

INVESTIGATION FOSSILIZATION AND INTERLANGUAGE LINGUISTICS CLASSROOM STUDENTS 2021 AT STATE-OWNED TEACHER COLLEGE, IN YOGYAKARTA

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Abstract

Language errors are believed to be a process towards learning the use of a foreign language more effectively and correctly, such as in learning English as a Foreign Language (EFL). Mistakes are a source of reasons for learning English as a Foreign Language (EFL) or Interlanguage. Three characteristics include systematics, permeability, and fossilization. The aim of this study is to address issues related to fossilization, with a special focus on an observational study in the Linguistics Classroom 2021 at the State Teacher Training College, in Yogyakarta. Fossilization data is collected through voice recordings or voice notes via the whatsapp application. Researchers studied the data using a qualitative descriptive method. The results show that language errors or fossilization can be eliminated. Observations that are clearer show that on average 2021 linguistics students at the Yogyakarta State Teachers' Training College still use L1 like me. This can be evidence that fossilization research is very important and useful for further research. This can be solved in various ways and strategies.

Keywords: *Fossilization, Voicenote, Pronunciation*

Abstrak

Kesalahan berbahasa diyakini sebagai suatu proses menuju pembelajaran penggunaan bahasa asing secara lebih efektif dan benar, seperti dalam pembelajaran English as a Foreign Language (EFL). Kesalahan adalah sumber alasan untuk belajar bahasa Inggris sebagai Bahasa Asing (EFL) atau Interlanguage. Tiga karakteristik meliputi sistematika, permeabilitas, dan fosilisasi. Tujuan dari penelitian ini adalah untuk menjawab isu-isu yang berkaitan dengan fosilisasi, dengan fokus khusus pada studi observasional di Ruang Kelas Linguistik 2021 di IKIP Negeri Yogyakarta. Data fosilisasi dikumpulkan melalui rekaman suara atau voice note melalui aplikasi whatsapp. Peneliti mempelajari data dengan menggunakan metode deskriptif kualitatif. Hasilnya menunjukkan bahwa kesalahan bahasa atau fosilisasi dapat dihilangkan. Pengamatan yang lebih jelas menunjukkan bahwa rata-rata mahasiswa ilmu bahasa IKIP Negeri Yogyakarta tahun 2021 masih menggunakan L1 seperti saya. Hal ini dapat menjadi bukti bahwa penelitian fosilisasi sangat penting dan berguna untuk penelitian selanjutnya. Hal ini dapat diselesaikan dengan berbagai cara dan strategi.

Kata Kunci: *Fosilisasi, Voicenote, Pelafalan*

INTRODUCTION

Linguistics ability refers to an understanding and mastery in the use of linguistic aspects such as pronunciation, spelling, and the arrangement of words into phrases, phrases into clauses, and clauses into paragraphs in the target language. Linguistic expertise is very influential on the speaker's factor in expressing ideas, thoughts, and feelings when they communicate in English. There are various definitions of fossilization from various experts. One of them is the establishment of permanent intermediate systems and subsystems in language as a correction of the previous language without changing the meaning, *William Nemser* (1971). If in the previous language and words there are many

spellings that are not correct, then the more official words and language are the ones that have been corrected and can be used in communication. Fossilization is a term that describes linguistic aspects and features so that they are fixed, and therefore very difficult to change between language and learner (*Selinker, 1972*). Often students make mistakes either consciously or unconsciously, therefore a lot of correcting the correct pronunciation to be precise and fixed. Because many of the students still think before speaking and make mistakes over and over again.

