

The Influence of L1 in ESL Learners' Writing

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Abstract

This paper presents a systematic review of relevant published studies on the influence of L1 on ESL students' writing from the year 2004 until 2021. This systematic review attempts to address two research questions; i.e. what are the effects caused by the interference of students' L1 language and what are the remedies to overcome such errors in writing. In order to do so, 15 single studies were chosen from multiple academic platforms. These studies were systematically reviewed and the findings revealed that the learners' L1 language interferes with the second language acquisition in terms of causing them to commit redundancy reduction errors, transfer of rules, and other substance errors. The transfer of rules included lexical and syntactical errors. The findings also cleared some misconceptions on the overgeneralization concept that falls under both categories of intralingual and interlingual interference. As for the solution for this issue, the method of focusing on error-prone areas, application of contrastive analysis in pedagogy and integration of grammar-translation method for low proficiency students were extracted from the past studies.

Keywords: Writing in SLA, Mother Tongue Influence, Error Analysis, Interlingual Errors.

Introduction

Writings for some learners of English as a second language could be a challenging task. According to research from University Kebangsaan Malaysia of the year one student, remarkably their Malaysian University English Test (MUET) was at an average score of band 2, which implies limited users (Mamat, 2016). This could be a signal of hitches in the acquisition process. This lead to examining the learning strategies or the pedagogy in teaching. One of the major obstacles in acquiring the second language is the mother tongue or L1 interference, especially in the productive skills of speaking and writing (Ab Manan et al., 2017). This is the stage whereby the output of what had been learnt is displayed whether on papers or from their utterance. However, analyzing the errors in writing is easier compared to detecting the errors in speaking. Errors are, in fact regarded as a significant indicator of language growth in language acquisition. Rendering to Corder (1967), analyzing errors is crucial since it becomes proof of the way ESL learners acquire the language. The learners' errors are a record of their present viewpoint on the target language according to (James, 1998). In the beginning, mother tongue interference was thought to become the only source

of language learners' mistakes. Shortly on, two primary sources of mistakes were identified they were intralingual and interlingual errors. However, this paper is focused on reviewing the errors caused by the mother tongue. Musa & Azman (2012) also said that Bahasa Melayu has a significant effect on Malaysian students' acquisition of English. According to (Bennui, 2016), when bilingual students write in their second language, the qualities of their first language usually show up in their writing. In the English classroom, students prefer to utilise more of their mother tongue's vocabulary, which leads to inaccuracies in their writing. This is especially important in second language learning since effective writing should follow the right grammatical and lexical standards. When the concerns are brought to light, ESL students may concentrate on developing their writing skills and become more aware of the similarities and differences that can help or delay the growth of abiding by the correct English writing system. In a broader sense, children appear to grasp foreign languages more easily than senior does or adult learners do. Teachers must first grasp the obstacles that pupils experience when it comes to writing in order to address them. Thus, the errors caused should be addressed and the source ought to be recognised to reduce the negative effects of L1 language on their writing.

Literature Review

Writing in Second Language

Writing is a strong tool that can reflect our ability to think. People write something to deliver ideas that sometimes cannot be exposed by an utterance. This process is meticulous since it requires proper planning. The ability of individuals to express opinions and ideas is said to be the benchmark of an effective writer (Al-Jamal & Zennou, 2018; Lam et al., 2018). A writer will become a risk-taker when they write something beyond what they have to or ought to say and the reinforcement with the new language will get better as they start to write. The relation between writing and thinking is what made it a gem in the language courses. Producing a good composition is not only imperative for the undergraduate scholar but also an essential aspect to ensure chances to be hired in the future. They believe that it will benefit the ESL for the short and long term as they are going to need this skill when entering the working phase. Therefore, teachers play a vital role in explaining the similarities and differences to their students.

L1 language influence over Second Language Acquisition

There are advantages and drawbacks to the L1 but they are functioning differently. In the exploration of second language acquisition, attention should be given to the L1 influence to see if it is positively affecting students' mastery of English as the second language. A popular belief of perception is that instruction is better given in the target language and the usage of L1 is only needed as the last choice when difficulties arise (Hall & Cook, 2012). The usage of L1 in the foreign language classroom is not largely accepted. The exploration of this assumption should be made to give a clear insight into the roles of L1 in second language acquisition. The similarities between the L1 and the L2 language assist the SLA while the negative transfer tends to occur whenever the L1 rules are devastatingly transferred to the L2 (Sabbah, 2015). Meanwhile, the similarities should facilitate language learning and the rules transfers' impacts should be monitored by the teacher to lessen the negative transfer in writing (Valcea, 2020). To be clear of the exact contribution to SLA, these two types of transfers must be acknowledged.

