

The Indonesian Lexical Interference in the Students' Descriptive Writing Texts of Politeknik Negeri Jember

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Abstract

This study aimed at analyzing the interference of Indonesian lexical made by the students of Automotive Engineering Study Program of Engineering Department of Politeknik Negeri Jember in their descriptive writing texts. This is a descriptive study, the data were collected and documented using elicitation technique, and then analyzed by using theory of language interference. This study revealed that there were 40 students made 239 lexical errors in their descriptive writing texts. The identified lexical errors were classified based on their frequencies. From the lexical errors analyzed, the result showed that the category of lexical errors committed by the students in their descriptive writing texts were 5 categories, lexical errors in the form of borrowing (17 errors/7%), lexical errors in the form of calque (75 errors/31%) lexical errors in the form of misspelling (72 errors/30%), lexical errors in the form of misselection (53 errors/23%) lexical errors in the form of semantic confusion (22 errors/9%), The students made lexical errors in attempting to follow English sentence construction standards. The differences between the grammatical aspects of the English language and the Indonesian language mean that distinct of lexical errors are committed. The interference of the students' native tongue and their insufficient comprehension of some English grammar rules are to blame for these errors. To construct a decent and acceptable sentence, it is important to teach the students about the distinctions between the two languages' structural differences. The way that topics are handled in Indonesian and English has to be emphasized by the teachers.

Key words: *Lexical Interference, Students' Descriptive Writing texts*

1. Introduction

Nowdays learning English becomes more and more important since English is now as a *lingua franca* and it is one of the international languages used to communicate around the world. As English is considered an international language, people from different countries use it to communicate with each other, this language is spoken around the world. It is used as a medium of communication in many fields, such as scientific and technology, research, as well as international trade. In Indonesia, English has a special place as the

first foreign language with different statuses from one institution to another. English in Indonesia is taught as a foreign language in schools. At particular schools, such as polytechnics, colleges or universities, English is treated as a compulsory subject because most of the textbooks, journals, and other resources given to the students are written in English.

Based on the the result of previous researchs, for the majority of Indonesian students, learning English as a foreign language is difficult because it cannot be acquired easily and naturally like their mother tongue. Learning a foreign language is like learning a special book of words in the form of dictionary, grammatical rules for how to use those words, and how to pronounce or how to make the rigt sounds when speaking that language. When the students try to learn English, some Indonesian students may have a hard time. This is because English and Indonesian are different in a few ways. First, every language is special, and has its own rules and way of being used. English and Indonesian language have some things in common, but also some differences. Second, English and Indonesian language come from different families of languages. English is part of the Germanic family, while Indonesian language is part of the Austronesian family. Lastly, language can be different depending on the culture they come from. So when people learn a new language, they also have to learn about the way of how the native speakers think and the culture of that target langage.

The study of first language interference in the writing of EFL students has been the subject of several research. Watcharapunyawong and Usaha (2013) performed research on the influence of first language on writing errors made by Thai EFL students. They discovered that some of the writing mistakes made by Thai EFL students were due to the first language's influence. The errors were then divided into 16 categories, including verb tense, word choice, sentence structure, article, preposition, modal/auxiliary, singular/plural form, fragment, verb form, pronoun, run-on sentence, infinitive/gerund, transition, subject-verb agreement, parallel structure, and comparison structure. These classifications assisted the researchers in identifying and classifying the errors brought on by first language interference.

Other study was done by Septiana (2020). She conducted a resesarch which aimed to find out what factors of the occurrence of Indonesian grammar interference in EFL students' writing. The STKIP PGRI Tulungagung English Department fourth semester students were used as the subjects of a research in a descriptive qualitative study. Additionally, data on the Indonesian grammar interference were gathered by testing and observation. The study of the data reveals that Indonesian grammar interference cause problems for the students. The two types of grammatical interference studied in this study are morphological interference and syntactical interference. Word order, prepositions, additional words, and missing words are all examples of syntactical interference. Prepositions experience the most syntactical influence. The subject-verb agreement, be form, use of tenses, single and plural form, omission of determiner, incorrect determiner, and morphological interference all fall under this category. The absence of the determiner causes the most morphological errors. The observation revealed that the difference in the

grammatical structures of Indonesian and English is what is interfering. Additionally, the students typically wrote it in Indonesian first before translating it into English.

