



Students' Strategies with Technology Integrated to Overcome the Interlanguage Issue

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Abstract

During the achievement of the target language, interlanguage becomes a serious issue in second language acquisition (SLA). The influence of the student's mother tongue both on vocabulary and structure plays an essential role, particularly in oral performance. This qualitative study aims to find out the interlanguage fossilization as well as the digital media used to overcome the interlanguage. In this study, 23 non-English department students participated by videotaping their speaking performance spontaneously for about two minutes. Each student submitted a video on the subject of "My Childhood" via google classroom at the end of the English program. Not only the documentation but also the interview is employed; five of the students took part in it. Additionally, the students' strategies to be proficient in English were expressed. The findings indicated the syntactical errors in pronouns errors, articles, concords, and fragments and the morpheme errors in suffixes. Meanwhile, learning English videos integrated with technology such as YouTube, TikTok, and Instagram promotes the students' strategies to boost their speaking skills.

Keywords: *interlanguage, fossilization, error, non-English department students, technology, YouTube*

INTRODUCTION

The nature of language is one of the most challenging areas for language learners, particularly in the concept of language transfer and linguistic background that influence learners in acquiring the target language. The phenomenon is commonly known as interlanguage introduced by Selinker (1972). Further review of interlanguage issues was strengthened by Ellis (1997). He clearly stated that the linguistic system used by the foreign language or second language learners is influenced by their first language (mother tongue). Additionally, Tarone (2018) defined interlanguage (IL) to the linguistic system produced by adults learners who are in the process of achieving the language proficiency. Therefore, learners of other languages are the group of people that form a new dialect, it is neither first nor second language, but forms something in between.

A recent study dealing with interlanguage was proposed by Fatimah & Masduqi (2023) who indicated some difficulties such as an accurate grammatical during mastery of the target language for adult learners in a university. Moreover, Saville (2006) who

elaborated the interlanguage in specific classifications identifies the interlanguage (She propose the term transfer) into two different types of interlanguages; positive transfer and negative transfer. The classification allows other researchers to discuss the process of language transfer in different parts of speech. Besides, interlanguage has at least three prominent characteristics; systematicity, permeability, and fossilization (Fauziati, 2011). On the other hand, Fauzi (2021) concerned on the interlanguage in phonology variability. His findings showed that fricatives have phonological changes between languages when certain word positions are uttered. He added that it was caused by the generalization of pronunciation by similar-ending sounds, the specific vowel sound preceding marked sounds, and the absence of consonant clusters in learners' original languages.

Traditional way of language learning is considered boring and less challenging. Language teachers strive to adopt technology in their teaching, otherwise, the students will not be stimulated to practice the target language (Nagy, 2021). Some experts suggest the use of digital media for learners of other language, in order to the experience of the target language. Houwer (2013) defined learning as the change of behaviour. He assumed that the best way of learning is to have experience that resulted the change in learners' behaviour. Furthermore, Erben (2009) noticed the use of technology in the language development has the potential to improve both interaction and output. Thus, to fulfil the need of learners' experience, the use of technology and digital media is considered to give the learners good experiences in learning the target language.

As the internet provides unlimited access for students to practice their foreign language, it is rewarding for them to use the internet as the media for practicing the language outside classroom. Thus, they have the opportunity to accelerate their fluency of the target language by doing self-practicing at home. Numerous websites on the internet contains various tasks and creative activities that trigger and test students' understanding and make them know how to use the language properly (Nagy, 2021).

Recently, learners prefer to use TikTok because it provides many language teachers who creatively teach a language through their short videos and reels. The target language such as English is directly simulated according to the situation. Moreover, learners can easily acquire the nature of the expression as they experience the native in the video. An empirical research regarding the effectiveness of technology use in foreign language learning has proven that the output and interaction of students in the target language were highly enhanced through the involvement of the internet media in their process of acquiring the language (Golonka et al., 2014). Additionally, learners' language production significantly increased through chat media. As the students possibly interact with the native speakers of English through chat, they obviously improve their communicative competence. In addition, Biletska et al., (2021) discovered that students can finish assignments more quickly with the digital technologies combination in the learning process.

This study is restricted to fossilization including syntax and morpheme to avoid the inappropriate area of work. By detecting interlanguage fossilizations from the students' experience of their target language performance, several strategies on their learning are generated. Since the English expressions are delved from digital media easily, interlanguage problems as the SLA students enable to resolve. However, interlanguage fossilisation of syntax and morphemes keep emerging during the language performance orally. Hence, this study investigated the errors on the students' speaking then their strategies to negotiate them with the electronic media they regularly used.

