# NEGATIVE TRANSFER IN SECOND LANGUAGE WRITING AMONG MALAY UNIVERSITY STUDENTS

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KUALA LUMPUR

2018

# NEGATIVE TRANSFER IN SECOND LANGUAGE WRITING AMONG MALAY SECONDARY STUDENTS

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## DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ENGLISH AS A SECOND LANGUAGE

## FACULTY OF LANGUAGES AND LINGUISTICS
## UNIVERSITY OF MALAYA
## KUALA LUMPUR

## 2018

# UNIVERSITY OF MALAYA
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Name of Candidate: Fatin Nadirah binti Mohd Yusof

Matric No: TGB 140045

Name of Degree: Master of English as a Second Language

Title of Project Paper/Research Report/Dissertation/Thesis: Negative transfer in second language writing among Malay university students

Field of Study: Language Learning

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# NEGATIVE TRANSFER IN SECOND LANGUAGE WRITING AMONG MALAY UNIVERSITY STUDENTS

## ABSTRACT

Writing in any language presents a great challenge to most learners as it involves a complex cognitive activity and it is particularly harder if it involves bilingual or multilingual learners as it is said that the different languages have both positive and negative influence on the learners' writing. The aim of this study is to investigate the phenomenon of negative transfer and the strategies employed in second language writing that cause negative transfer among Malay university students. The corpus of the study were 25 essays written by 25 participants. The participants are Malay university students with the same number of years of education through primary and secondary education in Malaysia. The instruments used for this study were participants' written essays, questionnaire and oral interviews. All the errors in the essays were identified and classified into various categorizations. The results of the study showed that the types of Negative Transfer that occurred in the students' essays are misinterpretation (MI), calques and substitutions from the Production Errors (PE) category. This study has shed light on the manner in which students experienced some interference from their first language and how it has posed problems when they are writing in their target language, which is English. However, the study is limited to only the aspect of writing. It is hoped that this study will offer new insights in improving the problematic writing aspects faced by the learners as well as developing and improving their overall writing performance.

**Keywords**: Writing, Malay university students, Second Language Learners, Negative Transfer, Interlingual Errors

# PEMINDAHAN NEGATIF DALAM BAHASA KEDUA DALAM KALANGAN PELAJAR-PELAJAR MELAYU DI UNIVERSITI

## ABSTRAK

Menulis dalam mana-mana bahasa memberikan satu cabaran yang besar kepada kebanyakan pelajar kerana ia melibatkan aktiviti kognitif yang kompleks dan ia menjadi lebih sukar sekiranya ia melibatkan pelajar-pelajar yang berdwibahasa atau berbilang bahasa. Ini adalah kerana perbezaan antara bahasa memberikan pengaruh yang positif dan juga negatif kepada penulisan pelajar. Tujuan kajian ini adalah untuk mengkaji fenomena pemindahan negatif dan strategi-strategi yang digunakan dalam penulisan bahasa kedua oleh pelajar-pelajar Melayu di universiti yang berkemungkinan menyebabkan terjadinya pemindahan negatif dalam penulisan mereka. Kajian korpus adalah 25 esei yang ditulis oleh 25 orang siswazah. Pelajar-pelajar ini mempunyai jumlah tahun yang sama dalam mempelajari Bahasa Inggeris. Instrumen yang digunakan untuk kajian ini adalah esei para pelajar, soal selidik dan temu bual. Semua kesalahan yang terdapat di dalam esei-esei pelajar telah dikenal pasti dan seterusnya dibahagikan mengikut ketegori-kategori tertentu. Kajian menunjukkan bahawa pemindahan negatif yang berlaku dalam esei yang ditulis oleh para siswazah adalah kesalahan pengeluaran dan pentafsiran yang salah. Kajian ini juga memberi penjelasan mengenai cara bagaimana pelajar terpengaruh dengan bahasa ibunda mereka dan bagaimana pengaruh daripada bahasa ibunda mereka menimbulkan masalah apabila mereka menulis dalam bahasa sasaran mereka iaitu Bahasa Inggeris. Walau bagaimanapun, kajian ini hanyalah terhad kepada aspek penulisan sahaja. Kajian ini diharapkan akan dapat mengatasi masalah-masalah yang dihadapi oleh para pelajar dalam aspek penulisan dan seterusnya meningkatkan pencapaian penulisan para pelajar secara menyeluruh.

**Kata kunci**: penulisan, siswazah universiti Melayu, pelajar bahasa kedua, pemindahan negatif , kesalahan antara bahasa

# ACKNOWLEDGEMENTS

First and most of all, I would like to express my greatest gratitude to Allah the almighty for his mercy and blessings on me. I am thankful for all the strengths that He has endowed upon me in living my life. Secondly, I am grateful that I am blessed with such an exceptional supervisor, Dr. Patricia Nora Riget. This dissertation would not have been possible without the guidance and help from her. From the bottom of my heart, I thank you for every single effort that you have put in and all the advice that you have given me throughout the whole process of writing this dissertation. I will absolutely treasure everything that I have gained from being your supervisee.

Thirdly, I would like to express my deepest appreciation to all my wonderful family members ; the Yusofs, who are always there for me no matter what the circumstances are and for always having my back ; mak and abah, for the endless support and encouragements that you have given me in making sure that I would be able to complete this dissertation on time; and Yang, for being my inspiration to embark on this Master's journey and for your tremendous help in mentoring me. In addition, a thank you to my special one, Fitri for always supporting me and was more than willing to stay by my side throughout the entire journey. Finally, to my best friends, Faezah and Jiya. I am thankful for the moral support and the encouragement that you have given me in completing this dissertation. I love each and every one of you with all my heart.

Thank you very much.

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L1 : First Language

L2 : Second Language

NT : Negative Transfer

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# CHAPTER 1: INTRODUCTION

## 1.1    Background of the Study

Many second language learners experience a great amount of difficulty when they are trying to write in a second language effectively. In learning a language, producing a writing piece which is coherent and fluent is the task that is the most demanding for the learners and it is even more taxing for the L2 learners (Nunan, 1999).

Second language writing is a demanding practice and a complicated process (Wolfersberger, 2003). ESL writers find the other language skills to be less challenging than writing as L2 compositions involve strategies as well as several linguistic and cognitive processes. Some specialized skills are required for learners to think, draft and revise to produce the written products. However, not every speaker is able to develop the specialized skills in a natural way (Brown, 2001).

Due to the complexity of L2 writing, L2 learners face a lot of problems while completing their written tasks and commit errors (Hyland, 2003). In academic writing, most students face challenges in obtaining sufficient and relevant source of information, paraphrasing, summarizing and using the proper styles (Kalikokha, 2008). It was also revealed that EFL writing is short, contains more errors and lack in cohesion and fluency (Hyland, 2003).

For example, in the case of Pakistani ESL learners, their weak writing skills are apparent in their English writing as they face issues of the lack of competence in organization, having limited vocabulary bank, incapable of expanding their ideas and struggling with the syntax of the language that is in use for their writing (Dar & Khan, 2015) while Arab ESL learners faced some writing problems as the majority of errors were committed due to their failure in using capital letters when it was required of them

to do so. In addition, they were also unable to punctuate appropriately in their writing. Apart from that, their writing organization was fairly poor and they often made grammatical errors (Almarwany, 2008). In the same year, Smith (2007) also stated that the problems faced by the Arabic speakers are due to all aspects in English writing.

Further, Chan (2010) identified a range of lexicogrammatical error types in the writing of Cantonese ESL learners. The errors can be divided into the lexical, syntactical and discourse level. Many studies have been undertaken by research students and teachers whereby they tried to detect some of the problems faced by undergraduate ESL learners when it comes to English writing. They concurred that the ESL learners have limited vocabulary bank, have problems with grammar and syntax. They made errors in using subject-verb agreement, pronouns, tenses, articles, prepositions and basic sentence structures. In addition, learners find it hard to produce an organized writing because they do not know how to use cohesive devices and formal transitional properly. Their writing also lacks coherence and knowledge reinforcement.

Beardsmore (1982) stated that the difficulties faced by a second language learner in learning the grammar, vocabulary and phonology in the second language are related to the interference of habits from L1.

Others like Brown (1980) suggested that errors committed in second language are caused by the assumption made by the learners that structures in the second language are the same with those in their L1. Apart from that, errors are also committed because of the negative transfer that is due to the differences between L1 and L2.

Hourani (2008) also suggested that second language learners commit interlingual errors and intralingual errors. Those two types of errors are the leading cause for the errors that they make in their writing. Interlingual errors are defined as the occurrences that are due to the mother tongue whereby intralingual errors are errors that are

committed because of the language being learned. The interlingual errors are related to the concept of Language Transfer as introduced by Selinker in his Interlanguage Theory (1972). The influence that is due to the likeness and dissimilarities between the first language and other languages is known as transfer (Odlin, 1989). If there are similarities between the syntactic, lexical and discourse of the first language and the second language, learners will not encounter any difficulties in using the language. This phenomenon is called positive transfer. On the contrary, the differences between the syntax, lexical and discourse of the first language and the target language might cause negative transfer and errors that are known as interlingual errors. These interlingual errors will hamper learners' performance in the second language.

In the present study, the occurrences of errors in students' writing due to the differences between the two languages were investigated.

## 1.2    Statement of Problem

English Language is not a foreign subject to Malaysian learners considering the number of years it has been implemented in the Malaysian education system. Throughout the decades, many actions have been taken by the government in improving students' proficiency in the language. However, the level of English proficiency among Malaysian students has given causes for concerns lately (Saadiyah & Kaladevi, 2009). One of the main issues as far as English proficiency is concerned, is students' poor proficiency in writing.

Over the years, a fair amount of research on English writing among students in Malaysia has been conducted and some is still on-going. This is because there are some sort of reasonable expectations towards Malaysian students to perform at a certain level of accuracy and fluency in English writing as they reach the tertiary level of their

education. This is accountable to the fact that they have spent approximately 11-13 years of learning English as a second language since they were in their primary schools. Despite the considerable amount of years spent in learning how to write in English, most Malaysian students are the least competent in their writing skills and they do not know how to complete the task successfully (Chitravelu, Sithamparam & Teh, 2005).

In addition, Mohamad Nor, Mazlan and Rajab (2015) stated in their study that learners' problem such as not being able to produce sentences that are error-free in their English writing leads to the failure in expressing their ideas with conviction. This problem is particularly apparent during examination as finding students who make very few grammatical errors in their writing is hard. They would commit errors that are related to the use of tenses and word order.

In the case of Malay students, the reason for their lack of competence in writing might be related to only using English in the classroom but not practising it outside the language classroom. The students have the tendency to use their mother tongue which is Malay to communicate with their family members and friends at both home and school. They also communicate using Malay to their non-Malay friends who happen to be fluent speakers of Malay language. Therefore, they rarely use English in real-life contexts. As an implication of relying heavily on their first language, their performance in answering the exam questions for writing, reading, speaking and listening skills is weak.

In terms of the Malay students' performance in writing, Hiew (2005) in her study of language learning issues in Malaysia revealed that the time taken for the Malay students to complete their written tasks is worryingly long. This is because during the while-writing stage, they would firstly make the sentences in their minds using the Malay language before finding the translation for them in English. In finding the translation,

they would constantly refer to the bilingual dictionaries. Furthermore, they would also check the essay written for the grammatical errors and its comprehensibility in the post-writing stage.

Stapa (2006) in her study on Language Switching among Malay, engineering students revealed that the L1 interference is also evident in the writing strategies used by the learners when they are writing in English as they would generate their ideas and make notes in Malay and later translated them into English, looking up in the bilingual dictionary for the English words that were appropriate to use and translating any difficult English words and phrases into Malay. This concurs with Selinker (1979) and Dulay, Burt and Krashen (1982) that when there is a failure in understanding the syntactic structures of the second language on the learners' part, they will fall back on their L1 for sentence production in L2.

Marlyna Maros, Tan Kim Hua and Khazriyati Salehuddin (2007) also discovered that the acquisition of English grammar by the Malay students faced an interference from the learners' first language which is Malay and had led to production errors in their written English. It was found that the Malay students frequently produced errors in using the article, subject-verb agreement and the use of copula 'be'. In a similar manner, Misbah, Mohammad, Md Yunus and Ya'acob (2017) in their study also discovered that one of the factors that contributes to Malay students' difficulties in the English language learning is the interference of the first language.

Considering the background of the Malay students who are bilinguals, it is worth noting that the L1 interference could be one of the causes of their lack of competence in writing. The interference from L1 may be due to the discrepancy of lexical, syntax and discourse between the source and the target language. The differences of structures

between L1 and L2 caused errors in L2. The error occurred when the formal L1 features are incorporated in the L2 context (Dulay, 1982).

For Malay ESL learners, the glaring morphological differences between Malay and English particularly superlatives forms, prepositions, affixes and adverbs pose problems in their performance in learning English. Apart from Morphology, the differences of syntactical structures between the Malay and English language is also the other primary restriction for Malaysian students in acquiring English Syntax consists of the set of rules, principles, and processes that dictate the sentence structures of a language (Mat Awal, Abu Bakar, Abdul Hamid & Jalaluddin, 2007). The basic structure of English is similar to Malay which is 'subject-verb object' (SVO). Despite the similarity, there is also a lot of differences. The differences are the usage of copula 'be', subject-verb agreement, articles, determiner and relative pronouns.

Yau (2014) in his study also revealed that the six significant errors that occurred in the writing of Malaysian ESL learners due to the different syntax between Malay and English. Some of the errors were subject-verb agreement, prepositions, tenses, articles and adjectives.

In a similar manner, based on a study on error analysis conducted by (Azizi Yahya, Harison Ishak, Zaidah Zainal, Ladan Javdan Faghat and Noordin Yahaya, 2012) it was found that the Malay secondary school students would commit errors from various categories of English grammar.

Apart from the local studies, some of the international studies on differences in structures between L1 and L2 such as English and Russian by Aleeva (2012), English and Maltese by Camilleri (2004) and English and Chinese by Lu (2011) also showed that the differences interfere in English learning thus hampering students' performance in writing. Due to the differences, students tend to transfer the features from their first

language when there is a knowledge gap in L2. Such a transfer seems inevitable and beneficial to the development of L2 writing. However, it can cause an interference to the development of L2 writing as it becomes negative transfer.

While most of the past studies that have been conducted in the local context on negative transfer from Malay to English were done for students at the primary and secondary level, less attention has been given to students at the tertiary level. In addition, the studies on the writing strategies that may lead to negative transfer from Malay to English in students' essay writing have never been conducted. Therefore, the present study aims to fill that gap as this study aims to identify the negative transfer influence in the writings of the tertiary level ESL learners and the strategies employed in completing their writing tasks that may lead to negative transfer.

## 1.3    Research Objectives

The study aims to identify the phenomenon of negative transfer from Malay in the writing of Malay university students of English as a second language and to determine the writing strategies they use that can cause negative transfer.

## 1.4    Research Questions

This study intends to examine the following research questions:

1)    What are the types of negative transfer from Malay that occur in the essay writing of Malay university ESL students?

2)    What are the strategies used by these students in their writing that may cause negative transfer?

## 1.5 Limitations of the Study

The first limitation of this study is it only focuses on one context of language use which is writing. In addition, this study is only limited to the negative transfer that occurs from Malay to English. Hence, it cannot be generalized into other languages. All of these limitations do not allow making generalizations from the results.

## 1.6 Definition of Operational Terms

This study employed a few notions or concepts which need to be defined:

Second Language Learning

Second language learning is a conscious process which monitors the progress of acquisition.

Interlingual Errors

Errors that are caused by interference from the mother tongue.

Intralingual Errors

Errors that are caused by generalization that is made based on the learners' restricted mastery of the language other than their first language.

Mother Tongue

The language that is firstly acquired by the respondents and is the main medium of communication at home.

Interlanguage

A unique linguistic system developed by L2 learners in which the first language characteristics are maintained and some of the writing and speaking rules of L2 are overgeneralized.

Language Transfer

The similarities or differences of a newly acquired language that might influence the language which has been acquired earlier. It can be classified into positive and negative transfer.

Negative Transfer

Language transfer which results in underproduction, overproduction, production errors and misinterpretation that denote a separation between the conducts of a native speaker and a non-native speaker of a language.

## 1.7    Significance of the Study

It is hoped that the findings of this study will offer new insights in improving the current writing curricula used in educating the learners with a great emphasis given on the problematic writing aspects faced by ESL learners as well as developing and improving their overall writing performance.

# CHAPTER 2: LITERATURE REVIEW

## 2.1    Introduction

In this chapter, a review of the existing literature concerning the important elements of the current study is explored. First, writing in second language and its problems are discussed. Second, the use and impacts of L1 on L2 writing are reviewed. Third, the writing strategies employed by L2 learners. Fourth, the interlingual errors are defined. Fifth, the intralingual errors are discussed. Sixth, the Interlanguage theory is discussed. Seventh, the concept of language transfer is described. Next, the theory of negative transfer in L2 writing is deliberated. This section is significant to show the research gap between the present study and the existing literature. After that, the comparisons between the English and Malay language are made. Finally, the writing assessments in L2 are explained.

## 2.2    Writing in L2

Writing, in any languages not only involves the steps undertaken by the writer to combine words and phrases to make meaningful sentences. The most important task for a writer is to produce a decent and comprehensible piece of writing. The purpose, the audience and the genre also govern the process and the product of writing. The activation of a complex set of resources is involved in writing. The resources are knowledge about the topics written, knowledge of the language which covers the syntax and lexical items and knowledge of the writing discourse. Students learn more when they are aware of their own learning process and know how to make it effective (Oxford, 1990).

