

LINGUISTICALLY INTERCULTURAL PROBLEMS IN LEARNING ENGLISH AS A GLOBAL LINGUA FRANCA (EGLF)

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Abstract

In learning English as a Lingua Franca (ELF) of the globe, Indonesian learners of English as a Foreign Language (EFL) need great effort and seriousness to cope with certain linguistic and incultural problems. If beginning EFL learners make errors in making sentences using certain words, it is not surprising but it is when they are made by quite advanced learners. However, errors should be respected and accepted as signs of learning as no learners create errors on purpose. Teachers should realize that errors are committed due to some factors that are beyond learners' awareness linguistically as well as culturally. This paper is intended to describe some linguistic and incultural errors made by advanced EFL learners and discuss some possible causes and offer ways to help them improve their competence and performance in the English language. The data used in this study are in forms of (a) sentences made by 30 Magister program students using certain words given, and (b) answers they provide based on Yes/No questions and Tag-questions asked. The study reveals that to make correct sentences using certain words and correct answers to certain questions in English EFL learners are required to build some linguistic, pragmatic, and intercultural competence both in Indonesian and English.

Key words: linguistic, pragmatic, and intercultural errors and competence,

1. Introduction

English can be acquired as the first or the second language, or learned as a foreign language depending on by whom and where the acquisition or learning takes place. English is acquired as the first language, for example, by American students in the United States, Australian students in Australia, and British students in England. English can be learned as a second language, for example, by Indonesian students studying in America or by Singaporean, Malaysian, or Indian students in Singapore, Malaysia, or India, respectively. In Indonesia like in other countries in Asia English

is learned as a foreign language. This reality about the role of English can be referred to three circles of English in the world, that is, inner circle, outer circle, and expanding circle, respectively, following Kachru (1985) cited in Kennedy (2010, p. 88). In addition to those terms referring to the position of English on this earth, now English is often branded as a language of lingua franca (ELF)—see Cutting (2008), or it can be called English as a global lingua franca (EGLF) which is commonly intended to mean as an international language.

In this paper, the term ELF is meant to have no distinction from the term EFL as both terms apply in Indonesia in that English is used as a means of global medium of interaction as well as a means of communication among Indonesians besides Indonesian as the national language. Learning English as an ELF or EFL done by Indonesian students seems more difficult than done by Singaporean or Malaysian students. One of the causes of this phenomenon can be referred to the matter of ‘exposure’ to English in that Indonesian students do not have much opportunity to be exposed in English as compared to Singaporean or Malaysian students (see Ihsan and Diem, 1997). English is not used as a means of public communication in Indonesia as it is in those countries. Ironically, even English Education Study Program students, undergraduate as well graduate students, do not have high motivation and commitment to use English on campus and even in classes consistently, let alone the students of junior and senior high schools. If there are non-English major students who have somewhat good or better English proficiency compared to others, they must have experienced or taken English courses privately or through non-formal institutions that make them have good performance and competence in English. It is quite impossible to expect that junior or senior high school graduates in Indonesia to have good or satisfactory mastery of English as they are taught only two course hours (90 minutes) per week (see Kementerian Pendidikan dan Kebudayaan, 2013) with overcrowded classes and limited availability of teaching and learning materials provided by the government or the school.

On the other hand, it is logically valid to expect that graduate students of *Magister* program majoring in English in a university in Indonesia have a good if not excellent proficiency in English. However, the reality realized and experienced by the writer shows the unsatisfactory result. Therefore, this paper tries to find some evidence to prove the assumption that learners of ELF or EFL still have problems in making good and correct English sentences using certain words, idioms, and certain forms of questions. The problems the ELF/EFL learners face deal with linguistic, pragmatic, and cultural aspects (see Cohen and Olshtain, 1993).

This study deals with error analysis in that the sentences made by the sample students were analyzed whether or not they are erroneous or correct based on standard grammar of American English. Following Corder (1971), error analysis study belongs to the area of applied linguistics that refers to the study of the application of linguistic findings in teaching and learning a language. In analyzing errors made by EFL learners, aspects of linguistics, and semantics, and social, and cultural aspects need to be considered (Cohen and Olshtain, 1993).