While Puspita (2021) conducted a study about an error analysis of Indonesian grammatical interference in students' English compositions of Politeknik Pertanian Negeri Samarinda. This study investigated whether a learner's first language (L1) has a big impact on their ability to acquire a foreign language. L1 interference is the possibility that L1 influence will result in mistakes. The major goals of the study are to determine the most prevalent form of language interference and the factors that influence it in students' written English. The information was gathered from 67 second-graders enrolled in the Plantation Management Study Program at the State Polytechnic of Agriculture, Samarinda, for the 2019–2020 academic year. It was obtained using the elicitation approach, documentation, and error analysis. The study's findings indicate that morphological and syntactic errors were the most problematic linguistic features that students experienced when writing compositions in English. Only errors linked to Indonesian as L1 interference were addressed because it is the study's primary topic.

These research findings concur with the writer's observations while doing this study. She discovered certain cases of the students' linguistic interference in descriptive texts. The errors happened because students frequently started writing in Indonesian before switching to English. They frequently transferred without paying regard to the second language's rules. What transpired in the classroom is a topic of inquiry raised by the studies discussed above and the subsequent study. In particular, it raises the question of what sorts of errors the students have made in their writing as a result of the instructor's first language interference and what should the teacher do to try to eliminate those errors.

2. Literature review

2.1. Language Interference

Language interference has become one of the important discussions on language learning. Many linguists have conducted a research on mother tongue interference. It has become one of major issues in learning a second language or foreign language since foreign language learners are highly dependable the structure of second language on the structure of the first language. Interference is the change of language system used in other element of language which is regarded as a mistake because it deviates from the rules of language used. Some definitions of interference are supported by linguists. Weinrich initially uses the word "interference" to describe the usage of a language by bilingual speakers who speak a different language system.

According to Weinrich (1968) in Septiana (2020), interference is the deviation of language norm in usage as the effect of bilingual toward another language. There are some types of interference in second language learning. Interference according to Weinrich can be divided into three. They are the first is the transfer of element from one language to another, while the second is application of element that do not applicable to

the second language into the first language, and the third is the structure disobedience of second language because there is no equivalent in the first language.

The four forms of linguistic interference that Weinreich lists are phonological interference, morphological interference, syntactic interference, and lexical interference. When speakers of two different languages utilize phonemes or sounds from one of those languages, phonological interference develops. When the formation of a morpheme from one language is absorbed by affixes from another language, morphological interference occurs. When building sentences in one language while incorporating the structural system of another, syntactic interference occurs. Additionally, lexical interference happens when the words used in one language have an impact on the words used in the other.

Interference, according to Dulay et al. (1982: 98), is the habitual automatic transfer of the first language's surface structure to the surface of the target language. Interference is the deviance of the target language brought on by their knowledge of many languages. They divide interference into two categories: psychological interference and sociolinguistic interference. While sociolinguistics refers to language exchanges when two language communities are in contact, psychology relates to the influence of previous habits when new ones are being learned. Due to interference caused by old habits, mother tongue familiarity, and the interplay of two languages in communities, pupils will therefore struggle to master the second language.

In line with this, interference is defined by Lott (1983: 256) as mistakes made by a student in the use of a second language or a foreign language that can be linked to their mother tongue or first language. To put it another way, language learners incorporate first-language structure into the target language. There are three things that lead to linguistic interference, according to Lott (1983: 258–259):

- a. The interlingual factor. Interlingual transfer is a significant source for language learners. This idea originates from contrastive analysis of behavioristic school of learning. It focuses on the negative interference of mother tongue as the only source of errors.
- b. The over extension of analogy. Usually, a learner has been wrong in using a vocabulary caused by the similarity of the element between first language and second language, e.g. the use of cognate words (the same form of word in two languages with different functions or meanings).
- c. Transfer of structure. According to Dulay et al. (1982: 101), there are two forms of transfer: positive transfer and negative transfer. Negative transfer is the term for instances of transfer that lead to error because the old habitual behavior and the newly learned behavior are different. Positive transfer, on the other hand, is the appropriate way to say something since the first language and the second language have the same grammar rules. Negative transfer from the native language is referred to as interference.

Additionally, according to Ellis (1997: 51), first language transfer refers to the effect that a student's first language has on their ability to pick up a second language. It was often thought that mistakes were caused by interference, which is also known as negative transfer or interference. Additionally, he said that a mistake implies that the students' native language has interacted in an unacceptable way with their target language. In other words, this negative transfer—which is often referred to as first language interference—only happens when the two languages' structural differences are present.