Positive Transfer

Some of the positive transfers of L1 should be highlighted to see its contribution towards second language acquisition. It is said that the use of L1 affects L2 acquisition negatively, while others argued on L1 implementation boosts the production of language and emotional barricades (Noor et al., 2015). She also adds that implementation of L1 provides a conducive environment and less anxiety level thus promoting better learning. The thought that L1 will help students acquire a second language come when it provides a psychologically, less tense environment for learning. A good mental state is vital to prepare the students while receiving new information. This is supported by the research whereby they found a notable finding where learners who received instruction in L1 showed good performance in the course provided compared to those who received not a single encouragement in L1 (de la Fuente & Goldenberg, 2020). It is contradicting Krashen (1981) when he claimed that the usage of L1 in the classroom will cause the students to lose the chance to receive the L2 input. By the early 19th century, the theory of second language acquisition started to empower the monolingual approach (Fuente & Goldenberg, 2020). Interestingly its negative impact could be lessened as long as they know the correct time and technique to apply the knowledge of their first language to achieve the goals in the target language. Another study has put forth that students who have an upright mastery of L2 can apply decent transfer strategies in L1 (Abeywickrama, 2011). In another hand, it depends on the competency of individuals to utilize the knowledge of L1 language towards the second language acquisition.

Negative Transfers

Students tend to transfer the rules from L1 to their target language. Among the negative errors influenced by the L1 in the written composition includes recurrence, redundant word choice, impairment of sentence formation, and progressive faults. The causals to these difficulties are the interference and negative influence of their mother tongue (Gedion & Peter, 2016). The deficiency caused the students unable to construct a good sentence structure. The deficiency in grammatical and vocabulary knowledge contributes to the poor production of a piece of English writings (Gedion & Peter, 2016). They are not familiar with the correct grammar and have a lack of vocabulary, which are the main elements to produce appropriate language structure. As to summarize the L1 tends to influence the SLA negatively since the positive side is slightly being discussed based on the literary works. The negative transfer or also known as interlingual errors are likely to happen to ESL learners. The interference from the mother tongue may cause linguistic and cross-linguistic influence thus making errors in the target language. For instance Richards (2002), demonstrate the erroneous French phrase *Elle regarde les* ("She sees them"), formed based on word organization of English, instead of the accurate French sentence *Elle les regarde* (Literally, "She them sees") illustrates the kind mistake derived from the adverse result from the negative transfer of individuals L1.

Error Analysis

Error Analysis (EA) has become a sub-discipline of applied linguistics that serves two purposes. The first function is theoretical, which describes the learners' knowledge of the target language and has a position in technique. It also aids the researcher in determining the relationship between the learners' knowledge and instruction (Kusumawardhani, 2017). The goal of EA in practice is to bridge the gap between learners' knowledge and the demands of the circumstance. It may be stated that some challenges were unique to second language

learners. According to Gedion and Peter (2016) it is clear that second language learners misuse coordinate clauses while also struggling with tenses, verb construction, articles, concord, prepositions, language usage (grammar) and punctuation, vocabulary register, and concept organization, spelling, and referencing lexical and semantic errors.

Interlingual Interferences

The efforts to examine and identify the faults in writing generated by EFL learners have been enormously significant. Richard (1971) defined two types of writing difficulties among students namely the interlingual and intralingual difficulties. Interlingual problems are errors produced by the learners' mother tongue interfering with their learning (Hartono, 2021). This is when they are perplexed by the rules from their mother tongue and reapply it in their target language. However, this study will focus only on the interlingual error related to the interference of the mother tongue.