Since the data of this study were also collected using answers of two kinds of questions, i.e., Yes/No question and Tag-question, that require the students' knowledge, understanding, and internalization of both English and Indonesian social and cultural aspects, this study at least partially is related to pragmatic use of language. Pragmatics refers to the study of people's comprehension and production of linguistic action in context (Kaper, 1993).

2. Method

The method used in this study was descriptive analytic method in that the data in form of sentences made by 30 *Magister* program students of a state university in Palembang were collected as they were without any changes whatsoever and then analyzed referring to linguistic, pragmatic, and cultural aspects. The students serving as the participants in this study were asked to make their own sentences using certain

and selected dictions, kinds of words according to parts of speech, idioms, grammatical pattern, Yes/No questions, and Tag-Questions. It was assumed that if the participants could make over 80% good and correct sentences using the following words and questions, it could indicate that the students were quite good in their English proficiency.

The following are selected dictions (# 1, 2), parts of speech (kinds of words) (#3, 4, 5, 6), grammatical pattern (#7), idioms (#8, 9), Yes/No questions (#10), and Tag-Questions (#11) that were used as instruments to collect the data for this study.

1. belong; 2. happen; 3. succeed; 4. success; 5. successful; 6. successfully;
7. that clause; 8. look forward; 9. accustomed;

10. Yes/No questions;

- 10.1. a. Is this a pen? b. Isn't this a pen?
(You are shown a pen.)
- 10.2 a. Did you come to class last week?
b. Didn't you come to class last week?
(You did not come to class last week)
- 10.3 a. Do you like pizza? b. Don't you like pizza?
(You like pizza.)
- 10.4. a. Are you a good student?
b. Aren't you a good student?
(You are a good student.)

11. Tag-questions:

- 11.1 a. This is a pen, isn't it?
b. This isn't a pen, is it?
(You are shown a pen.)
- 11.2 a. You came to class last week, didn't you?
b. You didn't you come to class last week, did you?
(You did not come to class last week)
- 11.3 a. You like pizza, do you? b. You don't you like pizza, do
you?
(You like pizza.)
- 11.4 a. You are a good student, aren't you?
b. You are not a good student, are you?
(You are a good student.)

3. Result and Discussion

The data collected based on the instruments mentioned above are presented in forms of tables in the following pages. The sentences made by 30 respondents as the sample based on the given dictions, idioms, and questions serving as the data were checked and analyzed whether they were erroneous or correct. The data in forms of the participants' scores on their Sentences and TOEFL like are presented on Table 1. In other words, correct and erroneous sentences were identified and calculated in terms of percentages referring to the number of respondents and to the number of items as presented in Table 1 (See appendix #1). In the last column in Table 1, the respondents' TOEFL scores are also presented to see whether or not their English proficiency is positively related to their ability in making good sentences and giving correct answers to given questions. This study was basically qualitative in the sense that no statistical analysis was applied except percentages.

Table 1 presented in appendix #1 shows that there were 3 respondents (10%) who got A (86-100), 9 respondents (30%) who got B (71-85), 12 students (40%) who got C (56-70), 4 students (13%) who got D (41-55), and 2 students (7%) who got E (0-40). Viewed from these data, it can be said that overall the respondents were not that bad as 80% of them passed the test—if the questions were used as the proficiency test. In other words, the researcher's former assumption stating that the advanced EFL students were not that good is refuted. To put it another way, the sample students who were considered 'advanced EFL learners' are not very bad as the average score of the respondents was 69.07 (see Table 1). However, it cannot be denied that the findings also indicate that their English is not very satisfactory as the mean score still belongs to C or average, following the scoring system used in Universitas Sriwijaya (Universitas Sriwijaya, 2008).

Referring to the last column in Table 1 that presents the sample students' TOEFL scores, it seems that this study shows a positive correlation between students' English proficiency and their writing ability using certain words, idioms, and in answering certain questions. This is especially true for the three top groups of the

students who got A (86-100) also got the highest scores in their TOEFL (543-573), and the nine students who got B (71-85) also got good scores in their TOEFL (407-530). Some of the rest students who got lower scores in assigned writing in this study did not show positive correlation with their TOEFL scores. For example, two students who got good TOEFL scores (487-497) failed or got the lowest scores (<40) in writing sentences and answering questions. This phenomenon can be explained by one of the weaknesses of TOEFL in that students tend to guess when they are not sure about the answers, but they cannot write sentences by guessing. However, one interesting note can be made here, that is, in general there is a positive correlation between the respondents' mean score on the sentence writing assignment (69.07) and their mean score on their TOEFL (468). However, to find out how significant the correlation is, further statistical calculation needs to be done.

