

The interlanguage of French learning Indonesian as a foreign language

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ABSTRACT

A greater comprehension of the learning process and the difficulties encountered by non-native learners is imperative given the increasing interest in learning Indonesian, especially among non-native speakers. This study looks at the interlanguage of beginning French learners of Indonesian as a Foreign Language. The main goal is to look at the several kinds of grammatical, syntactic, and lexical errors that appear in their written sentences. This research attempts to determine how learners' native language affects their learning of Indonesian by concentrating on typical mistakes in prepositional usage, adverbial application, word/phrase organization, vocabulary selection, and spelling/capitalization. The study employed a three-phase approach: data collection, data analysis, and interpretation. Data were gathered from written texts produced by beginner-level learners at the Indonesian Embassy in Paris, all of whom had completed at least one semester of instruction. The analysis identified and categorized the language inaccuracies, highlighting the frequency of errors and their correlation with the learners' interlanguage development. The findings reveal that lexical errors, particularly in spelling, were the most frequent (35.84%), followed by syntactic errors in vocabulary selection (30.18%) and word/phrase arrangement (13.83%). Grammatical errors related to preposition (7.05%) and adverb (5.03%) usage were also significant. These errors are not isolated; rather, they reflect the learners' attempts to internalize Indonesian while being influenced by their native French linguistic structures. Examples such as the misuse of "di" for "ke" and "sudah" for "sedang" underscore the challenges learners face in differentiating between Indonesian and French grammar. This study concludes that these inaccuracies are indicative of the learners' developing interlanguage, where their understanding of Indonesian rules is still evolving. The insights gained underscore the importance of contrastive analysis, targeted feedback, and adaptive teaching methods to help learners overcome these challenges. By addressing these issues, educators can enhance the effectiveness of BIPA programs, fostering greater proficiency in Indonesian among non-native speakers.

Keywords: Interlanguage; language inaccuracies; second language acquisition; Indonesian for Speakers of Other Languages (ISOL)

First Received:

11 December 2023

Revised:

24 March 2024

Accepted:

15 May 2024

Final Proof Received:

22 May 2024

Published:

31 May 2024

How to cite (in APA style):

Mahriyuni, M., Pramuniati, I., & Sitinjak, D. R. (2024). The interlanguage of French learning Indonesian as a foreign language. *Indonesian Journal of Applied Linguistics*, 14(1), 206-219. <https://doi.org/10.17509/ijal.v14i1.70394>

INTRODUCTION

Languages like Mandarin, Spanish, and English are frequently highlighted on the global stage. Recently, other languages are also subtly gaining attention. The Indonesian language is one example. The

popularity of studying Indonesian overseas has risen dramatically in recent years. With its diverse culture, wonderful scenery, and flourishing economy, Indonesia is drawing more and more attention from travelers looking to broaden their

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language skills. Interest in learning Indonesian has increased from year to year, especially after Indonesian was made one of the languages recognized as an official language of UNESCO, alongside the official languages of the UN, in 2023.

Practically, language learners, including Indonesian learners, must learn the principles of grammar, syntax, and lexicons to communicate thoughts accurately, both in written and spoken (Fernández-Pérez & González-Pereira, 2023). Some recent studies focus on learning to write in a second language (Bai & Wang, 2023; Rasool et al., 2023; Riazi et al., 2023). Writing is an important skill in foreign language learning because it can help to identify and correct interlanguage errors. Learners can see how the structure of their native language affects the foreign language and work to improve it through regular writing practice (see Cheng & Zhang, 2021; Teng & Zhang, 2020).

The relationship between interlanguage and writing ability is very close and mutually influential (Muthia et al., 2021; Türnük & Aydin, 2020). Interlanguage is a temporary language system that develops when a second language (L2) learner tries to achieve proficiency in the target language (Wang & Fan 2020). On the other hand, writing ability reflects the extent to which the learner has internalized the rules and structures of the target language (Mavrou, 2020).

In the context of the increasing interest of foreigners to learn Indonesian, studies on interlanguage and target language inaccuracies are becoming increasingly relevant. Current issues in interlanguage studies include the use of technology in language error analysis and the use of AI-based tools to provide personalized automated feedback (Borrego, 2023; Zhai & Wibowo, 2023). This technology allows for a more in-depth and efficient analysis of error patterns made by Indonesian language learners. In addition, research on the impact of social and cultural factors on interlanguage development is also important. For example, how multicultural backgrounds and interactions with native Indonesian speakers affect language errors and the learning process (Willyarto et al., 2021).

Furthermore, analysis of the interlanguage development of Indonesian language learners provides important insights into the changes and stability of language errors over time (Putra & Suhardijanto, 2023). This study focuses not only on language errors, but also on factors that influence long-term development, such as motivation and frequency of language use (Lemaich & Utami 2022). By understanding the dynamics of interlanguage, teachers can develop learning strategies that are more adaptive and responsive to learners' needs (Ainun et al., 2024). The increasing interest in learning Indonesian by foreigners demands a more sophisticated and evidence-based

teaching approach to ensure that the learning process is effective and efficient (Isnaniah, 2020). Interlanguage study provides a scientific basis for improving curricula and teaching methods, thereby supporting this goal.