It is self-evident that ESL students' writing errors were caused by a word-for-word translation method or thinking in their home tongue language. In addition, Fauziati (2017) investigated interlanguage permeability. She discovered 264 phrases that were incorrectly created in English free compositions. The native or mother tongue interference is better known as interlanguage affected the second language acquisition on lexical and syntactic levels, according to this study. An example to illustrate interlingual errors could be like phonological syntactic Semantic /b/ for /p/ or "Fahmi good student" which usually happen due to literal translation. The error in the sentence "These people live abroad" is also an example of errors in preposition usage under the intralingual influence. According to Chelli (2013), the native language is implicated for interlanguage transfer problems, which is also considered as a form of negative transfer. In this literature, the focus will be given to the grammatical and syntactic lever of errors, followed by the syntactic lexical and lexical level of errors. Even so, there are many levels of errors as proposed by other researchers like (Agbay et al., 2019). They previously suggested the Taxonomy of Errors which categorizes errors as to Grammatical which encompasses prepositions, articles, reported speech, singular/plural, adjectives, relative clauses, infinitives, verbs and tenses, and possessive cases. Meanwhile the syntactic covers the coordination and conjunctions, sentence structure, nouns and pronouns, and word order, fragment and run on. As for the lexical, it deals with the word choice while for semantic it involves literal translation. Finally yet importantly is the substance or mechanics aspect in writings, which includes punctuation, capitalization and spelling.

Methodology

The method involved in this systematic review is considered the Cochrane (2021) that includes these six steps. The first one is to generate an answerable research question and the second step is to a priori definition of inclusion criteria. The third step is to do a systematic search and then the screening of the literature. The researcher identified the bias that may occur and finally synthesized the included studies or research. Materials for this review were gathered from multiple academic resources such as Google Scholar, Science Direct, JSTOR, Springer e-journals, ProQuest Education Journals, SAGE, Scopus, and the Educational Resources Information Centre's online bibliographic databases (ERIC). These resources were utilised to locate peer-reviewed research publications or studies published in English between 2004 until 2021. Multiple keywords were used to find the past study related to the mother

tongue influence towards second language acquisition in writing. Those terms included interlingual errors, mother tongue influence, error analysis and writing in SLA were utilized. The scope of the respondents or participants were framed to ESL and EFL learners, which were non-native speaker of English. Even so, the mother tongue languages vary from, Malay, Indonesian, and Thai since they use the same orthographic alphabetic language style. The Arabic language was considered in one study to enrich the literature and scope of the study. The review had emphasized writing skills. In terms of the methodology chosen it was more lenient since the methodologies were varied between the qualitative, quantitative, or mixed-method research designs to synthesize and come out with relevant findings.

Findings and Discussions

	Article/ Study	Number of Participants/ Studies/ Research Design	Results	Strategies found effective / Suggestions / Recommendation
1.	Ab Manan et al (2017)	20 pre-degree quantity surveyor students writing samples	The students' most common mistakes are in the 'redundancy reduction' category, followed by 'transfer of rules' and 'overgeneralization.'	ESL teachers devote extra time in class to the areas where mistakes are more likely to occur.
2.	Suhono (2016)	36 of descriptive essays writing composition	268 sentences were found to have mistakes as a consequence of this study's findings. Types of omission errors were the most common in all semesters, accounting for 131 (48.9%) sentences. Furthermore, grammatical errors were the most common in the second semester, accounting for 124 (46.8%) sentences.	Students should devote more time and effort to mastering English, particularly in writing. They should pay more attention and achieve more success in the English learning process.
3.	Singh & Maniam (2020)	20 samples writing and semi-structured interview	According to the findings, pupils' English language writing skills are severely hampered by their first language. Furthermore, the	Teachers of English in Malaysia should make it a goal to demonstrate the distinctions between these two languages,

			sample used a translation technique, despite their awareness of the importance of English as a global language.	Bahasa Melayu and English For pupils at the introductory level, teachers might attempt employing a grammar translation method.
4.	Hartono (2021)	14 writing paragraph test, interview, and documentation.	The findings reveal that the tenth grade students at SMAN 5 Seluma had several issues with their writing paragraphs (intralingual difficulty), specifically: Grammatical Problems: preposition, article, tense, verb form, SV-number; Word selections are a lexical issue. Mechanic: run-on and fragment; Syntactic: run-on and fragment Punctuation, spelling, and letter case are all important considerations. The above-mentioned sources of the pupils' troubles were ignorance, negative transfer, literal translation, erroneous notion, and overgeneralization (interlingual problems)	1. Students should take grammatical, syntactic, lexical, and technical components of language more seriously in order to help them write paragraphs. 2. Develop pupils' writing skills, the English instructor should encourage them to study the grammatical, syntactic, lexical, and technical components of language in greater depth.
5.	Chelli (2014)	Written productions of 92 firstyear students of English.	The findings of this study demonstrated that negative transfer of the Arabic language was responsible for 79.15 percent of prepositional	students should be made aware of the differences in the usage of prepositions and articles in Arabic and English. They

