express ideas. A good writer is able to describe an idea in a good way too. Amateras, in developed countries, education in schools, from elementary to tertiary level, places the obligation to write as a subject that must be taken. Writing is not just describing symbols, but expressing thoughts, problems, ideas, and arguments under writing in the form of complete sentences and paragraphs. Therefore, writing is a communication tool used to carry out negotiations and transactions in written English. The view that requires the writer to know the purpose of writing is that writing is a form of negotiation and transaction. In addition, a writer must understand the context of the situation and the context of the day that supports the purpose of the work.

C. Conceptual Framework

Based on the conceptual framework, the researcher focuses on the analysis of types of errors and sources of errors in students interlingual in paragraph writing.

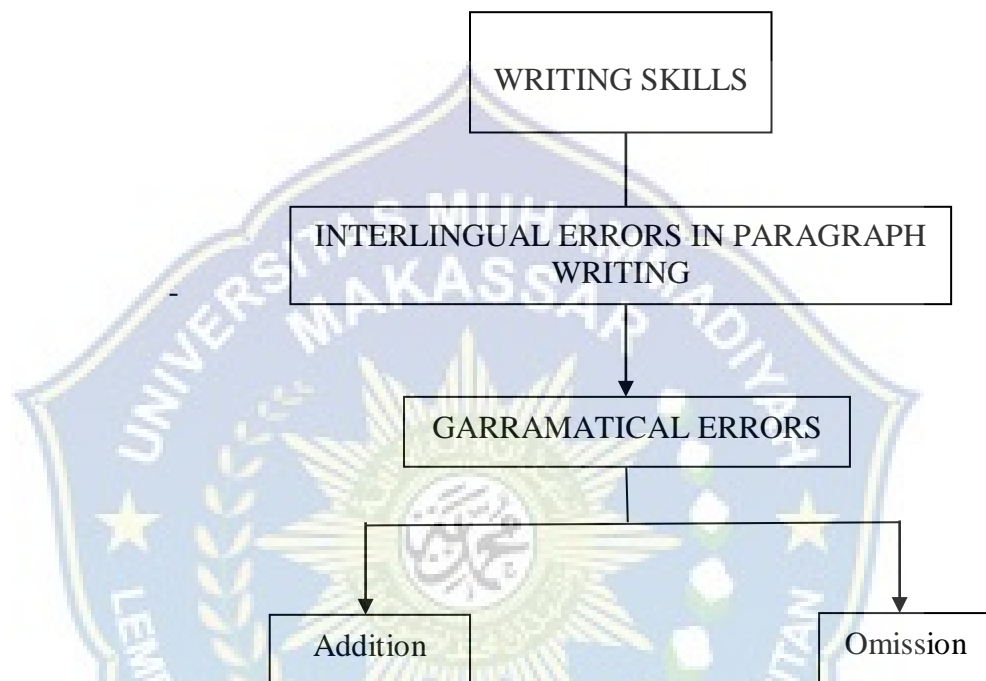


Figure 2.1 : Conceptual Framework

From the conceptual framework above, it describes the researcher's journey in analyzing students' interlingual errors in writing paragraphs. This is also related to the observations that will be carried out so that sampling and data collection are not wrong and are in accordance with the researcher's plan to achieve the objectives of this research. Researchers only focused on analyzing two students' grammatical errors when writing English paragraphs, namely additions (the presence of words that appear in sentences that are not needed) and omissions (words that must appear in the sentence).

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study used qualitative research, with a descriptive method. This study aimed at analyzing interlingual errors made by students SMA 1 Takalar when writing paragraph. Lincoln (2000) states that qualitative research is research that involves interpretive and naturalistic approaches. Descriptive research is a writing process that focuses on describing subjects or objects that have been discussed in depth, clearly and accurately. Descriptive research is conducted to understand the true value of a variable, either one variable or more, without making comparisons, or associating one variable with another.

B. Research Subject

Arikunto (2010), defines research subjects as a type of research where researcher can use objects, things, or people to obtain research variables. The subjects of this study were students of SMAN 1 Takalar. Where the researcher collected data in class XI where the number of students is 36 people, the reason the researcher choosed class XI as the research subject is because class XI students still tend to make mistakes in the process of transferring language or writing paragraph.

C. Research Instrument

Research instruments is a tool used to collect, process, and analyze data related to what is being researched. According to Purwanto (2018), the instruments used for data collection during research are called research

instruments. Research instruments are made in accordance with the theory and research objectives.

The research instrument that used in this study are:

1. Test

To collect data researchers use tests. Students are given test in the form of paragraphs in Indonesian and then students are directed to translate it into English, from the results of student assignments, researcher will analyze grammar errors, namely addition and omission.

2. Observation Sheet

Observation is a data collection method that is carried out by observing and reviewing students work. Ismail (2020), observation can be considered the only data collection technique that is more specific than other techniques.

D. Data Collection

Data collection is an activity of searching for data in the field that is used to answer research problems. The correctness of data collection and the qualifications of data collectors are needed in obtaining quality data.

Data collection used by researchers in obtaining data that is:

1. Test

Researcher used test to collect data, the researcher given a test to students.

2. Observation Sheet

Observations were made to analyze students' interlingual errors in paragraph writing.

E. Data Analysis

Data analysis is a process of data collection with the aim of obtaining factual or useful information that can be used as a basis for formulating a decision to resolve a particular issue. According to Moleong (2017:280-281), data analysis is the process of organizing and classifying data into categories and a basic description so that it can be analyzed thematically and used to produce working hypotheses that are in harmony with the data. This analysis process consists of the following steps: gathering data based on its characteristics; analyzing the data and identifying important information from the data. In this study, the researcher used descriptive qualitative to analyze and observe students' mistakes in interlingual transfer errors in paragraph writing. To get data, perform the following steps:

1. Data Reduction

To collect data this research uses a data reduction strategy. Data reduction is a step in the process of conducting qualitative data analysis. it involves cleaning the data and removing unnecessary information so that it can be used to generate accurate information and make conclusions easier.

2. Data Display

To clarify research findings conducted by researchers using data visualization to make it easier to understand, information will be compiled and stored together between each of the information collected.

3. Conclusion/Verification

The next stage is the conclusion when the data reduction and data display

have been included, drawing conclusions is the final stage of the data analysis process accompanied by evidence that is accurate and reliable.



CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This chapter presents research findings in relation to previously analyzed the data. This study presents research findings by analyzing students' errors in writing English paragraphs.

1. Type of Interlingual Transfer Errors in Paragraph writing

a. Grammatical error

Effective use of grammar in communication results in the production of meaning. Grammar is used to create meaning in written or spoken communication. It is important to understand grammar and language arts in order to use them effectively. In using grammar, students often make errors, the errors that are often made are as follows

1. Addition

On addition errors there were 23 students who made addition errors, including:

Extract 03:

- *Because tomorrow you **moved**, we will play all day.*

In the sentence above the student 3 has an addition error, namely adding a regular verb to the word “**moved**” which should be “**move**”. Because “**ed**” is used when it happened in the past.