Viewed from each question item answered by the respondents—as can be observed in Table 1, it can be said that they were quite good in some items but really bad in others.

Table 2 (see appendix#2) presents the percentage of correct answers on each item given by the respondents (see also Table 1 in the appendix #1).

Observing Table 2 that presents the percentage of correct answers on each item given by the respondents, the following descriptions can be made: (1) The mean score of items 1 and 2 was 80; (2) the mean score of items 3-6 was 72; (3) the score of item 7 was 72; (4) the mean score of items 8 and 9 was 14; (5) the mean score of the correct answers to positive Yes/No question (Is this a pen ?) was 97; (6) the mean score of the correct answers to negative Yes/No question (Isn't this a pen?) was 67.5; (7) the mean score of the correct answers to positive Tag-question (This is a pen, isn't it?) was 96; and (8) the mean score of the correct answers to negative Tag- question (This isn't a pen, is it) was 24.5.

This finding also indicates that students got excellent scores on item 10, that is, answering positive Yes/No question (97) and positive Tag-question (96); they got good scores on items 1-2 (80), 3-6 (72), and 7 (77); they got fair score on answering

negative Yes/No question; and they got the lowest mean score on items 8 and 9 (mean score was 14), and the mean score of 24.5 for the students' answers to negative Tag-question.

The last two lowest mean scores of the students need analysis and explanation why they were as they were. Referring to items 8 (look forward) and 9 (accustomed), there were 17% and 10% of the respondents who got correct sentences, respectively. This might be due the fact that the two expressions belong to idiomatic expressions that cannot be solved by guessing. It seems that the students had not acquired the concept of how to use the two idiomatic expressions in correct sentences. The expressions 'look forward' and 'accustomed' require two principles of how to use them correctly in sentences: (a) they must be accompanied with particle 'to' at the end (look forward to, accustomed to), and (b) they must be followed by -ing form verb (e.g. I am looking forward to hearing from you; I am accustomed to waking up early). The ability of using these two idioms has something to do not only with the students' linguistic competence but also with their pragmatic and semantic knowledge of the English language.

Diction #1: belong; Diction #2: happen

The words 'belong' and 'happen' in terms of part of speech belong to VERB category. These two words were selected as sources of data due to their uniqueness in that they have two specific features: (a) they cannot be made in passive voice sentences, and (b) they are active in form in English but passive in meaning in Indonesian. These two characteristics of these two dictions cause problems for Indonesian students, even advanced ones, in learning English.

The following are examples of erroneous sentences and the correct sentences using those two words made by the respondents. Analysis and discussion are provided after the examples.

Table 3: Examples of Erroneous and Correct Sentences Using the Dictions ‘belong’ and ‘happen’ Made by the Sample Students

Data #	Diction	Examples of Erroneous Sentences	Examples of Correct Sentences
1	Belong (verb) (77% Correct)	a. The car is belong to my sister. b. Who is belong to this pen? c. That is bag belong to me. d. You belong with me. e. She belongs my best friend.	a. The books belongs to him. b. The shoes belong to her. c. The biggest house in this town belongs to my boss. d. You belong to me. e. I don't belong here.
2	Happen (verb) (83% correct)	a. It's always happen. b. What is happened to you? c. It was happened yesterday. d. Where were these happened? e. It is happen to me too.	a. The war happened several years ago. b. What happened to your arms? c. The accident happened yesterday. d. What happens to you? e. Things happen for a reason.

It can be noted that the sample students got 77% correct sentences using ‘belong’ and 83% using ‘happen’. The rest got erroneous sentences as examples presented in the table above due to their misconceptions about the features of the two words. They did not know that the two words are ‘verb’ in terms of parts of speech and they must be used in active sentences instead of passive. Linguistically and semantically, they contain passive meanings in Indonesian but expressed in active sentences in English. For example, the sentence ‘The shoes belong to her’ means ‘*Sepatu itu miliknya*’. In addition, they are not familiar with the concept that the word ‘belong’ should be followed by ‘to’ instead of ‘with’.