			<p>errors and 72.85 percent of article errors, with overgeneralization and erroneous notions accounting for the rest.</p>	<p>also need more exposure to the obstacles that they may face in the target language in order to absorb them and then apply them correctly.</p> <p>They include providing students with plenty of activities and practise, as well as providing teachers with certain teaching approaches to use in class.</p> <p>According to the researcher's experience, various internet services, such as Google Search, can assist students in reviewing and editing in particular.</p>
6.	Abdullah (2013)	Samples of essay writing of 53 students taking diploma in TESL.	<p>Many pupils made grammatical mistakes, including subject-verb agreement, tenses, parts of speech, and vocabulary. Omission, addition, disinformation, and misordering</p> <p>Lack of understanding and skill in English grammar, impact of the mother tongue, loan words, and lack of exposure to the English language are all variables that have been recognised as</p>	<p>Providing students with plenty of activities and practise, as well as providing teachers with certain teaching approaches to use in class. All of these attempts are aimed at finding solutions to the problem of using the right simple present tense and simple past tense in English essays.</p>

			contributing to the problem.	
7.	Napitupulu (2017)	75 students at the Department of English Literature in their second year of study	This study revealed that students made 42.4% of grammatical errors, 26.7% of syntactic errors, 17.9% of substance errors, 13% of lexical errors.	Several procedures, including planning, drafting, rewriting, and editing, will be used to improve students' English writing. According to the researcher's experience, various internet services, such as Google Search, can aid students with reviewing and editing in particular.
8.	Phuket & Othman (2015)	40 narrative essays by Thai university students	Results showed that the mostly frequent types of errors were translated words from Thai, word choice, verb tense, preposition, and comma. The errors derived from two sources: interlingual and intralingual. Interlingual or native language interference was found to be the dominant source of errors.	The interference of pupils' native language should be taken into account by teachers. Writing instructors can mark their teaching to assist EFL learners overcome learning challenges by understanding the impacts of learners' native language that limit EFL learning.
9.	Ong et al (2021)	15 student essays	The structure of student papers is simple, with an indefinite article, no modifier, and the active voice. The frequency of the related simplex verb form of the verbs is greater. The only significant difference between the two groups is the L2 students' usage of zero	The requirement for LVC and other lexico-grammar components to be taught in the English language curriculum

			article LVCs, which may be related to their L1 influence.	
10.	Randall and Isnin (2004)	409 children from P2 and 286 children from P5	The mistakes made in Primary 2 classrooms were shown to be impacted by phonology, and hence by Singaporean English, however both groups were found to process final inflected clusters differently than their native speaking counterparts.	Teaching of English pronunciation that focuses on making students aware of the major distinctions recognised in English orthography and how these are not often made in SgE rather than on the children's own pronunciation
11.	Stapa & Majid (2006)	Sixty Form 4 students from Sekolah Menengah Kebangsaan Jalan Bukit, Kajang	The findings revealed that students who generated ideas in their original language before writing in their second language performed much better.	Teachers should encourage students to write or compose in their native language before switching to English. This is especially important for low-level ESL students.
12.	Sari (2016)	90 students from different course background	They are the usage of L1 structures and the omission of BE in nominal sentences on a morphological level. On a syntactical level, there are two types: the use of present BE in a past event and the use of present verb in a past event.	The instructor can help the student by providing explicit and tacit corrective feedback as well as remedial instruction.
13.	Gayo and Widodo (2018)	77 students of grade IX, 15 years old on average written of descriptive text	The study's findings demonstrate that morphological mistakes occur in the omission, addition, and misformation of derivation, inflection, preposition, article,	In their earlier study, the instructor can forecast the errors that students would make, especially for Indonesian English Learners (ELLs), and may thus take

			copula be, personal pronoun, auxiliary, and determiner, among other things. Second, syntactical mistakes arise when the passive voice, tense, noun phrase, auxiliary, subject-verb agreement, and determiner are omitted, added, misformed, or disordered.	suitable actions to prevent such errors.
14.	Kusumawardhan (2017)	20 English Foreign Learners' English Narrative Composition.	Omission of "Of" for about 5 errors or 25%, Omission of "Auxiliary" for about 3 errors or 15%, Omission of "Articles" for about 3 errors or 15%, Omission of "Countable and Uncountable Nouns" for about 4 errors or 20%, Omission of "Apostrophe's" for about 3 errors or 15%, and Omission of "Preposition" for about 2 errors or 10% were found in the learners' English narrative composition.	As a result, systematic mistake analysis should be extensively communicated to and implemented by all levels of second and foreign language instructors.
15.	Bustomi (2009)	10 students	Error in Articles, 15.47 Verb Tense 15.07 Word choice 15.07	Students should try writing daily experience Writing should be done in class