METHODS

The subject of this research is the non-English major participants studying in Accounting Department at the second semester. The students have two background of mother tongues; Acehnese and Indonesian. In this study, purposive sampling was employed due to its representative. The total of the students involved was 23; five boys and 18 girls with an age range from 18 to 19 years. The students were selected for they were taking English II course focusing on oral language skill. Moreover, the students have an English learning experience for more than eight years. During the English class, they were required to videotape their speaking performance spontaneously about 2 minutes. Each students submitted the video on the subject of "My Childhood" via google classroom at the end of the English program. The videos' transcriptions were qualitatively analysed and categorized into errors of morpheme and structure. According to Malik & Hamied in Research Methods (2014: 188) they stated "Qualitative research is an umbrella term which encompasses enormous variety in terms of paradigm, approaches to data and methods for data analysis. Qualitative research is also much electric, in using multiple strategies and methods than quantitative research."

Not only the documentation through the students' speaking activity, but also their learning experience recapitulated in eight questions on the interview were required. Randomly, five students took apart on the interview. Relating to the interlanguage issue, this semi structured interview involves the students' strategies to give the solution to this interlanguage issue particularly during oral performance. Having the valid students' responses, Indonesian language was accepted during the data collection. Additionally, several digital medias the students regularly use in boosting their English were questions. During the interview, to collect a valid data, the activities were recorded. As Cropley (2022) emphasized that electronic recording is extremely useful since it keeps the responses in detail. The transcripts of the interview then were identified, described, and explained.

RESULTS AND DISCUSSION

Results

1. Interlanguage Fossilization

The findings of interlanguage fossilization are classified into syntactical and morphological errors. The following subtopics are discussing the results of errors on the students' speaking performance relate to the interlanguage.

Syntactical Fossilization in Students' Speaking Performance

Regarding to the issue of interlanguage on Non-English Department students, the results indicated the highest numbers of fossilizations on the use of past tense. Those were found 40 errors on each of 23 students' speaking performance transcript. Besides, 4 pronouns' errors, 4 articles' errors, 6 concords errors and 4 fragments during this study. The following sentences are the few numbers of the students' interlanguage during their target language acquisition.

- (1) *I often played soccer with my friends.*
- (2) *I don't have a bike chair.*
- (3) *I often participated in singing competition.*
- (4) *We used to always played together.*

The results of (1) and (3) showed the similar errors. In the example (1) the student uttered the adverb 'often' followed by 'played' to describe the situation in the past.

Meanwhile (2) shows faulty time in the language, the example (4) redoubled the adverb so that the meaning is wrongful syntactically.

- (5) *my family and neighbour...*
- (6) *I and my friend used to hang out.*

On the (5) and (6) clauses, error on pronouns were expressed. It was found 4 errors on pronouns. Generally, in the native language, people mention themselves before others. The (5) and (6) show the native language influence during the students' oral presentation.

- (7) *I was still in 2nd or 3rd grade of Elementary School.*
- (8) *the food the mother had cooked.*
- (9) *the father will automatically let his children into the room to sleep.*

The (8) and (9) transcripts displayed the interlanguage of overgeneralization. As article a, an or the only exists in the target language, the students overgeneralize the language. On the other hand, the omission of 'the' on (7) was found as it was the grammatical influence of English as the target language.

- (10) *his mother come to my house.*
- (11) *the result were very satisfying.*
- (12) *I likes some of the subjects.*

The concord errors were also found in this study. The influence of L1 on the (10), (11) and (12) was evidently noticed. A piece of student's record (10) and (12) presented disagreement of subject and verb in verbal sentences. Meantime, (11) presents the error of choosing 'be' in the nominal sentence.

- (13) *I from class one.*
- (14) *when I in elementary school.*

Last but not least the issue of the syntax interference was showed in (13) and (14). These fragments or incomplete sentences were clearly influenced by the students' L1. Literally, (13) and (14) were the translation of their mother tongue.

Morphological Fossilization in The Students' Speaking Performance

Not only on the syntactical fossilization but also morphological fossilization was found in this study. The results found 20 inflection's problems on the students' transcripts.