For second language learners, writing in their L2 is not a simple task and it is different from writing in their L1. It requires several cognitive and linguistic processes

and strategies. Furthermore, it also involves a lot of elements such as producing content, drafting ideas, revising writing, choosing vocabulary and editing text. On top of all those elements, there are language issues that the learners need to deal with (Wolfersberger, 2003). Issues such as proficiency in the target language, the ability to write, cultural discrepancy and techniques employed to write may affect the students' performance.

Silva (1993) in his studies suggested that the L2 writing process is not similar to those of L1 writing. Silva examined 72 studies which made a comparison between L1 writing with L2 writing. The study revealed disparities between the writing in the first language and the second language. The differences were found at the stage of composition. The way the learners plan their writing, doing the transcription and reviewing the writing differs. The characteristics of the writing produced such as the standard, forms, fluency and precision are also different. L2 writers write differently in both L1 and L2 written tasks particularly, low achievers of L2. This is because they are often highly dependent on their first language (Manchón, Roca de Larios, & Murphy 2000; Zimmerman 2000). Nevertheless, the variety of writing styles among L2 writers is unavoidable.

The role of writing in the development of second language in L1 literate adults is significant (Weissberg, 2000). This is because its contribution is not only limited in developing learners' accuracy. It also gives birth to forms that are new to them. The way the L1 literate adults approach their writing and how the writing is used in their L2 is not similar to their colleagues whom do not write much in their L1. The competent L2 writers may not find a lot of differences between the two languages. Writers who are competent in both languages, L1 and L2 are inclined to employ similar strategies when they are writing in either one of the languages (Matsumoto, 1995).

The students' proficiency in several important areas can be improved effectively with instructions. Over the past decades, a few approaches have dominated the teaching of L2 writing. Some of those approaches are still in use in today's classrooms methodologies. There are four major approaches to L2 writing instruction. The focus for each approach is different and each approach follows an order of development. The focus should firstly be on the form and is followed by the writer, content and the reader (Raimes, 1991). The product approach which is form-focused was dominant to writing instruction in the 1960s. The latest instructions for writing and the assessments emphasize on the integration of all writing aspects.

### 2.2.1 The Use and Impacts of L1 on L2 Writing

Regarding the use of L1 in L2, some researchers claimed that L2 learners are very dependent on their L1. The L1 impact on L2 writing is greater on adult ESL learners. They are more influenced by the L1 because their writing skills have been developed through their L1 writing experience. Several L2 writing studies have discussed L2 writers' use of native language L1 in L2 writing processes (Cumming, 1990; Kobayashi & Rinnert, 1992; Lay 1982; Roca et al., 1999; Cohen and Brooks-Carson, 2001; Wang & Wen, 2002; Ang, Leng Hong & Hajar Abdul Rahim (2011), and Tan, Kim Hua & Khazriyati Salehuddin, 2011). These studies have reported that students who are not competent in the language might gain an advantage when firstly writing essays in their L1 before translating them into L2.

L1 is consistently used by the inexpert writers in generating ideas whereas the expert writers used L1 to generate content and search for lexicals (Cumming, 1989). This is accountable to the fact that their mother tongue interferes significantly when they are writing in the target language (Solano et.al, 2014). He further clarifies that during the

L2 writing process, students are inclined to apply their L1 grammatical rules whenever they come across the knowledge gap. This, most of the time leads to production errors.

In a study on 387 Cantonese English as a second language (ESL) learners' written English output, the influence of their L1 were apparent in majority of their writings. The way the essays were written resembled their L1 writing particularly the sentence structures. Some learners are prone to think in their L1 before turning it into L2 by means of translation. On the other hand, some learners might directly process their mental output in L2. However, when they face some difficulties in expressing their ideas in their L2 writing, they would constantly retrieve their L1 repertoire. Moreover, Arab students are prone to transfer the writing conventions in Arabic into their L2 written tasks. Even though the writing conventions between Arabic and English differ, they would still apply them in their L2 writing (Abu Rass, 2011).

With regards to the proficiency level, learners with lower proficiency in L2 depend highly on their L1 when writing (Lado, 1957). Furthermore, students of lower proficiency level do more of translating and use dictionaries that provide them with the meaning for words in both L1 and L2 in completing their written tasks (Baker& Boonkit, 2004).

Yasunari (2012) in his study acknowledged that majority of Japanese students firstly formed sentences in Japanese and then translated their ideas into English when doing their English writing. Zimmerman (2000) however, discovered that while L2 learners with low proficiency are heavily dependent on their L1 resources, advanced learners are capable of shifting between languages easily and produce written pieces in both L1 and L2 successfully. Wang and Wen (2002) investigated the effects of L1 of the Chinese university students on their L2 English writing. They also examined whether their reliance on their L1, which is Chinese has some sort of relations with their proficiency

level in English. Based on their study, it was found that, when writing in English, highly proficient students are not dependent on Chinese when writing as compared to those with lower English proficiency.

On the other hand, Soheila (2013) in her study of negative transfer found that English students with Russian as their L2 and have high proficiency level often think in their L1 while doing their writing despite being instructed not to do so. Stapa (2006) in her study of Language Switching among Malay engineering students from the University of Technology Malaysia discovered that despite the differences in the proficiency level, most of the students do switch to Malay language when they are completing their English written tasks.

There are several reasons why L2 writers sometimes rely on their L1. First, it is for them to evaluate and look up for the suitable wording to be used in their writing as well as to compare between cross-linguistic equivalents (Cumming, 1990). They translate (Wolfersberger, 2003), change the language (Woodall, 2002) and backtrack (Machon, Roca de Larios & Murphy, 2000). It is not easy for L2 learners to appropriately use the linguistic means in L2 especially when there is no match for the forms being used in their first language (Kang, 2005). Learners tend to do language switching which involves the learners using their native language directly without translation. Only the noun category was found to be involved in the language switch strategy. When L2 learners could not find the language equivalent for L2 from L1, they would resort to language switch. This results in the entire form of L1 being transferred to L2. The direct translation from L1 in L2 is probably caused by the limited vocabulary of the second language learners. Consequently, they opt for transfer strategy from L1 to L2. Apart from using L1 for finding the vocabulary equivalence, L1 is used by learners for generating ideas, topics searching, concepts developing and organizing information

(Uzawa & Cumming, 1989). The next reason for it is for expansion, elaboration and rehearsal of ideas and producing the draft (Roca et al, 1999).

The use of L1 in L2 writing also differs according to the type of writing required of the learners to write. A study by Wang & Wen (2002) found that Chinese EFL writers put such a great reliance on their L1 when managing their writing processes is concerned. For example, generating and organizing ideas. In spite of that, they relied more on the L2 for task examination and text-generating activities. Moreover, it was discovered that learners used more of their L1 in the narrative writing as compared to the argumentative writing. Nevertheless, when L2 learners experience some progress in their L2 development, they rely less on their L1.

Based on the studies done by SLA researchers on the impacts of L1 on L2, there were some positive impacts as well as the negative ones. The positive sides of L1 use on L2 writing are apparent in the case study by Cumming (1989) whereby the considerable amount of switching between English and French in an English writing task by the students had enabled them to search and obtain words that are suitable and appropriate, link cross-linguistic counterparts and simultaneously commit linguistic choices in the L2. Furthermore, Lay (1988) announced that L1 could be used to assist students when they are writing in L2 as it also helps them in producing their ideas better.

In a study on direct vs translating method by Cohen and Brooks-Carson (2001), 39 students were asked to write in their L1 before translating it into their L2 which is French. The students overall had more ideas and they could express them more clearly in their L1 writing. It could be because they had better vocabulary in their L1. Furthermore, it was reported that when they translated the essays from their L1 into L2, the essays became more organized as compared to when they wrote them directly in French.

Likewise, in a study conducted by Stapa and Abdul Majid (2006) on Malaysian Malay ESL learners has shown that the ideas produced by students of low English proficiency were in a higher quantity when generating their ideas using L1 and the quality of the essays written showed some improvements. The students' score improved as the students' use of the language becomes more fluent and accurate, organize their writing better and produce a good content for the writing.

On the negative side, Almarwany (2008) claimed that many writing problems such as capitalization and punctuation are caused by students' first language. In addition, Ansari (2012) mentioned that the interference of L1 into L2 is one of the many factors that contribute to the failure of Iranian EFL students in doing their L2 writing effectively. Locally, Khazriyati and Tan (2007) conducted a study for Malay, secondary learners of English. With regards to errors, it was found that the learners tend to make the wrong choice of prepositions. The ones that are the most problematic for the learners are *in, to* and *into* as they would use these three prepositions incorrectly. For example, they would write *"jump in the river"* and *"jump to the river"* instead of *"jump into the river"*. German learners of English also found it hard to use the prepositions *in* and *into* correctly as observed by Nesselhauf (2005). In a nutshell, the acquisition and learning of ESL writing is influenced by their L1.

### 2.2.2 Writing Strategies Employed by ESL Learners

Traditionally, the definition given for "writing strategies" is actions that a learner takes purposely to succeed in the writing tasks. Writing strategies are one of the higher order mental functions, and thus they are mediated or situated actions. From the sociocultural perspective, writing strategies are mediated actions that learners take to aid in their learning to write and they are aware of it (Lei, 2008, p. 220). Lei (2008)

used Engestrom's (1999) Activity Theory Model and the notion of mediation to identify and explore Chinese undergraduate EFL learners' writing strategies. The study found that the EFL learners used four types of strategies:

(a) the Internet-mediated strategies: using online bilingual dictionaries/thesaurus, looking up for information online e.g., Google)

(b) Literary work-mediated strategies: read English novels, short stories, poems, newspapers, and magazines, and kept the notes related to what have been learned in a notebook, reviewed, recited and remembered them. Later, adapted/ borrowed from the literary works for sentences in writing in English,

(c) L1- mediated strategies: used L1, Chinese, extensively in the pre-writing stage

(d) L2-mediated strategies: studied English grammar and vocabulary strenuously

Finding out about the degree of similarity between composing process in L1 and L2 is a vital aspect in the studies of L2 writing strategies. In a study conducted on the writing strategies employed by eight ESL students, four in remedial ESL writing courses and four in college-level writing courses, the data collected revealed that students employed the writing strategies that are quite similar to the strategies that are used by many L1 writers. The strategies are planning for the writing, scanning repetitively and being involved in the restricted pre-writing stage (Raimes, 1991) In a similar manner, it was discovered that similar writing strategies were used by six Spanish ESL students when writing in both L1 and L2 (Jones & Tetroe, 1987).

In a study conducted by Nooreiny and Mazlin (2013), it was disclosed that ESL students of different levels of proficiency used some strategies in all stages of writing.

However, the strategies are employed more by the students in the pre-writing stage as compared to the while-writing and post writing stage. Chen (2011) conducted a study on English writing strategies on the Chinese college students who were not majoring in English courses. It was revealed that some writing strategies were employed by these students in all stages of writing. However, these strategies were not frequently used by the students. In addition, it was also discovered that out of the three stages in writing, the writing strategies were mostly employed during the while-writing stage.

Stapa (2006) in her study on Language Switching for Malay, engineering students revealed that the writing strategies used by the learners when writing in English were generating their ideas and making notes in Malay and later translate them into English, looking up in the bilingual dictionary for the English words that were appropriate to use and translating any difficult English words and phrases into Malay.

As far as L1 proficiency is concerned, Cumming (1989) argued that L1 proficiency is helpful for students to a certain degree but does not necessarily influence the thinking processes or decision-making behaviors needed for composing in L2. He proposed that language proficiency and writing proficiency should be distinguished in the case of L2 learners. Bosher (1998) conducted her qualitative case study with ESL college students in an academic language bridge program for refugee or immigrant of the University of Minnesota. It was found that all the L2 learners employed different writing strategies in spite of their levels of L1 proficiency. The importance of individual differences within the immigrant or international student population was noted in the study.

On the contrary, Ridhuan and Abdullah (2009) in their studies reported that the high proficiency and low proficiency level students shared writing strategies in generating ideas for their written tasks. They are mainly cognitive strategies such as ideas expansion and transcription, translation, repetition and structure rehearsal. Moreover, in

the findings from the study conducted by Nooreiny and Mazlin (2013) on the writing strategies, it was revealed that the differences between the frequency of writing strategies employed by the beginners and the advanced learners of ESL were not very significant.

Chien (2010) stated that the advanced learners in his study paid more attention on the text production while the low proficiency level learners focused only on generating ideas. All the studies mentioned have proven that, as far as writing in L2 is concerned, regardless of the level of proficiency of the L2 writers, they will rely on and resort to their L1 for a variety of purposes during the writing process. Therefore, the proficiency level of the students is not taken into account in the present study as it only focuses on the occurrences of negative transfer from students' L1 and the strategies employed by them that may cause negative transfer in their essay writing.

## 2.3    Error Analysis

Corder (1976) stated that error analysis is a part of investigating the language learning process. In terms of the methods, it is similar to the study of first language acquisition. Through error analysis, the progress of the learners' linguistic performance as well as their learning process will be able to be indicated. It can be concluded that the primary aim of error analysis is not just for identifying errors themselves. It was also to benefit the learners from the findings of the error analysis done. The application of it is important to intensify the learners' language competence.

Error Analysis enables the teachers, syllabus designers, textbook writers to know of the problematic areas. Apart from that, the findings from the error analysis also helps to recognize second language learners' needs at a specific learning stage Therefore, it is

very useful in tackling the trouble spots by designing remedial courses through the strategies of teaching and the materials used (Erdogan, 2005).

Since writing in English is not an easy task for English L2 learners, it is not shocking to find a lot of errors and mistakes in the learners' writing. However, what differs errors from mistakes are vital in detecting the underlying causes of writing problems among the learners. According to James (1998), errors are mostly committed due to learners' lack of competence in the target language. On the other hand, according to Fauziati (2009) the mistakes are divergence that are due to extreme tiredness, stress and restrictions of the memory. They are not regular and the learners can make corrections on their mistakes on the spot when they are aware of the mistakes done. Mistakes can be made by the learners when they are using their mother tongue (Corder, 1976). Errors committed by ESL learners are caused by many reasons. Brown (1980) says that ESL learners committed the errors due to their own assumption that the structures of L2 are the same with L1. Moreover, errors are also committed due to the transfer that occurs from L1 because of the dissimilarities of language aspects between L1 and L2.

In addition, the study of error analysis revealed that learners' errors were also caused by some universal strategies and not just the learners' native language. Error analysis put emphasis on the weight of errors committed by the learners in L2. Recognizing that the first language interference is not the sole cause for learners to make errors in their L2 is important.

Richards (1971) put the errors identified in acquiring English as L2 into four categories. The first error classified is overgeneralization by which learners create a structure that is uncommon based on his experience from learning the target language and its structures. Secondly, errors that are related to the ignorance of rule restriction. It occurs when learners fail to recognize the restrictions or structures that are already in

existence. The third one is incomplete application of rules. It emerges when the learners are unable to do structure-developing that leads to a correct sentence production. The final type of error is hypothesizing false concepts. It stems from an inaccurate comprehension of differences in the newly learned language.

Lee (1997) further elaborates on the four classifications of learners' errors. The errors can be divided into grammatical, discourse, phonological and lexical. The *grammatical errors* relate to the accuracy in both writing and speech. However, a grammatical error that occurs at the sentence level is often regarded as "mistakes" whereby an immediate correction from the teacher is not necessary. *Discourse errors* are errors that are related to the speaking and writing rules as well as the learners' knowledge of the culture and the context of language use. *Phonologically-induced errors* are manifested when learners pronounce or intonate inaccurately. *Lexical errors* are the errors related to the linguistic levels that may hinder communication in the language and comprehensibility of the language used.

Richards et al (1992) explained the use of error analysis in recognising the strategies that are employed by learners during the process of learning, identifying the reasons for the errors made by learners and retrieving information on standard difficulties faced by language learners in learning so as to aid in teaching and developing teaching materials. In general, error analysis is useful in tackling learners' errors in the classroom because of a few reasons. First and foremost, it helps in creating corrective measures. It also prepares for the items in the text book that are going to be learned by the learners from the target language. The items prepared follow the order of difficulty. Lastly, it proposes recommendations about the nature or strategies that the L1 and L2 learners should utilize.

### 2.3.1    Interlingual Errors

Corder (1981) states the reason of learners committing interlingual errors. It is because of the    interference from the learners' habits from the first language which prevents them from acquiring the second language rules and structures.

Interlingual errors are committed when the L1 of the learners interfere when they are using the target language (Touchie, 1986). In order to avoid the interlingual errors from being committed in their English writing, the learners need to make an improvement in the aspects of grammar, vocabulary, discourse and ways of organizing information (Hyland, 2003). The mistakes that the ESL learners make that are caused by their mother tongue in the target language are known as interlingual (Richard, 1974). The interlingual errors are also proven to be caused by transfer error (Allen & Corder, 1974). Interlingual errors are committed by translating word for word (Al-Khresheh, 2010). Al-Khresheh (2010) stated three factors that cause interlingual errors. *Transfer error* occurs when the mother tongue interferes. *Mother tongue interference* causes errors while the learners are uncovering the L2 forms. *Literal translation* causes errors to be committed when students make some sentences or proverbs from the first language into the target language without ensuring that the sentences translated would make sense and relevant in the context of the target language.

### 2.3.2    Intralingual Errors

Errors made by the learners can be classified into a variety of criteria. If on one hand, the occurrence of the *interlingual errors* are claimed to be caused by L1 interference, on the other hand, *intralingual errors* occur regardless of L1 (D. Larsen-Freeman and M. Long, 1991). Apart from the interference from the learners' own mother tongue, leaners commit errors because of other reasons. Due to their lack of competence in the target

language, they find it hard to use it. Therefore, they fail to use it correctly and commit errors instead.

Richard (1974) stated that intralingual errors refers to learners' production of items which do not reflect the L1 forms but rather, the generalization that is made on their limited knowledge of the L2. Brown (1980) mentioned that the domination of interlingual errors characterized learners' early language learning. However, more transfer generalization within the target language occurred when the learner has acquired parts of the new system. The intralingual errors can be divided into four categories (Richard, 1974).