Extract 04:

- *Because tomorrow you **moved**, we will play all day.*

In the sentence above the student 4 has too an addition error, namely adding a regular verb to the word “**moved**” which should be “**move**”.

Extract 06

- *Because tomorrow you **moved**, we will play all day.*

In the sentence above the student 06 has too an addition error, namely adding a *regular verb* to the word “**moved**” which should be “**move**”.

Extract 07:

- *Because Rara will **moving** house to join her father*
- *Because you will **moving in** tomorrow*

In the sentence above, student 7 has a problem with an addition error, namely adding the *present participle* “**ing**” to the word moving which should just be “**move**”. Next, addition the preposition “**in**” to the sentence moving in tomorrow which should be written as **you will move tomorrow**.

Extract 08:

- *Because tomorrow you **moved**, we will play all day.*

In the sentence above the student 8 has an addition error, namely adding a *regular verb* to the word “**moved**” which should be “**move**”.

Extract 09:

- *The two of them **were** never apart and always together.*

In the sentence above the student 9 has a problem in addition errors, namely the addition of *to be* “**were**” which should not be necessary. So

the correct sentence is **the two of them never.**

Extract 12:

- *Because Rara will **moving** house to join her father*
- *Because you will moving **in** tomorrow*

In the sentence above, student 12 has too a problem with an addition error, namely adding the *present participle* "**ing**" to the word moving which should just be "**move**". Next, addition the *preposition* "**in**" to the sentence moving in tomorrow which should be written as **you will move tomorrow.**

Extract 14:

- *The two of them **were** never apart and always together*

In the sentence above, student 14 had a problem in addition error, namely adding *to be* "**were**" in the sentence "**the two of them were never apart**" which should not have been added to the word "**were**".

Extract 15:

- *The two of them **were** never apart and always together*
- *Because tomorrow you **moved***

In the sentence above, student 15 had a problem in addition error, namely adding *to be* "**were**" in the sentence "**the two of them were never apart**" which should not have been added to the word "**were**". Next is adding a *regular verb* to the word "**moved**" which should be written "**move**".

Extract 16:

- *Because her best **friends***

Student 16 has a problem with addition errors, namely *regular plural verb* form of the word "**friends**" should be written "**friend**" because there is only one friend in question.

Extract 18:

- *The two of them **were** never apart and alawys together*
- *Because tomorrow you **moved***

Student 18 had a problem with an addition error, namely adding *to be* "were" in the sentence "**the two of them were never apart**" which should not have been added to the word "**were**". Next is adding a *plural verb* to the word "**moved**" which should be written "move".

Extract 20:

- *The two of them **were** never apart and always together*

In the sentence above, student 20 had a problem with an addition error, namely adding *to be* "**were**" in the sentence "**the two of them were never apart**" which should not have been added to the word "**were**".

Extract 21:

- *Because her best **friends***

Student 21 has a problem with addition errors, namely *regular plural verb* form of the word "**friends**" should be written "**friend**" because there is only one friend in question.

Extract 22:

- *The two of them **were** never apart and always together*

In the sentence above, student 22 had a problem with an addition error, namely adding *to be* "**were**" in the sentence "**the two of them were never apart**" which should not have been added to the word "**were**".

Extract 23:

- *Because her best **friends***
- *Calm and **started***

Student 23 has a problem with addition errors, namely *regular plural verb* form of the word "**friends**" should be written "**friend**" because there is only one friend in question. Next is addition of *regular verb* from the word "**started**" should be written "**star**" because in the story we just started crying, while the use of "**ed**" has already happened in the past.

Extract 24:

- *Because her best **friends***

Student 24 has a problem with addition errors, namely *regular plural verb* form the word "**friends**" should be written "**friend**" because there is only one friend in question.

Extract 25:

- *The two of them **were** never*

In the sentence above, student 25 had a problem with an addition error, namely adding *to be* "**were**" in the sentence "**the two of them were never apart**" which should not have been added to the word "**were**".

Extract 26:

- *The two of them **were** never*

In the sentence above, student 26 had a problem with an addition error, namely adding *to be* "**were**" in the sentence "**the two of them were never apart**" which should not have been added to the word "**were**".

Extract 27:

- *The two of them **were** never*

In the sentence above, student 25 had a problem with an addition error, namely adding *to be* "**were**" in the sentence "**the two of them were never apart**" which should not have been added to the word "**were**".

Extract 28:

- *Because Rara will **moving** house*

Student 28 has a problem with an addition error, namely adding the present participle "**ing**" to the word moving which should just be "**move**".

Extract 29:

- *Because tomorrow you **moved**, we will play all day.*

In the sentence above the student 3 has an addition error, namely adding a regular verb to the word "**moved**" which should be "**move**".

Extract 30:

- *Because Rara will **moving** house*

Student 30 has a problem with an addition error, namely adding the present participle "**ing**" to the word moving which should just be

"move".

Extract 31:

- *The two of them **were** never apart and always together*

In the sentence above, student 31 had a problem with an addition error, namely adding *to be* "**were**" in the sentence "**the two of them were never apart**" which should not have been added to the word "**were**".

Extract 33:

- *The two of them **were** never apart and always together*

In the sentence above, student 33 had a problem with an addition error, namely adding *to be* "**were**" in the sentence "**the two of them were never apart**" which should not have been added to the word "**were**".

2. Omission

On omission errors, there were 22 students who made addition errors, including:

Extract 01:

- *The two them never parted and always together*
- *Because Rara knew the **seness***

In the sentence above shows that student 1 has a problems in omission errors. Namely omission of the *preposition* in the sentence "**the two them**" which should be "**the two of them**". The next step is *misspelling* the word "**seness**", should be written "**sadness**".

Extract 02:

- *The two them never parted and always together*
- *Because Rara knew the **seness***

In the sentence above shows that student 1 has a problems in omission errors. Namely omission of the *preposition* in the sentence **“the two them”** which should be **“the two of them”**. The next step is *misspelling* the word **“seness”**, should be written **“sadness”**.

Extract 03

- *Because tomorrow you moved*

In the sentence above, student 3 has a problem in omission error. Namely omission of *verb* in the sentence **“you move”** which should be **“you will move”**. Next is *verb inflection* by changing the past tense verb to the form of the first verb in the word **“moved”** which should be written **“move”**.

Extract 04:

- *Becausede Rara will move house her father who is working outside the city*
- *Because tomorrow you move*

In the sentence above shows that student 4 has a problem in omission errors, namely omission of *verb* in the sentence **“because Rara will move house her father”** which should be **“because Rara will move to join her father”**. Next is **“you move”** which is should be written **“you will move”**.