Table 1. Inflection Problems on Students' Transcripts

Error	Correction
(1) <i>I <u>playing</u> with my friends on beach</i>	I played with my friends on beach
(2) <i>...<u>elephant</u>, <u>crocodile</u>, <u>lion</u>...</i>	elephants, crocodiles, lions
(3) <i>...<u>one of my friend</u></i>	...one of my friends
(4) <i>we made all of <u>game</u> such as soccer..</i>	we made all of games such as soccer...

The morphological issues revealed that the students misused on several suffixes involving past tense inflection, and plural noun. It was also found that plural nouns

ranked on the first. The data (15) indicated the error suffix on the tense, while (16), (17) and (18) indicated the matters on the use of suffix on nouns.

2. Digital Media for Speaking Development

All of the students agreed that their English as the target language was truly influenced by their L1. Though the students' L1 varied on Acehnese and Indonesian, most of them confessed that English has been predominated by their L1. The following issue was inquired about the specific impact on the interlanguage process particularly during speaking English. The data showed that the majority admitted that vocabulary such as word choice had an essential role in speaking process rather than grammar rules. The students' habit of translating their L1 into the target language was also discussed. Three of five students voiced that they did it undoubtedly. One of the students added that she translated sentence by sentence not as the whole sentences at once. Furthermore, the students explained how to rectify their translation habit during the conversing activity. Those responses were being practiced by singing English songs, learning the language harder, opening the dictionary or translator and practicing through English videos.

Meanwhile, their effort in reducing errors during the oral performance was delivered on the interview. A contrasting response of the subject included practicing by watching videos, searching on the dictionary, keeping practicing, practicing to speak with other friends, and having recurrently speaking to oneself in front of a mirror.

Regarding with the digital platform used during the target language process, the students were asked about the digital media they regularly used. Those are four of them described that 'YouTube' is effective and efficient for English dialog. One told that "for speaking practice, I often watch on YouTube which are short films, but for the translations, I often use Google Translate." The other said "YouTube, from short videos because the long ones get bored quickly. I see from the dialogues and daily activities like how to..." Another one answered she learnt from 'instagram' and 'TikTok'. On the contrary, not only she has no certain time to learn but also, she unfollows on the accounts. Owing to getting lower motivation, this matter leads the idea of an inadequacy of the target language.

3. Learning Strategies to Improve Speaking Performance

To achieve the target language, the students need to discern their strategies. The findings presented miscellaneous explanation. The following transcriptions explain in the short of E defining as excerpts.

- E1 I want to take English course, additionally I often watch English videos, even on my cell-phone is set in English.
- E2 I practice harder, and through 'instagram' and 'TikTok' I can learn more. And by watching short cartoon movie such as sponge bob, more vocabularies can be memorized and understood.
- E3 Maybe by listen to English music frequently, regularly watch movies on 'YouTube', then practice at home like speaking in front of a mirror.

The data above indicated the students strategies during the language improvement. E1 believes that English course with watching habit enables to help her to achieve the

target language. Meanwhile, E2 and E3 denoted their responses on technology assistance during learning English. Independently, the language proficiency of the students are having better progress.

However, only one student (E4) confessed that she had no more any progression. The reaction signifies the undiscovered strategy to boost her English. Although she is accustomed to using several techniques, she believes she has no advancement.

E4 I have used various strategies but my ability keeps being stuck. I often learn listening to music by not looking at the text, while taking notes. Then speaking is also improved by reading English texts. The point is speaking can be mastered since the listening and reading have been mastered earlier.

The findings explained that most students attempted to achieve the target language with the technology integrated. They habituated learning English with the internet. Instagram, TikTok and YouTube have been frequently used by the students. Furthermore, they believe that the target language can be achieved gradually by with these strategies of using digital media. By comprehending the language proficiency from online videos, the learning output such as speaking ability was progressively improved so that the interlanguage issue can be reduced.

Discussion

As the students of acquiring the target language, here is English, interference of the L1 plays an important role during the language output. Having multi-lingual and multi-cultural background, the students confront some processes of language acquisition. This study is split the L1 into Acehnese and Indonesian. Though most students' L1 is Acehnese, the findings indicated the language interference between Indonesian and English during their language oral performance. In other words, the language interference exists during the process of the language targeted. This issue of insignificance of the local language makes it further discuss.