In the context of foreign language learning, writing skills play a very crucial role. For learners of Indonesian for Speakers of Other Languages (ISOL), writing skills not only function as a means of communication, but also as a medium to crystallize their understanding of Indonesian grammar, syntax, and vocabulary (see Septiana et al., 2021; Yulianeta & Amandangi, 2021). Writing skills allow learners to actively practice what they have learned, identify errors, and improve their language structures (Kormos, 2023). Therefore, writing is one effective way to map interlanguage development during the foreign language learning process (Kawecki, 2024).

Interlanguage development in the context of Indonesian language learning shows that mistakes made by learners are not just mistakes, but part of the natural learning process (Lemaich & Utami, 2022; Permadi et al., 2022). These mistakes often reflect the influence of the learner's mother tongue, as well as how they try to internalize the rules of the new language that is still foreign.

Currently, there have been many interlanguage studies on Indonesian students who are learning a foreign language, especially English (see Fatimah & Masduqi, 2023; Gunawan & Rustipa, 2024; Rohimah, 2023). Indonesian students who study other foreign languages, such as Japanese (Haristiany & Christinawati, 2024; Supriatnaningsih et al., 2024) or French (Gumilar et al., 2021; Kawecki, 2022), have also been the subject of many interlanguage studies. According to these studies, various social and cultural contexts often play a more significant role. For example, interaction with native speakers of a foreign language may be limited in Indonesia, compared to learners of ISOL abroad who have easier access to native speakers. This can affect the pace and manner in which learners resolve errors in their interlanguage.

In addition, Indonesian learners learning a foreign language often face challenges stemming from the different structures of Indonesian compared to the target language (Sorohiti et al., 2024). For example, Indonesian learners learning English may struggle with more complex English grammar, including the use of tenses and articles, which do not exist in Indonesian. This is in contrast to non-native speakers learning Indonesian, where their difficulties may be more related to understanding simple but highly contextual sentence structures (Syahri et al., 2024).

In both cases, for learners of Indonesian as a foreign language and Indonesian learners learning a foreign language, responsive and evidence-based teaching strategies are essential (Alshuraiaan &

Almefleh, 2023). By understanding the dynamics of interlanguage and using appropriate technologies and approaches, teachers can help learners overcome challenges in their learning process. What is common in both contexts is the importance of timely and continuous feedback, which allows learners to continually improve and develop their language skills progressively (see Zhang & Mao, 2023).

The complexity that arises in the development of interlanguage, both in the context of Indonesian language learners for non-native speakers and Indonesian students learning a foreign language, opens up the importance of a deeper understanding of how language errors reflect these stages of development. This study focused on exploring interlanguage grammatical and graphological errors that French learners make when writing Indonesian.

To be precise, this study explores grammatical areas such as prepositions, adverb, word/phrase order, vocabulary selection, and spelling and capitalization. By examining these areas, this study aims to uncover the complexity and nuances of writing inaccuracies made by ISOL learners of the beginner level at the Indonesian Embassy in Paris. These inaccuracies reflect the development of learners' interlanguage, whereas the provisional language system they develop reflects their efforts to internalize the rules of the Indonesian language. This analysis will provide valuable insights into the writing challenges faced by learners in the early stages of learning Indonesian, as well as how their interlanguage develops over time. With this understanding, teaching methods can be improved and more effective language learning strategies can be created, ultimately supporting learners in achieving higher language proficiency (Nasyahirah & Febriyana, 2024).

METHOD

This study employed three stages to investigate language inaccuracies in the learners' written expressions. The initial stage involved careful collection of relevant data to capture an understanding of the language inaccuracies that are common in ISOL learners' writing. Subsequently, the collected data underwent an analysis process in the second stage, where various language inaccuracies were identified, categorized, and examined in depth. This analysis stage was based on well-established linguistic principles and aimed to uncover the complexity of inaccuracies that encompass grammatical, syntactic, and lexical aspects. Finally, the third stage was dedicated to presenting the results of the data analysis. This stage played a crucial role in synthesizing the research findings, offering a coherent narrative that explains the patterns, trends, and dominant forms of language inaccuracies observed among ISOL learners in the

writing context. The application of this methodological approach ensured a comprehensive and thorough exploration of the language challenges faced by learners, as well as contributing to a broader understanding of effective language acquisition strategies.

Data Collection

The data for this study were collected from a collection of writings in Indonesian produced by beginner-level ISOL learners in a once-taken writing test. The learners are all French native speakers. The participants were selected based on the criterion that the learners had completed at least one semester of learning. This selection was done deliberately to ensure that the participants had a basic level of exposure and proficiency in the language. By collecting data from learners at this stage, this study aimed to identify early indicators of various grammatical and lexical inaccuracies. It is expected that the insights gained from this data will enable educators to emphasize on certain aspects in their learning process.