Parts of Speech (kinds of words):

#3 succeed, #4 success, #5 successful, and #6 successfully

These four words also belong to diction focussing on parts of speech, that is, verb, noun, adjective, and adverb. The respondents were asked to make their own sentences using those words to find out whether or not they were aware about what kinds of words they are and how proficient they were in using them in good and correct sentences.

Table 4 : Examples of Erroneous and Correct Sentences Using Parts of Speech (kinds of words):#3 succeed, #4 success, #5 successful, and #6 successfully by the Sample Students

Data #	Diction	Example of Erroneous Sentences	Examples of Correct Sentences
3	Succeed (Verb) 60% correct	a. She has succeed to do it, b. He has achieved a great succeed in his career. c. I hope you will be succeed. d. They have been succeed. e. It succeed all the expectation.	a. Studying hard makes you succeed in your study. b. She doesn't succeed in her final test. c. If I succeed, I will continue my study. d. You will succeed someday. e. She succeeds this program.
4	Success (Noun) 60% correct	a. He talks about his success story. b. I want to be success. c. I think my boss is already success. d. She is very success. e. He is a success person.	a. Success is something that you must pursue in your life. b. I hope you get success in your examination. c. Your success depends on the effort that you have made. d. The seminar was a success. e. Do you want to have success in your life?
5.	Successful (Adj.) 80% correct	a. She has successful to make her parents happy. b. The successful of your study is depend on your motivation. c. Widia is successful woman. d. Having good ability in writing is the key of successful in learning English. e. Successful of learning process can be seen from the students achievement and	a. I want to be a successful woman. b. Your presentation was successful. c. I was successful after all. d. Successful teachers know how to manage the time. e. He is successful in his job.

		behavior.	
6.	Successfully (Adv.) 87% correct	a. My examination was successfully. b. Congratulation for your successfully. c. You are successfully finished it. d. The experiment successfully conduct. e. The competition was successfully.	a. I did the test successfully. b. I could pass the bridge successfully. c. The seminar was successfully done. d. The seminar was done successfully e. Successfully, he passed the exams.

Table 4 indicates that the respondents did not do very well in using items #3 (verb) and #4 (noun) as there were only 60% of correct sentences, but they did very well in using item #5 (adjective) (80%), and item#6 (adverb) (87%). Overall, their mean score in using words having different parts of speech was 72 that already belongs to ‘good’ category although not yet that good.

Grammatical Pattern (#7)

The correct use of grammatical pattern ‘That..clause’ in sentences may indicate that the writer has had a good command of English and not otherwise. This assumption was intended to be proven in this study. The data collected show that 77% of the respondents could make correct sentences of their own using ‘that ..clause’ either the clause functioning as the object (I know that she is a nice girl) or ‘That..clause’ functioning as the subject in a sentence (That they got married is not a matter for me.). More examples of sentences using ‘that..clause’ functioning as an object are found compared to the examples of sentences functioning as the subject. That means that the second type and meaning of ‘that..clause’ is more difficult for the advanced EFL learners to master as they are required to have more thorough knowledge of grammar.

Table 5: Examples of Erroneous and Correct Sentences Using Grammatical Pattern
'That ..clause' (#7)

Data #	Grammatical pattern	Examples of Erroneous Sentences	Examples of Correct Sentences
7	That...clause (77% correct)	a. That's really hard to him. b. He said that nobody will come tonight. c. She asked me that Anna is a new student. d. That is my house. e. That girl is the person that make me sad.	a. I know that she is a nice girl. b. She told me that she hates the class. c. I have a new bag that I buy from Mall. d. I believe that my boyfriend loves me so much. e. That they got married is not a matter for me.

Idioms (Items #8 and #9)

Idioms are generally a problem for EFL learners to learn and master as idioms are expressions which usually consist of at least two words that convey certain meanings rather than the meaning based on the literal meaning of each word within the idiom. The two idioms selected as data source were assumed to have been mastered by the advanced Indonesian EFL learners. In fact, the first idiom (look forward), and the second idiom (accustomed to) were correctly used only 17% by the respondents in their sentences.