## 2.4    Interlanguage

There are several definitions given by SLA scholars and researchers regarding Interlanguage. Interlanguage is a prominent part of SLA field as Ellis (1994) maintains that the explanation for second language acquisition in adults and children can be provided by the Interlanguage theory. Selinker (1972) stated the characteristics of Interlanguage Theory in which the first language characteristics are maintained and some of the writing and speaking rules of L2 are overgeneralized. In addition, it can go through "fossilization". The development of it will stop. These characteristics bring about the system's unique linguistic organisation. Interlanguage rules are shaped by many factors. The first one is the previous learning strategies in which the Interlanguage rules and subsystems may be the outcome from transfer from the first language.

In addition, the training process with its own specific features are used to teach the second language and they may result in some elements of the Interlanguage. The next factor is the strategies of L2 acquisition. They are the specific approaches used to learn a material and they may result in some elements of the Interlanguage. Other than that,

there are the L2 communication strategies which are some of the particular ways that are used in conversing. The last factor is the overgeneralization of L2 language patterns. Overgeneralization is a condition by which learners create a structure that is uncommon based on his experience from learning the target language and its structures. As an example, it happens when a child uses the regular plural ending forms like "s" to produce irregular plural forms like "*teeths*" or "*childs*".

In a similar manner, Jie (2008) defined Interlanguage as the system that is built up by the learners while they are learning a second language and the system is somewhat different from their first and second language system. With regards to Interlanguage, Adjemian (1976) stated that novel utterances can be generated through the set of linguistic rules.

Interlanguage is made up of several characteristics. The first characteristic is the production of Interlanguage is not the literal translation of native language utterances. In the aspect of speech, the second language utterances produced by second language speakers are produced systematically and not random. Apart from that, they also rarely comply with the expectation that one has of a native speaker of the target language in terms of language production. The final characteristic is, Interlanguage is spoken by children and adults when second language acquisition is not happening at the same time with the first language (Tarone, 1976).

However, there have been several important criticisms about the Interlanguage study. Jie (2008) mentioned that the study of Interlanguage has its restrictions. It only deals with a limited sphere of morpheme and syntax. The semantic development is not being dealt successfully. It was also mentioned that the concept of the study is not clearly defined and effective approaches were not able to be developed in facilitating the

empirical studies. Besides that, the research methods used for the study of interlanguage lack technicality.

## 2.5    Language Transfer

One of the earliest histories of Language Transfer dated back to 1950s whereby, the primary factor that contributed to errors was claimed to be transfer. Language transfer is also known as cross-linguistic influence. Its contribution to the learners' interlanguage is major. It describes how the mother tongue (L1) interferes the development of the learners' performance in the target language. It involves the activation of learners' existing knowledge in L1 and develop their interlanguage. The process may lead to positive transfer or negative transfer (Faerch & Kasper, 1987). O'Malley and Chamot (1990) stated that transfer occurs when learners use the knowledge and skills acquired previously in assisting their production and comprehension of the target language. The assumption is that the learners would transfer the features and culture of their first language into the target language that they were learning (Lado ,1957) The likeness and dissimilarity between the target language and the other languages that were acquired earlier lead to transfer (Odlin, 2001).

Linguistic revolution took place in 1960s when the psychological base for behaviourist learning theory was severely shaken by Chomsky with the view that errors made by learners were not the evident of transfer in a language, but they were actually creative construction process. However, in 1980s, when the study of L2 and communication between cultures arrived at a different point, more stabilized researches on perspective of transfer came into view and the study of transfer experienced renewal in its development. In fact, as time passed, the "language transfer" concept went through some changes.

The changes have caused the meaning of "transfer" to be widened in the studies of contrastive linguistic. Language transfer can be categorized into three categories which are positive transfer, negative transfer and borrowing transfer. The transfer occurs at the lexis, sentential and discourse level. Language Transfer has caused various impacts on the second language acquisition of the learners. Ferguson (1965) claimed that in the learning of a second language, the dissimilarities between the structures of the learners' L1 and L2 have caused the interference to occur and it is one of the main problems faced by the learners.

Boss (2005) too stated that the interference of learners' mother tongue is one of the reasons for the errors they made. He described the interference as the negative and positive transfer that occurs between L1 and L2. The occurrence of negative transfer are evident when there are differences between the newly learnt language forms and the forms of the learner's mother tongue. Here is an example of the Negative Transfer from Malay in English; *They will upload their photos on the sosial media.* The writer has employed the Malay spelling for the word "social" which is *"sosial"*. On the other hand, the likeness between L1 and L2 leads to positive transfer.

It is significant for a language teacher to be aware of the phenomenon of language transfer. Students' linguistic background influence their proficiency in the second language and it aids in predicting the areas that might be challenging for the learners of L2 (Odlin, 1989).

### 2.5.1 Negative Transfer

Learning is said to be facilitated when the languages share similarities. However, negative transfer also termed 'interference' occurs when the old language habits press themselves on the language that is still developing and cause non-native forms (Lado,

1957). Negative transfer occurs when the learners utilize the rules and structures of their first language and apply them while using L2 which only results in mistakes and errors (Gass & Selinker, 2001).

According to Odlin (1989), Negative Transfer may occur when structures and features of the L1 form used in producing L2 differ from the structures exist in L2. Lado (1964) stated that negative transfer is the phenomenon in which the mother tongue (L1) influences the learners' progress of the target language (L2).

Negative transfer errors can be divided into underproduction, production, overproduction and misinterpretation (Odlin, 2001). *Underproduction* or *avoidance* occurs when learners produce very few or no examples of target language structure. It results from either of the two factors: inability of producing examples of target language structure, or avoidance. Learners tend to avoid from using certain structures and words from the target language that are particularly different from their first language because they are unsure about how to apply them correctly. *Overproduction* sometimes results from underproduction. In L2 learning, learners may try to under use certain forms, structures, or words. Instead, they use forms and structures that they know and are familiar with. As a result, certain forms or words are overused and the use of them tend to be incorrect. *Misinterpretation* occurs when the structures and forms of the native language influence the learners' understanding when they are trying to interpret messages in the target language. Sometimes, it could lead to learners' inferring something that is different from what the native speakers of the language would have from the same message. As for *production errors,* substitutions, calques, and alterations of structures constitute most of its forms. Calques are errors that closely reflect the structure in the native language.

## 2.6     Negative Transfer in L2 Writing

The studies on Negative Transfer in L2 writing focused mostly on the occurrence of Negative Transfer (Skibiniewski&Skibiniewska, 1986; Aleeva, 2012; Khaled & Hossein, 2013). Camilleri (2003) discovered that the occurrence of Negative Transfer in students' writing in the target language is at the sentence level. The students would make syntactical and lexical errors such as word order, preposition, the use of verbs and idioms in the sentences. The direct translation from L1 is mainly the source of errors. The study also identified that the mismatch between the L1 and L2 features would cause errors in the students' writing.

James (1980) found that the negative transfer from L1 was more dominant than the positive ones in L2 writing and there would always be an interference from L1. The interference came from the students' way of thinking in L1 and that influenced the pattern of how the text should be organized in L2 writing. Therefore, the influence of L1 in L2 writing should be attempted by the learners to overcome.

Budge (1989) mentioned that the Cantonese phonology influences the Hong Kong learners' inability to mark plural nouns with -s in their written tasks. The influences of the students' mother tongues on all the lexical, syntactic, and discourse aspects of English gave birth to Singapore English (Tan, 2005). Cheli (2013) discovered in her study that most of the errors made by the students such as prepositions and articles were caused by the negative transfer from Arabic.

Since positive transfer promotes second language acquisition and recognizing it is harder, it is more relevant for the present study to focus on negative transfer as its pedagogical goals are to identify areas that are problematic in language learning as well as finding ways to solve the problems more efficiently. The study will also aim to fill

the gap in the L2 writing research by providing a holistic description of the relationship between students' writing strategies and their writing performance in a culture-specific context. However, few studies were found on the writing strategies that may lead to negative transfer.

Furthermore, while examining previous research literature, it has been discovered that there was a number of studies which was carried out in the past that examined negative transfer from other languages like Russian to English by Aleeva (2012), Japanese to English by Fuji (2012) and Malay and English to Spanish by Fatina (2012). However, little research has investigated the phenomenon of negative transfer from Malay to English and the research on the writing strategies of Malay tertiary level students that may lead to negative transfer has never been conducted. Therefore, the study undertaken focused on negative transfer and the writing strategies that might cause negative transfer in students' writing.

For students to score in their writing, they need to deliver successfully in the aspects of content, organisation and language. However, most second language learners seldom perform in all the three aspects particularly the language aspect. The language aspect includes the syntax and lexical items of the language. Every language has its own linguistic system and some students struggle to use it appropriately.

The awareness of the differences between the first language and the target language is vital for the learners in producing written English that concerns with the grammar and sentence structures of the target language. Therefore, the next section is going to be about the comparisons between Malay and English.

## 2.7    Comparison between Malay and English Language

Malay

Malay belongs to Austronesian languages. There should be a noun phrase (NP) and a verb phrase (VP) in a basic Malay sentence. Every sentence contains a subject and a predicate. An example from a Malay sentence, "Saya suka makan buah epal" which translates to *I like eating the apple* in English. "Saya" is the subject whereby "suka makan buah epal" acts as the predicate.

English

English belongs to the West Germanic language. It was first spoken in early medieval England and is now the universal *lingua franca.* A basic simple sentence in English contains a single clause. A clause is a group of words that has both a subject and a verb. Complex sentences in English are made up of one dependent clause and one independent clause.

Since the primary data of the study were attained from the writing essays of the students, it would be more relevant to discuss on the morphological differences between the two languages. The aspects of affixes, adverbs and superlatives will be discussed on Malay and English morphology.

Superlatives forms, preposition, affixes and adverbs exist in English and Malay (Norhashimah et al., 2007). Various kind of affixes exist in Malay. Nevertheless, in English, pre-fixes and suffixes are more distinguished. Inflections can be used to denote plural forms or past tense in English. However, inflections for plural forms do not exist in Malay. For example, to indicate "boxes" in Malay, "kotak-kotak" will be used. The literal translation for "kotak-kotak" in English would be "box-box". In Malay, the word like "paling" is used to indicate strength in superlative whereas superlatives in English

are indicated by –est and the most. For example, the superlative for "big" in Malay will be written as "paling besar". "*Besar*" means big.

## 2.8 Writing Assessments

In the assessment of writing, there is a list of options for the educators to go for. The two most famous ones are holistic marking and analytical marking. Each type of marking has its own pros and cons. Some might have the advantage over the other and vice versa.

### 2.8.1 Holistic Marking Scales

The first advantage of holistic marking is it's relatively fast and easy because each writing sample can be quickly assessed by more than one rater (Davies et al, 1999). The authenticity of it is higher as compared to analytical marking as it is more natural to read holistically rather than analytically. However, it is less reliable than the analytical marking (Weigle, 2002).

### 2.8.2 Analytical Marking Scales

Through this type of marking, every aspect in the writing will be evaluated (Hamp-Lyons, 1991). One of the benefits of this type of marking is, it reveals the weaknesses and strengths of the writer in completing the writing tasks to the raters (Heaton, 1990). Its reliability is also higher than holistic marking and it's more suitable for second language learners (Weigle, 2002). Despite its advantages, it also cannot escape from having disadvantages. It can be time-consuming and a bit tedious. This is because certain elements in the essay such as content, organization, grammar and vocabulary will have to be greatly focused on by the raters.

The assessment for the essay which is the main data for the present study were analyzed by using analytical marking scales as it is more valid for L2 writers as the learners' development regarding every writing aspect has different rates. Hence, it is the most appropriate way and more relevant for the researcher in gaining the required data in order to achieve the objectives of the study.

## 2.9    Conclusion

In chapter two, the researcher has discussed comprehensively about L2 writing. Its impacts, assessments, the problems it posed to ESL learners and the writing strategies employed by the learners in L2 writing were discussed. Apart from that, the types of errors that occur in ESL were also reviewed. Next, the theories of Interlanguage and negative transfer were discussed and their relations to the concept of language transfer were also described. Finally, comparisons were also made between the English and Malay language. Therefore, it is believed that this chapter will be a perfect guide in analysing the data gathered in the present study.

**CHAPTER 3: RESEARCH METHODOLOGY**

**3.1      Introduction**

The present study tried to examine the type of Negative Transfer that occurred in tertiary students' writing and the writing strategies used by the students that caused the negative transfer in their writing. This chapter gives a description of the methodology employed for the study undertaken. The following sections in this chapter are sequenced under: 1) data type and research design, 2) participants, 3) instruments for data collection, 4) procedures for data collection and 5) data analysis.

**3.2      Data Type and Research Design**

The present research is a mixed-method design. It employed a mixed-method approach whereby the researcher used simple statistics to compute the percentage of negative transfer in students' writings and a questionnaire in obtaining the demographic profile of the students. The researcher also employed a qualitative method in providing the explanation towards the occurrence of the negative transfer. A qualitative interview was carried out comprehensively to investigate the strategies students employed that could bring in the negative transfer in their writings. One of the benefits of quantitative approach is that it can reach a great amount of respondents within a short period of time. As for the qualitative approach, the advantage of it is that it provides a comprehensive and detailed picture about the reason why people act in a certain way or manner.

The mixed-mode method benefits the present study because through the quantitative approach the percentage for the occurrences of the negative transfer were able to be calculated. The qualitative interview was meant to access the respondents' first-hand opinions and perspective regarding the topic or the issue concerned. In addition, the

questions asked were open-ended and the discussion was naturally conversational. Therefore, the oral interview aided in achieving the objectives of the study.

Previous study in the same field has used writing essays taken from a placement test. However, in this study the writing essays were taken from a regular writing class. This is because the researcher believed that it was crucial for the participants to be in their natural environment whereby they would be less careful, have more time to do the translation, are allowed to refer to bilingual dictionaries, asking for their friends' help as well as referring to a model essay in completing the essay assigned to them. The current study also had only one topic for the participants to write on as compared to the previous study that provided two topics for participants to choose from. The reason of doing so is because the research design for the present study is not an experimental research. Therefore, assigning the participants with just one topic was relevant for the study and sufficient for the data gathering. In addition, the participants were made up of tertiary level students. In-depth oral interviews were conducted to obtain further clarification towards the writing strategies employed that may lead to negative transfer.

## 3.3    Participants

Twenty-five Malay students of Diploma of Banking in UiTM Segamat participated in this study. Only Malay students participated in the present study as the study was looking at the interference of Malay as the first language on English as the second language. Therefore, it is vital to ensure that all the participants have Malay language as their mother tongue. In addition, these students were also chosen because they had been exposed to the other two language skills-based courses: Reading and Listening in the previous 2 semesters. When the study was conducted, it was the time for them to start enrolling in a writing course designed for the third semester students. In terms of

language proficiency, they must attain a minimum C grade for the English subject in their Malaysian Certificate of Education which equates to the B1 category in the Common European Framework of Reference for Languages (CEFR) levels.

A questionnaire was created in obtaining the participants' demographic background. Based on the data obtained, 96% of the respondents are 18 years old and the remaining 4% are 19 years old. Age was considered as important in this research as it indicated the number of years respondents had been immersed in English. In terms of race, 100% of the respondents are Malay. In addition, majority of the respondents are female with 84% and the remaining respondents are male with 16%. With regards to the number of years that the respondents have spent in learning English, 100% of the students have spent 13 years in learning it. The data also revealed that all the respondents have Malay as their first language and English as their second language. The questionnaire can be consulted in Appendix A.

## 3.4    Instruments for Data Collection

The two instruments used for data collection were essays and oral interviews. Preceding the real study, a pilot study was conducted with five students. The purpose of the pilot study was to ensure that the instruments used such as questionnaire and interviews were reliable for data collection. In addition, the other reason was to discover the weaknesses of the study and its instruments before conducting the real research. The writings of the five students were examined. 3 female students and 2 male students participated in the pilot study. They were the Diploma of Banking students. They were also interviewed orally in order to identify their writing strategies and the reasons for opting those strategies.

It was discovered during the pilot study that some of the questions in the questionnaire did not need to be given to the participants. This is because the answers given in the questionnaire are not necessary as a build-up for the questions that would be asked during the interview. It was also noticed that the one-hour duration for the writing session was not possible for the study. This was because the researcher was only given fifty minutes to conduct the research. Ten minutes from the beginning of the period had to be allocated for the explanation and some guidelines regarding the study to the participants as well as giving out the consents forms for them to fill in. Therefore, it was changed to 50 minutes for the final study.

### 3.4.1 Writing Essays

The data attained from the essay writing were used in answering RQ1. The participants were assigned to write an argumentative essay. This is because argumentative writing is familiar to the subjects at this level. The question for the essay can be consulted in Appendix B.

A few factors were taken into consideration for the selection of topic for the essay such as students' familiarity with the topic and students having a stance that is not biased towards the topic. Before using the topic, the researcher had a discussion with the lecturer of the students in making sure that the topic had not been done by the students in the previous writing exercises in the classroom before. The title of the topic is:

- Sharing your personal details on social media such as Instagram and Facebook brings more harm than good. Do you agree or disagree with this statement? Give three (3) reasons to support your stand.

Before assigning the students to start doing their writings, instructional guidelines were given to them in ensuring their understanding towards what was expected of them to do during the research. They were given consent forms and were informed that their anonymity would be maintained. After that, they were instructed to write an argumentative essay. The word count should be between 300-350 words because of the time limitation. The students were also informed that the duration for the writing session was 50 minutes which was similar to a past study conducted on Negative Transfer in writing by Karkafi (2014).