Discussion

Based on the 15 studies above the researcher found that interlingual interference does exist in the second language acquisition process regardless of the language of the mother tongue. In the papers, there were Malay, Indonesian, Arabic and Thai languages. As for the analysis of the writing samples, it was found that the highest number of errors committed by the

students come from the 'redundancy reduction' category followed by 'transfer of rules' and 'overgeneralization'.

Redundancy Reduction Errors

Based on the review, those researchers have different ways of representing their findings of the mother tongue interference in writing. To be specific, some of the researchers use terms like redundancy reduction, and the other researchers use the term addition and omission following the surface strategy taxonomy. Highest errors in omission (Phuket & Othman 2015; Suhono 2016; Ashikin et al., 2017; Paramita 2017). The existence of the verb to be in English cause a challenge for these ESL learners. For example, 'is/am/are' have no translation in the Malay language. As suggested by Manan et al (2017) in the Malay language the verbs to be do not exist. Thus, many students regard 'be' verbs as superfluous, and as a result, they frequently eliminate them from their sentences. The ignorance on correct sentence structure caused those ESL or EFL students to make this sort of error when they eliminate or add superfluous components to a phrase (Manan et al., 2017). For example, in the sentence 'When I in form 4' the verb 'was' was omitted since it should be 'when I was in form 4'. In the taxonomy, it involves the omission addition, as proposed in. Suhono (2016). Initially, the types of errors are similar in nature but they differ in the way the researchers address those terms. For instance, according to Ong & Abdul Rahim (2021), the participants has committed the errors of not placing the articles in their L2 writings possibly due to the L1 influence. Not only in Malay, as for Indonesian students in the researcher found that the category of omission error also supplies the most dominant error and it is the highest error in written production 7 types of errors (Suhono, 2016). The most significant error is type omission of noun inflection, the verb to be, verb inflection, Verb, Auxiliary, preposition and subject at the last rank. Meanwhile, Thai EFL students: wrong verb tense; wrong verb form; pronouns (omission, addition or wrong choice); pronouns: inappropriate use; prepositions (omission, addition or wrong choice); articles; nouns; adjective (position) (Phuket & Othman, 2015). In Thai, the sentence produced was 'I was too lazy to search more information'. In English, the preposition "for" is used to explain the object of purpose, but in Thai, no preposition is used in this pattern. Finally, the prepositional problems were discovered by introducing a preposition when none is necessary. For example, 'We came back to home'.

Transfer of Rules

When authors do not have native-level mastery of a language, including when writing in a second language, they use knowledge of their original language to write in the second language (Ab Manan et al., 2017). This is like a shortcut or alternative whenever the learners face difficulties while writing. This transfer of rules can be said as equivalent to misinformation error in surface strategy taxonomy whereby this error is caused by the incorrect formation of the morpheme. However, this type of rule transfer is very broad and could possibly be categorized under syntactical and lexical errors.

Lexical Errors

Some of the common errors under lexical interference included syntax, lexis, morphology and orthography according to Hartono (2021) Literal or direct translation is under the lexical type of errors. If the pupils are unable to select the most acceptable dictions for a certain situation they tend to commit errors in word choice selection. Consequently, the students rely on their prior knowledge to utilise the vocabulary they already understood. Since pupils are unwilling