Meanwhile, Kusumawardani & Adnyani (2020) analysed interlanguage of lexical and syntactical on native language influence and target language influence. Instead of using past verbs, commonly their study found present verbs on past sentences. In relation to this study, the students expressed the correct past verbs, though they misunderstood to connect with the appropriate adverb. This interlanguage situation definitely occurred on syntactic level. On the other hand, Himadri & Sharma (2019) stated that there are numerous ways in which learning one's mother tongue or first language differs from learning a foreign or second language. When a native speaker picks up a second language, his mother tongue habit constantly clashes with the foreign language in all contexts such as sounds and structure. They also gave solution for students to avoid speaking in L1 and be mindful of being undeveloped these habits during the conversation.

Regarding with the point of the fossilization, Pradana & Fauzan (2021) found five types of errors in morpheme inflections including the plural, possessive, superlative, past participle, and third-person singular. Their study also revealed that among the errors, the plural inflection error laid on the first ranked. Their study results agreed with this study on the plural inflection. Instead of past tense inflection, the findings indicated higher number of the plural errors. Meanwhile, Manihuruk (2022) analysed errors of inflectional morphemes on her students' compositions. In her study, she detected four major mistakes students make while writing recounts utilizing

inflectional morphemes were addition, omission, misformation, and misordering; implying that poor understanding of past verbs was found in her study.

Applying of digital media or well-known as social media in ESL classes has increased over the past few years. Since majority of students on higher education uses mobile phone day to day, some digital medias are getting more familiar. Not only for communicating, or entertaining but also for learning some substances. Previous research on the effectiveness of social media for speaking improvement indicated that it is a great resource in a classroom because it enhances students' speaking abilities, increases their motivation, and provides suggestions and content on how educators can incorporate social media into their own teaching methods (Manogaran & Sulaiman, 2022). Besides, Kuning, (2020) promoted several applications from social media such as BBC Learning English, Hello English and Duolingo for learning vocabulary, grammar, dialogue, and many other topics in order to boost the speaking skills. Ariantini et al., (2021) agreed that social media is seen favourably by the students as an integral part of their 21st century learning environments.

On the other hand, 'YouTube' is a useful and effective tool for English dialog. Syafiq et al. (2021) demonstrated that using YouTube videos as an alternative of English learning resources helped students enhance their speaking abilities, including fluency, vocabulary, pronunciation, grammar, and content. With the proper YouTube channel and the time spent for, proficiency in English gradually improve. Meantime, Berti et al., (2023) demonstrated their study of the usage of explainable machine learning (EML). They conceived it can be a useful tool for academics looking into language transfer and interlanguage facts. Additionally, Widyaningsih (2021) on her findings proved the benefit of employing learning strategy, known as flipped learning method, to help students avoid fossilizing their target language. She suggested that practically all grammatical faults made by trainees could be corrected gradually with additional practice.

Watching English movies and listening to English songs are regarded as ways to trigger intrinsic motivation in acquiring the language, which in turns it also minimize the occurrence of the interlanguage because what presented on the movies are the tangible practice of target language context (Chen & Zhao, 2013). They not only grasp the vocabularies but also know how to pronounce the words, when and where to use them correctly. On the other hand, Ananda (2023) agreed that by building a positive environment, it can significantly lessen and even eliminate the students' temporary fossilization.

As the amount of input determines output, it is suggested that English learners should read as many as possible the English resources by native English in order to avoid the interlanguage (Guo, 2022). This idea is such an agreement to the fact that our students expose themselves to online English resources to grab the language easily, fast and less of native language transfer. The learners are allowed to listen, read, imitate, and understand the context of the target language use through the online media, which provides genuine real time applications of how the target language works.

Since the internet provides the real contexts of English use, it can be reflected as most likely a natural exposure to the target language and its culture. Thus, the natural exposure to the language learned is assumed as a way to overcome fossilization of the native language in acquiring a new language (Wei, 2008). Therefore, the appropriate application of technology in English learning will progressively elevate the competence of the target language learners both orally or in written.

CONCLUSION

As a learner is achieving a proficient English, interlanguage sometimes becomes barrier during the target language. Either pronunciations or grammar rules might produce error during the speaking performance. In this study, the results of interlanguage fossilization were categorized into syntactical and morphological errors. The students admitted that their language communication is influenced by their L1. Meanwhile, the students believe that digital media such as Instagram, TikTok and YouTube has benefit for developing the speaking skill. On the other hand, several strategies particularly in technology application to reduce the interlanguage issue were conveyed. Owing to its limitation of the participants from one major study and the language issue, it is recommended for further study to investigate the specific learners' strategies to overcome the interlanguage or temporary fossilization. Furthermore, more English skills such as writing need to be investigated particularly the learning strategies to reduce the interlanguage.

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