### 3.4.2    Oral Interviews on the Writing Strategies

After the students were done with the writing, they had to go for oral interviews with the researcher. It was necessary in answering RQ2. A one-on-one interview session was conducted based on the short answers given for the questions in the questionnaire. The interviewees were chosen based on their total scores on the writing task. Five students with the lowest marks were selected. The rationale of choosing the five students with the lowest marks is because errors are mostly committed by the low achievers. Since the present study focuses on the occurrences of negative transfer based on the errors committed by the students, it is only plausible to interview those who have committed many errors in their essay writing. The length of the interview was about 5 minutes and each interview with the student was recorded. The purpose for the interview was to gain information in finding out about the reasons why they opted for a specific writing strategy that could lead to the occurrences of negative transfer in their writings. The questions for the interview can be consulted in Appendix C.

## 3.5    Procedures for Data Collection

A month prior to the data collection, a letter was issued by the Faculty of Languages and Linguistics of University of Malaya on my behalf to UiTM. The letter was sent to seek for the permission from the rector of UiTM to allow the researcher to conduct the research as well using UiTM students as the participants of the study. The letter can be consulted in Appendix D. Before carrying out the study, there was a short briefing session with the participants. It was necessary in letting the participants to be informed about the objectives of the present study and the expectations that the researcher had towards them. The duration of the experiment was also made known to them.

Prior to conducting the study, the participants were asked to sign a letter of consent that was designed for them. The purpose of the consent letter was for ethical reasons. The consent letter can be referred in Appendix E. In the letter, the participants made a confirmation regarding their involvement in the research as voluntary participants which also included the fact that their withdrawal from being the participants at any time of the study was acceptable. They also confirmed their understanding regarding the nature of the study in the consent letter. They were informed that their identity would remain anonymous. In addition, they were also guaranteed of the confidentiality of their data. The attained data would only be in use for the current study. After that, a ten-minute break had been given to the participants before the oral interview was conducted.

## 3.6    Data Analysis

In answering RQ1, simple statistic calculation was used to see the differences and the amount of Negative Transfer from Malay to English. The essays were firstly analyzed by the researcher. A sample of the student's essay can be consulted in appendix F. The

errors done by the learners were calculated into percentage and were classified into a few categories according to Cortes (2005) and explanation on the occurrences were given based on the theory of negative transfer by Odlin (1989). The data attained from the essays are presented in the table form and pie chart.

For inter-rater reliability check, two English lecturers were consulted in establishing the reliability of the negative transfer identification. The two inter-raters who were very proficient in English and Malay assisted the researcher in identifying the negative transfer. Both inter-raters have had more than 5 years of experience in teaching and lecturing the English subjects at their respective learning institutions. Firstly, the inter-raters received copies of the participants' essays. After some discussions and evaluations, the inter-raters together with the researcher agreed on the Negative Transfer from Malay that occurred in the participants' essays. The inter-raters similarity index is 17%.

The data attained for RQ1 were analyzed based on the theory of negative transfer by Odlin (1989):

```
┌─────────────────────┐                    ┌─────────────────────┐
│  Misinterpretation  │                    │   Underproduction   │
│        (MI)         │                    │        (UP)         │
└─────────────────────┘                    └─────────────────────┘
           ↖                                          ↗
             ┌─────────────────────┐
             │  Negative Transfer  │
             └─────────────────────┘
           ↙                                          ↘
┌─────────────────────┐                    ┌─────────────────────┐
│    Overproduction   │                    │  Production Errors   │
│        (OP)         │                    │        (PE)          │
└─────────────────────┘                    └─────────────────────┘
              ↙              ↓              ↘
      ┌──────────┐    ┌──────────┐    ┌──────────┐
      │  Syntax  │    │ Lexical  │    │Discourse │
      └──────────┘    └──────────┘    └──────────┘
```
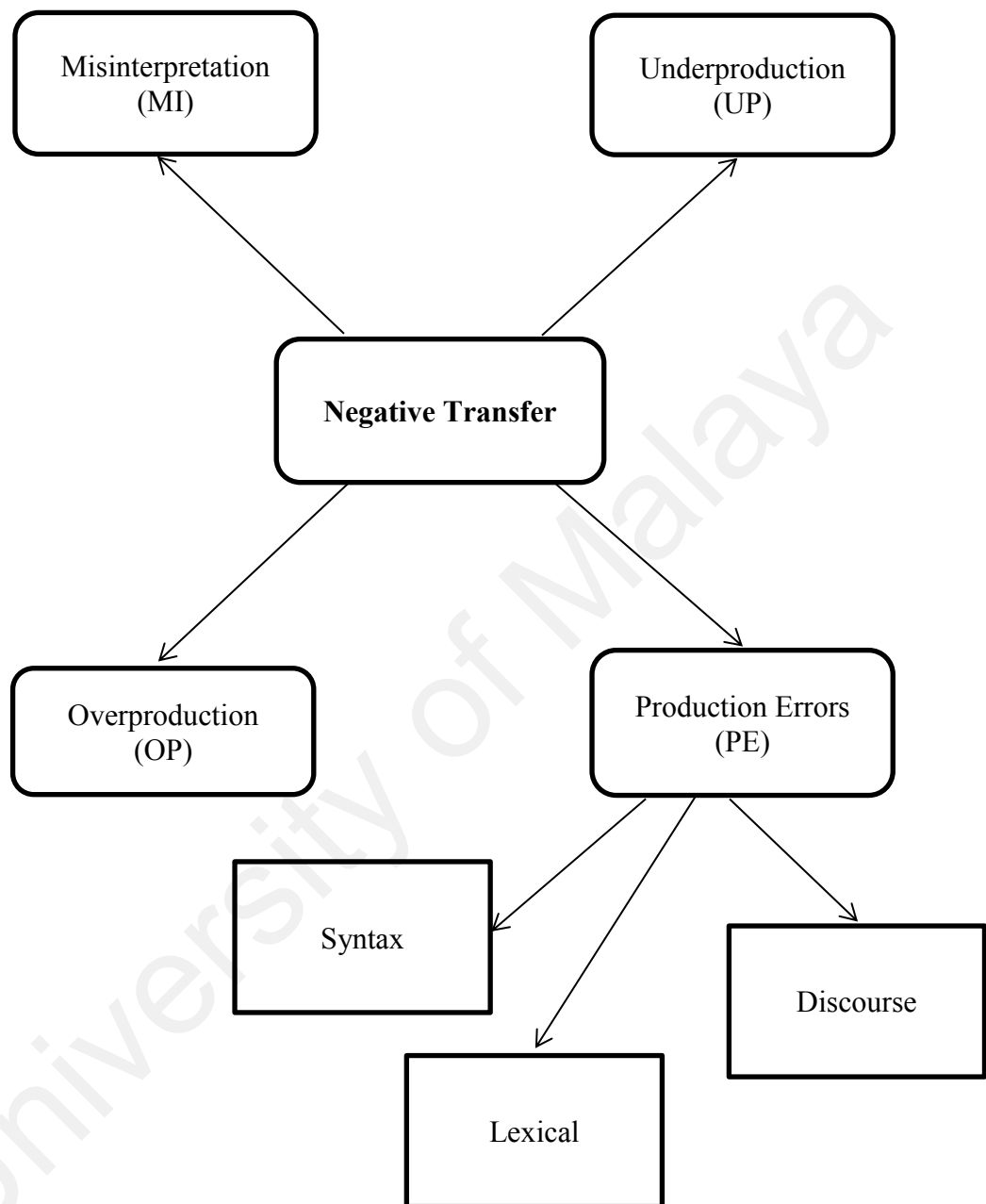
The data attained for RQ2 were analyzed based on the theory of negative transfer by Odlin (1989):

```
┌─────────────────────────────────────────┐
│     Data attained from the interview      │
└─────────────────────────────────────────┘
                    │
                    ▼
┌─────────────────────────────────────────┐
│                Transcribed                 │
└─────────────────────────────────────────┘
                    │
                    ▼
┌─────────────────────────────────────────┐
│   Summarized and classified into types of │
│  negative transfer according to the theory of │
│     negative transfer by Odlin (1989)     │
└─────────────────────────────────────────┘
```

Overproduction (OP)

Underproduction (UP)

Production Errors (PE)

Misinterpretation (MI)
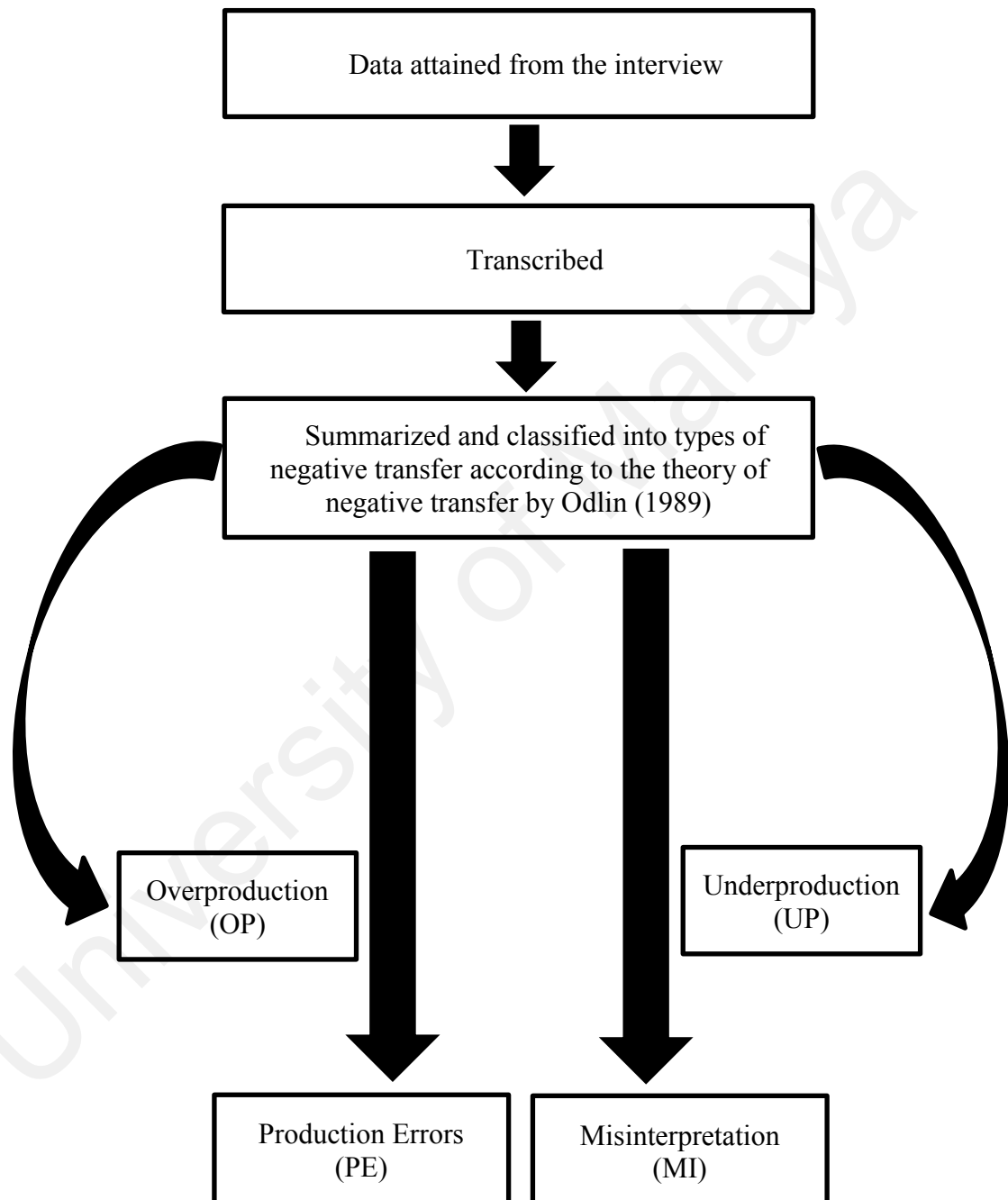
To sum up, the theoretical and analytical framework used in the present study is based the theory of negative transfer by Odlin (1989). According to Odlin, the negative transfer can be classified into overproduction, underproduction, misinterpretation and production errors. The data analyzed can be consulted in Appendix G. Below, is the example from how the data from RQ1 which is, "What are the types of negative transfer from Malay that occur in the essay writing of Malay university ESL students?" were analysed:

| Examples | Types of Negative transfer |
|---|---|
| Respondent 4<br><br>Sentence 20<br><br>This **happen** usually among university students.<br><br>This usually <u>happens</u> among university students.<br><br>*Ini sering berlaku dalam kalangan pelajar-pelajar.* | Production error (Calques) |

Below, is the example from how the data from RQ2 which is "What are the strategies used by these students in their writing that may cause negative transfer? were analysed:

The question for number one from the oral interview is "What do you typically do when given a writing task to complete?". Based on the answers received, it can be summarized that most of the students would firstly make a draft and make point forms in Malay before writing in English. There might have been a possibility that the students would use the Malay language structures and the Malay grammar as they were writing English sentences because they would just expand the ideas that were initially thought of and written in Malay. When the students wrote their drafts in the Malay language, they would apply the Malay grammar rules and the Malay language sentence structures.

When translating and expanding them into English sentences, the students might have just direct translated and adhered to the Malay sentence structures and Malay Grammar. This might cause the students to commit errors in their writing because the syntax, lexical and discourse between the Malay and English language are different. Based on the theory of negative transfer by Odlin (1989), the errors committed by the learners that closely reflect the native language structures are related to Calques from the production errors (PE) category.

# CHAPTER 4: DATA PRESENTATION AND ANALYSIS

## 4.1    Introduction

This chapter explains how the data that were collected from the essays and the interviews were analysed. The data will be presented to answer the research questions. The researcher categorizes the errors done by the participants in their writing into several types of categories according to Cortes (2005). Following that, the negative transfer from the errors were identified according to Odlin (1989) theory of negative transfer which is overproduction, underproduction, misinterpretation and production errors. After classifying the errors into its categories, the researcher and inter-raters discussed in determining whether the errors committed are due to the Negative Transfer (NT) from the Malay language.

## 4.2    Analysis for RQ1: The Types of Negative Transfer that Occurred in Malay Students' English Essay Writing

Quantitative data collected were analyzed by using the simple statistics in order to find out the frequency as well as the percentage of the types of Negative Transfer from Malay that have been made by the respondents. All the 25 essays were analyzed and the types of errors were classified according to the adaptation from Cortes (2005) category of errors. According to Cortes, the types of errors can be divided into several categories; agreements, conjunctions, article, tenses, spelling, vocabulary, prepositions, tenses and other mistakes.

A total of 306 errors were identified to be committed by the students in their English essay writing. The researcher together with the inter-raters then identified the Negative Transfer that had occurred in students' essay writing. The final data showed that there

were 63 occurrences of Negative Transfer in the students' essay writing. The researcher has categorized the types of Negative Transfer that had occurred into several categories. The findings are as follows:

**Table 4.1: The Amount of NT Occurrences from Malay**

| Types of Errors | Amount |
|---|---|
| Prepositions | 19 |
| Agreement | 17 |
| Verbs | 13 |
| Others (Direct translation) | 6 |
| Articles and pronouns | 5 |
| Spelling and Vocabulary | 3 |
| Total amount | 63 |

**Types of Errors**

11%
27%
6%
30%
8%
18%

□ Others   □ Agreements   □ Spelling and Vocabulary
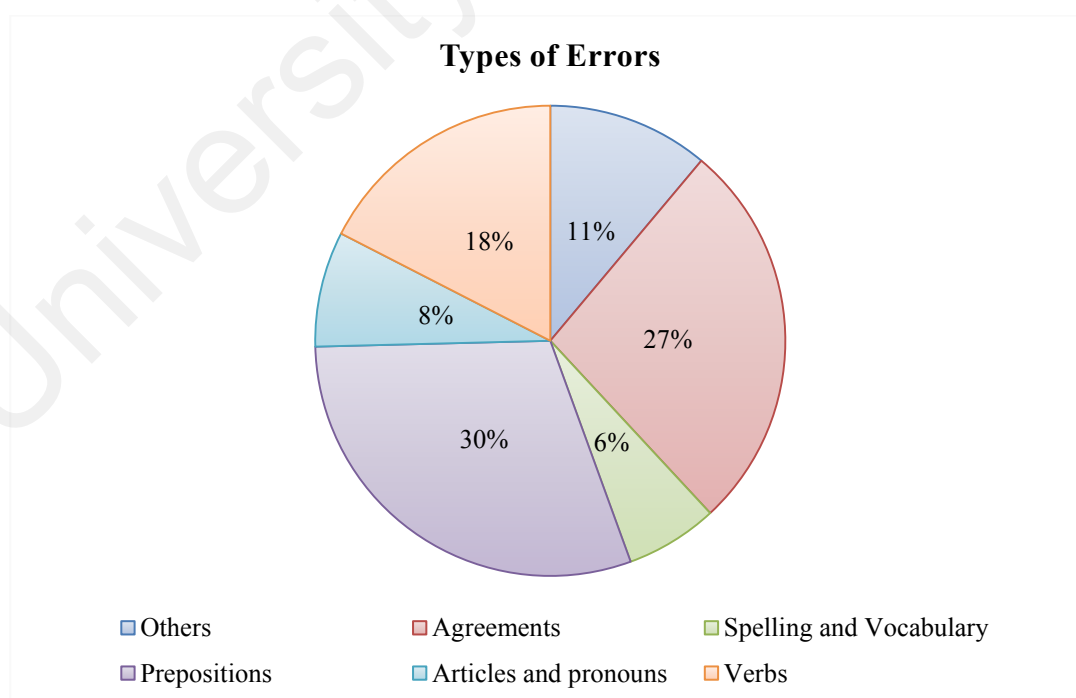□ Prepositions   □ Articles and pronouns   □ Verbs

**Figure 4.1: The Amount of Negative Transfer from Malay**

### 4.2.1 Types of Negative Transfer from Malay

The types of negative transfer that occurred in English essays from Malay language is from the prepositions category with the highest percentage at 30%, followed closely by the agreement category with 27%, verbs with 18%, direct translation with 11%, articles and pronouns with 8% and spelling and vocabulary records the lowest percentage with 6%.