to consult dictionaries or internet resources, lexical mistakes are common (Napitupulu, 2017; Hartono, 2021). Interestingly the researcher will see the types of error differently. Just like an example 'Lexical he describes about his house' where the word about doesn't seem to be needed but was there due to it was addressed as collocation errors but may also be regarded as literal or direct translation or even semantic (Hartono, 2021). However, the concept of error is similar but once again the terms used were varies across the literature. Not only Malay, but Indonesian ESL learners also encountered the same problem. According to research by (Suhono, 2016). Errors occurred as a result of a literal translation from Indonesian to English. It usually happens when a pupil tries to adapt Indonesian norms to English rules. For instance, the sentence, "Internet dapat membuat siswa malas' tend to be written as 'Internet makes student lazy" when the correct translation would be 'Internet makes lazy student'. As for the research done on Thai pupils by Phuket & Othman (2015), many sentences appeared to include incorrect or erroneous language, deviating from the sense of the original material. For example, the sentence 'He has a joke' to convey 'He has a good sense of humour' was commonly done by Thai students. The failure to grasp the semantic connotation behind this word causes this type of error. While a joke is defined as anything done to make others laugh, having a good sense of humour is defined as the ability to say or do things that make people laugh.

Syntactical Errors

Syntax refers to a collection of principles that govern how words and phrases are structured to form whole sentences. Common faults, particularly subject-verb agreement, are reflected in L1 syntactic interference. In the surface strategy taxonomy, it is better known as misordering errors. Misordering /Fragment as sample writing in Hartono (2021) pointed an erroneous sentence 'Because at home there are my father and my siblings. For agriculture. Me and mother grow vegetables like spinach.' The error was when the sentence started with the sentence connector 'because'. Meanwhile, the correct structure should be 'There are my father and my siblings at home. My mother and I grow vegetables like spinach for agriculture activities.' In another case research by Gayo and Widodo (2018), misordering may occur in pronunciation by shifting the place of phonemes, e.g., a speaker may say 'fignsican' instead of „significant. Misordering is much common as in the syntactic level, the sentence 'He is a dear to me friend' when it supposed to be 'He is a dear friend to me'. Here, the fragment of some words is inverted. The student tends to inverse the elements of the compound noun, for example, a red pen with a pen red. This error is due to the inappropriate placement of a morpheme in an expression. They come about automatically for both first and second language learning in construction that has already been developed. For example, "I forgot what is his name" with "I forgot what his name is". The placement is incorrect due to insufficient knowledge or confusion towards the correct word structure. Interestingly none of the errors of misordering was found in the research towards Thai students, unlike the Malay and Indonesian. Parallel to research by Erarslan and Hol (2014), when languages share a lot of similarities, people are more likely to translate between one and the other. Nevertheless, in many ways and qualities, some languages are significantly distinct from one another. Thus, the differences could be seen between similarities in Malay and Indonesian compared to Thai language.

Overgeneralization

Another interesting finding was the concept of overgeneralization. Usually, this overgeneralization deals with the rule of conversion from present tense to past tense for regular verbs by adding 'd', 'ed' and 'ied' are often overgeneralized to irregular verbs. Remarkably, the studies done has categorized this type of error differently. According to Hartono (2021) in his study, he has classified overgeneralization as the interlingual error, which contradicts the study by Manan et al (2017), which claimed it to be the intralingual error and is not related to the influence from the mother tongue. However, after a thorough review on this issue, the researcher has found more research that reveals it fall under intralingual (Chelli, 2014; Rattanadilok & Othman, 2015). However, another factor that determines whether it is intralingual or interlingual errors were found to be highly related to the learners' level. According to Ab Manan et al., (2017), these overgeneralization errors are frequently committed by beginner-level ESL learners. If the students are novice ESL learners, the overgeneralization they made might be due to the interference from the mother tongue. On the other hand, for learner who has learnt English for quite some time, the errors will be categorized as intralingual. It happened due to the misinformation or misconception that they had within the language itself. Therefore, the researcher believed it should not be discussed in depth in this paper as the concern is solely on interlingual interference.

Substance Errors

Finally yet importantly, is the substance or mechanics aspect in writings, which includes punctuation, capitalization and spelling type of errors (Napitupulu, 2017). However, the one that would be influenced by the learners' native language would be the spelling respectively. Spelling works closely with the grapheme-phoneme correspondence. To better illustrate this, let us take the example of students' misspelling errors. However, the classification of the errors highly depends on the source of the error. If a student never crossed the English word before, they might resort to their mother tongue spelling technique that refers to the phoneme. That will be considered interlingual. Hartono (2021) listed spelling like 'Thak, bud, diefculties, covet, reduca, cen, closeat' to spell the words 'thank, but, difficulties, covid, reduce, can, closed'. They spell the word according to its matching sound in their mother tongue. This might seem like a negative transfer in terms of accuracy. However, the case will be different because it will be a positive transfer for loan words as per se. For instance, loanwords like an object, nuclear, are more similar to Malay words and assist the memory to recall the spelling that happened to help the high proficiency students. As proposed by Sing & Maniam (2020) the proficiency level of students could determine whether the L1 will help or interfere with their writing in the target language. High proficiency students may utilize these similarities of loan words to assist them in memorizing the spelling but for the low proficiency student, it will be vice versa. This is something to ponder among teachers to help them design their teaching method.