Extract 05:

- *The two of them naver **apart***
- *But Rara and Rini will soon disapper*
- *Every night Rini cries in her room because her little friend leave*

Several sentences above show that student 5 has problems in omission errors. The first is a *regular verb* error of the word “**apart**” which should be written “**parted**”. The second is omission of the *verb* should before the word “**will**” there must be the word “**togetherness**”. The last one is omission of the *possessive adjective* from the sentence “**her little friend left**” which should be written “**her little friend has to leave her**”.

Extract 06:

- *The of them never **apart** and always together*

Student 6 has problems in omission errors, namely *regular verb* of the word “**apart**” which should be written “**parted**”.

Extract 07:

- *Every night Rini **Cry** in her room*

Student 7 has problems in omission errors, namely *regular plural verb* from the word “**cry**” should be written “**cries**”.

Extract 08:

- *The two of them never **apart** and always together*

In the sentence above student 8 has a problem in omission, namely *misspelling* from the word **apart** should be written **parted**.

Extract 09:

- *Rini who **hearit** about Rara’s move*

- ***Eelt** very sad*
- *I don't even **havo***
- *Because her little friend has sadness*

Student 9 has a problem in omission, namely *misspelling* from the word “**hearit**” should be written “**heard**”, next is from the word “**eelt**” should be written “**felt**”. Next is from the word “**havo**” should be written “**have**”. the next omission is *verb* and *subject pronouns* from the sentence “**friend has sadness**” should be written “her little friend has **to leave** her”.

Extract 10:

- *Because tomorrow you will **moved***

In the sentence above, student 10 has a problem in omission error, namely *verb inflection* by changing the past tense verb to the form of the first verb in the word “**moved**” which should be written “**move**”.

Extract 11:

- ***Fell** vary sad*
- *Bacause rara **knews** Rini's **sadres***
- *The two of **car***

From several sentences above, it show that student 11 has a problems in omission errors, namely *misspelling* from the word “**fell**” should be written “**felt**”, next is from the word “**sadres**” should be written “**sadness**”, and the last is “**car**” which is should be written “**us**”.

Extract 12:

- *Every nigt Rini **cry** in her room*

In the sentence above student 12 has a problem in omission, namely *regular plural* from the word “**cry**” should be written “**cries**”.

Extract 13:

- *Because tomorrow you will **moved***

In the sentence above, student 10 has a problem in omission error, namely *verb inflation* by changing the past tense verb to the form of the first verb in the word “**moved**” which should be written “**move**”.

Extract 15:

- *The two of them never **apart** and always together*

In the sentence above student 15 has a problem in omission, namely *regular verb* from the word **apart** should be written **parted**.

Extract 19:

- *Since they **wene** little*
- *Rara who **heand** about Rara's move*
- *New **envinonmet** for me*

From several sentences above, it show that student 11 has a problems in omission errors, namely *misspelling* from the word **wene** should be written **were**, next is from the word **heand** should be written **heard**, and the last is **envinonment** which is should be written **environtment**.

Extract 20:

- *Communicate wite each other*
- *The two of them never **apart** and always together*

In the sentences above student 20 has a problem in omission, namely *misspelling* from the word “**wite**” should be written “**with**”. Next is *regular verb* from the word “**apart**” should be written “**parted**”.

Extract 26:

- *The two of them never **apart** and always together*
- *Rini **looker** calm*

In the sentences above student 26 has a problem in omission, namely *regular verb* from the word “**wite**” should be written “**with**”. Next is from the word “**apart**” should be written “**parted**”. Next is *misspelling* from the word “**looker**” should be written “**look**”

Exrtact 27:

- *The two of them never **apart** and always together*

In the sentences above student 27 has a problem in omission, namely *regular verb* from the word “**wite**” should be written “**with**”. Next is from the word “**apart**” should be written “**parted**”. Next is *misspelling* from the word “**looker**” should be written “**look**”.

Extract 28:

- *Rini **hear** about Rara's move*

Student 28 has a problem in omission omission of “**Rini heard**” which should be written “**Rini who heard**” where “**who**” is the *subject*

pronoun and **“heard”** is the *regular verb*.

Extract 31:

- *Rara and Rini been friends*
- ***Falty** very sad*
- ***Bvey** night Rini cries*
- ***Crises** even more*
- *Rara visits Rini's **hose***

The several sentences above show that student 31 has problems in omission errors, namely omission *verb* from **“Rara and Rini been friends”** should be written **“Rara and Rini have been friends”**. Next is *misspelling*, from the word **“falty”** should be written **“felt”**, from the word **“bvey”** should be written **“every”**, from the word **“crises”** should be written **“cries”** and from the word **“hose”** should be written **“house”**.

Extract 32:

- *Rara and Rini have been **friwend***

Student 32 have a problem in omission error, namely *misspelling* from the word **“friwend”** should be written **“friend”**.

B. Discussion

In this section the researcher will discuss the results of the research that has been carried out. Based on data analysis, the research found that the types of students' interlingual transfer errors in writing paragraph at SMAN 1 Takalar, namely grammatical errors. According to Greenbaum (2002:1), grammar is a special way of writing paragraphs that allows someone to

combine several words into one larger word. Therefore, certain grammar must be understood correctly if one wants to create a modifiable sentence. By clarifying them based on taxonomic categories, grammatical errors include several types, including addition and omission. According to Harisna (2020) omission in this type of error is because the learner still lacks the form or grammar that should be in the sentence, but the learner omits or deletes it. As in previous related research conducted by Nadiah (2016) that many omission errors were still made by students with the number of errors being 31%.

The researcher will explain the results of students' writing based on the data that has been analyzed at SMAN 1 Takalar. The results of the analysis of grammatical problems obtained are addition and omission. The addition error consists of regular verb, present participle, preposition, to be and regular plural verb. Next, there are omission errors which consist of misspelling, preposition, verb, verb inflation, possessive adjective, subject pronoun, and regular verb.

In addition errors there are 24 students who made this error. Some errors in addition which was found based on data analysis, namely regular verb, present participle, preposition, to be and regular plural verb.

In regular verb error, there are 8 students who experienced problems, namely students 3, 4, 6, 8, 15, 18, 23 and 29. These students wrote the word **"moved"** which should be written **"move"** in the sentence *"because tomorrow you will moved"* whereas In the story, Rara's move has not yet happened, while the word **"moved"** is used when it has already happened or

in the past. Hariyono (2008) Stated that regular verbs are words that carry out basic grammar by adding [-d] or [-ed] at the end of the word to form a past tense verb. While the sentence that should be written is *"because tomorrow you will move"*. Then student 23 also made a mistake from the word **"started"** should be written **"start"** from the sentence *"Calm and started to accept Rara's move"*. Because in the story Rini just start crying, while the use of "ed" has already happened in the past.

In present participle error, there are 4 students who experienced problems, that is students 7, 12, 28, and 30. These students experienced problems in the present participle because they added the suffix **"ing"** to the word **"moving"** in the sentence *"because Rara will moving house to join her father"*. which should only be written **"move"** in the sentence *"because rara will moving house to join her father"*. Because the suffix **ing** is only used in present continuous tense sentences, namely events that are happening now or at this time.