It seems that idioms need to be paid more attention if not more focussed in EFL classroom. The correct use of idioms in formal letters may indicate that the learners have learned and acquired good proficiency in English. These two idioms are commonly found in formal writing as in closing business letters like 'I am looking forward to hearing from you soon'. The pattern of this idiom is 'look forwad + to + ING form verb + from + objevtive pronoun'. The expression 'I am accustomed to waking up early' that means similarly to 'I am used to waking up early' are good idiomatic expressions that EFL learners should have mastered especially by advanced learners.

Table 6: Examples of Erroneous and Correct Sentences Using Idioms (#8, 9),

Data #	Idiom	Examples of Erroneous Sentences	Examples of Correct Sentences
8	Look foward (17% correct)	a. She looks foward for the job b. I am looking foward to meet you personally. c. You must look forward to have the best future. d. I'm looking forward for your proposal. e. I look forward to see your progress.	a. She looks forward to meeting you. b. I am looking forward to hearing from you. c. I am looking forward to seeing you. d. I am looking forward to being accepted as a presenter.
9	accustomed to (17 % correct)	a. I accustomed to do that. b. Reading is not accustomed for Indonesian students. c. She has been accustomed to go shopping alone. d. I'm not accustomed to have class in the afternoon. e. My niece accustomed drinking a glass of milk before sleeping.	a. I am accustomed to standing at the back. b. I get accustomed to their culture. c. She is not accustomed to swimming in the river. d. I am not accutomd to playing badminton. e. I am accustomed to waking up early.

Yes/No Question (Item #10)

Dealing with positive Yes/No questions (Is this a pen?, Did you go to class last week?, Do you like pizza?, Are you a good student?), the sample students did not have much problem as they got 98% correct answers. With negative Yes/No questions (Isn't this a pen?, 'Didn't you go to class last week?, Don't you like pizza?, Aren't you a good student?), 68% of the respondents got correct answers. The rest (32%) got confused with negative Yes/No question. As shown in Table 7 below, some students answered, "Yes, it is not", "Yes, I did not", "Yes, I don't", and "Yes , I am not" to those questions, respectively.

Why did 32% get incorrect answers to the negative Yes/No question? This problem can be referred to the problem of pragmatic transfer, that is, from L1

(Indonesian) culture and linguistic principle to L2 (English). Following Franch (1998), pragmatic transfer refers to the influence of the first language (L1) in communication when the speakers use L2. More than two decades ago, Blum-Kulka, House, and Kasper (1989) already asserted that there were two kinds of transfer: (1) Negative transfer or interference occurs when two languages do not share the same language system, resulting the production of errors, and (2) positive transfer or facilitation when two languages share the language system and the target form is correctly transferred.

In Indonesian linguistic and cultural manner, it is purely acceptable to say “Yes, it is not”, “Yes, I didn’t”, “Yes, I don’t”, and “Yes, I am not” but of course not acceptable in English”. In English, the answer of a question, Yes/No question or Tag-question, remains the same based on the reality—once the answer is YES based on the reality, the answers remain YES no matter what kinds of questions they are. In other words, in Indonesian communication system, the speaker can nod and shake head at the same time in a row, like “Yes (nodding), it isn’t (shaking head)” instead of “No (shaking head), it isn’t (shaking head). For example, in Indonesian context, one can say “*Ya, saya bukan guru*” (Yes, I am not a teacher) to answer the question “Aren’t you a teacher?” based on the fact that “You are NOT a teacher.” This is an illustration that cultural problem happens in the process of learning English as an EL or ELF experienced by even advanced Indonesian learners.

