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## THE INTERLINGUAL AND INTRALINGUAL ERRORS IN WRITING DESCRIPTIVE TEXT ON JUNIOR HIGH SCHOOL STUDENTS

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### Abstract

This study aims to determine the source of errors made by students when writing. The students' writing in this study was in the form of a descriptive text about describing people. This study uses the theory of sources of error from Brown (1980). This purpose of this research is to know the source of error of the student because the teacher is still not fully or completely aware of the students' mistakes in writing.

Researchers used qualitative methods with a focus on content analysis. The population in this study were 30 seventh grade students. The source of data is the students' writing result.

In this study, it was found that the source of student error was interlingual 9 errors, or 21% and intralingual errors found 182 errors, or 79%. It can be concluded that the three types of interlingual errors are low, whereas those of the three types of intra-lingual errors are classified as low, but the types of incomplete applications of the rules are classified as medium. The teacher that teaches to pay more attention to writing errors in students by checking each assignment given. Students can better know where their mistakes are and fix them.

**Keyword:** *interlingual, intralingual, descriptive text, students' error*

### Abstrak

Penelitian ini bertujuan untuk mengetahui sumber kesalahan yang dilakukan siswa saat menulis. Tulisan siswa dalam penelitian ini berupa teks deskriptif tentang mendeskripsikan orang. Penelitian ini menggunakan teori sources of error dari Brown (1980). Tujuan penelitian ini adalah untuk mengetahui sumber kesalahan siswa karena guru masih belum sepenuhnya atau sepenuhnya menyadari kesalahan siswa dalam menulis.



Peneliti menggunakan metode kualitatif dengan fokus pada analisis isi. Populasi dalam penelitian ini adalah siswa kelas VII berjumlah 30 siswa. Sumber datanya adalah hasil tulisan siswa.

Dalam penelitian ini ditemukan bahwa sumber kesalahan siswa adalah 9 kesalahan interlingual atau 21% dan kesalahan intralingual ditemukan 182 kesalahan atau 79%. Dapat disimpulkan bahwa ketiga jenis kesalahan antarbahasa tergolong rendah, sedangkan ketiga jenis kesalahan intrabahasa tergolong rendah, namun jenis ketidaklengkapan penerapan aturan tergolong sedang. Guru lebih memperhatikan kesalahan penulisan pada siswa dengan mengecek setiap tugas yang diberikan. Siswa dapat lebih tahu di mana kesalahan mereka dan memperbaikinya.

**Kata kunci:** *interlingual, intralingual, teks deskriptif, kesalahan siswa*

## Introduction

English as an international language plays an important role in today's era. According to Rachmawati (2018), English is one of the important languages. The use of English as the language of communication between humans in the fields of education, business, science, technology, economics, and so on. According to Ramli (2013), writing is a way to express feelings, ideas, arguments, willingness, opinions, and thoughts in the form of word in sentences. In English there are four skills, namely reading, writing, listening, and speaking. The four skills are divided into 2 parts, namely receptive skills and productive skills. Listening and reading are receptive skills. Then, speaking and writing are productive skills. Each skill has its level of challenge. One that has more challenges is writing. According to (Cholipah, 2014), "In learning English, there are certain skills that students need to learn, namely: listening, speaking, reading and writing.

Writing is not an easy thing, before writing there are many things to think about such as vocabulary, writing rules, and spelling usage. According to Cholipah (2014), writing is the most difficult skill for not only it needs a lot of vocabularies in composing paragraph, but also grammatically correct in order to be comprehensible besides other writing's rules. Students need assistance in the process such as dictionaries, tenses collection books, and guidance and direction from the teacher. As Harmer (2004) in Cholipah (2014) states, "Writing is often not time-bound in the way conversation is. When writing, students frequently have more time to think than they do in oral activities. They can go through what

they know in their minds, and even consult dictionaries, grammar books or other reference material to help them.” According to Rahmayani (2021), in Indonesia, English is a foreign language. English is not the native language or the language of daily communication for Indonesian citizens. Therefore, writing activities can be a challenge in itself.