2.2 Lexical Error

Lexical error which explained in Llach's definition (2011:123), are when two words are confused due to formal or semantic similarity caused by the effect of L1 and L2, and are used in an inappropriate manner for the context. Furthermore, because lexical errors are so complicated, it is still difficult to distinguish them from grammatical errors. Having trouble defining the term itself may make it difficult to discern between lexical and grammatical errors. Grammatical errors are faults in how the words are organized, whereas lexical errors are flaws in the choice of words. Lexical errors can only be fixed by replacing bad words with better ones; other words do not need to be changed or additional words removed. It is necessary to change the word order or add or remove components that make up the proper sentence structure in order to fix grammatical errors.

According to the explanation provided above, it seems to make sense that lexical has a solid with words and jargon, jargon is a genuine component of this lexicon because it has a strong association with words. Since lexical discussions of jargon begin with an investigation of its fundamental meaning. Additionally, there is a lexical lexicology that organizes the many word types, giving all jargon a framework that makes it easier for students to acquire, understand, and analyze the significance of words and phrases.

2.3. Types of Lexical Error

The classification of lexical errors which proposed by Hemchua and Schmitt's (2006) taxonomy of lexical errors is based on James. They divide lexical mistakes into 24 different groups. They may be broken down into the basic categories of selection mistakes, misspellings and distortions of formal errors, as well as sensory connection confusion, collocation errors, connotative meaning errors, and style faults. They complete the categorization that enables a nuanced examination of the different lexical mistakes discovered. They also separate lexical errors into six categories:

- a. Formal errors that result from the confusion of two related words;
- b. Incorrect word construction, such as:
 1. Inventing words
 2. Taking a loan from L1 (Borrowing)
 3. Relexification, or adapting L1 words to L2 convention grammar (phonetic, orthographic, and word science)
 4. Linguistic slippage

- c. Lexical distortion as a result of
 - 1. Omission
 - 2. Addition
 - 3. Incorrect word lettering;
 - 4. Incorrect pairing of two similar words
- d. The substitution of the underlying term (hyponym) with the more specialized superonym
- e. Collocation mistake
- f. Mislexical decision brought on by semantic linkages.

The formal error and semantic error are the two primary categories of errors that make up Llach's (2011) suggested error taxonomy, which is separated into an ordered list. Semantic errors are specific lexical errors that impact the meaning of the word in issue, whereas formal errors are exceptional lexical errors that affect the word's form. Llach (2011) further categorizes lexical errors according to where they came from:

- a. student's native language impairment leads to interlingual transfer.
- b. Interference with the target language causes intralingual transfer to take place.

In addition, Llach (2011) lists six types of lexical mistakes according to the source:

- a. Borrowing

When students use their native language incorrectly, they fail to make any effort to modify it for the target language. As an illustration, my dad is *tampan* (Eng. handsome).

- b. Coinage.

It describes lexical elements that students misuse by changing L1 terms to L2 morphology or spelling that sounds like the target language. For example, You must study hard to improve your *prestation*.

- c. Calque.

It alludes to an error that students make when they try to use terms from the target language by translating them. It takes place when the students translate a word verbatim from their native tongue into the target language. For example, my father a farmer (my father **is** a farmer)

- d. Misselection.

It refers to the errors made by students when they use terms in the target language that sound similar to or visually resemble words in their native tongue. For example, We washed our hand and food.

- e. Semantic confusion.

It refers to the misuse of two terms from the target language that are semantically similar by pupils. For example, We had so **many** fun. (much)

3. Research Method

In this research the writer used the descriptive qualitative method. Descriptive qualitative method is the effort to observe, notify, analyze and interpret the condition happening. Denzin and Lincoln (2012: 4) give definition about qualitative research that can be conclude as qualitative research focuses on a variety of techniques that include an interpretative and naturalistic approach to its subject. It implies that those who do research using a qualitative approach observe things in their natural habitat and attempt to deduce the significance of the data based on phenomena that people provide. Personal experience, introspection, life stories, interviews, and other types of qualitative research are used to understand troublesome moments and significance in people's lives.