By focusing the study on learners who had completed at least one semester, this study also attempted to capture the wide range of language inaccuracies that may emerge in the early stages of language acquisition (Calderón & Plaza, 2021). This approach to data collection provides a material for a thorough exploration of the language challenges faced by learners. In the end, the insights gained from this study are expected to make a contribution to improving teaching strategies and curriculum development in ISOL education.

This data collection was intended mainly to identify language inaccuracies at an early stage of learning. In addition, it also provided important insights into the development of learners' interlanguage. As a temporary language system that develops as learners move towards full proficiency, interlanguage is often characterized by errors that reflect the influence of the native language as well as the internalization of the rules of the target language (Guo, 2022). By analyzing the writing of learners who have completed a semester of learning, this study seeks to understand how their interlanguage emerges, and how these errors can be addressed through more adaptive and effective teaching strategies (Shoatja, 2022). The results of this study are expected to provide guidance for instructors in designing teaching methods that directly target the challenges faced by learners in the process of their interlanguage development.

Data Analysis

This study applied data analysis by identifying language inaccuracies that appeared in the learners' writing. After the inaccuracies were identified, the next step was to classify the inaccuracies based on the relevant grammatical categories. These

grammatical categories cover various aspects such as grammar usage, syntax, and lexicon, each of which was analyzed to determine the extent to which the errors occurred.

After the classification was carried out, this study also attempted to determine the seriousness or dominance of the inaccuracies based on the frequency of the errors. This approach is based on the principles put forward by Corder (as cited in Astam et al., 2020) and Brown (as cited in Angguni, 2020), where the frequency of errors is an important indicator in assessing language mastery by learners. The next step in this analysis is to provide an in-depth explanation of the errors that have been identified. This study not only focuses on the types of errors, but also digs deeper to understand the causes of the errors, and offers methods to correct errors in sentence construction or learners' writing.

With this approach, this study attempted to provide a comprehensive picture of common error patterns and to offer practical solutions that teachers can use to help learners improving their writing skills in the target language. The explanation of errors and how to correct them is based on the theory put forward by Horwitz (2020), who emphasizes the importance of a deep understanding of the language learning process to improve the quality of second language teaching and learning.

Data Interpretation

After the data analysis results were obtained, this study conducted further analysis to interpret the data. Interpretation is expected to provide clarification and descriptive explanations regarding the inaccuracies that have been identified. This analysis not only explains the nature of the inaccuracies, but also investigates the underlying causes and corrective steps that can be taken through a remedial strategy approach.

Furthermore, all detected inaccuracy data are classified based on the type of inaccuracy. For example, inaccuracies related to the verb aspect, the use of prepositions, and the choice of the right words are categorized separately. After this categorization is done, the inaccuracies are organized based on their frequency of occurrence, so that it can be seen which inaccuracies occur most often. In general, the stages in this inaccuracy analysis can be observed in measurable sections,

where each step of the analysis is explained in detail to provide a clear picture of the process and results of the analysis.

This further analysis also aims to understand how these inaccuracies reflect the development of learners' interlanguage. By classifying inaccuracies by type and frequency, this study provides insight into the stages in which learners' interlanguage is located, and the likelihood that they will be able to overcome these errors as their proficiency increases (Satake, 2020). This approach aims to understand how interlanguage develops in the context of Indonesian language learning for non-native speakers, and how remedial strategies can be applied to help learners improve their interlanguage towards more accurate language understanding and use.

FINDINGS AND DISCUSSION

This section presents the results of the data analysis that has been carried out and relate it to previous studies. The focus is directed at identifying the most common error patterns and analyzing how these errors reflect interlanguage development. The findings presented will be systematically described, starting from the most frequent types of inaccuracies to the less dominant ones. The discussion will then explore the implications of these findings in the context of language learning, especially how more effective teaching strategies can be designed to help learners overcome the difficulties they face. By relating the results of this study to the concept of interlanguage and existing literature.

Learners' Writing Inaccuracies

Table 1 shows the results of identifying language inaccuracies in certain types and subtypes. These findings confirm that French, as the participants' mother tongue, has a significant influence on the learners' production of Indonesian. In constructing the target language, learners tend to incorporate structures from their mother tongue into their thinking process. At first glance, the character of this finding is similar to the findings of Alkhudiry and Al-Ahdal (2020) in English language learning for Saudi learners and Addo-Kuffour (2020) for Ghanaian learners.

Table 1
Categories and Subcategories of Language Inaccuracies

No.	Category	Subcategory	Percentage
1.	Grammatical (Syntax)	Use of prepositions	7.05%
		Use of adverbs	5.03%
2.	Syntactic	Use of pronouns	4.40%
		Use of sentence subjects	3.14%
		Word/phrase arrangement	13.83%
		Vocabulary selection	30.18%
3.	Lexical	Spelling (Orthography/Writing)	35.84%

In the Grammatical category, the largest inaccuracy was found in the use of prepositions, which accounted for 7.05% of the total errors, followed by errors in the use of adverbs with a percentage of 5.03%. This category shows that learners still have difficulty in understanding and applying basic grammar rules in Indonesian. As a comparison, Similar findings were also confirmed in Subandiyah et al. (2020).