Fossilization is defined as a unique phenomenon in which inter-language development or construction shows permanent resistance in the environment but is partly constrained to reach the target language (Han, 2009). Interlanguage (IL) is metaphorically defined as between L1 and Translanguage (TL) where L1 is the source language in the early development of language elements and gradually mixes with TL elements, resulting in a new form but not in L1 and TL (Han, 2009). Fossilization is a term that indicates that language progresses unceasingly in its use and mastery. The continuous progress of language can occur from various specific features of language, therefore many researchers and speakers regard fossilization as an unavoidable process of pronunciation. So, the formulation of this study is How did this fossilization develop? And How does the research correct the needs of the fossilization students?. In the identification of the problem in this research, the first is that the 2021 linguistics students in the English as a Foreign Language (EFL) classroom are still attached to their L1 language. Second, the 2021 linguistics students in the English as a Foreign Language (EFL) classroom do not use their application emotionally, psychologically, to the social environment and culture of L2. The third, 2021 linguistics students in the English as a Foreign Language (EFL) classroom lack the opportunity to use the new and less corrective target language. These problems are important and interrelated factors, and all of them contribute to successful learning. The objectives of this research is first, to find out whether this fossilization is developing. And second, to find out the exact research needs of fossilization students. One of the problems found was that their L1 interfered with students' L2 pronunciation and they considered L1 to be a prominent source of communication interference and considered it the formal language used. This research is the main source of fossilization of English as a Foreign Language (EFL) students' pronunciation. The previous research was interlanguage and error fossilization: A study of Indonesian Student Learning English as a Foreign Language which focused on grammar, while this research focused on pronunciation. The benefit of this research is that it can reduce and correct students' pronunciation errors and develop

their interlanguage towards the level of language mastery and can be useful for further research.

The researcher assumes that L1 is the main factor that contributes to English as a Foreign Language (EFL) learning of Linguistics students in 2021 at the State-Owned Teacher College, in Yogyakarta. Although they have knowledge of English as a Foreign Language (EFL) since Elementary School, they are used to pronouncing some words in English with their L1 pronunciation. Fossilization of L1 learners is often found at the level of phrases or sentences in spoken English. This study is important because it aims to focus on the fossilization phenomenon in the linguistics classroom of English as a Foreign Language (EFL) students 2021 at State-Owned College, in Yogyakarta. The results of this study will help L1 learners and facilitate researchers in predicting the difficulty of English pronunciation difficulties to improve EFL communicative competence in the 2021 linguistics class at the State-Owned College, in Yogyakarta.

METHOD

This research is part of descriptive qualitative research. This study discusses an investigation of fossilization and interlanguage linguistics classroom of English as a Foreign Language (EFL) students 2021 at State-Owned Teacher College, in Yogyakarta. The number of students in the linguistics class is thirteen. This research was carried out right after the first semester. Thus, students of linguistics class 2021 at State-Owned Teacher College, in Yogyakarta are assumed to have had English as Foreign Language (EFL) learning experience for more than six months since they were appointed as linguistics students. data were collected through data collection methods by understanding and studying theories from various literatures related to research. The first is an interview that aims to record opinions and obtain data to obtain clarification on what is known in understanding socio-cultural situations and conditions in the 2021 linguistics class at the State-Owned Teacher College, in Yogyakarta. The second, participant observation by directly observing individual behavior and interaction patterns in the daily assessment setting of 2021 linguistics class students at the State-Owned Teacher College, in Yogyakarta. The third, namely document analysis, this is a summary of interviews and observations to support data sources.