Next is the preposition error, there are 2 students who experienced problems, that is students 7 and 12. These students experienced problems in the preposition because they added preposition word **"in"** in the sentence *"Because you will moving in tomorrow"* then added the present participle error with the same mistake made by the previous student, namely present participle error with adding the suffix **"ing"** to the word **"moving"** which should be written **"move"** in the sentence *"Because you will moving in tomorrow"* which should be written *"Because you will move tomorrow"*.

Next is the error in adding to be, there are 11 students who experienced problems, namely students 9, 14, 15, 18, 21, 22, 25, 26, 27, 31, and 33. The student experienced problems adding to be "**were**" to the sentence "*The two of them **were** never apart and always together*". Where the sentence should be written "*the two of them never parted and always together*".

The last is regular plural noun error, there are 4 students who experienced problems, namely students 16, 21, 23 and 24. The students experience problems with regular plural verb because students write or add the letter "**s**" to the word they write, namely the word "**friends**" in the sentence "*Because of their friends*" where the word friends cannot be added with an "**s**", so the sentence should be written "*Because of their friend*" because there is only one friend.

In omission there are 21 students who made this error. Some errors in omission which was found based on data analysis, namely errors which consist of misspelling, preposition, verb, verb inflation, possessive adjective, subject pronoun, and regular verb.

In misspelling error, there are 7 students who experienced this error problem, namely students 1, 2, 9, 11, 19, 31, 32. They are wrote words that do not match the spelling. The spelling system has an important meaning in a language, among other things because it regulates and binds the tongue; it is an important instrument of the cohesion and unity of the English language. Good spelling improves understanding among readers and writers. Warda (2005) stated that spelling also influences students' performance. In contrast to

entrusted spelling, it is hoped that there will be self-awareness and the writing will be clearer. For example, the first is students 1 and 2 write the word “**saness**” which should be written “**sadness**”. The second is student 9 who made a misspelling errors from the word “**hearit**” should be written “**heard**”, from the word “**Eelt**” should be written “**felt**” and last is from the word “**havo**” should be “**have**”. The third is student 11 also had problems misspelling words incorrectly, from the word “**fell**” should be “**felt**” and then from the word “**sadres**” should be written “**sadness**” and the last is “**car**” should be “**us**”. The fourth is student 19 which has misspelling errors, from the word “**wene**” should be “**were**”, next is “**heand**” should be written “**heard**” and the last is from the word “**envinonment**” should be “**enviroment**”. Next is student 31 which also has problems with misspelling errors. Namely, from “**falty**” should be written “**felt**” next is “**bvey**” should be written “**every**”, and than from the word “**crises**” should be “**cries**”, and the last is “**hose**” should be “**house**”. And the last is student 32 who had a problems in misspelling errors. Namely from the word “**friwend**” should be written “**friend**”.

In regular verb error, Many students experienced problems with this errors, namely 8 students consisting of students 5, 6, 8, 15, 20, 26, 27, 28. students omits the suffix ed from words that should be added ed. According to Hariyono (2008), regular verbs are verbs that are related by following the standard usage rules of adding [-d] or [-ed] at the end of the word. The student omits the **ed** in the word “**apart**” which should be “**parted**” in the sentence

"The two of them were never parted and always together" because in the story the word **parted** has happened in the past so they have to use **ed** at the end of the word.

Furthermore, student 28 also had an error in omitting the ending **"d"** in the word **"hear"** which should have been **"heard"** because Rara's departure had been heard by Rini so the word that had to be used was the past form or what had already happened.

In verb inflection errors, There are several students who experienced this error problem, namely 3 students consisting of students 3, 10 and student 3. These students changed the past tense verb to the form of the first verb in the word **"moved"** from the sentence *"Because tomorrow you will moved"* which should be written **"move"**. Because in this sentence it has not yet happened, while the use of the words used shows that the event has occurred in the past.

According to (Rahardi, 2010:64), prepositions usually appear before other words in the text. It is strategically located in front of nouns, adjectives and adverbs. In preposition errors there are 2 students who experienced this error problem. Namely students 1 and 2. The student omits the word **"of"** in the sentence *"The two of them never parted and always together"* where the word **them** should have started with the word **"of"** so that the correct sentence is *"the two of them never parted and always together"*. Apart from that, (Finoza, 2008:85) preposition is a task word that is placed in front of a noun, adjective or verb so that it forms a combined preposition (prepositional phrase).

In regular plural verb, there are 2 student who committed this error, namely students 7 and 12. Students 7 and 12 has problems in omission errors, namely *regular plural verb* from the word “**cry**” from the sentence “*every night Rini **cry** in her room*” which should be written “**cries**”. So the correct sentence is “*every night Rini **cries** in her room*” because the word *every night* shows that the event happened in the past so the word “**cry**” must be written in the past tense, namely “**cries**”.

Greenbaum and Nelson in Chele (2015) state that the use of verbs must be in accordance with the number of subjects present. In verb errors, there are several students who experienced this error problem, namely 4 students consisting of students 3, 4, 5, and 9. These students made a mistake by omitting the verb in the sentence “**you move**” which should be “**you will move**”. Because the word **will** completes the information in the sentence “*so the correct sentence is "Because tomorrow you will move"*. Next, student 9 omit the verb in the sentence “*Because her little **friend has** sadness*” should be written “*because her little friend **has to leave her***.” And the word sadness had to be omitted because it did not match the translation of the sentence.

Next is subject pronouns errors, there are 2 students who experienced this error problem, namely 2 students consisting of students 9 and 28. The term “subject pronoun” refers to a word or phrase used to identify the topic of a sentence. The subject in this sentence specifically refers to someone who is doing the work or who is using the verb. This section has a clear classification based on singular or plural subject forms. Student 9 made a mistake in the

sentence “*Because her little friend has sadness*” in the sentence that does not indicate the third person subject pronoun (female) you should add **"her"** and verb **"to leave"** the correct sentence should be written “*Because her little friend has **to leave her***”. Next is student 28 who made the mistake of omitting the subject pronoun in the sentence “*Rini heard about Rara's move*” which should have been given the word **"who"** before the word **"hear"** so that the correct sentence was “*Rini **who** heard about Rara's move*”.

And the last error is possessive adjective, there was only 1 student who made this mistake, namely student 5 who omit the possessive adjective in the sentence “*every night Rini cries in her room because her little friend has leave*” which should have been written “*every night Rini cries in her room because her little friend has **to leave her***”.

In general, the reason why most students make interlingual errors in writing paragraphs is due to students' lack of ability to understand grammar in English so that in writing paragraphs students are still fixated on using their mother tongue.

Based on what researcher has obtained from the results of observation made, namely that some students still have difficulty understanding the lesson so they need to explain several times regarding the test that will be given. From the results of the students' work, some students made mistakes such as errors in writing, regular verb errors, and the most common mistake was the to be error. This makes the paragraphs written less well.