A piece of writing certainly has shortcomings or errors, especially if the student wrote it. The mistakes made by students in their writing must be corrected and analyzed to find out where their mistakes are in order to be able to correct them. To analyze student errors can be done with certain stages. This is called an error analysis.

Error analysis is an activity carried out to detect and analyze errors that exist in the text or others by using procedures. According to Rahayu (2020), error analysis is an activity to reveal the learning outcomes achieved by learners in developing inter language system in writing and speaking which is consist of comparison between the errors made in target language and that target language itself.

According to Brown, error analysis is divided into two, namely interlingual error and intra-lingual error. In this research, researchers will examine both types of sources of error based on the theory of Al-Khresheh (2010) and Richard (1974). Al-Khresheh (2010) state that interlingual error into three rules, namely, transfer error, mother tongue interference, and literal translation. Richard (1974) classifies the intralingual errors into four categories including over-generalization, ignorance of the rule, incomplete applications of the rules, and false concept hypothesized.

Interlingual errors are errors that occur that are closely related to the mother tongue and first language where it occurs because students interpret it into their foreign language. Chelli (2013) defines that interlingual errors as being the result of language transfer, which is caused by learner's first language. Richard (1974) states if the learners of a foreign language make mistake in the target language by effect of his mother tongue that is called as interlingual.

Interference from the student’s own language is not the only reason for committing errors. Students may make mistake in the target language, since they do not know the target language very well, they have difficulties in using it. It calls intralingual error. Richard (1974) states, intralingual interference refers to items produced by learner, which reflect not the structure of mother tongue, but generalization based on partial exposure of the target language. Richard (1974) classifies the intralingual errors into four categories including over

generalization, ignorance of rule restrictions, incomplete application of the rules, and false concept hypothesized

In the writing process, you will likely encounter various obstacles and even cause errors. These errors are of course varied and varied. However, it is possible that the errors caused can be detected in detail. This is in line with the statement of the English teacher at SMPN 1 Diwek. The teacher is still not fully or completely aware of the students' mistakes in writing. So far, the most important thing is that students have been able to write and do assignments and then collect them. Therefore, this research is expected to be able to help examine or find out in detail the location of students' mistakes when writing texts in English so that it will make it easier for teachers to focus on teaching and improving. In this study, the researcher used descriptive text to analyze the source of errors that often occur in students in writing texts in English.

Descriptive text is a text whose contents explain or draw about objects, places, and people. Where contains the shape, nature, characteristics, and so on. According to Kane (1988) in Rahmawati (2018), description text is writing about sensory experience how something looks, sounds, tastes.

This research will focus on the students' errors in the descriptive texts they write based on their abilities. This activity is carried out to find the level of student errors when writing. This study will show the main source of error that students make in their product of writing descriptive text.

## Research Methods

This study uses a qualitative method. Qualitative research is meant for exploring and understanding the meaning of individual or group sources of social or human problems. According to Creswell (2009) in Rahmayani (2021), also stated that qualitative research is intended to explore and understand the meaning of individuals or group ascribe to a social or human problem.

This research uses a content analysis. It is a type of qualitative method. Content analysis is research that is an in-depth discussion of the contents of a written or printed information in the mass media (Rukminingsih, Adnan, & Latief, 2020). This analysis can be used to analyze all forms of communication, whether newspapers, radio news, television advertisements, or other documentary materials.

This research uses table and chart instruments. Researchers will analyze and calculate the results and then categorize the results into three categories. These three categories can be seen in the table below.

Table 3.1 The Category of Result

Category	Percentage
Low	0%-35%
Medium	36%-75%
High	76%-100%

## Results and Discussion

The researcher identified the sources of writing errors in the students' descriptive texts and counted them.