Table 7: Examples of Erroneous and Correct Answers to Yes/No Questions (#10)

Data #	Grammatical item	Yes/No Questions	Answers Starred Answers = Incorrect answers
10	<p>Positive Yes/No Question :</p> <p>(98% correct answers)</p>	<p>10.1.(You are shown a pen.)</p> <p>a. Is this a pen?</p> <p>b. Isn’t this a pen?</p> <p>10.2 (You did not come to class last week)</p> <p>a. Did you come to class last week?</p>	<p>a. Yes, it is</p> <p>b. Yes, it is. (*Yes, it is not) (*No, it is not)</p> <p>a. No, I didn’t.</p>

	<p>Negative Yes/No Question :</p> <p>(68% correct answers)</p>	<p>b. Didn't you come to class last week?</p> <p>10.3 (You like pizza.) a. Do you like pizza? b. Don't you like pizza?</p> <p>10.4. (You are a good student.) a. Are you a good student? b. Aren't you a good student?</p>	<p>b. No, I didn't. (*Yes, I didn't)</p> <p>a. Yes, I do. b. Yes, I do. (*Yes, I don't)</p> <p>a. Yes, I am. b. Yes, I am. (*Yes, I am not)</p>
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Tag-Question (Item #11)

Similarly to the case of Yes/No questions, 96% of the students got correct answers on positive Tag-question that means that there was only one student (4%) who got wrong answer. On the other hand, dealing with negative Tag-question there were only 8 students (25%) who got correct answers that indicates that the students were worst in negative Tag-question as there were 22 students (75%) who got wrong answers. Table 8 indicates that most students got the least internalization about how to answer the negative Tag-question correctly compared to the other kinds of questions used in this study.

One of the sources of this problem is similar to the case of answering negative Yes/No question as noted above, that is, negative transfer unawarely done by the students in terms of L1 (Indonesian) cultural and linguistic principles to L2 (English). The other plausible causes why the students got difficulty in answering negative Yes/No question and negative Tag-question are (a) the English grammar or writing teachers or lecturers do not do their teaching profession well enough; they do not give intensive practice in making their own sentences using certain words, idioms, and giving answers to certain questions, and (b) the students do not have good internal motivation to really understand what they are learning.

Table 8: Examples of Erroneous and Correct Answers to Tag-Questions (#11)

Data #	Grammatical item	Tag-Questions	Answers Starred Answers = Incorrect answers
D	<p>Positive Tag-Question (96% correct)</p> <p>Negative Tag-Question (25% correct)</p>	<p>11.1 (You are shown a pen.) c. This is a pen, isn't it? d. This isn't a pen, is it?</p> <p>11.2 (You did not come to class last week) c. You came to class last week, didn't you? d. You didn't come to class last week, did you?</p> <p>11.3 (You like pizza.) c. You like pizza, don't you? d. You don't like pizza, do you?</p> <p>11.4 (You are a good student.) c. You are a good student, aren't you? d. You are not a good student, are you?</p>	<p>c. Yes, it is. (*Yes, it is not.) d. Yes, it is. (*No, it is not)</p> <p>c. No, I didn't. (*Yes, I came) d. No, I didn't. (*Yes, I did)</p> <p>c. Yes, I do. (*Yes, I don't). d. Yes, I do. (*No, I don't)</p> <p>c. Yes, I am. (*Yes, I am not) d. Yes, I am. (*No, I am not).</p>

Incorrect answer to negative Yes/No question like 'Yes, I don't' to the question "Don't you like pizza?" (in fact the speaker does like pizza) is an evidence showing the importance of understanding of the aspects of semantics and culture behind the grammar of English. The same thing is true to the case of answering negative Tag-question. The majority of the respondents gave erroneous answer to the question 'You don't like pizza, do you?'. They said 'No, I don't' even though in fact they do like pizza. These wrong answers show that very little can be conveyed by lacking of knowledge and understanding of grammar based on context (see Wilkin, 2002, p.13.). In other words, in written expression correct grammar is very important to

convey the exactly intended meaning which sometimes can be ignored in oral communication as confusion can be explained by non-verbal signals like gestures, facial expressions, and body movements.

4. Conclusion and Remark

Some conclusions can be drawn based on the data description, findings, and discussion in the previous pages. First, the sample students so called ‘advanced EFL students’ of this study are generally not that bad as their average score was 69 out of 100 on sentence making and answering questions given, and their average score on TOEFL was 468. Second, the students are quite excellent in making their own sentences using certain words (belong, happen, succeed, succes, successful, successfully, that clause) and in answering positive Yes/No question and positive Tag-question.