CHAPTER V

CONCLUSSION AND SUGGESTION

A. Conclusion

This chapter presents conclusions and suggestions based on the findings of research that has been carried out after analyzing and reviewing students work regarding students' interlingual transfer errors in paragraph writing.

Based on the data analysis, it was found that grammatical errors were made by students in interlingual transfer errors in writing paragraphs. including addition and omission errors, addition errors consist of 24 students which are divided into several errors where the most errors are adding *to be* which consists of 11 students, followed by addition *regular verb* errors which consist of 7 students, then addition errors The *present participle* was made by 4 students, then followed by errors in adding *regular plural verb* made by 4 students as well, and finally there were errors in adding *prepositions* made by 2 students.

Next, there are omission errors consisting of 21 students which are divided into several errors where the most common errors are omission of *regular verb* consisting of 8 students, followed by *misspelling* errors consisting of 7 students, then omission *verb* errors made by 4 students, then followed by errors in the omission of *verb inflection* made by 3 students, then followed by errors in the omission of *prepositions*, regular plurals and *subject pronouns* each made by 2 students. And the last one was the mistake of

omitting the *possessive adjective* made by 1 student.

B. Suggestion

Based on the explanation of the conclusions above, there are several suggestions that can be given regarding the topic of this study as follows:

1. For teacher SMAN 1 Takalar

English teachers must provide a more detailed explanation of how to write paragraphs well by paying attention to existing language rules, especially grammar. because grammar is very influential in good writing and correct paragraphs. because based on the research results, several mistakes were made by students, such as the mistake of adding to be which was most often done by students, then eliminating regular verbs.

2. For students

With the results of this research, researcher hope that students will be more active in studying and practicing writing paragraphs well and correctly by paying attention to grammar so as to produce writing that is in accordance with correct grammar.

3. For research

The researcher hopes that future researchers who want to conduct similar research will be able to examine and explain the problems faced by students in writing paragraphs. because researchers know that there are still many shortcomings in the results of this research.

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Appendices 1

Test

Terjemahkanlah cerita di bawah ini kedalam bahasa inggris!

Berpisah dengan Sahabat

Rara dan Rini bersahabat sejak masih kecil. Mereka berdua tidak pernah berpisah dan selalu bersama kemanapun mereka pergi. Namun kebersamaan Rara dan Rini sebentar lagi akan hilang, karena Rara akan pindah rumah ikut dengan ayahnya yang bertugas diluar kota.

Rini yang mendengar tentang kepindahan Rara merasa sangat sedih. Setiap malam Rini menangis di kamarnya karena harus ditinggal sahabat kecilnya. Karena Rara tau kesedihan yang Rini rasakan, Rara berkunjung ke rumah Rini dan menghibur dia. Rini tidak bisa menyembunyikan rasa sedih itu, saat Rara menghiburnya, Rini justru semakin menangis.

Kamu besok sudah tidak disini lagi dan aku sudah tidak mempunyai teman. Ucap Rini dengan sesegukan. Rara yang sedih pun mengatakan "Rin jangan sedih, akupun tidak ada teman disana karena itu lingkungan baru untuk aku. Kita berdua masih bisa saling komunikasi dan kita berlibur bersama".

Karena besok kamu akan pindah, hari ini kita akan main seharian" Ucap Rini. Mereka berdua pergi bersama menghabiskan waktu berdua. Mereka ketaman bermain, jalan-jalan ke mall, menonton film, karaoke dan lain-lain. Tidak terasa waktu sudah malam dan mereka berdua harus pulang ke rumah. Keesokannya Rara berpamitan kepada Rini dan keluarga Rini. Rini sudah terlihat lebih tenang dan mulai mengikhlaskan kepindahan Rara.

Parting with Friends

Rara and Rini have been friends since they were little. The two of them never parted and always together wherever they went. However, but Rara and Rini's togetherness will soon disappear, because Rara will move house to join her father who is working outside the city.

Rini who heard about Rara's move, felt very sad. Every night Rini cries in her room because her little friend has to leave her. Because Rara knew the sadness that Rini feels, Rara visits Rini's house and comforts her. Rini couldn't hide her sadness, when Rara comforted her, Rini started to cry even more.

"Tomorrow you won't be here anymore and I don't have friends anymore" Rini said with a sob. Rara, who was sad, said "Rin, don't be sad, I don't even have friends there because it's a new environment for me. The two of us can still communicate with each other, and we're on vacation together.

Because tomorrow you will move, today we will play all day" Rini said. The two of them went out together to spend some time together. They go to the playground, go to the mall, watch movies, do karaoke and so on. It didn't feel like it was already evening, and both of them had to go home. The next day Rara said goodbye to Rini and Rini's family. Rini looked calmer and start to let Rara move.

Appendices 2

Translation Accuracy Assessment Instrument

Category Translation	Scale	Qualitatif Parameter
Accurate	3	The meaning of words, technical terms, phrases, clauses, sentences or text in the source language is transferred accurately into the target language; there is absolutely no distortion of meaning.
Less Accurate	2	Most of the meanings of words, technical terms, phrases, clauses, sentences or texts in the source language have been transferred accurately into the target language. However, there is still distortion of meaning or translation of double meanings or deletion of meaning which disrupts the integrity of the message.
Innaccurate	1	The meaning of a word, technical term, phrase, clause, sentence or text in the source language is not transferred correctly into the target language or is deleted.

Nababan (2012: 50)

The instrument for assessing the level of translation accuracy adheres to a scale of 1. The greater the score given, the greater the accuracy of the results. Conversely, the higher the score given for a particular task, the lower the success rate for that task.

Translation Acceptance Level Assessment Instrument

Category Translation	Scale	Qualitatif Parameter
Acceptable	3	The translation feels natural; the technical terms used are commonly used and familiar to readers; The phrases, clauses and sentences used are in accordance with Indonesian language rules
Less Acceptable	2	In general, the translation feels natural; However, there is a slight problem in the use of technical terms or a slight grammatical error occurs.
Not Acceptable	1	The translation doesn't feel natural or feel like a work of translation; the technical terms used are not commonly used and are less familiar to readers; The phrases, clauses and sentences used do not comply with Indonesian language rules

Nababan (2012: 51)

The translation acceptance level assessment instrument serves as a guide for assessors in determining the level of translation acceptability. The scale given ranges from 1 to 3. Each score given is a reflection of the level of acceptability of the translation. The third instrument used is an instrument to determine the readability level of the translation also based on a scale of 1 to 3.

Translation Readability Assesment Instrument

Category Translation	Scale	Qualitatif Parameter
Readability High Words	3	Words, technical terms, phrases, clauses, sentences or translated text can be understood easily by readers.
Readability Medium	2	In general, the translation can be understood by the reader; However, there are certain parts that must be read more than once to understand the translation.
Readability Low	1	Translations are difficult for readers to understand.