### Findings

#### 1. The Interlingual Errors

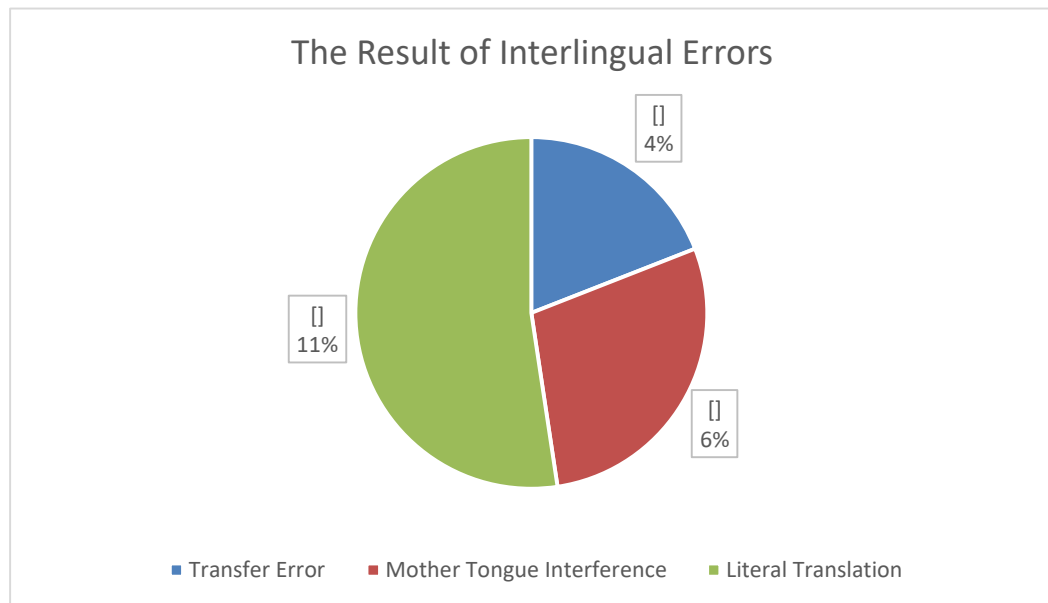
Interlingual error is the most significant source of error for students. Corder (1981) states that these kind of error occur when the learner's habit interface or prevent him or her, to some extent, from acquiring the patterns and rules of the second language. According to Al-Khresheh (2010) suggested that interlingual error committed by three types. They are transfer error, mother tongue interference, and literal translation.

Table 4.1 The Result of Interlingual Error

Sentence	Code	Interlingual Error		
		The Use of Indonesian Word (Transfer Error)	Mother Tongue Interference	Literal Translation
She face is small like baby	LT1			√
He has the ideals of a policeman	LT2			√
I usually call koder	MT1		√	
He's a bit high skinned <b>sawo mature</b>	TE1	√		
He not discipline	MT2		√	
Reva has <b>hair wavy, hair long colors black</b>	LT3			√
She like orange <b>jus</b>	TE2	√		

He favorit color is black	TE3	v		
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Figure 4.1 The Result of Interlingual Errors



a) Transfer Error

In this error, the learner still mix the first language with the language target. The examples can be seen in below.

(TE1) "He's a bit high skinned **sawo mature**"

(TE2) "She like orange **jus**."

(TE3) "He **favorit** color is black."

In those examples, the students write the target language with the first language or Bahasa. The writing is different between Indonesian and English. In sentence (TE1), the depiction of skin color using fruit is common in Indonesian but different in English. If you want to reveal brown skin color, you can write "brown" immediately. So, the correct sentence is "He's a bit high-skinned **brown**." In sentences (TE2) and (TE3), the learners write in Bahasa Indonesia. The sentence should be write (TE2) "She likes orange **juice**" and (TE3) "His **favorite** color is black."

b) Mother Tongue Interference

The learners still use their mother tongue to write. The example can be seen below.

(MT1) “I usually call koder.”