The subject of this research is the students of Automotive Engineering Study Program of Engineering Department of Politeknik Negeri Jember. They are second semester students in the Academic year of 2022-2023. The writer used technique of random sampling. The writer took fourthy students randomly, as the subject of this research. The writer did some steps in order to get the data: The students took a 90-minute writing exam in which they had to write descriptive compositions entitled "My Campus" using 200–300 words in one paragraph. They were also permitted to use a dictionary during the test. The researcher then needed to perform additional tasks in order to analyze the data, including determining the type of lexical errors the students had made, reporting the findings by summarizing the specific findings from the data tabulation table, and interpreting the findings.

This study looks at how students' descriptive writings are affected by interference from a second language (in this case, Bahasa Indonesia). Due to the students' lexical interference in their descriptive writing, which was written as essays or paragraphs on forty sheets of paper, the data were extracted from the incorrect sentences. After gathering all the information, the writer exhibited it all in the students' descriptive paragraphs before analyzing it by pointing out and criticizing the interfering errors. She then went on to describe and classify the types of lexical interferences. On the basis of English grammar rules, she then fixed the lexical errors. It attempts to categorize the many kinds of lexical interference that typically occur when learning a foreign language. Finally, the writer came to some conclusions.

4. Findings and Discussion

4.1. Findings

Based on the writing assignment findings, the writer found a total of 239 lexical errors produced by the second semester Automotive Engineering Study Program students of the Engineering Department of Politeknik Negeri Jember. According to Llach's lexical errors taxonomy, which divides lexical error into six forms, the students produced five different sorts of lexical errors in their writing, including borrowing, calque, misspelling, misselection, and semantic confussion. The number of each lexical error item and the

proportion of each lexical error type committed by the students were also calculated by the author. The following table shows the percentage:

Table 4.1. *The Percentage of Each Lexical Error Type Made by The Students*

No	Types of Lexical errors	Frequency of Errors	Percentage (%)
1	Borrowings	17	7%
2	Calque	75	31%
3	Misspelling	72	30%
4	Misselection	53	23%
5	Semantic confusion	22	9%
	Total	239	100%

4.2. Discussion

The research findings that were discovered during the research were analyzed and interpreted in this subsection. The table 4.1 shows the number of lexical errors that were discovered in the students' descriptive text writing, which totaled 239 across five categories. 10% to 20% of mistakes from each category were selected as a sample for this section's analysis and interpretation. If there are less than 100 subjects, all of them can be used as the sample, according to Arikunto (1989:107), but if there are more than 100 subjects, 10%-15%, 20%-25%, or more can be used. Therefore, each type of mistake was picked as a sample between 10% and 20% in order to prevent overlapping in the sample of errors that would be evaluated. Data with more than 100 mistakes are subject to 10% for the category, while data with fewer than 100 errors are subject to 20% for the category. The data that will be examined after the computation are as follows: borrowings (3 errors), calque (14 errors), misspelling (14 errors), misselection (10 errors), and semantic confusion (4 errors). The next subsections below will explore each of those lexical errors in more detail.

4.2.1. Borrowings

Based on the calculation above, there were 3 samples of lexical errors of borrowings that were discussed. The were 17 Indonesian lexical interference/errors of borrowings or 17 % from the total errors that were found in the students' descriptive writing. The students put the Indonesian word in the English sentences. The list of the example of errors can be seen in Table 4.2.

Table 4.2. *Lexical Errors in the form of Borrowing*

Number of Data	Error Identification	Error Correction
1	Its about 2 km from Stasiun KA Jember	Its about 2 km from Jember Train Station
2	...but he also studies at Mesin Otomotive study Program	... but he also studies at Otomotive Engineering study program

- 15 ...we can go to **Pasar Tanjung** by public transportation ...we we can go to **Tanjung Market** by public transportation

Although the students were allowed to use their dictionaries to assist them in writing the descriptive text, it appears from the statistics above that the students who committed borrowing lexical errors did not put enough effort into looking up the targeted term in the dictionary in English. Some Indonesian terms were still included into their English phrases.

4.2.2. Calque

According to the Table 4.1, calque is the most frequent lexical errors that students made while writing their descriptive texts. The percentage of this inaccuracy was 31%, or 75 errors, as shown in table 4.1. The writer deduced from this finding that many students made calque lexical errors when writing the descriptive text. It happened because the student translated the words literally. The students translated the passage word by word until they could finish the statement, although they were unsure of its accuracy. Table 4.3 contains a collection of examples of these lexical errors.