Furthermore, the Syntactic category includes several more subcategories, where the largest error was found in the selection of vocabulary (diction), with a fairly significant percentage of 30.18%. This indicates that choosing the right words is still a major challenge for learners in constructing correct sentences. In addition, errors in the arrangement of words or phrases reached 13.83%, while the use of pronouns and sentence subjects contributed 4.40% and 3.14% of the total errors, respectively. These data indicate that learners often have difficulty in constructing sentence elements correctly and in

Example 1:

Ini sudah jam sembilan malam, tetapi kami sudah makan.
it have/has o'clock nine night, but we have eat.
It's nine o'clock at night, but we have eaten.

In the example 1, the error lies in the use of the adverb "sudah" instead of "belum." The word "sudah" indicates that the action of eating is finished, which in the context of this sentence is inappropriate because the desired sentence should indicate that they have not eaten. This error reflects the influence of the mother tongue (probably French) where the use of words indicating time or completion of an action may differ in nuance and rules (Karlander & Salö, 2023).

Example 2:

Adikku sedang belajar bahasa
my younger sibling are/currently study language
Prancis di Sorbonne tahun depan.
French at Sorbonne year next.
My younger sibling is currently studying French at Sorbonne next year.

The error in example 2 occurs because the adverb "sedang" indicates a current action, when in fact the action should occur in the future. The correct usage is "akan," which is more appropriate for indicating a future action. This error can be caused by the influence of the mother tongue where the structure or use of words indicating time can be different.

From an interlanguage perspective, learners may be at a stage where they are trying to connect the concept of time in the target language with what they know from their mother tongue. However, because tenses in Indonesian are not as complex as in languages such as English or French, learners

accordance with Indonesian grammar (Lemaich & Utami, 2022).

The last category, Lexical, shows that errors are only in the aspects of spelling (orthography) and writing, with a percentage of 35.84%. This is evidence that correct writing, especially in terms of spelling and capitalization, is an area where learners often experience difficulties. Errors in this category not only reflect a lack of understanding of the rules of writing in Indonesian, but also indicate the influence of the learner's mother tongue in the process of learning Indonesian (Sholah, 2021).

Grammatical Inaccuracies

Grammatical inaccuracies are grouped into errors related to the use of adverbs, prepositions, and adjectives.

Use of Adverbs Inaccuracies

In the use of adverbs, the ISOL learners performed errors in choosing adverbs to complete sentences.

Interlanguage at this stage reflects that learners may have a basic understanding of the use of adverbs in Indonesian but have not yet fully internalized when and how they are used contextually. This is an indication that learners still applied the rules of their mother tongue when trying to form sentences in the target language (Kumaran & Krish, 2021).

may experience confusion in applying the correct concept of time.

At this stage, the error is an indication of the process of internalizing new language rules, which are often influenced by mother tongue transfer (see Chu & Lou, 2022 as a comparison in another context). Learners who still rely on the structure of their mother tongue in using adverbs in Indonesian indicate that they have not fully mastered the nuances of adverb use in the target language. This is typical of interlanguage, where learners create temporary rules that they believe will work in the target language, but often still contain elements from their mother tongue (Válcea, 2020).

Use of Prepositions

Inaccuracies in preposition usage found in participants' writing test results included omission

Example 3:

Tidak, kereta Gajayana berangkat Gambir jam 7 kurang 20 menit.
no, train Gajayana depart Gambir at 7 less 20 minutes.
No, the Gajayana train departs Gambir at 6:40.

This error occurs because of the omission of the preposition "dari" which should be before the place name "Gambir". This omission may be due to the influence of the learner's mother tongue, where in some languages such as English, prepositions such as "from" may not always be needed or used in the same pattern as in Indonesian. In the context of interlanguage, this indicates that learners are still applying the rules of their mother tongue, which leads to errors in sentence construction in the target language.

The correct use of the preposition "dari" in Indonesian is important to indicate the origin or starting point of a journey or movement. When learners do not use this preposition, the meaning in the sentence becomes incomplete or inappropriate. This indicates that learners are still at an early stage in understanding the role of prepositions in Indonesian, which is a common characteristic in interlanguage development.

Example 4:

Mau pergi di konser?
want go at concert?
(Do you) Want to go to the concert?

In this example, the error occurs due to the use of the preposition "di" instead of "ke". The correct form is "Mau pergi ke konser?". The preposition "di" is usually used to indicate a location or place that already exists, while "ke" is used to indicate a direction or destination. This error may be caused by a lack of understanding regarding the use of prepositions in the context of moving towards a place.

From an interlanguage perspective, learners may experience confusion due to differences in the use of prepositions between Indonesian and their mother tongue (Pratiwi et al., 2020). In French, for example, prepositions for location and direction can be used in different contexts, resulting in this error. This error indicates that learners have not fully internalized the rules for using prepositions in Indonesian, and are still relying on the more familiar rules from their mother tongue.