(MT2) “He not discipline”

Those sentences are still influenced by mother tongue. In (MT1), the students do not use objective pronoun to complete the sentence. The correct sentence is “I usually call **him**, Koder.” In (MT2), the student did not add BE in the sentence. The sentence should be “He **is** not discipline.” Last, the example of literal translation or the students translate word by word.

### c) Literal Translation

The learners transfer the first language in language target word by word.

The examples can be seen below.

(LT1) “She face is small like baby.”

(LT2) “He has the ideals of a policeman.”

(LT3) “Reva has **hair wavy, hair long colors black.**”

In those sentences, the students write the target language by translate word by word from Bahasa. The students translate it based on their ability. In (LT1), the student writes down the object described “she” which should be written using a possessive adjective pronoun because it describes something that the object has. Actually, in (LT2) there is no problem, but the student write it word by word, the student should write it better. The problem is in word that choice by student. In (LT3), the student wrong in write the adjective phrase. The adjective word should write before noun. The sentences should be:

(LT1) “**Her** face is small like baby.”

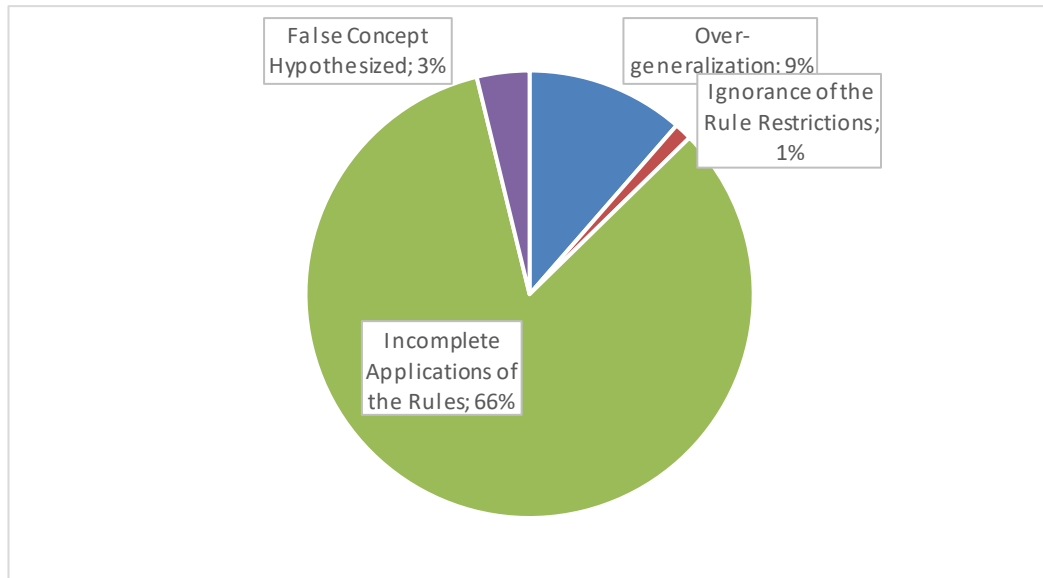
(LT2) “He want to be a policeman.”

(LT3) “Reva has **wavy hair and long black hair.**”

## 2. The Intralingual Errors

Richard (1974) states that intralingual error refers to items produced by learner, which reflects not the structure of mother tongue, but generalization based on the partial exposure of the target language. Richard classifies the intralingual errors into four types including over-generalization, ignorance of rule restrictions, incomplete applications of the rules, and false concept hypothesized.

Figure 4.2 The Result of Intralingual Errors



a) Over-generalization

Overgeneralization ranks is the second position of intralingual errors of the students. It contains 20 cases or 9%. In this case, errors occur because the use of the target language is not suitable since it is assumed that a word can be used in all situations.

