SUMMARY

The current study on interlanguage (IL) errors has been much discussed in its connection to the phenomenon of fossilization. Han reviews hundreds of studies of fossilization that have emerged over the past three decades and comes to a conclusion that there are two competing views which can be identified. The disputable issue is also closely linked to Lenneberg's critical period hypothesis (CPH) that was put forth in the 1960's, claiming that the brain lost its cerebral plasticity after puberty, making SLA more difficult as an adult than as a child. Lenneberg argues that there is a biologically fixed time table for the lateralization of the language function and consequently, there is a CP for the acquisition of language before adolescence. He said that 'normal' language learning was possible between the periods from infancy to puberty, with a loss of abilities after puberty.

The first view suggests that instruction has unconvinced value for SLA (Krashen, Mukkatash, and Thep-Ackrapong). Adults do not get much benefit from error correction; thus, the role of the teacher is to provide inputs which learners can work on in order to refine their understanding and move to the next stage of IL. There was not much value in explicit and systematic error treatment in the case of adult foreign-language (FL) learning since their IL errors are fossilized. This view corresponds with Patkowsky, Johnson and Newport, and Long who believe critical period (CP) indeed exist and consequently FL learners cannot attain TL grammar since their IL errors are fossilized. The view that IL errors are fossilized is also discussed by Adjemian and Saville-Troike who maintain that one of the characteristics of interlanguage is fossilization.

The opposite view comes from White, Spada and Lightbown, and Muranoi who believed that instruction very important within FL learning since it had positive effects on foreign language learning; learners could have a lot of benefits as they could develop their IL system to a higher level of accuracy. This view corresponds with Scovel, White and Genesee, Bialystok, Steinberg et al., and Birdsong who deny the existence of CP in SLA. They claimed that CP may be

applicable for the acquisition of phonology but not for syntax. Lexicogrammar is learnable at any age.

The objective of the current study (Year I) is to find out the answer related to this debatable issue, using pedagogical intervention as to see the learners' reaction to it in order to determine whether or not their learning have ceased to developed (an intervention technique as an attempt to de-fossilize errors). The fundamental question is whether IL errors can be eliminated entirely from the learners' IL system (thus, the learners can attain the complete TL) or they are static or cannot be eradicated entirely from their IL system. To answer this question, some subsidiary research questions were raised. It is hoped that the answers to these subsidiary research questions could be tightly connected with one another to form a unity in order to provide a comprehensive explanation to the problem. The subsidiary research questions are formularized as follows: (1) What types of IL errors do the learners produce before the pedagogical intervention?; (2) What is the frequency of its type of error?; (3) What are the learners' response towards the pedagogical intervention; are the IL errors removed? (4) What is the nature (behavior) of the learners' IL errors after having been intervened pedagogically? Later in year II, the study will focus on the attempt to find answers whether IL errors are fossilized (in a sense that they are static) or dynamic after the learners have got further pedagogical intervention.

The primary data of this study comprises of erroneous sentences taken from the free compositions the learners wrote prior to and after the intervention and two months afterwards. There were around 129 pieces of compositions of about 150 to 200 words each. In addition, this research also used secondary data in the form of information dealing with what was going on within the students, namely, the making of errors and foreign language learning processes. This information was needed to account for the phenomenon of the nature of IL errors. The collected data are analyzed qualitatively, using error analysis as a methodological framework.

The result of error analysis on the learners' composition 1 indicates that it contains a great number of ungrammatical items which were categorized into

nine, namely: (1) vocabulary which includes: word to word translation from mother tongue, wrong diction, wrong choice of class of word, misspelling, false friend, and the use of Indonesia word. (2) BE which includes: omission of BE as predicate, addition of BE in the Present Tense, wrong choice of BE form, (4) omission of BE in adjective clause, and double BE. (3) Verb which includes 8 types of improper use of verb in its agreement with tense, namely: the conflation between present and the past tense form, present participle and the present tense, the use of present tense in the phase verb, past tense in the present tense, To infinitive-with in the present tense, past tense in Phrasal Verb, and overgeneralization of *past participle*. (4) Bound morpheme {-S} which includes: omission of (-S) for third person singular, omission of (-S) as plural marker, omission of {-S} as Possessive marker, addition of {-S} for third person plural. (5) grammatical structrure which includes: misordering, passive construction, subject omission, negative construction, omission of predicate, and parallel construction. (6) Preposition which includes: wrong choice of preposition, omission and addition of preposition. (7) Article which includes: omission of article, wrong choice of article, addition of article, addition of the. (8) wrong choice pronoun form, and (9) wrong choice of adjective form.