Syntactical Inaccuracies

Syntactical inaccuracies found in diagnostic tests of ISOL learners in Paris reveal the unique challenges they face in understanding and using Indonesian sentence structures. These errors include pronoun usage, subject selection, word or phrase order, and

of prepositions and errors in selecting the correct preposition. Here are some examples of inaccurate preposition usage.

vocabulary selection (diction). These inaccuracies not only indicate learners' lack of understanding of Indonesian syntactic rules, but also reflect the influence of their mother tongue in their interlanguage development process.

There are at least three major categories of inaccuracies made by learners: grammatical, syntactic, and lexical. Lexical inaccuracy is the most dominant with findings of 35.84%. Interestingly, in this lexical category, learners only make one type of error, namely in spelling.

Use of Pronouns

Inaccuracies in pronoun usage found in respondents' test results included errors in placing pronouns correctly and adding pronouns when they were not needed. Here are some examples of pronoun usage inaccuracies observed in test results.

Example 5:

Berapa harganya tiket.
How (the) price (of) the ticket.
How much is the price of the ticket?

Example 6:

Berapa lama perjalanannya kereta GAJAYANA?
how long The journey+possessive train GAJAYANA?
How long is the Gajayana train's journey?

These errors in example 5 and 6 occurs because the learner does not use the possessive pronoun "nya" correctly. In Indonesian, "nya" is used to indicate ownership, but in this sentence, the learner fails to add the pronoun. This may be due to negative transfer from the mother tongue, where the concept of ownership is expressed in a different way.

This error indicates that the learner is still struggling to understand the use of pronouns in Indonesian, especially in the context of ownership. They may try to apply more familiar rules from their mother tongue, which in this case do not match the structure of Indonesian. This indicates that their interlanguage is still developing and requires more exposure and practice in the correct use of pronouns (Guo, 2022).

Use of sentence subjects

Inaccuracies in the use of sentence subjects found in the respondents' test results include errors in selecting the correct subject for sentence construction. Here are some examples of inaccurate subject usage in test results.

Example 7:

Saya bisa membeli tiket itu untuk kami.
I can buy ticket that for us.
I can buy that ticket for us.

The error in choosing the subject "kami" instead of "kita" as shown in the example 7 indicates confusion in the use of two words that are often confusing for Indonesian language learners. "Kami" is used to indicate "we" which does not include the person being spoken to, while "kita" includes the person being spoken to. This error reflects that learners have not fully understood the contextual differences between these two words.

In the concept of interlanguage, this error reflects that learners are still at a stage where they apply the rules of their mother tongue which may not have similar semantic differences between the two types of pronouns. This error indicates the need for more specific practice in the use of pronouns in Indonesian, which can help them narrow the gap between their mother tongue and the target language.

Example 8:

Saya mengajak saya ke konser.
I invite I to concert.
I invite myself to the concert.

Example 9:

Dia mulai jam satu siang sampai jam enam malam.
he/she start clock one afternoon until clock six night.
He/She starts at one in the afternoon until six at night.

These errors in the example 9 reflect learners' difficulties in using the correct subject and in forming the correct sentence structure. The use of the subject "dia" in this sentence is inappropriate because what is actually meant is an event (concert), not a person. In addition, the error in using the time adverb "sampai jam enam malam" instead of "hingga jam enam sore" shows a lack of understanding of the nuances of time in Indonesian.

In an interlanguage context, these errors may occur due to the influence of the mother tongue, where sentence structures may be more flexible or have different rules regarding the use of subjects in the context of time and events. Learners may also not fully understand that in Indonesian, non-human subjects (such as acara) must be treated differently in sentence structure.

These errors highlight the challenges that learners face in understanding Indonesian conventions that are different from their mother tongue. They may still be in the process of internalizing the rules of Indonesian, resulting in errors in subject selection and sentence construction. This is an indication that learners are still in the interlanguage stage where they use limited knowledge to try to produce correct sentences, but are often still influenced by the logic of their mother tongue.

The error in the example 8 occurs due to the excessive use of the pronoun "saya". In proper Indonesian, when someone asks another person if they want to go out together, the first-person pronoun "saya" should be used as the second subject in the question. The use of the same pronoun for the second person (you), which should be "kamu" in two different positions in this sentence creates the impression that someone is talking to themselves, which is clearly a syntactic error.

From an interlanguage perspective, this error indicates that learners may experience confusion between the rules of pronoun usage in their native language and the target language. In some languages, there may be flexibility or differences in pronoun usage that are not as strict as in Indonesian. Therefore, learners may transfer these habits into Indonesian, leading to errors in choosing the right pronoun.

This error indicates that learners are still at a stage where they have not fully mastered the distinction between subjects and objects in sentences involving interactions between two individuals. This is an indication that their interlanguage is still developing, and they need more practice and guidance in using pronouns correctly in various contexts.

Word/phrase arrangement

Inaccuracies in this subcategory include errors in arranging words in the correct order and incomplete sentence structure.

Example 10:

Harga tiket kereta Bima berapa?
price ticket train Bima how much?
How much is the price of the Bima train ticket?