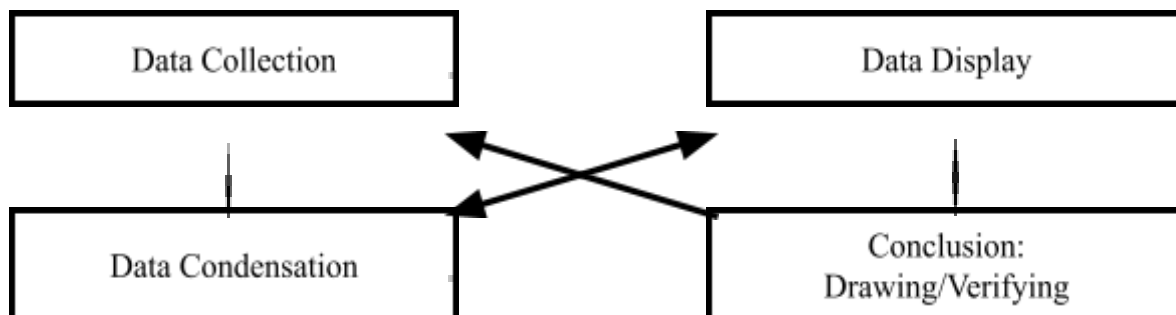


Table 1 of interactive data analysis Miles, Huberman & Saldana 2014

Miles, Huberman and Saldana (2014) has four types of interactive data analysis: data analysis, data collection, data display, data condensation and conclusion. Data collection is a process carried out by researchers from preparation to implementation until the data is ready to be carried out. First, the researcher began to collect information about the participants who had met the criteria, then the researcher began to collect data by doing a pronunciation test three times with the same method but in a different way.

The second is data condensation, divided into five processes, namely selecting, focusing, simplifying, abstracting, and transforming. Selecting, which determines the dimensions that are more important, meaningful relationships, and information that must be collected for analysis in the fossilization and interlanguage linguistics classroom 2021 of English as a foreign language (EFL) students 2021 at state-owned teacher college, in Yogyakarta. Focusing, namely focusing the data according to the problem formulation in fossilization research and Interlanguage linguistics classroom 2021 of English as a foreign language (EFL) students 2021 at state-owned teacher college, in Yogyakarta. Abstracting, namely making a summary of the core, processes and statements in accordance with the quality and adequacy of the data. Simplifying and transforming, namely the researcher sorts the data based on the results, then unites the sections according to the findings and interpretations in conducting data analysis.

The third is data display, which is a collection of information that has been put together and then ready to be concluded. After collecting data related to fossilization and interlanguage, the researchers grouped the results of observations and trials to be presented and discussed in more detail. In this study the data are presented through a brief description based on the research problem. All 2021 linguistics student identities are

displayed with initials which are then converted into codes to maintain the participants' identities.

The fourth conclusion, which is a process when the researcher interprets the data from the beginning of data collection and is accompanied by making patterns as well as descriptions and explanations. At this stage the researcher presents data related to fossilization and interlanguage, the researcher draws conclusions based on the information submitted by the participants and has gone through various stages for data analysis.

RESULTS AND DISCUSSION

What distinguishes it from previous research is the Implication of IL Fossilization in Second Language Acquisition which discusses the fossilization of students in China. An Investigation Fossilization and Interlanguage Linguistics Classroom of English as a Foreign Language (EFL) Students 2021 at state-owned teacher college, in Yogyakarta discusses master students in Linguistics 2021 at the state-owned teacher college, in Yogyakarta.

1. Classification of Fossilization

a. Individual Fossilization and Group Fossilization

Fossilization is divided into two categories, namely individuals and groups. The first factor that influences is the individual's own interlanguage and the second factor is the surrounding environment that does not support the development of the community's language. In individual fossilization, misunderstandings of language structures that are not appropriate but are considered correct and are usually experienced by interlanguage beginners with low proficiency. While in the environment, fossilization refers to the development of L2 phonological, grammatical, lexical and pragmatic competencies.

Linguistics students 2021 State-owned teacher college, in Yogyakarta in individual errors are often encountered during the learning process, the most visible fossilization occurring is when individuals make presentations. often pronounce words carelessly without considering the correct spelling so that this is still considered understandable by the class, but in fact this should not be underestimated. researchers take the example of the word "development" then they pronounce it with L1 they become "development" but should read "duh-veh-luhp-muhnt".

b. Temporary Fossilization and Permanent Fossilization

Temporary fossilization usually occurs in upland areas where TL development is temporarily inhibited. Permanent fossilization occurs because of psychological, interactive and social variables. Interlanguage development researchers can be stopped due to vulnerability to dephosphorylation or gentle fossilization.