Table 4.3. Lexical Errors in the form of Calque

Number of Data	Error Identification	Error Correction
60	It is __ first time of my visit to Jember.	It is the first time of my visit to Jember.
98	He come from Banyuwangi city	He comes from Banyuwangi city
151	It is __ very good place.	It is a very good place.
210	I am __ university student.	I am a university student.
238	There are so many building .	There are so many buildings .
178	We __ so happyy and smile each other	We are so happyy and smile each other
107	There __ two buses in my campus	There are two buses in my campus
86	We can wait in class for a hour	We can wait in class for a hour
55	Politeknik Negeri Jember is __ best campus in Jember	Politeknik Negeri Jember is the best campus in Jember
23	When we __ hungry we can go to the canteen	When we are hungry we can go to the canteen
127	If I can answer the questions my lecturer will __ happy	If I can answer the questions my lecturer will be happy
29	Many student have their lunch in the canteen	Many students have their lunch in the canteen
75	It is __very good place to study	It is a very good place to study
94	We __ so happy to have English Lecturing class	We are so happy to have English Lecturing class

This lexical error type happened because the students were still influenced by their Indonesian language. The students had trouble in determining whether or not a word in a certain context requires a definite article. They also omitted them to simplify their tasks or replaced them with each other, they also left them out or substituted them with one another. This demonstrated that the notions of definiteness and indefiniteness were still unclear to the students.

When students follow the straightforward rule of placing "an" before words that begin with a vowel sound, the indefinite articles "a" and "an" are rather simple to utilize. The indefinite articles might, however, be perplexing for the students in particular situations. For instance, if the term "a university student" begins with a vowel sound but is spoken with a consonant sound, the student could be confused and make error to say "an" instead. The same rule also applies to words that begin with a consonant letter but are pronounced with a vowel sound, such as "an hour." The kids could become perplexed by this and make error as a result.

4.2.3. Misspelling

When students use the spelling or orthography of words in the target language incorrectly, this is referred to as misspelling. It indicates that the students made an error in writing the sentence with such little lettering. In this type of lexical error, the writer found 72 Indonesian lexical interference/errors of Misspelling or 30 % from the total errors that were found in the students' descriptive writings. The list of the example of these errors can be seen in Table 4.4.

The writer found that there were many students did errors in misspelling. The students had a significant issue in figuring out the correct form of lexical items. It happened because the students might face some difficulties when they write a correct english word, because the written and the spoken of English words are different, so sometimes they miss a letter in a few words.

Table 4.4. Lexical Errors in the form of Misspelling

Number of Data	Error Identification	Error Correction
66	I choose Politeknik Negeri Jember end I choose...	I choose Politeknik Negeri Jember and I choose...
81	The learning scedule starts from....	The learning schedule starts from....
140	...and the desain of the buildings...	...and the desain of the buildings...
183	...and we go to campus by motorcycel	...and we go to campus by motorcycle

216	I go to scholl every morning on foot	I go to scholl every morning on foot
17	I hope I can bass the examination well	I hope I can bass the examination well
35	My bourding house wich the wall is white...	My bourding house wich the wall is white...
199	To be a good student is my responsability..	To be a good student is my responsability..
207	I belive that I can graduate on time	I belive that I can graduate on time
162	My class is deveded into 4 classes	My class is devided into 4 classes
204	The lecturer is very handsome and funy	The lecturer is very handsome and funny
147	I come from Sempolan Vilage	I come from Sempolan Village
05	Everyday, I go to campus wit my friend	Everyday, I go to campus with my friend
18	We have to be able to....	We have to be able to....

4.2.4. Misselection

From the table 4.1, it showed that the percentage of lexical errors of misselection was 23 %. There were 53 lexical errors were made by the students in their writing descriptive text. The list of the example of these errors can be seen in Table 4.5.

Table 4.5. Lexical Errors in the form of Misselection

Number of Data	Error Identification	Error Correction
14	I go to cam pus with my friends on food	I go to cam pus with my friends on foot
63	We can go to the nearest bank to safe our money	We can go to the nearest bank to save our money
224	My campus is very beautiful and looks green bacause there are so many threes.	My campus is very beautiful and looks green bacause there are so many trees.
17	In the future, I hope I will be succesed Man.	In the future, I hope I will be successfull Man.
48	Sometimes I ride crazy on my bike	Sometimes I ride crazily on my bike
12	We have to do the assignments good	We have to do the assignments well
27	It makes me real happy	It makes me really happy
81	.. but I go slow to campus	.. but I go slowly to campus
86	Everyone should do not using..	Everyone should do not use..
147	He is a very interested lecturer	He is a very interesting lecturer

Misselection is a form of lexical errors that can occur when students are perplexed by words in English that have a similar spelling or meaning. They therefore created English terms that share phonemes, starting consonants, or syllable counts. In addition, they included English terms in their writing that shared the same beginning consonant between the mistaken words and the intended English word. They are unsure of the appropriate phrase to use for their purpose.