The error in the example 10 lies in the word order in the interrogative sentence. In Indonesian, the correct word order for asking the price of a train ticket is to place the question word "berapa" at the beginning of the sentence. However, in the incorrect sentence, the word "berapa" is placed at the end of the sentence, following a more common structure in English or another language used by the learner. This error indicates a direct transfer from the mother tongue to the target language, where the learner uses the syntactic patterns they are familiar with to form sentences in Indonesian.

This error indicates that the learner is at a stage where they have not fully internalized the syntactic rules of Indonesian, especially in terms of question formation. They may still rely on the rules of their mother tongue, which leads to errors in word order. In the process of interlanguage development, errors

such as these are part of the learner's journey towards higher proficiency in the target language. With increased exposure and practice, learners will hopefully begin to correct these errors by adjusting their sentence structure to conform to Indonesian conventions.

Example 11:

Bukan dia direktur bank.
no he/she director bank.
She is not a bank director.

The error in this example relates to the use of the negation word "bukan" in the sentence structure. In Indonesian, "bukan" is used to deny information related to the subject, but it should be placed after the subject in the sentence. In the incorrect sentence, "bukan" is placed at the beginning, which results in the sentence being syntactically and semantically incorrect.

This error could be due to the influence of the mother tongue, where the structure of negative sentences may be different. In some languages, the negation word can be placed at the beginning of the sentence to emphasize the denial. Learners who are still at the interlanguage stage may apply patterns that they are familiar with from their mother tongue, which leads to this error. The learner's interlanguage in this case reflects their attempt to adapt to the rules of Indonesian, but with patterns that are still influenced by their mother tongue.

Errors like this indicate that learners have not fully mastered the use of negation in Indonesian. They may understand the meaning of the word "bukan," but do not yet fully understand how and where it should be placed in a sentence. This process of interlanguage development is important for teachers to pay attention to, because these errors can be used as a focus for more in-depth teaching of negative sentence structure in Indonesian.

Vocabulary selection

Inaccuracies in this subcategory are errors in choosing the right vocabulary to use in writing sentences. Inaccuracies in vocabulary selection are quite dominant errors in the results of the respondents' diagnostic tests.

Example 12:

Tanggal apa pesawatnya berangkat?
date what plane depart?
What date does the plane depart?

The error in this example occurs because the question word "apa" is used instead of "banyak" to ask about the date. In Indonesian, the question word "apa" is usually used to ask about objects, events, or general information that is not quantitative. Meanwhile, the question word "berapa" is used to ask about the amount, size, or quantitative value, including dates. This error shows that the learner

does not yet understand the difference in function between "apa" and "banyak" in the context of an interlanguage sentence.

In an interlanguage context, this error can be caused by several factors. One of them is negative transfer from the mother tongue, where learners may be accustomed to using general question words that are equivalent to "apa" in various situations, including to ask about time or date. For example, in English, the question word "what" is often used to ask about the date or day, as in the sentence "What date is it today?" Learners who are accustomed to this structure may tend to use "apa" in Indonesian to ask about the date, resulting in an error.

Example 13:

Mereka pindah ke Amerika, tidak Ukraina.
they move to America, not Ukraine.
They moved to America, not Ukraine.

The error in this example lies in the use of the negation word "tidak" instead of "bukan." In Indonesian, "tidak" is used to negate verbs or adjectives, while "bukan" is used to negate nouns or noun phrases. In a correct sentence, the word "bukan" should be used to negate "Ukraine," which is a noun. The use of "tidak" in this context is incorrect because "tidak" is supposed to be used to negate something descriptive, such as a verb or adjective, not a noun.

This error indicates that the learner may not fully understand the difference between "tidak" and "bukan." This is an area where the influence of the mother tongue can be very strong, especially if in their mother tongue there is no similar distinction between negation for nouns and verbs. For example, in English, the word "not" is used uniformly to negate various types of words, be they verbs, adjectives, or nouns. Learners who are used to this kind of system may have difficulty distinguishing between "tidak" and "bukan" in Indonesian, resulting in errors such as those seen above.

Lexical Inaccuracies (Spelling/Orthography)

Lexical inaccuracies are grouped into two subcategories: spelling inaccuracies (Orthography/Writing) which include errors in capitalization and punctuation. Inaccuracies in this subcategory include failure to write according to the improved spelling rules in Indonesian as well as errors in writing details such as dates and street names, and inaccuracies in using capital letters. Inaccuracies in this subcategory are the most common errors found in learner diagnostic test results.

Example 13:

Lima ratus ribu roupiah.
five hundred thousand roupiah.
Five hundred thousand rupiah.

The error in example 13 lies in the spelling of the word "rupiah," which in this case is misspelled as "roupiah." This spelling error can occur for several reasons, one of which is the influence of the mother tongue or another language that the learner has mastered. In many languages, the letters "u" and "o" are often pronounced differently or may be influenced by different spelling patterns, which can cause confusion in writing certain words in Indonesian.