Table 4.2 The Result of Intralingual Error Type Over-generalization

Sentence	Code	Type of Intralingual Error: Over-generalization		
		Omission s/es Regular Plural	Omission -ed in Regular Past Verb	Additional of S in Regular Plural
Her hobby is <b>sports</b> .	ORP1	√		
He has chubby <b>cheek</b> .	ASP1			√
She has one <b>sisters</b> .	ORP2	√		
he <b>like</b> game,	ASP2			√



She <b>live</b> in Paculgowang.	ASP3			√
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(ORP1) “Her hobby is **sports**”

In this case, the student writes a sentence based on their knowledge of the rule in English structure and applied it in the other rules. In the sentence “Her hobby is sports”, the student should omit suffix –s because BE (is) that the student uses show a singular. So, the sentence should be, “Her hobby is sport.” Another example of over-generalization can be seen from a sentence below.

(ORP2) “She has one **sisters**”

In this case, the student create a sentence based on their knowledge. In the sentence “She has one sisters”, the student should omit suffix –s because the student explain that her sister is one. So, the student should be write the sentence that show it singular without suffix –s. the sentence should be, “She has one sister.”

b) Ignore of Rule Restrictions

This the lowest error that happen in students. In this case just 3 cases or 1 %. This error happen when the student did not use the correct tense in the type of writing text. Descriptive text should write with simple present tense. The example can be seen in below.

Table 4.3 The Result of Intralingual Error Type Ignorance of the Rule Restrictions

Sentence	Code	Type of Intralingual Error: Ignorance of The Rule Restrictions	
		The Use of Past BE in Present Event	The Use of Past Verb in Present Event
I <b>met</b> him when I entered school	PV1		√
I met him when I <b>entered</b> school	PV2		√
he <b>was</b> nice.	PBE1	√	

(ASP1) “He has chubby **cheek**”

In this case, the error in word “cheek”, human has two cheeks, but the student writes the sentence in singular form. The word “cheek” should be add suffix –s to show that is plural. So, the sentence should be “He has chubby cheeks.” Then, another example of overgeneralization. the example can be seen in below.

(ASP2) “He **like** game”

(ASP3) “She **live** in Paculgowang.”

In that sentence, there is an error in writing (s) in the singular subject. The subject used is "He and She" which in write must be added (s) to the verb or additional (s) in regular plural nouns. So, the correct answer is “He **likes** game” and “She **lives** in Paculgowang.”

c) Incomplete Application of the Rules

Incomplete applications of the rules ranks the highest percentage of students’ errors in intralingual error. It is found 153 cases or 66% of the students’ overall writing text. In this case, students are being confused in the use of pronoun, tense, and spelling. The example of error in use pronoun. The example can be seen in a sentence below.

Table 4.4 The Result of Intralingual Error Type Incomplete Applications of the Rules

Sentence	Code	Type of Intralingual Error: Incomplete Applications of the Rules		
		Wrong Selection of Pronoun	The Use of Structure : Tense	Wrong in Spelling
I <b>HAS</b> Best FrieNd iN My classroom.	UST1		√	
I share a chair with <b>his</b>	WSP1	√		
She lives with <b>his</b> family.	WSP2	√		
He’s a good kid when he goes to <b>scool</b>	WIS1			√
She is the <b>firts</b> child.	WIS2			√
Hanafi has a small and <b>simpel</b> family	WIS3			√

(PV1) “I **met** him when I entered school.”

(PV2) “I met him when I **entered** school.”

These are incorrect choosing verb. In descriptive text should use simple present tense. Simple present tense uses verb-1. The sentences should be:

For example (PV1) the correct sentence is “I **meet** him when I enter school.”  
 For example (PV2) the correct sentence is “I meet him when I **enter** school.”  
 The last example of this error can be seen below.

(PBE1) “He **was** nice.”

There is an incorrect choosing BE. The sentence uses simple past tense because choose BE (was). The student should use simple present tense with BE (am/are/is). The sentence has subject “he”, therefore the student uses BE (is). So, the correct sentence is “He **is** nice.”

d) False Concept Hypothesized

This error just occur 6 cases or 3%. The error of false concept hypothesized is error that the student do not understand the function of (’s). The example can be seen below.