Third, the ‘advanced EFL students’ still get quite serious problem in making other given idiomatic words (look fowrad, accusstomed) and in answering negative Yes/No question and negative Tag-question. Fourth, the plausible causes of the erroneous sentences and answers to questions the students made can be referred to (a) their insufficient understanding about the linguistic, semantic, and cultural aspects of English as a foreign language that cause negative transfer from Indonesian (L1) to English (L2), (b) their insufficient training on making own sentences using certain words and answering certain questions given by their EFL teachers or lecturers, and (c) their low internal motivation to learn better possessed by the EFL learners.

As the findings of this study show that the sample students’ competence and performance in writing sentences and answers based on given words and types of questions, respectively, are not very satisfactory as they still belong to average level (69 out of 100, and 468 in TOEFL), the following suggestions are offered.

First, the learners should be intensively informed about the social and cultural aspects of English and Indonesian society. Lacking knowledge and understanding

about those social and cultural aspects in bicountries cause communication breakdown or conflict (Istifci, 2009, p.16). In this matter, special remedial teaching dealing with those aspects and writing skill is thought worthwhile trying (see Martin .1996, p. 316-322). Corder (1981, p. 45) states ‘the practical aspect of EA is its function in guiding the remedial action we must take to correct an unsatisfactory state of affairs for learner or teacher.

Second, to the EFL teachers and/or lecturers, they should and ought to (a) give more intensive linguistic training to their students on how to form their own correct sentences based on high frequency, useful, and meaningful words that are supposed to have been mastered by higher level EFL students, (b) provide clear explanation about the semantic, pragmatic, and cultural aspects involved innately in certain expressions, like the use of ‘belong’, ‘happen’, ‘look forward’, ‘accustomed’, and ‘negative Yes/No and Tag-questions. This knowledge facilitates the students to learn cross-cultural understanding and cultural norms in English context (Qorina, 2012, p. 15), and (c) to realize that errors are signs of learning process (Corder, 1971), and whatever the students say or write should be respected (Selinker, 1972) because no errors are made intentionally.

Third, to those ‘advanced EFL learners’ who still have problems in making correct sentences and answers to certain questions, it is suggested that they be willing to do remedial learning especially focussing on the trouble spots they have.

Fourth, the students should be continuously motivated and encouraged to read because “reading can make learners comprehend better and develop their language competence” Krashen and Terrell (1989) cited in Mart (2012).

Fifth, EFL learners are advised to keep reading because through reading one can improve his/her writing skill (Gonzales, 2001).

Finally, the EFL students should be given as much exposure as possible to English use in the four skills of language (see Huda, 1997, p. 286; Harmer, 2004) as experienced by ESL students in countries like Singapore, Malaysia, Philippines, and India.