The examples of the negative transfer from Malay are as follows:

1.  **Verb**

    So, **it hard** to get a close relationship.

    So, <u>it is</u> hard to get a close relationship.

    *Jadi, ianya sukar untuk mendapatkan hubungan yang rapat.*

    (This sentence structure is the NT from Malay because the participant uses the Malay structure which is "*Jadi, ianya sukar untuk mendapatkan hubungan yang rapat.*" This sentence is incorrect in English because verb-to-be needs to be used in between the subject and the adjective. There is no verb-be in the Malay language.)

2.  **Spelling and Vocabulary**

    They will upload their photos on the **sosial** media.

    They will upload their photos on the <u>social</u> media.

    *Mereka akan memuat naik gambar-gambar mereka di media sosial.*

    (This sentence structure is the NT from Malay because the participant uses the Malay spelling for social which is *sosial*.)

3. **Prepositions**

Sharing personal details **in social media** can be dangerous.

Sharing personal details <u>on social media</u> can be dangerous.

*Perkongsian maklumat peribadi di media sosial boleh membawa bahaya.*

(This sentence structure is the negative transfer from Malay because the respondent uses the preposition "in" instead of "on". This is because in the Malay language the preposition that can be used to denote a specific location is "di" which equates to "in" or "at" in English.)

4. **Articles and Pronouns**

**Irresponsible person** will misuse your personal information.

<u>An irresponsible person</u> will misuse your personal information.

*Orang yang tidak bertanggungjawab akan menyalahgunakan maklumat peribadi anda.*

(This sentence structure is the NT from Malay because the respondent does not use any articles before the singular noun. This is because there are no articles for nouns in the Malay language.)

5. **Others (Direct Translation)**

In addition, the **bully cyber** can affect our personal life.

In addition, the <u>cyber bully</u> can affect our personal lives.

*Tambahan pula,pembuli siber boleh meninggalkan kesan kepada kehidupan peribadi kita.*

(The error is based on the word order. The adjective is placed after the noun. The structure is similar to the Malay language. However, it is

grammatically wrong to do so in English Grammar as adjectives are placed before nouns.)

6. **Agreements**

A **person want** to appear nice sometimes.

A person wants to appear nice sometimes.

*Kadang kala, seorang manusia mahu kelihatan baik.*

(This sentence structure is the NT from Malay because in English subject and verb must agree in number. This means both need to be singular or both need to be plural. However, there is no subject verb agreement in Malay. Therefore, the respondent does not conjugate the stative verb to show singularity because verbs do not need to be conjugated in Malay.)

In the following sections, the researcher will provide the explanations for every occurrence of Negative Transfer from Malay that were identified in the essays. The explanations will be given in terms of the aspects of the language such as literal translation and sentence structures. In addition, the differences in grammatical structures like verbs, prepositions, agreement and articles will also be discussed. The researcher will provide the explanations for the findings according to the order of the number of occurrences for all types of NT from Malay and categorize these NT into the 4 categories of NT occurrences according to Odlin (1989).

## 4.2.1.1 The Negative Transfer from Malay in the Preposition Category

**Table 4.2: NT in the Preposition Category**

| Examples | Types of Negative Transfer |
|---|---|
| Respondent 1<br><br>Sentence 8<br><br>We can see **in** social media that there are more harm than good.<br><br>We can see <u>on</u> social media that there is more harm than good.<br><br>*Kita boleh lihat yang media sosial membawa banyak keburukan daripada kebaikan.* | Production error (Calques)<br><br>Overproduction |
| Respondent 2<br><br>Sentence 28<br><br>They will find the user at the place that show **at** the social media.<br><br>They will be able to locate the user based on the location that is shown <u>on</u> his or her social media.<br><br>*Mereka boleh mencari pengguna tersebut berdasarkan lokasi yang ditunjukkan olehnya di media sosial.* | Production error (Calques)<br><br>Overproduction |
| Respondent 4<br><br>Sentence 7<br><br>Social media are the medium where we publish the informations and personal details about ourselves especially **in** Facebook or Whatsapp.<br><br>Social media is the medium where the information and personal details about ourselves are shared especially <u>on</u> Facebook or Whatsapp.<br><br>*Media sosial ialah satu medium untuk kita berkongsi maklumat dan butir-butir peribadi mengenai kita terutamanya di "Facebook" atau "Whatsapp".* | Production error (Calques)<br><br>Overproduction |

| | |
|---|---|
| Respondent 5<br><br>Sentence 8<br><br>Sharing our personal details on social media will exposed ourself **with** the crimes<br><br>Sharing our personal details on social media will only expose ourselves <u>to</u> the crimes.<br><br>*Perkongsian butir-butir peribadi kita di media sosial akan mendedahkan diri kita dengan jenayah-jenayah.* | Production error (Calques)<br><br>Overproduction |
| Respondent 7<br><br>Sentence 4<br><br>But, they express it **in** the social media.<br><br>But, they express it <u>on</u> the social media.<br><br>*Tetapi, mereka meluahkannya di media sosial.* | Production error (Calques)<br><br>Overproduction |
| Respondent 9<br><br>Sentence 11<br><br>They have wasted a lot of time **with** social media rather than on their education.<br><br>They have spent a lot of time <u>on</u> social media rather than on their education.<br><br>*Mereka telah menghabiskan lebih banyak masa di media sosial daripada mengulangkaji pelajaran mereka.* | Production error (Calques)<br><br>Overproduction |
| Respondent 10<br><br>Sentence 2<br><br>It is very important **to** them to use or have an account for the social media such as Instagram, Twitter and others.<br><br>It is very important <u>for</u> them to use or have social media accounts such as Instagram, Twitter and many others. | Production error (Calques)<br><br>Overproduction |

| | |
|---|---|
| *Ia sangat penting kepada mereka untuk menggguna dan mempunyai akaun-akaun di media sosial seperti "Instagram", "Twitter" dan sebagainya.* | |
| Respondent 11<br><br>Sentence 11<br><br>More, students who are addicted **with** social media might be quite hard to study and do homework.<br><br>Furthermore, students who are addicted <u>to</u> social media might find it hard to study and do homework.<br><br>*Tambahan pula, pelajar-pelajar yang ketagih dengan media scsial akan berasa susah untuk mengulangkaji pelajaran dan menyiapkan kerja rumah.* | Production error (Calques)<br><br>Overproduction |
| Respondent 12<br><br>Sentence 18<br><br>Some of the freindlist would be a person who have bad intentions **with** us.<br><br>Some of the people in our friends' list might have bad intentions <u>towards</u> us.<br><br>*Sebilangan pengguna dalam senarai rakan-rakan kita mungkin mempunyai niat yang buruk terhadap kita.* | Production error (Calques)<br><br>Overproduction |
| Respondent 14<br><br>Sentence 2<br><br>Everyone can share all about theirself whether identity, story, feelings and so on **at** social media.<br><br>Everyone can share all about themselves whether it is about their identity, story, feelings and many others <u>on</u> social media<br><br>*Setiap orang boleh berkongsi segalanya tentang* | Production error (Calques)<br><br>Overproduction |

| | |
|---|---|
| *diri mereka sendiri samada mengenai identiti, cerita, perasaan mereka dan sebagainya di media sosial.* | |
| Respondent 15<br><br>Sentence 9<br><br>For example, when we are not at home and we tell **in** your social media.<br><br>For example, when we are not at home and we share about it on our social media.<br><br>*Sebagai contoh, kita tiada di rumah dan kita memaklumkan akan hal tersebut di media sosial.* | Production error (Calques)<br><br>Overproduction |
| Respondent 16<br><br>Sentence 15<br><br>It also make them know what is your weakness if you share your weakness **in** the Facebook status.<br><br>It also makes them to be aware of our weaknesses if we share about them on our Facebook status.<br><br>*Ia membuatkan mereka tahu akan kelemahan kita sekiranya kita berkongsi tentang kelemahan kita itu di status "Facebook" kita.* | Production error (Calques)<br><br>Overproduction |
| Respondent 17<br><br>Sentence 21<br><br>This make the person more better because of the support from their friend **in** social media.<br><br>This makes the person to be better because of the support received from his or her friends on social media.<br><br>*Ini menyebabkan seseorang itu menjadi lebih baik disebabkan oleh sokongan yang diterima daripada rakan-rakannya di media sosial.* | Production error (Calques)<br><br>Overproduction |

| | |
|---|---|
| Respondent 18<br><br>Sentence 4<br><br>**By** social media, they can share what they do, what they feel and what they think.<br><br><u>Through</u> social media, they can share about what they do, what they feel about and what they think of.<br><br>*Dengan media sosial, mereka boleh berkongsi tentang apa yang mereka lakukan, rasakan dan fikirkan.* | Production error (Calques)<br><br>Overproduction |
| Respondent 19<br><br>Sentence 2<br><br>A lot of social media consumer sharing their personal details **in** Instagram.<br><br>A lot of social media users share about their personal details <u>on</u> Instagram.<br><br>*Banyak pengguna media sosial berkongsi tentang butir-butir peribadi mereka di Instagram.* | Production error (Calques)<br><br>Overproduction |
| Respondent 20<br><br>Sentence 25<br><br>You must do not update **to** social media your location because this can make you are in dangerous.<br><br>You must not update your location <u>on</u> social media because it might be dangerous for you.<br><br>*Jangan kemaskinikan lokasi anda kepada media sosial kerana ia boleh mendatangkan bahaya kepada anda.* | Production error (Calques)<br><br>Overproduction |
| Respondent 22<br><br>Sentence 13<br><br>This is because the people outside are too many | Production error (Calques)<br><br>Overproduction |

| | |
|---|---|
| not believable especially **in** the social media.<br><br>This is because there are many people out there who are not trustworthy especially the ones <u>on</u> the social media.<br><br>*Ini kerana terdapat banyak orang di luar sana yang tidak boleh dipercayai terutamanya di media sosial.* | |
| Respondent 23<br><br><u>Sentence 5</u><br><br>Most of our friends **in** social media, we are not know each other.<br><br>We do not know most of our friends <u>on</u> social media.<br><br>*Kita tidak mengenali kebanyakan daripada rakan-rakan kita di media sosial.* | Production error (Calques)<br><br>Overproduction |
| Respondent 24<br><br><u>Sentence 25</u><br><br>Most of our friends **in** social media, we are not know each other.<br><br>We are too busy in checking and updating our personal details <u>on</u> social media that we do not care about our surrounding.<br><br>*Kita terlalu sibuk memeriksa dan mengemaskini butir-butir peribadi kita di media sosial sehinggakan kita tidak peduli tentang persekitaran kita.* | Production error (Calques)<br><br>Overproduction |

The negative transfer that mostly occurred in students' writing is from the prepositions category. It clearly shows that the students have employed Malay structures in their English writing. In most sentences stated in the table above, most students have used the preposition "in" instead of "on" for social media. This is because there is a limited number of prepositions (kata sendi) in the Malay language. This

contradicts to English language that has a variety of prepositions for prepositions of locations and they can be used in different context.

In the Malay language, the only preposition that is used to denote a location and a position at a point is "di" which equates to the use of "in" or "at" in English. Based on the table above, the respondents 1, 5, 7, 11, 12 and 15 have committed errors related to the use of preposition. All the respondents used the preposition "in" before the word social media. The correct preposition to use should have been "on". Apart from that, respondent 12 and 14 have also used an incorrect preposition with the words, social media. The respondents used "with" instead of "on" for social media. Respondent 9 has used the preposition "with" instead of "on" before the words, social media. Respondents 4 and 16 have also used the preposition "in" instead of "on" for Facebook. Lastly, respondent 19 has used an incorrect preposition to be used with the word Instagram. Instead of "in", the correct preposition to be used should have been "on".

### 4.2.1.2 The Negative Transfer from Malay in the Agreement Category

**Table 4.3: NT in the Agreement Category**

| Examples | Types of Negative Transfer |
|---|---|
| Respondent 2<br><br>Sentence 17<br><br>Post something bad like a picture that can make the reader **feel** angry.<br><br>Posting something bad that can make the reader <u>feels</u> angry.<br><br>*Memaparkan sesuatu yang tidak baik yang boleh membuatkan pembaca berasa marah.* | Production error (Calques) |

| | |
|---|---|
| Respondent 3<br><br>Sentence 5<br><br>The person that usually **use** this social media is teenagers.<br><br>The person that usually <u>uses</u> the social media is a teenager.<br><br>*Orang yang selalu menggunakan media sosial ialah remaja.* | Production error (Calques) |
| Respondent 4<br><br>Sentence 20<br><br>This **happen** usually among university students.<br><br>This usually <u>happens</u> among university students.<br><br>*Ini sering berlaku dalam kalangan pelajar-pelajar.* | Production error (Calques) |
| Respondent 6<br><br>Sentence 21<br><br>You are just like a cow who **enter** a place full of tigers.<br><br>You are just like a cow that <u>enters</u> a place that is full of tigers.<br><br>*Anda seperti lembu yang masuk ke kandang yang dipenuhi dengan harimau.* | Production error (Calques) |
| Respondent 7<br><br>Sentence 2<br><br>It **make** people to judge our behaviour.<br><br>It <u>makes</u> people judge our behaviour.<br><br>*Ia membuatkan orang menilai kelakuan kita.* | Production error (Calques) |

| | |
|---|---|
| Respondent 8<br><br>Sentence 1<br><br>Personal details **is** like our full name, ID number, full address and phone number.<br><br>Personal details <u>are</u> like our full name, ID number, full address and phone number.<br><br>*Maklumat-maklumat peribadi adalah seperti nama penuh, nombor kad pengenalan, alamat dan nombor telefon kita.* | Production error (Calques) |
| Respondent 9<br><br>Sentence 26<br><br>They always upload **some picture** in their social account.<br><br>They always upload <u>some pictures</u> on their social account.<br><br>*Mereka sering memuatnaik gambar-gambar di akaun sosial mereka.* | Production error (Calques) |
| Respondent 10<br><br>Sentence 25<br><br>It also **show** what are the people manners.<br><br>It also <u>shows</u> what the people's manners are.<br><br>*Ia juga menunjukkan kelakuan-kelakuan orang ramai.* | Production errors (Calques) |
| Respondent 11<br><br>Sentence 17<br><br>This is because the user only **interact and communicate** with their friends only on social media.<br><br>This is because the user only <u>interacts and communicates</u> with their friends only on social media.<br><br>*Ini kerana pengguna tersebut hanya berinteraksi dan berkomunikasi dengan rakan-rakannya di* | Production error (Calques) |

| | |
|---|---|
| *media sosial.* | |
| Respondent 12<br><br>Sentence 6<br><br>When a person **share** he or she personal activities on social media, they might be a social bully victim.<br><br>When a person shares about his or her personal activities on social media, he or she might be a victim for social bullying.<br><br>*Apabila seseorang berkongsi tentang akitiviti-aktiviti peribadinya di media sosial, dia berkemungkinan untuk menjadi mangsa kepada pembulian sosial.* | Production error (Calques) |
| Respondent 16<br><br>Sentence 14<br><br>It also **make** them know what is your weakness.<br><br>It also makes them to know about what your weakness is.<br><br>*Ia juga membuatkan mereka tahu tentang kelemahan anda.* | Production error (Calques) |
| Respondent 17<br><br>Sentence 19<br><br>There are **many type** of language in the world.<br><br>There are many types of language in the world.<br><br>*Terdapat banyak jenis bahasa di dalam dunia ini.* | Production error (Calques) |
| Respondent 18<br><br>Sentence 2<br><br>A person at least **have** one social media.<br><br>A person at least has one social medium.<br><br>*Seorang manusia sekurang kurangnya mempunyai satu media sosial.* | Production error (Calques) |

| | |
|---|---|
| Respondent 19<br><br>Sentence 13<br><br>No one **want** to know about Mila's rutin.<br><br>No one <u>wants</u> to know about Mila's routine.<br><br>*Tiada siapa yang ingin tahu tentang rutin Mila.* | Production error (Calques) |
| Respondent 20<br><br>Sentence 14<br><br>We have take a look background that person who **want** to follow us.<br><br>We must know of the background of the person who <u>wants</u> to follow us.<br><br>*Kita mesti tahu tentang orang yang mahu mengikuti kita itu.* | Production error (Calques) |
| Respondent 23<br><br>Sentence 23<br><br>He **share** something like no important.<br><br>He <u>shares</u> about something that is not important.<br><br>*Dia berkongsi sesuatu yang tidak penting.* | Production error (Calques) |
| Respondent 24<br><br>Sentence 21<br><br>This **show** that sharing our personal details can bring harm.<br><br>This <u>shows</u> that sharing our personal details can bring us harm.<br><br>*Ini menunjukkan bahawa perkongsian butir-butir peribadi akan membawa keburukan kepada kita.* | Production error (Calques) |

In all the sentences in the table above, the respondents have failed to use subject-verb agreement correctly. In Malay structure, there is no agreement between the subject and

the verb. There is no difference between the singular and plural nouns. Furthermore, in Malay language, verbs do no need to be conjugated. Therefore, most respondents did not need to add the inflection -s, es or ies to the verb in order to show singularity.

Unlike English, it is grammatically wrong if the subjects do not agree with the verbs in number. Both need to be singular or both need to be plural. If the subject is singular, the verb needs to be singular too. In the examples done by respondents 2, 3, 4 ,6, 7, 10, 11, 12, 14, 16, 18, 19, 20, 23, 24 and 25 in the table above, most respondents have failed to find the agreement between the third singular subjects and singular verbs. In addition, there is also an agreement between the quantifiers in English.