Table 4.5 The Result of Intralingual Error Type False Concept Hypothesized

Sentence	Code	Type of Intralingual Error: False Concept Hypothesized
		Omission of Bound Morpheme (’s) as Possesive Marker
My Best <b>FriEND’S</b> , FarDAN	FCH1	√
His two <b>brother’s</b> .	FCH2	√
My Best <b>Friend’s</b> , Danang	FCH3	√
I and also cinta have big <b>dream’s(,)</b> (...) want to be successful together in the future.	FCH4	√

From the table above, the researcher analyze the sentence below.

(FCH1) “My Best **FriEND’S**, FarDAN.”

(FCH3) “My Best **Friend’s**, Danang.”

In the sentences above, the students added unnecessary items causing an error. In this error, the intralingual error happened because of the false analogy that the student did. In this case, the student seems to produce –’s marker for “friend’s.” So –’s marker in this sentence should be omitted. So, the correct sentences are (FCH1) “My best friend, Fardan.” And (FCH2) “My best friend, Danang.” Another example of false concept hypothesized can be seen below.

(FCH2) “His two **brother’s**.”

(FCH4) “I and also cinta have big **dream’s(,) (...)** want to be successful together in the future.”

In this sentence, the student added unnecessary items causing an error. In this error, the intralingual error happened because of the false analogy that the student did. In this case, the student seems to produce –’s marker for “brother’s (FCH2) and dream’s (FCH4)” So –’s marker in this sentence should be omitted. Errors in the concept of writing sentences is that want to show plural or more than one. So, the sentences should be:

For example (FCH2) “He has two **brothers**”. Then, (FCH4) “Cinta and I have big dreams.

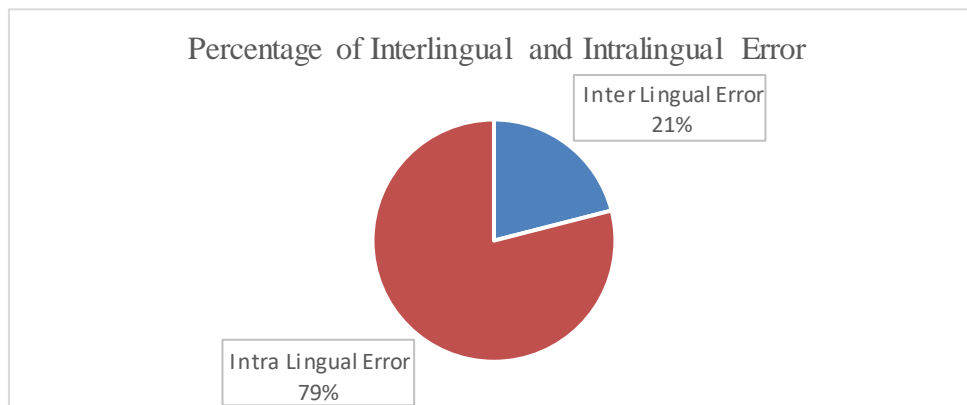
In this study, the number of interlingual and intralingual errors was found as shown in the table below:

#### 4.6 The Result of Error Analysis

Error Analysis	Cases	Percentage
Interlingual Error	49	21%
Intralingual Error	182	79%
Total	231	100%

The percentage of interlingual and intralingual error shown in the chart below:

Figure 4.3 Percentage of Interlingual and Intralingual Error



The pie chart above shows the result based on the students’ writing data explain the varieties of the source of errors that students made.

#### Discussion

##### 1. Interlingual Error

The study found some interlingual errors made by class VII students at SMP N 1 Diwek. Interlingual errors in this study amounted to 49 errors out of 231 errors, or 21%. The total of errors is divided into three parts, namely, 9 errors or 4% transfer error, 14 cases or 6% mother tongue

interference, and 26 errors or 11% literal translation. The percentage is a calculation of the total errors, namely interlingual errors and intralingual errors.