The frequency of its type of error can be seen in the table below:

Type of Error	Frequency		Persentage	
1. Vocabulary			**%**	**Total %**
Word for word translation from Indonesian	192		13.4%	
Wrong diction	130	483	9.1%	
Misspelling	83		5.8%	33.8%
False Friend	69		4.8%	
The use of mother tongue (Indonesian)	9		0.6%	
2. BE				
Omission of BE as predicate	87		6.1%	
Addition of BE in the Present Tense form	48	200	3.4%	
Wrong choice of BE form	41		2.9%	14.0%
Omission of BE in adjective clause	20		1.4%	
Double BE	4		0.3%	
3. Verb				

|				
The conflation of Present Tense with the Past Tense	87		6.1%	
The conflation of Present Participle with the present tense	24		1.7%	
Infinitive used in Phasel Verbs	22	165	1.5%	11.6%
Past Tense used in Present Tense	14		1.0%	
To Infinitive used in Present Tense	12		0.8%	
Past Tense used in Phase Verbs	3		0.2%	
Overgeneralization of Past Participle	3		0.2%	
4. Morfem Terikat (-S)				
Omission of (-S) for third person singular	79		5.5%	
Omission of (-S) as plural marker	69	160	4.8%	11.2%
Omission of {-S} as Possessive marker	8		0.6%	
Addition of {-S} for third person plural	4		0.3%	
5. Grammatical Structrure				
Misordering	70		4.9%	
Passive construction	25		1.8%	
Subject omission	21	145	1.5%	10.2%
Negative construction	20		1.4%	
Predicate omission	6		0.4%	
Parallel construction	3		0.2%	
6. Preposition				
Wrong choice of Preposition	70		4.9%	
Addition	48	144	3.4%	10.1%
Omission	26		1.8%	
7. Article				
Omission	60		4.2%	
Wrong choice of article	11	105	0.8%	7.4%
Addition of article	6		0.4%	
Addition of the	28		2.0%	
8. Pronoun				
Wrong choice of Pronoun	19	19	1.3%	1.3%
9. Adjective				
Addition of More- for Exceptional Adjective	7	7	0.5%	0.5%
TOTAL	1428	1428	100.0%	100.0%

To investigate the result of the learners' response towards the pedagogical intervention, this study used data of IL errors taken from composition I and II

(before and after the pedagogical intervention). Data which were collected from the research subjects were analyzed using *Error Analysis* as methodological framework (James, 1998). Result of analysis can be seen in the table below:

Learners	Task I	Task II	Deviation	%
1	64	12	52	81%
2	20	5	15	75%
3	60	25	35	58%
4	30	23	7	23%
5	19	14	5	26%
6	27	14	13	48%
7	23	14	9	39%
8	45	32	13	29%
9	16	8	8	50%
10	36	24	12	33%
11	41	17	24	59%
12	36	27	9	25%
13	35	12	23	66%
14	32	24	8	25%
15	31	19	12	39%
16	17	16	1	6%
17	57	32	25	44%
18	57	34	23	40%
19	18	12	6	33%
20	51	36	15	29%
21	32	30	2	6%
22	33	18	15	45%
23	29	17	12	41%
24	32	16	16	50%
25	37	21	16	43%
26	30	23	7	23%
27	11	7	4	36%
28	25	20	5	20%
29	25	11	14	56%
30	38	0	38	100%
31	45	17	28	62%
32	21	15	6	29%
33	32	24	8	25%
34	28	21	7	25%
35	41	32	9	22%
36	44	35	9	20%
37	26	22	4	15%
38	37	17	20	54%
39	6	6	0	0%
40	42	30	12	29%
41	29	26	3	10%
42	70	16	54	77%