Nababan (2012: 51)

Weighting of the Quality Aspects Assessed

NO	Aspects of quality that are assessed	Weight
1	Accurate	3
2	Readability	2
3	Acceptability	1

Nababan (2012: 52)

The accuracy aspect has the highest weight, namely 3. This is adapted to the basic concept of the translation process as a process of transferring messages (accuracy) from the source language text to the target language. The acceptability aspect of the translation is in second place, namely 2. This determination is based on the idea that the acceptability aspect is directly related to the conformity of the translation with the rules, norms and culture that apply in the target language. In certain cases, the acceptability aspect influences the accuracy aspect. In other words, in certain cases, an inadequate or unacceptable translation is also inadequate or inaccurate. The readability aspect has the lowest weight, namely 1. The low weight given to the readability aspect is related to the assumption that translation problems are not directly related to the problem of whether or not the translation is easily understood by the target reader. However, because target readers generally do not have access to the source language text, they really hope that the translation they read can be understood easily.

Appendices 3

Observation Sheet

Observation Sheet Guidelines

No	Guidelines	Aspect	Objective
1.	The observation that will be carried out is observing class XI students of SMAN 1 Takalar	Class XI SMAN 1 Takalar	Observing the learning process carried out by class XI students of SMAN 1 Takalar
2.		Class Situation	Observing the atmosphere of the class during the learning process
3.		students' understanding of the material provided	Test students' understanding in interpreting text into correct sentences.
4.		Learning Process	Observing the student learning process when working on the written test questions that given.

Appendices 4

The results of students' interlingual transfer in paragraph writing

Student 1

Parting with Friends

Rara and Rini have been friends since they were little. The two them never parted and always together wherever they went. However, but Rara and Rini's togetherness will soon disappear, because Rara will move house to join her father who is working outside the city.

Rini who heard about Rara's move, felt very sad. Every night Rini cries in her room because her little friend has to leave her. Because Rara knew the saness that Rini feels, Rara visits Rini's house and comforts her. Rini couldn't hide her sadness, when Rara comforted her, Rini start to cry even more.

Tomorrow you won't be here anymore and I don't have friends anymore Rini said with a sob. Rara, who was sad, said "Rin, don't be sad, I don't even have friends there because it's a new environment for me. The two of us can still communicate with each other, and we're on vacation together.

Because tomorrow you will move, today we will play all day" Rini said. The two of them went out together to spend some time together. They go to the playground, go to the mall, watch movies, do karaoke and so on. It didn't feel like it was already evening, and they both had to go home. The next day Rara said goodbye to Rini and Rini's family. Rini looked calmer and start to let Rara move.

Student 2

Parting with Friends

Rara and Rini have been friends since they were little. The two them never parted and always together wherever they went. However, but Rara and Rini's togetherness will soon disappear, because Rara will move house to join her father who is working outside the city.

Rini who heard about Rara's move, felt very sad. Every night Rini cries in her room because her little friend has to leave her. Because Rara knew the saness that Rini feels, Rara visits Rini's house and comforts her. Rini couldn't hide her sadness, when Rara comforted her, Rini start to cry even more.

Tomorrow you won't be here anymore and I don't have friends anymore Rini said with a sob. Rara, who was sad, said "Rin, don't be sad, I don't even have friends there because it's a new environment for me. The two of us can still communicate with each other, and we're on vacation together.

Because tomorrow you will move, today we will play all day" Rini said. The two of them went out together to spend some time together. They go to the playground, go to the mall, watch movies, do karaoke and so on. It didn't feel like it was already evening, and they both had to go home. The next day Rara said goodbye to Rini and Rini's family. Rini looked calmer and start to let Rara move.

Student 3

Parting with Friends

Rara and Rini have been friends since they were little. The two of them never parted and always together wherever they went. However, but Rara and Rini's togetherness will soon disappear, because Rara will move house to join her father who is working outside the city.

Rini who heard about Rara's move, felt very sad. Every night Rini cries in her room because her little friend has to leave her. Because Rara knew the sadness that Rini feels, Rara visits Rini's house and comforts her. Rini couldn't hide her sadness, when Rara comforted her, Rini started to cry even more.

"Tomorrow you won't be here anymore and I don't have friends anymore" Rini said with a sob. Rara, who was sad, said "Rin, don't be sad, I don't even have friends there because it's a new environment for me. The two of us can still communicate with each other, and we're on vacation together.

Because tomorrow you moved, today we will play all day" Rini said. The two of them went out together to spend some time together. They go to the playground, go to the mall, watch movies, do karaoke and so on. It didn't feel like it was already evening, and both of them had to go home. The next day Rara said goodbye to Rini and Rini's family. Rini looked calmer and start to let Rara move.

Students 4

Parting with Friends

Rara and Rini have been friends since they were little. The two of them never parted and always together wherever they went. However, but Rara and Rini's togetherness will soon disappear, because Rara will move house her father who is working outside the city.

Rini who heard about Rara's move, felt very sad. Every night Rini cries in her room because her little friend has to leave her. Because Rara knew the sadness that Rini feels, Rara visits Rini's house and comforts her. Rini couldn't hide her sadness, when Rara comforted her, Rini started to cry even more.

"Tomorrow you won't be here anymore and I don't have friends anymore" Rini said with a sob. Rara, who was sad, said "Rin, don't be sad, I don't even have friends there because it's a new environment for me. The two of us can still communicate with each other, and we're on vacation together.

Because tomorrow you moved, today we will play all day" Rini said. The two of them went out together to spend some time together. They go to the playground, go to the mall, watch movies, do karaoke and so on. It didn't feel like it was already evening, and both of them had to go home. The next day Rara said goodbye to Rini and Rini's family. Rini looked calmer and start to let Rara move.

Students 5

Parting with Friends

Rara and Rini have been friends since they were little. The two of them never apart and always together wherever they went. However, but Rara and Rini's will soon disappear, because Rara will move house to join her father who is working outside the city.

Rini who heard about Rara's move, felt very sad. Every night Rini cries in her room because her little friend leave. Because Rara knew the sadness that Rini feels, Rara visits Rini's house and comforts her. Rini couldn't hide her sadness, when Rara comforted her, Rini started to cry even more.

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Student 6

Parting with Friends

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Rini who heard about Rara's move, felt very sad. Every night Rini cries in her room because her little friend has to leave her. Because Rara knew the sadness that Rini feels, Rara visits Rini's house and comforts her. Rini couldn't hide her sadness, when Rara comforted her, Rini start to cry even more.

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Student 7

Parting with Friends

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Rini who heard about Rara's move, felt very sad. Every night Rini cry in her room because her little friend has to leave her. Because Rara knew the sadness that Rini feels, Rara visits Rini's house and comforts her. Rini couldn't hide her sadness, when Rara comforted her, Rini started to cry even more.

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Because you will moving in tomorrow, today we will play all day" Rini said. The two of them went out together to spend some time together. They go to the playground, go to the mall, watch movies, do karaoke and so on. It didn't feel like it was already evening, and they both had to go home. The next day Rara said goodbye to Rini and Rini's family. Rini looked calmer and start to let Rara move.