From the percentage results above, which is the result of this study, it is stated that each type of interlingual has a different number. of this number, three types of interlingual error, namely transfer error, mother tongue interference, and literal translation, fall into the low category. So, all types of interlingual error are still in low or minimal error.

Based on Al-Khresheh's theory, which states that interlingual are divided into three types. Of the three types, students were detected to make mistakes in all three. The errors made by the students are spread across the three types so that Al-Khresheh's theory is relevant to the writer's findings in students' descriptive texts.

Furthermore, in the previous study, there were some differences in results. In Cholipah's research, which differs from this study, especially in the results of the source of errors. In Cholipah's research, intralingual error with the source of error is 94 or 11.23% and, interlingual error has 295 or 35.24%. The level of interlingual error in the cholipah study was higher than the intralingual error.

## 2. Intralingual Error

In this study, the errors in intralingual errors had more numbers than interlingual errors. This study found 182 errors out of 231 cases, or 79%. Of the total, the intralingual errors are divided into four categories. The number of errors that occur has different numbers. First, over-generalization was found in 20 cases or 9%. Second, ignorance of the rule restrictions was found in 3 errors or 1%. Third, incomplete applications of the rules were found in 153 errors, or 66%. Finally, the false concept hypothesized was found in 6 errors or 2%. The percentage is a calculation of the total errors of interlingual errors and intralingual errors.

From the percentage results above, which is the result of this study, it is stated that each type of intralingual has a different amount. Of these, three types of intralingual error, namely over-generalization, ignorance of the rule restriction, and false concept hypothesized, are in the low category. while one of the types, namely incomplete applications of the rules, has a medium level.

Based on Richard's theory, intralingual error divided into four categories. They are over-generalization, ignorance of the rule restrictions, incomplete applications of the rules, and false concept hypothesized. Of

the four categories in Richard's theory, students detected to make errors in all categories with different amounts. It can be conclude that Richard's theory about intralingual error is related to this study.

Meanwhile, in Sari (2015), the results she obtained in her research showed same in the results with this study. In Sari's research (2015), the most error rate made by students is in terms of intralingual error. The intralingual error in SMP are 83 cases or 69.74%. In SMK, 70 cases or 64.22%. In university are 73 cases or 90.21%.

In Pratiwi (2015), the results she obtained in her research showed same with this study. In Interlingual error in Junior High School are 32 cases or 27.82%. In Senior High School are 16 cases or 14.04%. Then, intralingual error in Junior High School are 83 cases or 72.12%. In Senior High School are 98 cases or 85.96%. The most error type of intralingual error in Pratiwi's research same with the result in this research, namely, incomplete applications of the rule and overgeneralization.

In Sari (2019), the results she obtained in her research showed that the intralingual error is the most error that occur. The result is 166 cases. The highest result that appears is overgeneralization. The result of Sari's research and this research is same.

Based on the findings above, students make errors in each category with different amounts. In addition, from several previous studies above, it can be conclude that the results of this study have the same type of source of the error made by students, namely intralingual error. The two theories used by the researcher are also relevant to the errors that students make.

## Conclusion

Based on the data obtained in the previous chapter, the researcher concluded that students make errors in all of categories with different percentages. From the percentage results at the previous chapter, which is the result of this study, it is stated that each type of interlingual has a different number. of this number, three types of interlingual error, namely transfer error, mother tongue interference, and literal translation, fall into the low category. So, all types of interlingual error are still in low or minimal error. Meanwhile intralingual error has a different result. From the percentage results at the previous chapter, which is the result of this study, it is stated that each type of intralingual has a different amount. Of these, three types of intralingual error, namely over-

generalization, ignorance of the rule restriction, and false concept hypothesized, are in the low category. while one of the types, namely incomplete applications of the rules, has a medium level.

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