In addition, the letters "r" and "p" in "rupiah" may be considered by learners as part of a more complex spelling pattern, as is often found in foreign languages. The word "roupiah" with the addition of the letter "o" at the beginning may reflect the influence of languages such as French or English, where complex and not always phonetic word spellings are common. For example, in French, words such as "groupe" or "route" use letter combinations that may look similar to "roupiah," even though they are pronounced differently.

This error may also indicate that learners are not yet fully familiar with vocabulary specific to Indonesian, especially words that are unique and not often found in other languages. This indicates that learners may try to use their knowledge of spelling patterns from other languages when they are unsure about the correct spelling in Indonesian.

Example 14:

Tanggal Sabtu, 1 Oktober 2016.
date Saturday, 1 October 2016.
Saturday, 1 October 2016.

This error occurs because the learner makes a mistake in arranging the elements of time in one correct phrase. In Indonesian, when writing a date accompanied by a day, the correct order is to mention "Hari" first, then "tanggal." In the incorrect sentence, the learner places the word "tanggal" before "Sabtu," which is grammatically inappropriate in the structure of the Indonesian language.

This error may arise due to the influence of the learner's mother tongue or other languages. In some languages, such as English, the order of mentioning days and dates may be more flexible or even follow a different pattern. For example, in English, the structure "Saturday, October 1, 2016" is the correct form, which may lead the learner to apply a similar pattern in Indonesian. The use of the word "tanggal" placed before "Sabtu" indicates that the learner may not have fully understood or internalized the convention of writing dates and days in Indonesian.

Example 15:

Saya suka itu penyani.
I like that singer.
I like that singer.

The first error lies in the word order in the sentence. In Indonesian, the correct word order for this sentence is "Saya suka penyanyi itu," where the noun "penyanyi" is followed by the demonstrative word "itu." In the incorrect version, the demonstrative word "itu" is placed before the noun "penyanyi," which is a direct influence of the French structure, where the demonstrative word ("that") is placed before the noun ("singer"). This is an example of negative transfer, where learners apply syntactic rules from their mother tongue to the target language.

The second error is the misspelling of "penyani," which should be written as "penyanyi." This error may occur due to several factors, including the influence of the mother tongue, where the combination of letters used may be different, or a phonetic error, where learners write the word according to how they hear it, rather than based on the correct spelling rules in Indonesian.

This error indicates that learners have not fully internalized the spelling rules in Indonesian, especially for words that may sound similar or have different pronunciations than in their mother tongue. Mistakes like these are common examples of the challenges learners face in mastering a new language, especially when the words in question do not have direct or similar equivalents in their native language.

The Interlanguage of French Learners

The concept of interlanguage plays a crucial role in understanding the linguistic development of French learners of Indonesian as a Foreign Language. Interlanguage, as the transitional linguistic system that learners create as they move from their native language (L1) to the target language (L2), is characterized by the influence of the learner's mother tongue, the internalization of rules from the target language, and the errors that emerge as a result of these influences (Kusumawardani & Adnyani, 2020; Shiddiq & Oktaviani, 2022; Wang & Fan, 2020). The examples and data from the previous sections provide valuable insights into how interlanguage manifests in the written productions of French learners studying Indonesian.

One of the key aspects of interlanguage observed among these learners is the transfer of syntactic and lexical patterns from French to Indonesian. For instance, in the error "Saya suka itu **penyani**" ("I like that singer"), the incorrect word order and misspelling reflect the learner's reliance on French syntactic rules and phonological patterns. In French, demonstrative adjectives like "that" typically precede the noun, leading the learner to structure the Indonesian sentence similarly. This negative transfer results in a sentence that, while comprehensible, does not align with the grammatical norms of Indonesian.

Additionally, the misspelling of "penyanyi" as "penyani" highlights another dimension of interlanguage—phonological transfer. The learner may have spelled the word based on how they phonetically perceive it, influenced by French pronunciation rules where certain sounds may be softer or less distinct. Such errors indicate that while the learner is attempting to apply the rules of the target language, their interlanguage still contains significant elements from their native language, leading to inaccuracies in both syntax and orthography.

Furthermore, errors in prepositional usage, as seen in examples like "Mau pergi di konser?" ("Want to go at the concert?") instead of "Mau pergi ke konser?" ("Want to go to the concert?"), also illustrate how interlanguage is shaped by the learner's familiarity with the prepositional patterns in their mother tongue (Marcellus & Chiedozie, 2022; Omari et al., 2023). French learners might be influenced by the prepositions in their language, where the use of "à" (at/to) could lead them to incorrectly select "di" in Indonesian contexts where "ke" (to) is appropriate.

Another significant aspect of interlanguage is the learners' difficulty in mastering Indonesian's negation structures, as observed in "Mereka pindah ke Amerika, *tidak* Ukraina" ("They moved to America, not Ukraine") instead of "Mereka pindah ke Amerika, *bukan* Ukraina." This error reveals a misunderstanding of the functional distinctions between "tidak" and "bukan." In French, a single form of negation is often used, which might lead to overgeneralization when learners encounter the more nuanced negation rules in Indonesian.