Linguistics students 2021 at state-owned teacher college, in Yogyakarta refers to the process in which the language factor is not determined at a certain stage. The researcher shows that only 5% of Linguistics students in 2021 can reach the target language and 95% cannot reach the target language. This phenomenon is called interlanguage fossilization while in the 2021 English as a Foreign Language (EFL) linguistics class at state-owned teacher college, in Yogyakarta. The causes of temporary fossilization are group dynamics, attitudes, and individual learning techniques. So, student linguistics 2021 at state-owned teacher college, in Yogyakarta should consider are;

1. The causes of temporary fossilization are group dynamics, attitudes, and individual learning techniques. So, student linguistics 2021 at Yogyakarta State University should consider are; Age, for the EFL must strengthen the pronunciation associated with the success of the SLA.
2. Intelligence and talent, linguistics students from the 2021 state-owned teacher college, in Yogyakarta have academic abilities or are important in SLA.
3. Cognitive style is a term to describe the ways in which people conceptualize, organize, and remember information to make it more consistent and functional for everyone.
4. Motivation and attitude, in showing attitude as an effective social factor in culture. While motivation shows the persistence of learners achieving goals.
5. Personality, in this case extroverted learners are more successful than introverts because they communicate more with L2 so that they gain more knowledge.

The strategies to overcome temporary fossilization;

1. Observe and apply the right attitude towards the mistakes of the students of Linguistics 2021 at the state-owned teacher college, in Yogyakarta.
2. Designing a strategy for 2021 Linguistics students at state-owned teacher college, in Yogyakarta to study English as a Foreign Language (EFL) properly and correctly.
3. Keep track of the pronunciation of Linguistics students 2021 at the state-owned teacher college, in Yogyakarta by understanding the accuracy and fluency strategies.
4. Give feedback in linguistics class 2021 of state-owned teacher college, in Yogyakarta.
5. Strengthen imagination and pay attention to the creativity level of 2021 Linguistics students at state-owned teacher college, in Yogyakarta.

2. *Types of Fossilization*

Fossilization is a phenomenon in language and is categorized in several levels ranging from phonological to pragmatic;

a. Phonological Fossilization

The difference in linguistic phonology is the biggest phenomenon in language problems. Phonological fossilization arises from problems with L2's pronunciation which is influenced by L1.

In the 2021 linguistics class at the state-owned teacher college, in Yogyakarta, this phenomenon often occurs in language pronunciation errors and even worse, this has become commonplace within the scope of the 2021 linguistics class because students on average have language barriers when applying it and are accustomed to using L1 language, and maybe if are presenting the English as a Foreign Language (EFL) they will find it difficult.

b. Morphological Fossilization

The problem in this type is inflectional grammatical morpheme or third person singular (-s). Linguistics class 2021 students in general often forget the grammatical inflection affix (-s), such as buses and crises.

c. Syntactic Fossilization

Different languages create their own rules, especially on syntax and tense or past tense to learn them according to clarity. Linguistics students 2021 may not speak much English in class so they forget the tense.

d. Semantic Fossilization

Semantic fossilization refers to language forms that exist but cannot be represented or understood and are intended to express in contextual form.

Linguistics students 2021 are mostly from different islands, that means they also use different languages and different meanings. but there is one language that has a different meaning but the pronunciation is the same.

e. Pragmatic Fossilization

Semantics and pragmatics have a close relationship, so the fossilization of these two aspects is interrelated. Pragmatic failure occurs as a result of cross-cultural and students' inability to understand what is meant and what is said, causing misunderstandings. Linguistics students in 2021 at the state-owned teacher college, in Yogyakarta also experience this type of fossilization, the occurrence of misunderstanding the meaning of the word causes shame and misunderstanding.