Students 8

Parting with Friends

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Students 9

Parting with Friends

Rara and Rini have been friends since they were little. The two of them were never apart and always together wherever they went. However, but Rara and Rini's togetherness will soon disappear, because Rara will move house to join her father who is working outside the city.

Rini who hearit about Rara's move, eelt very sad. Every night Rini cries in her room because her little friend has sadness. Because Rara knew the sadness that Rini feels, Rara visits Rini's house and comforts her. Rini couldn't hide her sadness, when Rara comforted her, Rini start to cry even more.

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Students 11

Parting with Friends

Rara and Rini have been friends since they were little. The two of them never parted and always together wherever they went. However, but Rara and Rini's togetherness will soon disappear, because Rara will move house to join her father who is working outside the city.

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Student 12

Parting with Friends

Rara and Rini have been friends since they were little. The two of them never parted and always together wherever they went. However, but Rara and Rini's togetherness will soon disappear, because Rara will moving house to join her father who is working outside the city.

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Students 15

Parting with Friends

Rara and Rini have been friends since they were little. The two of them were never apart and always together wherever they went. However, but Rara and Rini's togetherness will soon disappear, because Rara will move house to join her father who is working outside the city.

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Students 18

Parting with Friends

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Student 19

Parting with Friends

Rara and Rini have been friends since they wene little. The two of them never parted and always together wherever they went. However, but Rara and Rini's togetherness will soon disappear, because Rara will move house to join her father who is working outside the city.

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Student 20

Parting with Friends

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Appendices 5

The Tabulation of Errors

Students	Types of Errors	
	Addition	Omission
1.		2
2.		2
3.	1	2
4.	1	1
5.		3
6.	1	1
7.	1	1
8.	1	1
9.	1	3
10.		1
11.		1
12.	2	1
13.		1
14.	1	
15.	2	1
16.	1	
17.		
18.	2	
19.		
20.		
21.	2	1

22.	1	
23.	1	
24.	1	1
25.	1	1
26.	1	1
27.	1	1
28.	1	2
29.	1	
30.	1	
31.	1	1
32.		1
33.	1	
34.		
35.		

Table 1 tabulation of errors

The table above illustrates the most common mistakes students make when making interlingual errors in writing English paragraphs. The table above lists the work results of students in class II in their tests, namely addition errors of 23 students and followed by omission errors of 22 students.

Appendices 6



**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN**

Alamat kantor: Jl.Sultan Alauddin No 259 Makassar 90221 Tlp (0411) 866972,881593, Fax (0411) 865588

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Herlina

Nim : 103331103819

Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	5 %	10 %
2	Bab 2	10 %	25 %
3	Bab 3	6 %	10 %
4	Bab 4	2 %	10 %
5	Bab 5	3 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan
seperlunya.

Makassar, 28 November 2023

Mengetahui,

Kepala UPT Perpustakaan dan Penerbitan,



Nursilmi, S.Hum., M.I.P
NBM. 964 591

Appendices 7



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0411-860837 / 860132 (Fax)
Email : fkip@unismuh.ac.id
Web : <https://fkip.unismuh.ac.id>



Nomor : 14316/FKIP/A.4-II/VII/1445/2023
Lampiran : 1 (Satu) Lembar
Perihal : Pengantar Penelitian

Kepada Yang Terhormat
Ketua LP3M Unismuh Makassar
Di -
Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama : Herlina
Stambuk : 105351103819
Program Studi : Pendidikan Bahasa Inggris
Tempat/Tanggal Lahir : Makassar / 04-04-1999
Alamat : Takalar

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: AN INVESTIGATION OF STUDENTS' INTERLINGUAL TRANSFER ERRORS IN PARAGRAPH WRITING AT SMAN 1 TAKALAR

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan
Jazaakumullahu Khaeran Katsiraan.

*Wassalamu Alaikum
Warahmatullahi Wabarakatuh.*

Makassar, 6 Jumadal Ula 1441 H
26 Juli 2023 M

Dekan



Erwin Akib, M.Pd., Ph.D.
NBM. 860 934

Appendices 8



**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR**

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT

Jl. Sultan Alauddin No. 259 Telp. 866972 Fax (0411)865588 Makassar 90221 e-mail lp3m@unismuh.ac.id

Nomor : 2061/05/C.4-VIII/VII/1444/2023

Lamp : 1 (satu) Rangkap Proposal

Hal : Permohonan Izin Penelitian

08 Muharram 1445 H

26 July 2023 M

Kepada Yth,

Bapak Gubernur Prov. Sul-Sel

Cq. Kepala Dinas Penanaman Modal & PTSP Provinsi Sulawesi Selatan

di -

Makassar

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 14316/FKIP/A.4-II/VII/1445/2023 tanggal 26 Juli 2023, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : **HERLINA**

No. Stambuk : **10535 1103819**

Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**

Jurusan : **Pendidikan Bahasa Inggris**

Pekerjaan : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"AN INVESTIGATION OF STUDENTS' INTERLINGUAL TRANSFER ERRORS IN PARAGRAPH WRITING AT SMAN 1 TAKALAR"

Yang akan dilaksanakan dari tanggal 31 Juli 2023 s/d 30 September 2023.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua LP3M,



Dr. Abubakar Idhan, MP.

NBM 101 7716

Appendices 9



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
 Jl. Bougenville No 5 Telp. (0411) 441077 Fax (0411) 448936
 Website : <http://simap-nw.sulselprov.go.id> Email : ptsp@sulselprov.go.id
 Makassar 90231

Nomor : 22133/S.01/PTSP/2023 Lampiran : - Perihal : <u>Izin penelitian</u>	Kepada Yth. Kepala Dinas Pendidikan Prov. Sulsel
--	---

di-
Tempat

Berdasarkan surat Ketua LP3M UNISMUH Makassar Nomor : 2061/05/C.4-VIII/VII/1444/2023 tanggal 26 Juli 2023 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

Nama : Nomor Pokok : Program Studi : Pekerjaan/Lembaga : Alamat :	HERLINA 105351103819 Pendidikan Bahasa Inggris Mahasiswa (S1) Jl. Slt Alauddin No. 259, Makassar
---	--

PROVINSI SULAWESI SELATAN

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka menyusun SKRIPSI, dengan judul :

" AN INVESTIGATION OF STUDENTS' INTERLINGUAL TRANSFER ERRORS IN PARAGRAPH WRITING AT SMAN 1 TAKALAR "

Yang akan dilaksanakan dari : Tgl. **31 Juli s/d 30 September 2023**

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami *menyetujui* kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
 Pada Tanggal 26 Juli 2023

KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU
 SATU PINTU PROVINSI SULAWESI SELATAN



ASRUL SANI, S.H., M.Si.
 Pangkat : PEMBINA TINGKAT I
 Nip : 19750321 200312 1 008