Plural quantifiers should agree with the plural nouns. This can be seen in sentence 17 by respondent 17, "many type" was used instead of "many types". In sentence 26 by respondent 9, "some picture" was written instead of "some pictures". Respondent 8 also wrote, "Personal details is like our full name, ID number, full address and phone number". The correct sentence should have been "Personal details are like our full name, ID number, full address and phone number."

Apart from that, inflections to denote plurality such as -s,-ies,-es and -ves do not exist in the Malay language.

### 4.2.1.3  The Negative Transfer in the Verb Category

**Table 4.4: NT in the Verb Category**

| Examples | Types of Negative Transfer |
|---|---|
| Respondent 1<br><br>Sentence 33<br><br>The bad person can know the current place that we sharing through pictures that we upload in somewhere else **that far** from our house.<br><br>The bad person can know of our current location through pictures that we upload from somewhere that <u>is far</u> from our house.<br><br>*Orang yang jahat boleh mengetahui tentang lokasi kita yang terkini melalui gambar yang kita muatkinikan di satu tempat lain yang jauh dari rumah kita.* | Production error (Calques) |
| Respondent 2<br><br>Sentence 11<br><br>**The social media too public** to all people.<br><br><u>The social media is too public</u> to all people.<br><br>*Media sosial ialah terlalu umum untuk semua orang.* | Production error (Calques) |
| Respondent 3<br><br>Sentence 27<br><br>**This also** the reason why sharing personal details on social media bring more harmful than good.<br><br><u>This is</u> also the reason why sharing personal details on social media brings more harm than good.<br><br>*Ini juga merupakan sebab mengapa perkongsian butiran peribadi di media sosial membawa lebih banyak keburukan daripada kebaikan.* | Production error (Calques) |

| | |
|---|---|
| Respondent 8<br><br>Sentence 20<br><br>People with bad intentions will go to he or she to do something **that not** nice.<br><br>People with bad intentions will go to his or her house to do something <u>that is not</u> nice.<br><br>*Orang yang berniat jahat akan ke rumah dia untuk membuat sesuatu yang tidak elok.* | Production error (Calques) |
| Respondent 10<br><br>Sentence 32<br><br>They will also ignore something **that important** to do.<br><br>They will also ignore something <u>that is important</u> for them to do.<br><br>*Mereka juga tidak akan menghiraukan tentang sesuatu yang penting untuk mereka lakukan.* | Production error (Calques) |
| Respondent 11<br><br>Sentence 15<br><br>The second reason is the person **who addicted** too much to social media can be anti-social person.<br><br>The second reason is the person <u>who is too addicted</u> to social media can be an anti-social person.<br><br>*Sebab yang kedua ialah orang yang terlalu ketagih dengan media sosial boleh menjadi seorang yang anti-sosial.* | Production error (Calques) |
| Respondent 12<br><br>Sentence 29<br><br>If a person is sharing a moment **that not** give advantage to others.<br><br>If a person shares a moment that <u>does not give</u> advantage to others. | Production error (Calques) |

| | |
|---|---|
| *Jika seseorang berkongsi satu detik yang tidak membawa kebaikan kepada orang lain.* | |
| Respondent 13<br><br>Sentence 26<br><br>It is because they want to know the person more so that they can know whether the **person good or bad** and not strangers.<br><br>It is because they want to know the person more so that they can know whether the <u>person is good</u> or bad and is not a stranger.<br><br>*Ini kerana mereka ingin mengenali seseorang itu dengan lebih mendalam supaya mereka dapat mengetahui sama ada orang itu baik atau jahat dan bukanlah orang yang asing.* | Production error (Calques) |
| Respondent 16<br><br>Sentence 6<br><br>An example of media social **that famous** nowadays is Instagram.<br><br>An example of the social media <u>that is famous</u> nowadays is Instagram.<br><br>*Satu contoh media sosial yang terkemuka di masa kini ialah "Instagram".* | Production error (Calques) |
| Respondent 20<br><br>Sentence 19<br><br>**There** many criminals that use the media social to find their victim.<br><br><u>There are</u> many criminals that use the social media to find their victim.<br><br>*Terdapat banyak penjenayah yang menggunakan media sosial untuk mencari mangsa mereka.* | Production error (Calques) |
| Respondent 21<br><br>Sentence 13<br><br>So, **it hard** to get a close relationship with our family. | Production error (Calques) |

| | |
|---|---|
| So, <u>it is hard</u> to get a close relationship with our family.<br><br>*Jadi, ianya sukar untuk menjalinkan hubungan yang akrab dengan keluarga kita.* | |
| Respondent 25<br><br><u>Sentence 6</u><br><br>**It just** like you are harming yourself.<br><br><u>It is just</u> like you are harming yourself.<br><br>*Ianya seperti anda membahayakan diri sendiri.* | Production error (Calques) |

In Malay language, auxiliary verbs like verb-do, verb-be and verb-have do not exist. In English, one of the functions of verb-to-be is it is used in linking a subject with an adjective. However, based on the table above it can be seen that respondents 1, 2, 8, 10, 11, 13, 16 and 21 have made errors by not using the verb-be "is" in between a subject and an adjective. This could be because the structure does not exist in their native language. Apart from that, respondent 3 did not use a verb-be when using the demonstrative pronoun, "this" in replacing a noun phrase. Respondent 25 also did not use verb-be after the personal pronoun "it" in describing a noun. Moreover, in Malay language, there is no equivalent for verb-do. Therefore, unlike English, there is no need for it in denoting a negative statement in Malay. Hence, the student wrote a negative statement in English by applying structures from their first language. Respondent 12 in sentence 29 wrote, "If a person is sharing a moment **that not** give advantage to others.". The correct sentence should have been, "*If a person shares a moment that **does not give** advantage to others*".

**4.2.1.4  The Negative Transfer in the Direct Translation Category**

**Table 4.5: NT in the Direct Translation Category**

| Examples | Type of Negative Transfer |
|---|---|
| Respondent 1<br><br>Sentence 23<br><br>In addition, the **bully cyber** can affect our personal life.<br><br>In addition, the <u>cyber bully</u> can affect our personal lives.<br><br>*Tambahan pula, pembuli siber boleh meninggalkan kesan kepada kehidupan peribadi kita.* | Production error (Calques) |
| Respondent 9<br><br>Sentence 29<br><br>The accounts can be hacked by **cyber crime** to know the personal information such as **number account,** where they live and **number phone.**<br><br>The accounts can be hacked by the <u>cyber criminal</u> to get some personal information such as <u>account number</u>, where they live and <u>phone number.</u><br><br>*Akaun-akaun boleh digodam oleh penjenayah siber untuk mendapatkan maklumat peribadi seperti nombor akaun, alamat rumah dan nombor telefon.*<br><br>Sentence 30<br><br>The people will **less communicate** face to face with each other.<br><br>The people will <u>communicate less</u> by face to face to one another.<br><br>*Orang ramai akan kurang berkomunikasi secara bersemuka antara satu sama lain.* | Production error (Calques) |

| | |
|---|---|
| Respondent 13<br><br>Sentence 16<br><br>**Majority people** in Malaysia have their own account.<br><br><u>The majority of people</u> in Malaysia have their own account.<br><br>*Majoriti rakyat di Malaysia mempunyai akaun masing-masing.* | Production error (Calques) |
| Respondent 15<br><br>Sentence 3<br><br>This makes the person **more bette**r because of the support from their friend in social media.<br><br>This makes the person to be <u>better than before</u> because of the support from his or her friends on social media.<br><br>*Seseorang itu akan menjadi lebih baik daripada sebelumnya disebabkan oleh sokongan yang diterima daripada rakan- rakan media sosialnya.* | Production error (Calques) |
| Respondent 17<br><br>Sentence 21<br><br>They **more prefer** to the social media than their studies.<br><br>They <u>prefer the social media more</u> than their studies.<br><br>*Mereka lebih memilih media sosial daripada pembelajaran mereka.* | Production error (Calques) |
| Respondent 23<br><br>Sentence 19<br><br>Use it to make **business online.**<br><br>Use it to make <u>online business.</u><br><br>*Menggunakan ia untuk membuat jualan dalam talian.* | Production error (Calques) |

| | |
|---|---|
| Respondent 24<br><br>Sentence 26<br><br>Many of the family members **will busy** with their phones.<br><br>Many of the family members <u>will be busy</u> with their phones.<br><br>*Kebanyakan ahli keluarga akan sibuk dengan telefon mereka.* | Production error (Calques) |

The NT that records the fourth highest percentage is the others which is the direct translation. The first error is based on the word order. The adjective is placed after the noun. The structure is similar to the Malay language. However, it is grammatically wrong to do so in English Grammar as adjectives are placed before nouns. Other examples can be seen in sentences by respondent 1. The respondent wrote "bully cyber" and "number account" instead of "cyber bully" and "account number". In an example done by respondent 23, the learner employed the Malay structure which is the "business online". It is supposed to be written as online business. Respondent 9 wrote "number account" and "number phone" instead of account number and phone number.

A predicative verb is a verb that behaves as a grammatical adjective. It predicates (qualifies or informs about the properties of its argument). It is a special kind of stative verb. There are no predicative verbs such as be, become or seem to be used in between the subject and the adjective in Malay language. Therefore, in sentences 26 by respondent 24, the failure to include the predicative verb "be" before using an adjective could be seen. In sentence 26, it was written that "Many of the family members **will busy** with their phones." The correct sentence should be *"Many of the family members will be busy with their phones"*.

Other errors identified are the absence of prepositions in a sentence and the different structures for comparisons. For respondent 15 in sentence 3, *majority people* was written instead of *majority of people*. The learner direct translated the phrase from the Malay language as preposition is not used with the word majority in Malay. The structure for comparison in Malay language is not similar to English. The words "lebih" and "kurang" are used for comparison with the former being "more" and the latter being "less". In an English sentence, less is placed after the main verb. However, in Malay the quantifier "kurang" which means less in English is placed before the main verb. This can be seen in sentence 30 by respondent 9. The sentence says, "The people will less communicate face to face with each other" instead of "The people will communicate less by face to face to one another". Apart from that, the adjectives in Malay are not classified into regular or irregular. All adjectives are regular and the rules for comparing adjectives are the same for all. Hence, in making comparisons, no adjectives will change their forms.

However, respondent 17 in sentence 21 used a Malay structure by writing "This makes the person more better than before" instead of "This makes the person to be better than he or she was before". This is because better and good have similar meanings in Malay which means "*baik*". Therefore, the student assumed that the use of adjective "better" is similar to "good" without considering it being either regular or irregular and the rules that govern its usage. In the Malay language, "lebih" which means more is added before the adjective in making comparisons. Thus, the student added the quantifier "more" in front of the word better to show comparisons.

### 4.2.1.5 The Negative Transfer in the Articles and Pronouns category

**Table 4.6: NT in Articles and Pronouns category**

| Examples | Type of Negative Transfer |
|---|---|
| Respondent 8<br><br>Sentence 20<br><br>**As example**, a girl checked in at a park and updated her status that she is alone.<br><br><u>As an example</u>, a girl checked in at a park and updated her status that she was alone.<br><br>*Sebagai contoh, seorang budak perempuan pergi ke sebuah taman dan mengemaskinikan statusnya di media sosial dengan memaklumkan yang dia sedang keseorangan di situ.* | Production error (Calques) |
| Respondent 11<br><br>Sentence 16<br><br>The person who addicted too much to social media can be **anti-social person.**<br><br>The person who is too addicted to social media can be <u>an anti-social person</u>.<br><br>*Seseorang yang terlalu ketagih dengan penggunaan media sosial akan menjadi seorang yang anti sosial.* | Production error (Calques) |
| Respondent 13<br><br>Sentence 20<br><br>**As conclusion**, sharing personal details on social media such as Instagram and Facebook brings more good than harm.<br><br><u>As a conclusion</u>, sharing personal details on social media such as Instagram and Facebook brings more good than harm.<br><br>*Sebagai kesimpulannya, perkongsian butir-butir peribadi anda di media sosial mendatangkan lebih banyak keburukan daripada kebaikan.* | Production error (Calques) |

| | |
|---|---|
| Respondent 20 <br><br> <u>Sentence 4</u> <br><br> **Irresponsible person** can use your picture to spread a fake story. <br><br> <u>An irresponsible person</u> can use your photos to spread a false story. <br><br> *Orang yang tidak bertanggungjawab boleh menggunakan gambar-gambar anda unutk menyebarkan cerita yang palsu tentang anda.* | Production error (Calques) |
| Respondent 23 <br><br> <u>Sentence 28</u> <br><br> You will be murder by them with **knife.** <br><br> You will be murdered by them with <u>a knife.</u> <br><br> *Anda akan dibunuh oleh mereka dengan menggunakan sebilah pisau.* | Production error (Calques) |

The negative transfer related to pronoun was not found from the learners' writing. Only errors related to the use of articles were detected. There are no articles in the Malay language. Instead, the Malay language uses "Penjodoh Bilangan" which is collective nouns or quantifier to be used with nouns. Hence, the respondent failed to include an article before the noun to show singularity. As can be seen in the sentences by respondents 8, 11 and 20 in the table above, there was a failure to include the article "an" before a singular noun that starts with a vowel. In addition, respondents 13 and 23 also failed to include an article to show singularity. The article "a" was not used before a noun that started with a consonant.

### 4.2.1.6 The Negative Transfer in the Spelling and Vocabulary Category

**Table 4.7: NT in Spelling and Vocabulary Category**

| Examples | Type of Negative Transfer |
|---|---|
| Respondent 16<br><br>Sentence 2<br><br>People nowadays to spend more time to **sosial** media.<br><br>People nowadays spend more time on <u>social</u> media.<br><br>*Pada masa kini, orang ramai meluangkan lebih banyak masa di media sosial.* | Production error (Substitution) |
| Respondent 17<br><br>Sentence 28<br><br>A person can **loss** their stress and more relax to share their deep heart inside story.<br><br>A person can <u>reduce </u>his/her stress and be more relaxed to share their deepest stories.<br><br>*Seseorang boleh menghilangkan tekanan dan menjadi lebih relaks untuk berkongsi kisah-kisah mereka yang mendalam.* | Misinterpretation |
| Respondent 19<br><br>Sentence 14<br><br>No one want to know about Mila's **rutin.**<br><br>No one wants to know about Mila's <u>routine.</u><br><br>*Tiada siapa yang ingin tahu tentang rutin Mila.* | Production error (Substitution) |

The lowest percentage of NT that occurred in students' English essay is spelling and vocabulary. Error in spelling is visible because respondent 6 has employed the Malay spelling for the word "routine" which is "*rutin*" in sentence 2. Apart from that,

respondent 16 in sentence 2 has employed the Malay spelling for the word "sosial" instead of the English spelling, social.

Meanwhile, the error in terms of vocabulary was done by the respondent by choosing a word in English that has similar meaning in Malay but is an error in terms of its usage in English.

As an example, in sentence 28 by respondent 17, for the sentence, "A person can loss their stress". The word "reduce" should have been used instead of "loss" in the sentence. The students direct translated the Malay word "hilang' which has the same meaning with the word "lose" in English.

The analysis for RQ1 was done according to the theory of Negative Transfer by Odlin (1989). Based on the analysis, there were 63 occurrences of negative transfer in the students' essay writing. Out of the 63 occurrences of the negative transfer, 19 occurrences were identified to be from both the Production Errors (PE) and Overproduction (OP) categories. The other 43 occurrences of the negative transfer were from the Production Errors (PE) category. The remaining 1 occurrence of the negative transfer has been identified to be from the Misinterpretation (MI) category.

## 4.3 Analysis for RQ2: Strategies used by the students in their writing that may cause negative transfer

### 4.3.1 Analysis of the oral interviews with the students about their writing strategies

The strategies that students employ in their second language writing are important to this research as it is believed that the writing strategies the students employed may or may not lead to Negative Transfer in their writing. Therefore, it is vital to seek for

information from the respondents regarding the problems they encounter while completing a written task and their writing strategies employed in overcoming them.

The five interviewees were selected based on their scores for the writing task. Five students with the lowest marks were chosen to be interviewed. In addition, their responses to the questions posed were recorded and transcribed. The summarized responses and comments of these students about their strategies in writing are provided.