3. *The Causal Factors of Fossilization*

The causal factors of fossilization linguistics classroom 2021 at state-owned teacher college, in Yogyakarta;

a. Language Transfer

The transfer of L2 and L1 or L1 to L2 can cause misuse that is why fossilization occurs because the transfer of L1 can be positive or negative towards L2. Thus negative transfer may refer to the difference between L2 and L1 which can be bothersome for English as a Foreign Language (EFL) language learners.

b. Training Transfer

The main cause of fossilization is the lack of knowledge of the formal language of English instruction. The researcher observed that learning just plainly without paying attention to the structure or rules of the language can design Interlanguage and become much different from the standard formal English.

c. Learning Strategy

During the L2 learning process, the cause of the emergence of fossilization is the application of the wrong and most commonly used learning strategy. Inappropriate learning can affect fossilization which is divided into several

features such as morphological, lexical, psycholinguistic, or socio-cultural phonology. Some students switch to L2 learning strategies with complete knowledge to meet L2 learning. and L2 learning strategies can be the key to clearer student information processing in obtaining L2.

d. Communication Strategy

Students can use communication strategies and mathematical skills that can be used when experiencing difficulties in expressing so that communication continues. The next step is to simplify the target language, especially grammatically so that it reflects the communication effect.

e. Overgeneralization

Namely utilizing L2 knowledge and then expanding it into a new form of interlanguage. In fact, excessive generalization of language can lead to ignorance in the rules of language including semantics, namely lexis. The reason for the importance of overgeneralization is that it causes failure and detects L2 learner errors due to this phenomenon without involving instructions and corrections.

Table 2 of Fossilization Reduction

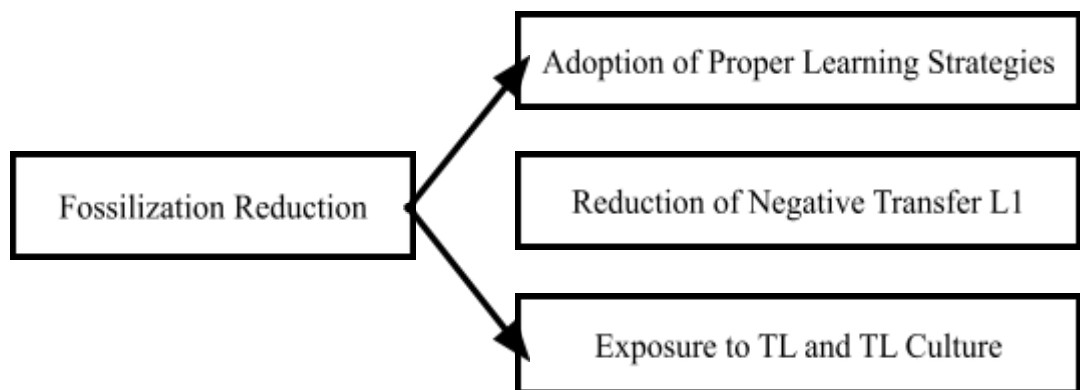


Table 3 of Process Interlanguage in Linguistics Classroom 2021 at state-owned teacher college, in Yogyakarta



Based on the language learning process in the linguistics class 2021 at the state-owned teacher college, in Yogyakarta. The researchers concluded that their language system is neither English or Indonesian, which very closely contain elements of both. Their interlanguage has idiosyncratic characteristics, namely Indonesian and the target language or English. I'm still sleepy for both of them so it can be described like this picture.

In the 2021 linguistics class at the state-owned teacher college, in Yogyakarta which consists of thirteen students, the researcher took a sample of six students. Thus the researcher gives a hint to his 2021 linguistic friends to be able to send voice note evidence on Whatsapp, due to the covid-19 pandemic which does not allow the researcher to meet his 2021 linguistic friends one by one. The following is evidence of true and false fossilization received by researchers; The words “Literature” / li – tr – uh – chr.

Name	Pronunciation
Student 1	Li – ter – a – chr
Student 2	Li – ter – a - tur
Student 3	Li – ter – uh – chr
Student 4	Li – ter – uh – chr
Student 5	Li – ter – a - chr
Student 6	Li – ter – uh – chr

From the scheme above is the result of the Interlanguage process, some of which have fossilized in the linguistics class of the state-owned teacher college, in Yogyakarta. For the six samples, three got fossilized and three were almost right because they were still in the process of learning English as a Foreign Language (EFL). If it is calculated in percent form, 50% is correct and 50% is fossilization in the class of linguistics 2021. They

still have difficulty working on certain words and need time over and over again to be able to justify the word. And on average they are not confident to do the spelling.