The interlanguage of French learners is also evident in how they approach the use of possessive pronouns and sentence subjects, as seen in the errors involving the omission or incorrect placement of "nya" and the use of "kami" versus "kita." These errors reflect the learners' ongoing struggle to internalize the nuances of Indonesian grammar, which differ significantly from those in French.

Overall, the interlanguage of French learners of Indonesian is marked by a complex interplay of transfer from French, the gradual acquisition of Indonesian rules, and the frequent occurrence of errors that signal where the learners are in their linguistic development. These errors are not merely indicative of language deficits but are part of the natural process of learning, where the learners' interlanguage system evolves over time, moving closer to the target language with increased exposure and practice. Understanding these interlanguage phenomena is crucial for developing effective teaching strategies (Liddicoat, 2020; Wang, 2023), which address the specific needs of French learners and support them in overcoming the challenges they face in acquiring Indonesian.

Possible Development of Teaching Methods

Based on the analysis of interlanguage and the linguistic challenges faced by French learners of Indonesian, several potential strategies for improving teaching methods can be identified. These strategies aim to address the specific errors and inaccuracies highlighted in the learners' writing and are designed to facilitate a more effective language acquisition process.

One key area that requires attention is the teaching of Indonesian syntax and grammar, particularly the use of prepositions, pronouns, and sentence structure. As seen in the examples such as the misuse of "di" instead of "ke" and "tidak" instead of "bukan," learners often transfer syntactic rules from French into Indonesian, leading to errors. To mitigate this, teaching methods should emphasize contrastive analysis between French and Indonesian, helping learners to distinguish the differences and correctly apply Indonesian grammar rules. Exercises that focus on the correct usage of prepositions and negation in various contexts can be particularly beneficial (Bychkovska, 2021).

Additionally, the prominence of lexical errors, especially in spelling and vocabulary selection, indicates a need for more targeted instruction in Indonesian orthography and diction. The misspelling of words like "penyani" instead of "penyanyi" suggests that learners might benefit from phonetic training that aligns with Indonesian pronunciation norms. Moreover, incorporating spelling drills and vocabulary-building activities that emphasize correct word order and usage will help learners internalize the correct forms and reduce reliance on incorrect structures derived from their native language (Szostak, 2023).

The development of remedial strategies tailored to common interlanguage errors is also essential. For example, the errors in word order seen in sentences like "Harga tiket kereta Bima berapa?" ("How much is the price of the Bima train ticket?") highlight the need for exercises that reinforce the correct structure of Indonesian interrogative sentences. Teachers can design activities that require learners to reconstruct sentences from jumbled words or to translate sentences from French to Indonesian with a focus on maintaining the correct word order (Levshina et al., 2023).

Incorporating technology into the teaching process can further enhance the effectiveness of these strategies. AI-based language learning tools can provide personalized feedback on writing assignments, identifying common interlanguage errors and offering instant corrections. Such tools can also track learners' progress over time, helping educators to adjust their teaching methods according to the specific needs of their students (Tetzlaff et al., 2021).

Lastly, creating a more immersive learning environment where learners are exposed to

Indonesian in various contexts can accelerate their language acquisition. This can include interactive activities such as role-playing, group discussions, and cultural immersion experiences that encourage the practical use of Indonesian and reduce dependence on French syntactic and lexical patterns.

CONCLUSION

This study investigated the interlanguage phenomena among beginner French learners of Indonesian. Through an analysis of a number of grammatical, syntactic, and lexical errors, this study attempted to explain the ways in which learners' native language affects their learning of a new language. The results show that these learners most frequently make serious spelling errors in addition to improper usage of prepositions, adverbs, pronouns, and sentence structures. These errors are not individual errors; rather, they are a reflection of deeper cognitive processes that occur when learners switch between the target Indonesian language and their native French.

The notion of interlanguage highlights the transitory character of acquiring a second language, as seen by the learners' mistakes. The wrong word order in phrases like "Saya suka itu penyani" and the overuse of prepositions like "di" instead of "ke" are two examples of how learners are adopting syntactic norms from French that are familiar to them but frequently at odds with Indonesian grammar. Corresponding to this, misspellings like "roupiah" rather than "rupiah" suggest that learners could be influenced by the orthographic conventions of their home tongue.

These results emphasize how critical it is to comprehend interlanguage as a dynamic, ever-evolving linguistic system in order to create instructional tactics that work. Teachers must acknowledge that these mistakes are a normal aspect of learning and that they represent the students' continuous attempts to assimilate the laws of the new language. Teachers can help learners refine their interlanguage toward greater accuracy and fluency in Indonesian by addressing these common errors through targeted instruction, such as contrastive analysis of grammatical structures, focused practice on negation forms, and enhanced orthography training.

The study highlights that mistakes made when learning a language should not be seen as failures but rather as signs of development along the interlanguage continuum. Educators may better adapt their teaching strategies to the unique requirements of French learners of Indonesian by utilizing the insights gleaned from this investigation, which will eventually promote a more efficient and encouraging language acquisition process. In addition to making a significant contribution to the field of language instruction, this study offers a

useful framework for comprehending the difficulties associated with interlanguage development while learning Indonesian as a foreign language.

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