The question for number one is "What do you typically do when given a writing task to complete?". Based on the answers received, most of the students would firstly make a draft and make point forms in Malay before writing in English. Below, are the excerpts from the interview:

### Participant A

*"I would make a draft in Malay first…"*

### Participant B

*"Making a mind map about the topic..."*

### Participant C

*"I would write my ideas in point form in Malay..."*

### Participant D

*"Write in Malay first…"*

### Participant E

*"Make point forms in Malay first..."*

The answers given by the interviewees in question 1 lead to question number two which is "Why did you choose to make a draft or make point forms in Malay before

writing in English?". Based on the answers given by the students, it can be concluded that all the participants relied heavily on their mother tongue, Malay as they would mostly translate directly from Malay to English in their English writing. This finding is similar to Soheila (2013) studies on translation in writings of international students learning English in Malaysia whereby the students would directly translate from their first language into the second language when they encounter any problems in their second language writing. However, the use of direct translation as a writing strategy may bring in negative transfer as the lexical, syntax and the grammar of the first language might be different from the second language. Below, are the excerpts from the interviews:

### Participant A

*"Because Malay is my first language...So, I prefer to and comfortable to list down making sentences in Malay and then I translate into English..."*

### Participant B

*"Because when I think some ideas in English I cannot gets lots of ideas...So,if I revise in Malay first, I may got a lot of ideas."*

### Participant C

*"Because it makes my work easy... So, I write in Malay first and then translate it into English..."*

### Participant D

*"Because I think that when I draft in Malay, I can get a lot of ideas but when I think in English, it's quite slow for me..."*

### Participant E

*"Sometimes in Malay we got more ideas so I can expand it to more elaborations…*
*So, I can get more ideas..."*

The question for number 3 is "What problems do you encounter when you are completing the written task?". Some of the problems mentioned by the interviewees are the difficulties in expressing their ideas in their writing, finding the right vocabulary to use, having a small vocabulary bank as well as writing in the correct grammar. Below, are the excerpts from the interview:

### Participant A

*"To use the correct word..I don't know how…"*

### Participant B

*"Write my idea in English is difficult…"*

### Participant C

*"I don't know how to use the correct Grammar…'*

### Participant D

*"Words I know are limited…"*

### Participant E

*"I don't know how to write the correct sentence…the grammar.."*

The question for number 4 is "What do you usually do when you encounter this problem?". Based on the interview, some of the interviewees would translate from Malay to English by using a bilingual dictionary and google translate. Apart from that, some of them would keep using only the vocabulary that they are familiar with in their writing, asking for help from a friend who is good in English and looking for a model

essay with the same writing topic and copy the words from there. Below, are the excerpts from the interview:

**Participant A**

*"I translate using the English-Malay dictionary…"*

**Participant B**

*"I translate using google translation from English to Malay.."*

**Participant C**

*"I use the same vocabulary…only the one that I know…"*

**Participant D**

*"I search for model essay with the same topic…and copy the words..."*

**Participant E**

*"I asked my friend who good in English to help me…"*

Based on the answers given by the participants for question number five, which is "Why do you think you encounter this problem when you are writing?", it can be deduced that learners encountered some problems when they were doing their writing because they were confused and unsure with the Grammar, they were not good in English and the English grammar is different from Malay grammar. Below, are the excerpts from the interview:

**Participant A**

*"Because I think I'm not good in English...that's why I think it difficult..."*

**Participant B**

*"Sometimes I get confused when I should use...when you should use…when I should use has, had"*

*"Like Past participle, past tense…"*

### Participant C

*"English grammar is different from Malay grammar"*

### Participant D

*"Tenses are difficult. I think it's also because I'm not really good at Grammar and I am not sure whether it's true or not…"*

### Participant E

"*Because my English is bad…*"

# CHAPTER 5: DISCUSSION AND CONCLUSION

## 5.1 Introduction

This final chapter summarises the findings and outlines the implications, limitations and recommendations that can be drawn from them. It comprises of four sections. The first section presents a summary of the findings. The second section discusses the conclusion of the study based on the findings of the present study. This is subsequently followed by limitations of the present study and the last section is recommendations for the future research. The following section discusses the results obtained in the study by focusing on the 2 research questions.

## 5.2 Summary of the Findings

### 5.2.1 RQ1: What are the types of negative transfer from Malay that occur in the essay writing of Malay university ESL students?

Based on the research conducted, the researcher has identified the types of Negative Transfer from Malay that occurred in students' English essay writing. Negative transfer is one of the features of language acquisition. In this research, all students that possess Malay as their first language tend to commit negative transfer from Malay. The available data attained from the students in this research show that the type of negative transfer that occurred in the writing of Malay University Students of English as a second language are in the category of prepositions, agreement, verb, direct translation, spelling and vocabulary as well as articles. The types of negative transfer from Malay that occurred in students' English essay writing are Calques and Substitution from the production errors (PE) category, misinterpretation (MI) and overproduction (OP).

In a research conducted by Liu (2011), Chinese students who learned English as a second language made errors from all aspects of this research which were from the

Grammar aspect. They were verbs, articles, prepositions, adjectives and many others. There are similarities between this research and research from Liu (2011) as Malay students also mostly committed errors from the Calques category from Malay (students' first language). They were prepositions, verbs, agreement, articles and adjectives.

### 5.2.2 RQ2: What are the strategies used by these students in their writing that may cause negative transfer?

From this research, the researcher has identified a few writing strategies employed by the students that caused the negative transfer in their English essay writing strategies. First and foremost, the students would make point forms in Malay as they are confident and the most comfortable with it as it is their first language. It was also claimed that it would be easier for them to express their ideas when brainstorming in Malay and later expanding them into English sentences. There might be a possibility that the students would use the Malay language structures and the Malay grammar as they were writing English sentences because they would just expand the ideas that were initially thought of and written in Malay. This might lead to the production errors (PE) of negative transfer from Malay because the Malay and English language are different in so many aspects. When the students wrote their drafts in the Malay language, they would apply the Malay Grammar rules and the Malay language sentence structures. When translating and expanding them into English sentences, the students might just direct translate and adhere to the Malay sentence structures and Malay grammar.

Students also tend to refer to the Malay-English dictionary or Google Translate as their while-writing strategy. They place such heavy reliance on the translation of the English words given by the dictionary or the service. The translation given could be a direct translation for the word searched. Therefore, there is a possibility that the word is probably not the most accurate one to be used in the writing. The students might think

that the translation given is the equivalent for the English word that they are searching for and substitute the Malay word with an English word that they found in the dictionary without taking into account of its accuracy and appropriateness in the context of English language. This could cause the negative transfer from Malay as sometimes, words that are chosen by the students based on the translation given in the dictionary to be used in their English essay writing might not be appropriate in the English context and this will lead to Production Errors (PE).

In addition, a student also employed words-avoidance strategy as her or his while-writing strategy. The student kept using the vocabulary that he or she was familiar with. Therefore, the student was prone to overuse words and some sentence structures in her or his English essay writing. As an implication, overproduction (OP) occurred.

As a result of overproduction (OP), underproduction (UP) occurred. Students stayed in their comfort zone by avoiding the vocabulary and some sentence structures that they were not used to or sure of. This caused underproduction (UP) as they under used a variety of sentence structures and vocabulary.

## 5.3    Conclusion

The present research has two objectives. They seek to identify the phenomenon of negative transfer from Malay in the writing of Malay university students of English as a second language and to determine the writing strategies They used that may cause the negative transfer in their essays. In addition, the findings have answered both research questions of this study.

The findings of this research revealed that the types of negative transfer from Malay that occurred in the writing of Malay university students of English as a second language belonged to the Misinterpretation category and Production Errors (PE) category that mainly appeared in the form of calques. Production errors are errors that

closely reflect the first language structures. Students made a lot of errors that are caused by the interference from their first language. They made the most errors in the use of prepositions in a sentence and the use of subject-verb agreement. The reason for students committing those errors are possibly because of the differences between the grammar rules and structures between Malay and English. Therefore, negative transfer occurred. Other forms of negative transfer that occurred in the students' English essay writing are overproduction (OP) and underproduction (UP).

Students' responses to the interview questions in this research showed that majority of the students wrote the writing drafts in their first language, Malay before expanding those points in English sentences as their writing strategy. They also relied on bilingual dictionaries and Google Translate in translating the English words that they did not know the meaning of in Malay. When students relied excessively on their first language, they tended to apply patterns, grammar rules and structures that are from their first language into their target language.

As a conclusion, the objectives of the study have been attained.

## 5.4    Limitations of the Research

Just like any other studies, the present study also has its own limitations. Some of the limitations of the study have been identified. The first limitation of this study is it only focused on one context of language use which is writing. Other language skill such as speaking could also be the focus. Secondly, it was a small-scale study. Therefore, the findings cannot be generalized beyond its immediate context. Next, this study was only limited to the negative transfer that occurred from Malay to English. Hence, it cannot be generalized into other languages. In addition, lecturers were not able to be interviewed regarding students' writing problems and strategies. Therefore, the insights regarding the writing problems faced and the writing strategies employed by the students from the

perspective of an educator could not be retrieved. Apart from that, only the aspects of the language differences were able to be studied. Lastly, another limitation was due to the restrictions imposed by the educational institute where the study took place, the researcher had to ask the participants to do the oral interviews and the writing tasks on the same day. This was an unfortunate condition imposed by the college. However, the researcher allowed them to take a short break in between to reduce their fatigue.

## 5.5    Implications of the Study

It is hoped that the findings of this study will offer new insights for the teachers in comprehending the difficulties faced by the leaners in learning English as a second language. Moreover, the teachers or lecturers will be able to improve their teaching pedagogy in teaching English to students who are bilinguals. The teachers can put a great emphasis on tackling the problematic writing aspects faced by ESL learners particularly grammar as well as developing and improving their overall writing performance. In addition, the findings of the study will allow the students to be aware of the differences between languages. The awareness will aid the students in using the second language better as they will put into account the grammar rules of the second language when they are doing their essay writing.

## 5.6    Recommendations for the Future Research

The study has put forward areas for future research. Since this study has utilized the negative transfer framework to study the influence of negative transfer in university students' writing, the researcher has opened further areas for other researchers to use the same framework across other languages. It is advisable for future researchers to consider identifying negative transfer by using the same framework but in other skills of the language, for example, the speaking aspects. As the focus of this present study was to identify the types of negative transfer that occurred in university students' writing, it

had only focused on the differences between the languages that might hamper the students' writing performance. The identification of the positive and negative impacts of L1 transfer on L2 writing development might serve as an aid for the students in polishing their L2 writing skills more efficiently. The instruction of L2 writing can also be facilitated with such knowledge. Moreover, the acquisition of writing skills may be better understood with the studying on the transfer that occurred in the context of writing. Therefore, it is recommended for future researchers to also consider focusing on similarities between the languages as it is also a vital aspect to the study.

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**Appendix A**

**<u>Questionnaire on the demographic background</u>**

Name            :

Age             :

Gender        : Male / Female

Race            :

Number of years of learning English        :

English Grade for SPM        :

Language repertoire            :

Mother tongue / First language        :
Second language                :

Other language (s)            :

**Appendix B**

**Write an essay of approximately 300-350 words.**

**Sharing your personal details on social media such as Instagram and Facebook brings more harm than good. Do you agree or disagree with this statement? Give three (3) reasons to support your stand.**

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**Appendix C**

<u>**Oral interview guide**</u>

1. 1.What do you typically do when given a writing task to complete?

2. Based on your answer given for question 1, why did you choose to make a draft or make point forms in Malay before writing in English?

3. What problems do you encounter when you are completing the written task?

4. What do you usually do when you encounter this problem?

5. Why do you think you encounter this problem when you are writing?

**Appendix D**

UNIVERSITI MALAYA

UM.T/606/01

13 Februari 2017

KEPADA SESIAPA YANG BERKENAAN

Tuan/Puan,

**PENYELIDIKAN CALON IJAZAH SARJANA BAHASA INGGERIS SEBAGAI BAHASA KEDUA**

Dengan ini saya mengesahkan bahawa **Fatin Nadirah Binti Mohd Yusof**, No. K/P.: 890115-02-5660 dan No. Pendaftaran:TGB140045 adalah calon Ijazah Sarjana Bahasa Inggeris Sebagai Bahasa Kedua, di Fakulti Bahasa dan Linguistik, Universiti Malaya, mulai semester II sesi 2014/2015.

Beliau kini sedang membuat penyelidikan untuk penulisan disertasi sebagai memenuhi keperluan program. Oleh yang demikian beliau memohon kebenaran membuat penyelidikan melalui soal selidik, pemerhatian serta wawancara di tempat tuan/puan untuk mengumpul data berkaitan dengan penyelidikannya. Kami menghormati dan memahami bahawa kebenaran ini adalah tertakluk kepada pertimbangan dan budi bicara pihak tuan/puan.

Sekian, terima kasih.

Yang benar,

**DR. SURINDERPAL PILLAI**
Timbalan Dekan (Ijazah Tinggi)
Fakulti Bahasa dan Linguistik

ESA/nhy
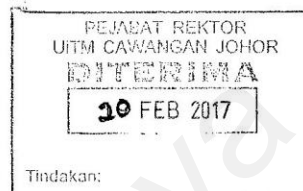
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**Appendix E**

**<u>Participants' letter of consent</u>**

I have been informed about the purpose and procedures that will be carried out in this research.

All my questions considering this research have been clearly answered. I am completely aware that I can ask for further questions at any time during the research.

I am fully aware that:

- I am voluntarily participating in this research.
- I can withdraw at anytime I want.
- My anonymity during research will be well preserved at all times. All my data and activities in this research will be confidential and can only be used for this research.

I agree to participate in the present research.

Name:

Signature:                            Date:

A sample of student's essay

Write an essay of approximately 300-350 words.

Sharing your personal details on social media such as Instagram and Facebook brings more harm than good. Do you agree or disagree with the statement? Give three (3) reasons to support your stand.

People nowadays are very addicted social media such as Instagram and Facebook. Majority people in Malaysia have their own account. Even the children children also not compromise because its a trend now Sharing personal details on social media brings more harm than good.

First, people will take advantage from our personal details. When we share personal details, such as our home adress, it will make people who do not know of our home know it. For example, when we are not at home and we tell in your social media, it's like we welcomed the robberer to rob our house.

Next, another reason why sharing personal details on social media brings more harm is that our family will get ashame with our attitude. People nowadays expecially kids that have their own account in social media are very brave. They share about their daily routine and also some of them share about downside of their family. It will bring ashame to their family. because of the bad habits.

**Appendix G**

The identification of Negative Transfer based on the theory of Negative Transfer by Odlin (1989)

**The Negative Transfer from Malay in the Prepositions category**

| Examples | Types of Negative Transfer |
|---|---|
| Respondent 1<br><br>Sentence 8<br><br>We can see **in** social media that there are more harm than good.<br><br>We can see <u>on</u> social media that there is more harm than good.<br><br>*Kita boleh lihat yang media sosial membawa banyak keburukan daripada kebaikan.* | Production error (Calques)<br><br>Overproduction |
| Respondent 2<br><br>Sentence 28<br><br>They will find the user at the place that show **at** the social media.<br><br>They will be able to locate the user based on the location that is shown <u>on</u> his or her social media.<br><br>*Mereka boleh mencari pengguna tersebut berdasarkan lokasi yang ditunjukkan olehnya di media sosial.* | Production error (Calques)<br><br>Overproduction |
| Respondent 4<br><br>Sentence 7<br><br>Social media are the medium where we publish the informations and personal details about ourselves especially **in** Facebook or Whatsapp.<br><br>Social media is the medium where the information and personal details about ourselves are shared especially <u>on</u> Facebook or Whatsapp.<br><br>*Media sosial ialah satu medium untuk kita berkongsi maklumat dan butir-butir peribadi* | Production error (Calques)<br><br>Overproduction |

| | |
|---|---|
| *mengenai kita terutamanya di "Facebook" atau "Whatsapp".* | |
| Respondent 5<br><br>Sentence 8<br><br>Sharing our personal details on social media will exposed ourself **with** the crimes<br><br>Sharing our personal details on social media will only expose ourselves <u>to</u> the crimes.<br><br>*Perkongsian butir-butir peribadi kita di media sosial akan mendedahkan diri kita dengan jenayah-jenayah.* | Production error (Calques)<br><br>Overproduction |
| Respondent 7<br><br>Sentence 4<br><br>But, they express it **in** the social media.<br><br>But, they express it <u>on</u> the social media.<br><br>*Tetapi, mereka meluahkannya di media sosial.* | Production error (Calques)<br><br>Overproduction |
| Respondent 9<br><br>Sentence 11<br><br>They have wasted a lot of time **with** social media rather than on their education.<br><br>They have spent a lot of time <u>on</u> social media rather than on their education.<br><br>*Mereka telah menghabiskan lebih banyak masa di media sosial daripada mengulangkaji pelajaran mereka.* | Production error (Calques)<br><br>Overproduction |
| Respondent 10<br><br>Sentence 2<br><br>It is very important **to** them to use or have an account for the social media such as Instagram, Twitter and others. | Production error (Calques)<br><br>Overproduction |

| | |
|---|---|
| It is very important <u>for</u> them to use or have social media accounts such as Instagram, Twitter and many others. *Ia sangat penting kepada mereka untuk mengguna dan mempunyai akaun-akaun di media sosial seperti "Instagram", "Twitter" dan sebagainya.* | |
| Respondent 11 <u>Sentence 11</u> More, students who are addicted **with** social media might be quite hard to study and do homework. Furthermore, students who are addicted <u>to</u> social media might find it hard to study and do homework. *Tambahan pula, pelajar-pelajar yang ketagih dengan media scsial akan berasa susah untuk mengulangkaji pelajaran dan menyiapkan kerja rumah.* | Production error (Calques) Overproduction |
| Respondent 12 <u>Sentence 18</u> Some of the freindlist would be a person who have bad intentions **with** us. Some of the people in our friends' list might have bad intentions <u>towards</u> us. *Sebilangan pengguna dalam senarai rakan-rakan kita mungkin mempunyai niat yang buruk terhadap kita.* | Production error (Calques) Overproduction |
| Respondent 14 <u>Sentence 2</u> Everyone can share all about theirself whether identity, story, feelings and so on **at** social media. Everyone can share all about themselves whether it is about their identity, story, feelings | Production error (Calques) Overproduction |

| | |
|---|---|
| and many others <u>on</u> social media<br><br>*Setiap orang boleh berkongsi segalanya tentang diri mereka sendiri samada mengenai identiti, cerita, perasaan mereka dan sebagainya di media sosial.* | |
| Respondent 15<br><br><u>Sentence 9</u><br><br>For example, when we are not at home and we tell **in** your social media.<br><br>For example, when we are not at home and we share about it<u> on</u> our social media.<br><br>*Sebagai contoh, kita tiada di rumah dan kita memaklumkan akan hal tersebut di media sosial.* | Production error (Calques)<br><br>Overproduction |
| Respondent 16<br><br><u>Sentence 15</u><br><br>It also make them know what is your weakness if you share your weakness **in** the Facebook status.<br><br>It also makes them to be aware of our weaknesses if we share about them <u>on</u> our Facebook status.<br><br>*Ia membuatkan mereka tahu akan kelemahan kita sekiranya kita berkongsi tentang kelemahan kita itu di status "Facebook" kita.* | Production error (Calques)<br><br>Overproduction |
| Respondent 17<br><br><u>Sentence 21</u><br><br>This make the person more better because of the support from their friend **in** social media.<br><br>This makes the person to be better because of the support received from his or her friends <u>on</u> social media.<br><br>*Ini menyebabkan seseorang itu menjadi lebih baik disebabkan oleh sokongan yang diterima daripada rakan-rakannya di media sosial.* | Production error (Calques)<br><br>Overproduction |