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Appendix #1

Table 1: The participants' scores on their Sentences and TOEFL like

No of Respondents	1	2	3	4	5	6	7	8	9	10.1		10.2		10.3		10.4		11.1		11.2		11.3		11.4		Writing Score (100)	TOEFL SCORE	
											a	b	a	b	a	b	a	b	c	d	c	d	C	d	c			d
1	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	100	570	
2	+	+	-	+	-	+	-	-	-	+	+	+	-	+	+	+	+	+	-	+	-	+	-	+	-	60	380	
3	+	+	+	+	+	+	-	-	-	+	+	+	-	+	+	+	+	+	-	+	-	+	-	+	-	68	463	
4	+	+	+	+	+	+	-	+	-	+	+	+	-	+	+	+	+	+	-	+	-	+	-	+	-	72	437	
5	+	+	+	+	+	+	+	-	-	+	+	+	-	+	+	+	+	+	-	+	-	+	-	+	-	72	423	
6	+	+	+	+	+	+	+	-	-	+	+	+	-	+	+	+	+	+	-	+	-	+	-	+	-	72	407	
7	-	-	-	-	+	+	-	-	-	+	-	+	-	+	+	+	+	+	-	+	+	+	+	+	+	60	430	
8	+	+	-	+	+	+	-	-	-	+	+	+	-	+	-	+	+	+	-	+	-	+	+	+	-	64	423	
9	+	+	+	+	+	+	-	+	-	+	+	+	+	-	+	-	+	+	-	+	-	+	-	+	-	72	417	
10	+	-	-	+	+	+	-	-	-	+	+	-	+	+	-	+	+	+	-	+	-	+	-	+	-	56	473	
11	+	+	+	-	-	+	+	-	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	84	530	
12	+	+	+	-	+	+	+	-	-	+	+	+	+	+	+	+	+	+	-	+	-	+	-	+	-	72	417	
13	-	+	+	-	+	+	-	-	-	+	+	+	+	+	+	+	+	+	-	+	-	+	-	+	-	64	420	
14	+	-	+	+	+	+	-	-	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	84	483	
15	-	+	-	+	-	-	-	-	-	+	-	+	-	+	-	+	-	+	-	+	-	+	-	+	-	40	487	
16	+	+	-	-	+	-	-	-	-	+	-	+	-	+	+	+	-	+	-	+	-	+	-	+	-	48	430	
17	+	+	+	+	+	+	+	-	-	+	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	88	543	
18	-	+	+	-	+	+	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	+	-	+	76	507	
19	-	+	-	-	+	+	+	-	-	+	-	+	+	+	-	+	-	+	+	+	+	+	+	+	+	60	443	
20	-	-	+	+	-	+	+	-	-	+	-	+	-	+	+	+	-	+	-	-	+	+	-	+	-	52	410	
21	+	+	+	-	+	+	-	-	-	+	+	+	+	+	+	+	+	+	-	+	-	+	-	+	-	68	457	
22	+	-	+	+	+	-	-	-	-	+	-	+	-	+	-	+	-	+	+	+	-	+	-	+	-	52	463	
23	+	+	-	-	-	+	-	-	-	+	+	+	+	+	+	+	+	+	+	+	+	-	+	-	+	64	477	
24	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	92	573	
25	+	+	+	+	+	+	+	-	-	+	+	+	+	+	+	+	+	+	-	+	-	+	-	+	-	76	503	
26	+	+	-	+	+	+	+	-	-	+	-	+	+	+	-	+	+	+	-	+	-	+	-	+	-	64	493	
27	+	+	-	-	+	+		-	-	+	-	+	-	+	-	+	-	+	-	+	-	+	-	+	-	52	503	
28	+	+	+	-	+	-	-	-	-	+	+	+	-	+	+	+	+	+	-	-	+	+	-	+	-	60	477	
29	+	+	-	-	-	+	+	-	-	+	+	+	+	+	+	+	+	+	-	+	-	+	-	+	-	64	500	
30	-	-	-	-	+	+	-	-	-	+	-	+	-	+	-	+	-	+	-	+	-	+	-	+	-	40	497	
Score Per item	77	83	60	60	80	87	77	77	70	100	67	93	53	97	73	97	77	100	30	00	33	30	97	23	10	170	69.07 (mean)	468 (mean)

+ = Correct answer
 - = Erroneous answer

Appendix#2

Table 2: The percentage of correct answers on each item given by the respondents

No	Items Selected	Percentage of Correct Sentences/Answers to Questions (%)
1	belong	77
2	Happen	83
3	Succeed	60
4	Success	60
5	Successful	80
6	Succesfully	87
7	that clause	77
8	look foward	17
9	Accustomed	10
10	Yes/No questions: 10.1 a. Is this a pen? b. Isn't this a pen? (You are shown a pen.) 10.2 a. Did you come to class last week? b. Didn't you come to class last week? (You did not come to class last week) 10.3 a. Do you like pizza? b. Don't you like pizza? (You like pizza.) 10.4 a. Are you a good student? b. Aren't you a good student? (You are a good student.)	a. 100 b. 67 a. 97 b. 53 a. 97 b. 73 a. 97 b. 77
11	Tag-questions: 11.1 a. This is a pen, isn't it? b. This isn't a pen, is it? (You are shown a pen.) 11.2 a. You came to class last week, didn't you? b. You didn't you come to class last week, did you? (You did not come to class last week) 11.3 a. You like pizza, do you? b. You don't you like pizza, do you? (You like pizza.) 11.4 a. You are a good student, aren't you? d. You are not a good student, are you? (You are a good student.)	a. 100 b. 30 a. 93 b. 30 a. 97 b. 21 a. 100 b. 17