Total	**1428**	**824**	**604**	**42%**

The frequency of error before and after the pedagogical intervention can be seen in the chart below.
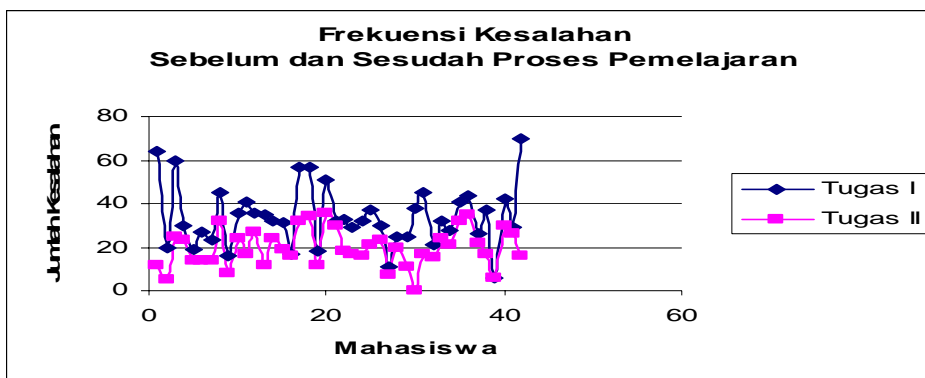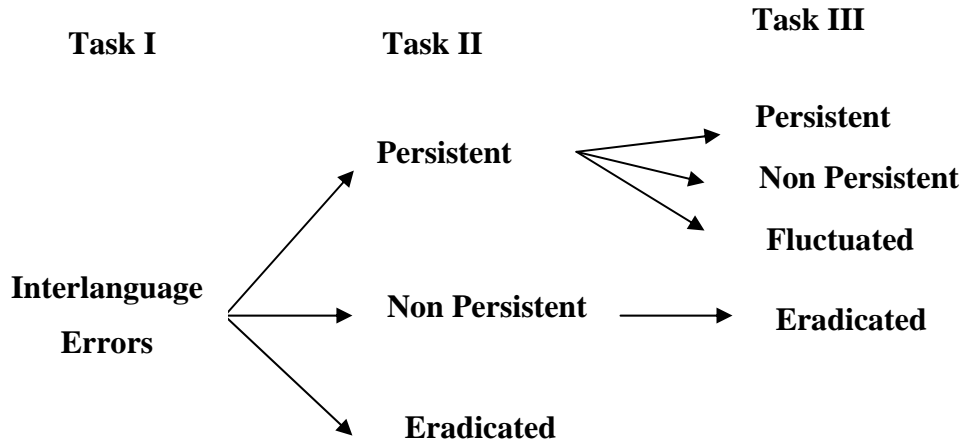

The table and chart above indicate that there exist significant differences in error frequency of composition I and II. The error frequency in most all the learners lowers down in composition II. This indicates that pedagogical intervention given to the students give certain effects to the IL errors, that is, the change in nature. Pedagogical intervention has changed the nature of the learners' IL errors. Some Il errors were still persistent; some were non-persistent; and the rest were eradicated from the learners' IL system. Which follow are tables and charts which illustrate the frequency of the ungrammatical items in C1, C2 and C3, showing how they changed in their state as a result of the pedagogical intervention.

NO	Error Type	Persistent	Non-Persistent	Eradited
1.	**Vocabulary**			
	Misspelling		+	
	False Friend	+		
	Wrong choice of class of word	+		
	Word for word translation from mother tongue	+		
	The use of mother tongue (Indonesian)			+
2.	**Preposition**			
	Omission	+		
	Wrong choice of Preposition	+		

No.				
	Addition	+		
3.	**BE**			
	Omission of BE in adjective clause		+	
	Omission of BE as predicate	+		
	Wrong choice of BE form	+		
	Addition of BE for the Present Tense form	+		
	Double BE		+	
4.	**Verb**			
	Present Participle used in present tense form	+		
	Present Tense used in Past Tense form	+		
	Past Tense used in Present Tense form		+	
	To Infinitive with used in Present Tense form	+		
	Past Tense used in Phase Verbs			+
	Overgeneralization of Past tense			+
	Infinitive used in phrase Verbs		+	
5.	**Gramatical Structrure**			
	Misordering	+		
	Omission of Subject	+		
	Omission of predicate	+		
	Parallel Construction			+
	Passive construction	+	+	
	Negative construction	+	+	
6.	**Article**			
	Omission of article	+		
	Addition of article		+	
	Wropng choice of article		+	
	Addition of the	+		
7.	**Bound Morpheme (-S)**			
	Omission of (-S) for third person singular	+		
	Omission of (-S) as plural marker	+		
	Omission of {-S} as Possessive marker		+	
	Addition of {-S} for third person plural		+	
8.	**Pronoun**			
	Wrong choice of Pronoun form	+		
9.	**Adjective**			
	Addition of More- for Exceptional Adjective		+	

Further analysis indicates that as a result of the pedagogical intervention learners' IL errors changed their state: some were still persistent, others became

non-persistent (appeared only once within one composition); and the rest were eradicated. The non persistent errors were finally disappeared. New IL errors appeared as the learners used new linguistic items but later due to the pedagogical intervention, they changed their states in the diagram below.

Task I   **Task II**   **Task III**

                                        Persistent

                    Persistent   **Non Persistent**

                                        Fluctuated

Interlanguage
Errors   **Non Persistent** ⟶ **Eradicated**

                    Eradicated

The diagram below illustrates how the IL errors were behaving.

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                    ┌─────────────────────────────┐
                    │  Interlanguage errors emerge │
                    └─────────────────────────────┘
                                   │
                                   ▼
                    ┌─────────────────────────────┐
       ┌────────────┤   Pedagogical  Intervention  │
       │            └─────────────────────────────┘
       │              ╱         │          ╲
       │             ▼          ▼           ▼
```

| persistent | non-persistent | Eradicated |

Becoming part of IL system   Becoming part of TL system

| persistent | non-persistent | Fluctuated |

Eradicated

Pedagogical intervention

Becoming part of IL system   Becoming part of TL system

Pedagogical Intervention (research project year II,
what will happen to these IL errors?)