| | |
|---|---|
| Respondent 18<br><br>Sentence 4<br><br>**By** social media, they can share what they do, what they feel and what they think.<br><br>Through social media, they can share about what they do, what they feel about and what they think of.<br><br>*Dengan media sosial, mereka boleh berkongsi tentang apa yang mereka lakukan, rasakan dan fikirkan.* | Production error (Calques)<br><br>Overproduction |
| Respondent 19<br><br>Sentence 2<br><br>A lot of social media consumer sharing their personal details **in** Instagram.<br><br>A lot of social media users share about their personal details on Instagram.<br><br>*Banyak pengguna media sosial berkongsi tentang butir-butir peribadi mereka di Instagram.* | Production error (Calques)<br><br>Overproduction |
| Respondent 20<br><br>Sentence 25<br><br>You must do not update **to** social media your location because this can make you are in dangerous.<br><br>You must not update your location on social media because it might be dangerous for you.<br><br>*Jangan kemaskinikan lokasi anda kepada media sosial kerana ia boleh mendatangkan bahaya kepada anda.* | Production error (Calques)<br><br>Overproduction |
| Respondent 22<br><br>Sentence 13<br><br>This is because the people outside are too many | Production error (Calques)<br><br>Overproduction |

| | |
|---|---|
| not believable especially **in** the social media.<br><br>This is because there are many people out there who are not trustworthy especially the ones <u>on</u> the social media.<br><br>*Ini kerana terdapat banyak orang di luar sana yang tidak boleh dipercayai terutamanya di media sosial.* | |
| Respondent 23<br><br><u>Sentence 5</u><br><br>Most of our friends **in** social media, we are not know each other.<br><br>We do not know most of our friends <u>on</u> social media.<br><br>*Kita tidak mengenali kebanyakan daripada rakan-rakan kita di media sosial.* | Production error (Calques)<br><br>Overproduction |
| Respondent 24<br><br><u>Sentence 25</u><br><br>Most of our friends **in** social media, we are not know each other.<br><br>We are too busy in checking and updating our personal details <u>on</u> social media that we do not care about our surrounding.<br><br>*Kita terlalu sibuk memeriksa dan mengemaskini butir-butir peribadi kita di media sosial sehinggakan kita tidak peduli tentang persekitaran kita.* | Production error (Calques)<br><br>Overproduction |

**The Negative Transfer from Malay in the Agreement category**

| Examples | Types of Negative Transfer |
|---|---|
| Respondent 2<br><br><u>Sentence 17</u><br><br>Post something bad like a picture that can make the reader **feel** angry. | Production error (Calques) |

| | |
|---|---|
| Posting something bad that can make the reader <u>feels</u> angry.<br><br>*Memaparkan sesuatu yang tidak baik yang boleh membuatkan pembaca berasa marah.* | |
| Respondent 3<br><br><u>Sentence 5</u><br><br>The person that usually **use** this social media is teenagers.<br><br>The person that usually <u>uses</u> the social media is a teenager.<br><br>*Orang yang selalu menggunakan media sosial ialah remaja.* | Production error (Calques) |
| Respondent 4<br><br><u>Sentence 20</u><br><br>This **happen** usually among university students.<br><br>This usually <u>happens</u> among university students.<br><br>*Ini sering berlaku dalam kalangan pelajar-pelajar.* | Production error (Calques) |
| Respondent 6<br><br><u>Sentence 21</u><br><br>You are just like a cow who **enter** a place full of tigers.<br><br>You are just like a cow that <u>enters</u> a place that is full of tigers.<br><br>*Anda seperti lembu yang masuk ke kandang yang dipenuhi dengan harimau.* | Production error (Calques) |
| Respondent 7<br><br><u>Sentence 2</u><br><br>It **make** people to judge our behaviour.<br><br>It <u>makes</u> people judge our behaviour. | Production error (Calques) |

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| *Ia membuatkan orang menilai kelakuan kita.* | |
| Respondent 8<br><br>Sentence 1<br><br>Personal details **is** like our full name, ID number, full address and phone number.<br><br>Personal details <u>are</u> like our full name, ID number, full address and phone number.<br><br>*Maklumat-maklumat peribadi adalah seperti nama penuh, nombor kad pengenalan, alamat dan nombor telefon kita.* | Production error (Calques) |
| Respondent 9<br><br>Sentence 26<br><br>They always upload **some picture** in their social account.<br><br>They always upload <u>some pictures</u> on their social account.<br><br>*Mereka sering memuatnaik gambar-gambar di akaun sosial mereka.* | Production error (Calques) |
| Respondent 10<br><br>Sentence 25<br><br>It also **show** what are the people manners.<br><br>It also <u>shows</u> what the people's manners are.<br><br>*Ia juga menunjukkan kelakuan-kelakuan orang ramai.* | Production errors (Calques) |
| Respondent 11<br><br>Sentence 17<br><br>This is because the user only **interact and communicate** with their friends only on social media.<br><br>This is because the user only <u>interacts and communicates </u>with their friends only on social media. | Production error (Calques) |

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| *Ini kerana pengguna tersebut hanya berinteraksi dan berkomunikasi dengan rakan-rakannya di media sosial.* | |
| Respondent 12<br><br>Sentence 6<br><br>When a person **share** he or she personal activities on social media, they might be a social bully victim.<br><br>When a person <u>shares</u> about his or her personal activities on social media, he or she might be a victim for social bullying.<br><br>*Apabila seseorang berkongsi tentang akitiviti-aktiviti peribadinya di media sosial, dia berkemungkinan untuk menjadi mangsa kepada pembulian sosial.* | Production error (Calques) |
| Respondent 16<br><br>Sentence 14<br><br>It also **make** them know what is your weakness.<br><br>It also <u>makes</u> them to know about what your weakness is.<br><br>*Ia juga membuatkan mereka tahu tentang kelemahan anda.* | Production error (Calques) |
| Respondent 17<br><br>Sentence 19<br><br>There are **many type** of language in the world.<br><br>There are <u>many types</u> of language in the world.<br><br>*Terdapat banyak jenis bahasa di dalam dunia ini.* | Production error (Calques) |
| Respondent 18<br><br>Sentence 2<br><br>A person at least **have** one social media.<br><br>A person at least <u>has</u> one social medium. | Production error (Calques) |

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| *Seorang manusia sekurang kurangnya mempunyai satu media sosial.* | |
| Respondent 19<br><br>Sentence 13<br><br>No one **want** to know about Mila's rutin.<br><br>No one <u>wants</u> to know about Mila's routine.<br><br>*Tiada siapa yang ingin tahu tentang rutin Mila.* | Production error (Calques) |
| Respondent 20<br><br>Sentence 14<br><br>We have take a look background that person who **want** to follow us.<br><br>We must know of the background of the person who <u>wants</u> to follow us.<br><br>*Kita mesti tahu tentang orang yang mahu mengikuti kita itu.* | Production error (Calques) |
| Respondent 23<br><br>Sentence 23<br><br>He **share** something like no important.<br><br>He <u>shares</u> about something that is not important.<br><br>*Dia berkongsi sesuatu yang tidak penting.* | Production error (Calques) |
| Respondent 24<br><br>Sentence 21<br><br>This **show** that sharing our personal details can bring harm.<br><br>This <u>shows</u> that sharing our personal details can bring us harm.<br><br>*Ini menunjukkan bahawa perkongsian butir-butir peribadi akan membawa keburukan kepada kita.* | Production error (Calques) |

**The Negative Transfer from Malay in the Verb category**

| Examples | Types of Negative Transfer |
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| Respondent 1<br><br>Sentence 33<br><br>The bad person can know the current place that we sharing through pictures that we upload in somewhere else **that far** from our house.<br><br>The bad person can know of our current location through pictures that we upload from somewhere that <u>is far</u> from our house.<br><br>*Orang yang jahat boleh mengetahui tentang lokasi kita yang terkini melalui gambar yang kita muatkinikan di satu tempat lain yang jauh dari rumah kita.* | Production error (Calques) |
| Respondent 2<br><br>Sentence 11<br><br>**The social media too public** to all people.<br><br><u>The social media is too public</u> to all people.<br><br>*Media sosial ialah terlalu umum untuk semua orang.* | Production error (Calques) |
| Respondent 3<br><br>Sentence 27<br><br>**This also** the reason why sharing personal details on social media bring more harmful than good.<br><br><u>This is</u> also the reason why sharing personal details on social media brings more harm than good.<br><br>*Ini juga merupakan sebab mengapa perkongsian butiran peribadi di media sosial membawa lebih banyak keburukan daripada kebaikan.* | Production error (Calques) |

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| Respondent 8<br><br>Sentence 20<br><br>People with bad intentions will go to he or she to do something **that not** nice.<br><br>People with bad intentions will go to his or her house to do something <u>that is not</u> nice.<br><br>*Orang yang berniat jahat akan ke rumah dia untuk membuat sesuatu yang tidak elok.* | Production error (Calques) |
| Respondent 10<br><br>Sentence 32<br><br>They will also ignore something **that important** to do.<br><br>They will also ignore something <u>that is important</u> for them to do.<br><br>*Mereka juga tidak akan menghiraukan tentang sesuatu yang penting untuk mereka lakukan.* | Production error (Calques) |
| Respondent 11<br><br>Sentence 15<br><br>The second reason is the person **who addicted** too much to social media can be anti-social person.<br><br>The second reason is the person <u>who is too addicted</u> to social media can be an anti-social person.<br><br>*Sebab yang kedua ialah orang yang terlalu ketagih dengan media sosial boleh menjadi seorang yang anti-sosial.* | Production error (Calques) |
| Respondent 12<br><br>Sentence 29<br><br>If a person is sharing a moment **that not** give advantage to others.<br><br>If a person shares a moment that <u>does not give</u> advantage to others. | Production error (Calques) |

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| *Jika seseorang berkongsi satu detik yang tidak membawa kebaikan kepada orang lain.* | |
| Respondent 13<br><br>Sentence 26<br><br>It is because they want to know the person more so that they can know whether the **person good or bad** and not strangers.<br><br>It is because they want to know the person more so that they can know whether the <u>person is good</u> or bad and is not a stranger.<br><br>*Ini kerana mereka ingin mengenali seseorang itu dengan lebih mendalam supaya mereka dapat mengetahui sama ada orang itu baik atau jahat dan bukanlah orang yang asing.* | Production error (Calques) |
| Respondent 16<br><br>Sentence 6<br><br>An example of media social **that famous** nowadays is Instagram.<br><br>An example of the social media <u>that is famous</u> nowadays is Instagram.<br><br>*Satu contoh media sosial yang terkemuka di masa kini ialah "Instagram".* | Production error (Calques) |
| Respondent 20<br><br>Sentence 19<br><br>**There** many criminals that use the media social to find their victim.<br><br><u>There are</u> many criminals that use the social media to find their victim.<br><br>*Terdapat banyak penjenayah yang menggunakan media sosial untuk mencari mangsa mereka.* | Production error (Calques) |
| Respondent 21<br><br>Sentence 13<br><br>So, **it hard** to get a close relationship with our family. | Production error (Calques) |

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| So, <u>it is hard</u> to get a close relationship with our family.<br><br>*Jadi, ianya sukar untuk menjalinkan hubungan yang akrab dengan keluarga kita.* | |
| Respondent 25<br><br><u>Sentence 6</u><br><br>**It just** like you are harming yourself.<br><br><u>It is just</u> like you are harming yourself.<br><br>*Ianya seperti anda membahayakan diri sendiri.* | Production error (Calques) |

**The Negative Transfer from the direct translation category**

| Examples | Type of Negative Transfer |
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| Respondent 1<br><br><u>Sentence 23</u><br><br>In addition, the **bully cyber** can affect our personal life.<br><br>In addition, the <u>cyber bully</u> can affect our personal lives.<br><br>*Tambahan pula, pembuli siber boleh meninggalkan kesan kepada kehidupan peribadi kita.* | Production error (Calques) |
| Respondent 9<br><br><u>Sentence 29</u><br><br>The accounts can be hacked by **cyber crime** to know the personal information such as **number account,** where they live and **number phone.**<br><br>The accounts can be hacked by the <u>cyber criminal</u> to get some personal information such as <u>account number</u>, where they live and <u>phone number</u>.<br><br>*Akaun-akaun boleh digodam oleh penjenayah siber untuk mendapatkan maklumat peribadi seperti nombor akaun, alamat rumah dan nombor telefon.* | Production error (Calques) |

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| Sentence 30<br><br>The people will **less communicate** face to face with each other.<br><br>The people will <u>communicate less</u> by face to face to one another.<br><br>*Orang ramai akan kurang berkomunikasi secara bersemuka antara satu sama lain.* | |
| Respondent 13<br><br><u>Sentence 16</u><br><br>**Majority people** in Malaysia have their own account.<br><br><u>The majority of people</u> in Malaysia have their own account.<br><br>*Majoriti rakyat di Malaysia mempunyai akaun masing-masing.* | Production error (Calques) |
| Respondent 15<br><br><u>Sentence 3</u><br><br>This makes the person **more bette**r because of the support from their friend in social media.<br><br>This makes the person to be <u>better than before</u> because of the support from his or her friends on social media.<br><br>*Seseorang itu akan menjadi lebih baik daripada sebelumnya disebabkan oleh sokongan yang diterima daripada rakan- rakan media sosialnya.* | Production error (Calques) |
| Respondent 17<br><br><u>Sentence 21</u><br><br>They **more prefer** to the social media than their studies.<br><br>They <u>prefer the social media more</u> than their studies.<br><br>*Mereka lebih memilih media sosial daripada* | Production error (Calques) |

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| *pembelajaran mereka.* | |
| Respondent 23<br><br>Sentence 19<br><br>Use it to make **business online.**<br><br>Use it to make <u>online business.</u><br><br>*Menggunakan ia untuk membuat jualan dalam talian.* | Production error (Calques) |
| Respondent 24<br><br>Sentence 26<br><br>Many of the family members **will busy** with their phones.<br><br>Many of the family members <u>will be busy</u> with their phones.<br><br>*Kebanyakan ahli keluarga akan sibuk dengan telefon mereka.* | Production error (Calques) |

**The Negative Transfer from the Articles and Pronouns category**

| Examples | Type of Negative Transfer |
|---|---|
| Respondent 8<br><br>Sentence 20<br><br>**As example**, a girl checked in at a park and updated her status that she is alone.<br><br><u>As an example</u>, a girl checked in at a park and updated her status that she was alone.<br><br>*Sebagai contoh, seorang budak perempuan pergi ke sebuah taman dan mengemaskinikan statusnya di media sosial dengan memaklumkan yang dia sedang keseorangan di situ.* | Production error (Calques) |
| Respondent 11<br><br>Sentence 16<br><br>The person who addicted too much to social media can be **anti-social person.** | Production error (Calques) |

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| The person who is too addicted to social media can be <u>an anti-social person</u>.<br><br>*Seseorang yang terlalu ketagih dengan penggunaan media sosial akan menjadi seorang yang anti sosial.* | |
| Respondent 13<br><br><u>Sentence 20</u><br><br>**As conclusion**, sharing personal details on social media such as Instagram and Facebook brings more good than harm.<br><br><u>As a conclusion</u>, sharing personal details on social media such as Instagram and Facebook brings more good than harm.<br><br>*Sebagai kesimpulannya, perkongsian butir-butir peribadi anda di media sosial mendatangkan lebih banyak keburukan daripada kebaikan.* | Production error (Calques) |
| Respondent 20<br><br><u>Sentence 4</u><br><br>**Irresponsible person** can use your picture to spread a fake story.<br><br><u>An irresponsible person</u> can use your photos to spread a false story.<br><br>*Orang yang tidak bertanggungjawab boleh menggunakan gambar-gambar anda unutk menyebarkan cerita yang palsu tentang anda.* | Production error (Calques) |
| Respondent 23<br><br><u>Sentence 28</u><br><br>You will be murder by them with **knife.**<br><br>You will be murdered by them with <u>a knife.</u><br><br>*Anda akan dibunuh oleh mereka dengan menggunakan sebilah pisau.* | Production error (Calques) |

**The Negative Transfer from the Spelling and Vocabulary category**

| Examples | Type of Negative Transfer |
|---|---|
| Respondent 16<br><br>Sentence 2<br><br>People nowadays to spend more time to **sosial** media.<br><br>People nowadays spend more time on <u>social</u> media.<br><br>*Pada masa kini, orang ramai meluangkan lebih banyak masa di media sosial.* | Production error (Substitution) |
| Respondent 17<br><br>Sentence 28<br><br>A person can **loss** their stress and more relax to share their deep heart inside story.<br><br>A person can <u>reduce</u> his/her stress and be more relaxed to share their deepest stories.<br><br>*Seseorang boleh menghilangkan tekanan dan menjadi lebih relaks untuk berkongsi kisah-kisah mereka yang mendalam.* | Misinterpretation |
| Respondent 19<br><br>Sentence 14<br><br>No one want to know about Mila's **rutin.**<br><br>No one wants to know about Mila's <u>routine.</u><br><br>*Tiada siapa yang ingin tahu tentang rutin Mila.* | Production error (Substitution) |