In the fossilization process, the researcher corrected the pronunciation of the error. Pedagogical interventions are expected to have a beneficial impact on their pronunciation mistakes, in the sense that their errors can be eliminated. Learning lasts one semester, compared to the results showing that teaching pronunciation is able to reduce student errors.

These results support previous research on interlanguage and error fossilization by Muranoi (2000), Whitw (1996), and Lightbown (1993) claiming that L2 learners benefit from the instruction provided by the teacher. This contributes to the interlanguage development of students. However, the results show that their error is not completely eradicated. To some extent, I also agree with Mukkatash (1986) and Thep-Ackrapong (1990) who argue that even with systematic pedagogical investment, learner errors persist; and based on such phenomena, they claim that the interlanguage has fossilized. This study shows that pronunciation instructions can eliminate 50% of errors and there are still 50% of persistent or stable errors.

Qualitative analysis that this stabilized error is the learner. At least there is a cognitive mechanism that fits the data. In that case they activate the cognitive interlanguage unit in an effort to produce English according to their limited knowledge. The observation results show that in expressing their ideas in English, some students rely on the linguistic knowledge they already have. Students' interlanguage is a product of a productive process that depends on translanguaging and they rely on deepened knowledge to help overcome these problems. In this case they rely on translanguaging in pronunciation by generalizing or oversimplifying the rules. Thus, translanguaging, overgeneralization, and simplification are cognitive processes that manifest themselves in strategies of language transfer, overgeneralization, and simplification. This strategy can help students to overcome the complexities of the correct pronunciation system.

To prove that interlanguage errors can be stabilized, the researcher asks students to write a word and then spell it letter by letter. The results show that students make fewer mistakes than before which means that the stabilized errors can be eliminated. Qualitative aspects also show that there are aspects in class activities that can be observed contributing to the destabilization of errors. Based on the research findings, the researcher can conclude that some classroom events are believed to have contributed to error stability, because these class activities can be seen as language learning or language acquisition

opportunities. In the classroom, students receive adequate input, feedback, frequent exposure, explicit pronunciation explanations, and opportunities to practice the target language. Some of these aspects are the content and daily activities during pronunciation lessons. This can increase their linguistic translanguaging knowledge and it contributes to the destabilization of errors.

Researchers also carried out further monitoring to provide information that persistent errors tend to stabilize only temporarily because they will change their nature as a result of pedagogical interventions. In this case, errors can be stably eradicated and cannot be repeated by students. Thus, the data analysis shows that students' pronunciation errors appear dynamic, some are unstable, some fluctuate, and some are stable. Fluctuating errors tend to be unstable and stable errors also tend to be unstable. New types of errors arise when students embark on unfamiliar communication goals.

CONCLUSION

Some conclusions from the researcher are that the first grammatical error is fossilized and this can be overcome by correcting it. This error usually occurs in English as a Foreign Language (EFL) learning which does not tend to be stable. The second, namely environmental factors that affect individual learning techniques that must strengthen, sharpen and focus each English as a Foreign Language (EFL) pronunciation to be correct. The second is the level of enthusiasm and competence of the 2021 linguistics students at the state-owned teacher college, in Yogyakarta who are different in acquiring the language. So, it must be given motivation to improve student learning and understanding in honing English as a Foreign Language (EFL) skills. The third is the learning style of individuals who are different because they have different attitudes and different learning times. So that conceptual, rules, and information are needed to be more consistent in learning English as a Foreign Language (EFL). And, the last is the level of self-confidence, this is important because self-confidence fosters extraordinary enthusiasm in increasing student motivation in obtaining English as a Foreign Language (EFL), because fossilization takes time to think so that there are no misunderstandings.

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