4.2.5. *Semantic confusion*

When students use two terms from the target language that have meaning similarity, they make an error that known as semantic confussing. According to Table 4.1, the semantic perplexity type's percentage was 9% there were 22 lexical errors in the form of semantic confusion that were found in the students writing descriptive texts. The list of the example of these errors can be seen in Table 4.6.

Table 4.6. *Lexical Errors in the form of Semantic Confusion*

Number of Data	Error Identification	Error Correction
14	I will ask <u>he</u> to go to campus with me.	I will ask <u>him</u> to go to campus with me..
65	She asks me to lend <u>she</u> some money	She asks me to lend <u>her</u> some money
63	There are so <u>much</u> students go to campus by motorcycle.	There are so <u>many</u> students go to campus by motorcycle.
57	He does not have <u>much</u> friends	He does not have <u>many</u> friends
224	There <u>is</u> 3 boys from Surabaya in my class	There <u>are</u> 3 boys from Surabaya in my class
19	My family is not rich, we do not have <u>many money</u>	My family is not rich, we do not have <u>much money</u>

The students who made the semantic confusion lexical error type appear to have a sufficient knowledge of English vocabulary but lack understanding of how to use the words in sentences. They are familiar with at least two English words that share the same meaning. Despite the fact that the terms have the same meaning, the students are unaware. Depending on the word class, they have different usage.

The study of the students' lexical errors interference helps the teachers to identify the problematic areas of headline in language learning and teaching. Teachers can detect the difficult areas of headline in language learning and teaching by looking at the students' lexical errors. It suggests that teachers must see errors as the key to comprehending and resolving accuracy issues in English writing or grammar lessons. They should then adopt, modify, or even create remedial procedures that will raise the students' level and reduce their errors. The ideal way to teach the lesson to the students should be sought out by the teachers.

Lexical Error analysis is also a clue for the teacher to pinpoint the learning problems. Furthermore, a course based on the frequency of errors will enable the teacher to teach the point of error and to emphasize more on those errors where the error frequency is higher. Then, the teachers should be more aware of these kinds of errors and offer the required follow-up work to examine the identified issue areas. It is crucial for the teachers to identify errors, identify potential sources of errors, and provide an explanation for why they occur. Errors provide teacher's feedback, they inform them of the success of their teaching methods, and they highlight the sections of the curriculum they have been using that have not been well understood or taught and require further attention.

5. Conclusion

The 40 students' descriptive text writing had 239 lexical errors. Based on the frequency of each error, the discovered lexical errors were categorized. The analysis of the lexical mistakes revealed that the students' descriptive writing texts fell into 5 types of lexical errors. Lexical errors in the form of borrowing (17 errors/7%), lexical errors in the form of calque (75 errors/31%) lexical errors in the form of misspelling (72 errors/30%), lexical errors in the form of misselection (53 errors/23%) lexical errors in the form of semantic confusion (22 errors/9%).

The students made source of error in target language (Intralingual Transfer) because the students have been influenced by partial exposure of the target language in write a word in descriptive text. It could occur as a result of the learners' poor lexical skills. Many students' mother tongues continue to have an impact on how they learn English. They tend to refer to their first language whenever they face difficulties when they write in English. Due to the impact of intralingual errors, the majority of students struggle to identify the proper form of lexical items. Students often understand the meaning of a term and how to use it, but since they don't know how to spell it properly in writing, they occasionally make mistakes. By consistently writing in the target language with accurate spelling, this errors can be reduced.

To construct a decent and acceptable sentence, it is important to teach the students about the distinctions between the two languages' structural differences. Additionally, the teachers must stress how topics are handled in both Indonesian and English. Furthermore, teachers should point out Indonesian language norms that should not be employed when writing in English. This is to ensure that the students apply the correct form while they write in English and hence, it will also decrease the occurrence of errors.

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