Solutions to Minimize Errors Caused by L1 Interference

Other than practicing writing and grammar, (Bustomi, 2009; Phuket et al., 2015; Ashikin et al., 2017; Hartono, 2021) some of the studies suggested the ideas of focusing on the error-prone areas (Stapa & Abdul Majid, 2006; Napitupulu, 2017). This could make the learning more effective while minimizing the errors in writing. Apart from that, Stapa and Abdul Majid (2006) further added that this error analysis method would help in a way that provides the teacher with the capability to predict the errors that the student may commit. Knowing the source of

the errors would help the teacher to be better prepared in terms of the pedagogy or techniques. In addition, the idea of implementing the contrastive analysis in the pedagogy as proposed by (Kaur et al., 2020; Ong & Rahim, 2021; Chelli, 2014) was indeed a brilliant one. The student may not have this knowledge of the similarities that existed between the L1 and the English language thus tend to transfer some of the rules unconsciously. Lastly, two of the studies would recommend what is referred to as the grammar-translation method to address those students with low proficiency levels (Randall & Isnin, 2004; Kusumawardhan, 2017). Even though this method had been introduced for long time ago but it is still relevant in a way to assist those who has poor mastery of English.

Conclusion

The influence of L1 in writing is inevitable. The errors such as redundancy reduction errors, transfer of rules, and other substance errors are categorized differently under the syntactical and lexical aspects. Different researchers used different terminologies to categorize the same errors. Some study will use the surface strategy taxonomy and some will refer to the other scholar as the lens of to magnify the errors. Thus, further research in this area should considerate credible sources and the most recent one in order to gain reliable data from its stream. This is highly dependent on the research objectives that will lead the study.

The next conclusion will be that mistakes in error classification is possible thus, it requires the readers to do the screening and read thoroughly and before making any decision or findings. For example, the misconception of overgeneralization errors were derived from different ways of justifying the errors. As this review was made, it revealed that language competency aspect is not the only cause of errors but also the duration of learning. Novice learners may commit errors that falls under interlingual while experienced learners tend to commit the intralingual one. This is important so the educator can take appropriate action to minimize those errors. Determining the right remedial action will lead an effective teaching.

The role of teachers is crucial since should accept the fact it will come along the process of the acquisition of a second language. The least thing that could be done is to let them guide them on how to utilize their existing knowledge. The teacher can include contrastive analysis elements in their pedagogy. By determining, the features from L1 and L2 it may be able to point out some confusion thus lessening the errors in writing especially the one caused by L1 interference.

Students should practice English cognitive thinking language learning strategy. Thinking in English will help them to write better English since no translating process will take place. It trains the brain to get familiar with English. This is parallel to a previous study where it claimed that metacognitive strategies are among the highest frequently used strategies among successful language learners (Ang et al., 2017). According to Goctu (2017), metacognitive strategies are used to aid in the management of the learning process, and they include identifying a person's particular learning style, planning for a task in an L2, trying to collect and evaluating materials, monitoring possible errors, and evaluating the task's success. Students that use the tactics have a greater level of self-evaluation when it comes to managing the task's needs.

The focus should be more on fluency, not accuracy. Hence, that should not be the main concern as errors also should not be associated with only negative but also the positive one like the one that had been proposed by (Abeywickrama, 2011). For example, a good student who has the knowledge that the word 'demokrasi' is a loan word will spell democracy correctly by being aware that it has only slight differences to their L1, Bahasa Melayu. The purpose of language is to be used spoken or communicative English should be enhanced from the beginning. If the restriction of L1 is totally banned, it may distort the motivation. Teachers should encourage students to use a monolingual translation that provides English to English translation not bilingual dictionary Malay to English. The dependence on bilingual translation will cause them to resort to L1 whenever they are facing difficulties. Meanwhile, the monolingual dictionary will help to define words in context at the same time enrich their word entries or vocabularies.

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