Tembusan Yth

1. Ketua LP3M UNISMUH Makassar di Makassar,
2. Peringgal.

Appendices 10



MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Universitas Muhammadiyah Makassar
Jl. Jendral Sudirman No. 100, Makassar
Telp. (0411) 4500000
Email: prodi.pendidikanbahasa@umma.ac.id
Website: www.umma.ac.id
prodi.pendidikanbahasa@umma.ac.id
Prodi Pendidikan Bahasa Inggris

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Hertina
NIM : 105351103819
Judul Penelitian : *An Investigation Of Student's Interlingual Transfer Errors In Paragraph Writing At SMAN 1 Takalar*
Tanggal Ujian Proposal : 22 Mei 2023
Tempat/Lokasi Penelitian : SMAN 1 Takalar

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	4 Agustus 2023	Observation to Class	Sahwazti, S.Pd	
2	9 Agustus 2023	Give a writing test to the students	Sahwazti, S.Pd	
3	9 Agustus 2023	observing the atmosphere of students learning	Sahwazti, S.Pd	
4				



MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

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Email: prodi.pendidikanbahasa@umma.ac.id
Website: www.umma.ac.id
prodi.pendidikanbahasa@umma.ac.id
Prodi Pendidikan Bahasa Inggris

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

5				
6				
7				
8				
9				
10				

Mengetahui,

Makassar, 9 Agustus 2023

Ketua Program Studi,
FKIP Unismuh Makassar

Dr. Umami Khaerati Syam, S.Pd., M.Pd
NIM. 977 807

Pengawas Sekolah Instansi

Azzah Basir, S.Pd., M.Pd
NIM. 197 0820 199803 1 009

Appendices 11



**PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT.SMA NEGERI 1 TAKALAR**

Alamat : Jl. Tikolla Dg Leo No. Telp. (0418) 323611 Fax (0418) 323611 Takalar,
Email : smanestakalar.Sekolahku@gmail.com Web. www.smans1takalar.sch.id

SURAT KETERANGAN PENELITIAN

NO : 421.3/320 /UPT.SMA.1/TKL/Disdik/2023

Yang bertanda tangan di bawah ini Kepala UPT. SMA Negeri 1 Takalar :

Nama : Azis Basir,S.Pd.M.Pd
NIP. : 19720820 199803 1 009
Pangkat / Gol Ruang : Pembina TK I/ IV/b
Jabatan : Kepala UPT SMA Negeri 1 Takalar

Menerangkan bahwa :

Nama : **HERLINA**
NIM : 105351103819
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan : Pendidikan Bahasa Inggris
Perguruan : Universitas Muhammadiyah Makassar

Telah melaksanakan penelitian di SMA Negeri 1 Takalar dalam rangka penyelesaian skripsi pendidikan strata satu (S1) yang berjudul " **AN INVESTIGATION OF STUDENTS' INTERLINGUAL TRANSFER ERRORS IN PARAGRAPH WRITING AT SMAN 1 TAKALAR**" yang dilaksanakan pada Tanggal 31 Juli s/d 30 September 2023 .

Demikian surat keterangan ini kami berikan untuk di gunakan seperlunya.



**#BerAKHLAK
#SIPAKATAU**

#CERDASKI'
Cakupan Akuntabilitas Berkeadilan Berkeadilan Berkeadilan

berDedikasi Inovasi

**SETULUS MATI, SEPENUH JIWA, SEKUT RAGA
MENCERDAKAN SULAWESI SELATAN**

Appendices 12



MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

BERITA ACARA Perubahan Judul Penelitian Mahasiswa

Kepada Yang Terhormat, Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Di tempat.

Assalamualaikum Warahmatullahi Wabarakatuh,

Semoga segala aktifitas kita senantiasa selalu bernilai ibadah di sisi Allah SWT. Amin.

Pada hari ini, tanggal bulan, tahun.... kami selaku pembimbing tugas akhir mahasiswa (Proposal/Skripsi), dengan identitas:

Pembimbing 1 : Dr. Nurdevi Bie Abdul, S.pd., M.pd.

NIDN : 0910048102

Pembimbing 2 : Hilda Hafid, S.pd., M.pd.

NIDN : 0918089203

Akan menyampaikan perubahan judul pada penelitian mahasiswa bersangkutan beserta alasan yang menguatkan, baik secara teori maupun praktik, dengan identitas di bawah ini:

Nama Mahasiswa : Herlina

Nomor Induk Mahasiswa : 105351103819

Judul lama:

An Investigation of Students' Interlingual Transfer Errors In Spoken English at SMAN 1 Takalar

Berikut informasi perubahan judul yang dimaksudkan di bawah ini:

No.	Perubahan Judul	Alasan (theoretical/practical)	Paraf
	An investigation of Students' Interlingual Transfer Errors in Paragraph Writing At SMAN 1 Takalar	Because the errors that want to analyze are speaking errors, but the test used is a written test.	Pembimbing 1:
			Pembimbing 2:

(gunakan lembar tambahan jika tidak cukup)

Demikian penyampaian kami, sebagai laporan dan konfirmasi kepada Kaprodi Pendidikan Bahasa Inggris untuk ditindak lanjuti dan dipergunakan sebagaimana maksud dan tujuannya.

Appendices 13



MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LETTER OF ACCEPTANCE 0866/BG-FKIP/LOA/B/XV/1445/2023

Dear HERLINA

It is our pleasure to inform you that, after review your paper:

**AN INVESTIGATION OF STUDENTS' INTERLINGUAL ERRORS IN
PARAGRAPH WRITING AT SMAN 1 TAKALAR**

The manuscript ID: 1147

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	✓	
the author has submitted the manuscript through the open journal system (OJS)	✓	
The manuscript according to the limitations or description of the journal	✓	
LoCT has been submitted by the author	✓	
The manuscript has followed the existing template	✓	
The article processing charge (APC) has been submitted by the author	✓	

has been ACCEPTED to publish with **Journal of Translation Studies**, ISSN (paper) 2988-1692 ISSN (online) 2988-1837. We appreciate your contribution.

We will let you know if you have to make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at jots@bg.unismuhmakassar.ac.id

Makassar, 4 December 2023 M
20 Jumadil Ula 1445 H

Head of English Education Department
Faculty of Teacher Training and Education



Dr. Umami Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

Research Documentation



CURRICULUM VITAE



Herlina was born on April 4, 1999 in Makassar, South Sulawesi. She is the only daughter. The researcher enrolled in school as an elementary student at SDN 27 Pulau Sanane, then continued his studies as a junior high school student at SMPN 5 Satap Liukang Tangaya, then continued to register as a senior high school student at the Mizanul 'Ulum Sanrobone Islamic Boarding School. Then he continued his studies at Universitas Muhammadiyah Makassar as a student majoring in English education. By the grace of Allah SWT and also support and prayers from the family, the researcher was able to complete his final assignment entitled: **An Investigation Of Students' Interlingual Errors In Paragraph Writing At SMAN 1 Takalar.**