

Strategies to Overcome Interlanguage Fossilization by Using Flipped Learning in Pandemic Era

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Abstract

Learning foreign language means learn all aspects of the language, such as language features, sociolinguistics, psycholinguistics, grammar, structure and culture. The different of these aspects from target language and native language will create different form output both of them, that known as the interlanguage. Interlanguage fossilization is common in the process of foreign language learning, which causes foreign language learners not make progress any more. Based on teaching learning process condition, researcher applied the strategies to overcome interlanguage fossilization by using flipped learning in pandemic era. This research focuses on grammatical errors. This study belongs to quantitative method. The study conducted in the pandemic era when the teaching learning process of the students in Padang applied in two shifts both face to face learning and online learning. The research conducted in 3 weeks of learning process. each week consists of two meetings by applying flipped learning Approach. The result of this study showed that there was positive effect of using strategies in flipped learning to overcome their fossilization of target language. The result indicates that almost all of the learners' grammatical errors could be eliminated step by step and need more process and times.

Keywords: Interlanguage, Fossilization, Flipped Learning, Foreign Language

Introduction

The main purpose for most foreign Language Learners in studying English is to communicate well with others. Being successful in communication means acquiring all language skills, speaking, listening, reading, and writing. The most problem faced by the foreign language learners is about the application of incorrect grammar. Learners make mistakes in mastering a new language. Their target language speaking usually consists of mistakes. The mistakes made by the language learners are considered as human weaknesses, for example, because of the language learners' limitation of memory, lack of knowledge and lack of motivation can affect the result of learning. Errors in current literature describe the process of studying the target language. in order to limit the mistakes, they have to study the learners' interlanguage system by finding the clues to analyse the errors. In the real situation Indonesian students produce English followed by some grammatical errors, as explained in the following sentences:

- (1) *Father I is police and mother is teacher
- (2) *My name Maha Ratu, I am school in SMA 4 Padang.
- (3) *I have buy snack potato to sister, she age 9 years old
- (4) *I hobby swim to mifan waterpark.

Based on the examples above, the language learners make some grammatical errors in expressing their intended meaning in English. This errors are affected by the language system both Native language (NL) and the target language (TL). Most of the Interlanguage system contains linguistics elements appear from Indonesian language as their native language. Speaking with Interlanguage fossilization obviously

make others being misunderstood that can be such frustrating and hopeless. Because of this situation can cause the language learners to stop learning and communicating with others. Mastering grammar and structure of linguistics features are essential component of acquiring the target language. It means that their frustration and feelings of embarrassment will lead them to the fossilization as the result of their speaking skills.

The preliminary study discuss about “fossilization” was introduced by Selinker in 1972 on his observation where foreign language learners fail acquiring native-speaker competence of the target language. Fossilization for the foreign language learners is an incomplete knowledge of the target language when they find some different rules system from their native language then they stop learning. According to Selinker (1972) Fossilization describes as the implication of conceptualized both a cognitive mechanism (fossilization mechanism) and a structural phenomenon related to performance. A cognitive mechanism known as a latent psychological structure related to the learners’ acquisition of the target language. A structural phenomenon related to performance emphasizes specifically “the regular reappearance in target language performance of the linguistic phenomena”. Fossilization in the target language consists of the grammar rule, linguistic elements and features can be continued become permanently appear in performance in the interlanguage of foreign language learner. Selinker (1972) states Interlanguage refers to the systematic knowledge used by language learners in the target language that has generalization of independent learning from both native language and the target language. Interlanguage changes all the time based on the language learners progress in learning, but it will become fossilization when the language learners do not have the opportunity to improve their knowledge and skills of the target language.

COVID-19 Pandemic has come unpredictable and created some problems in the world. It affects all aspects in our life such as in economic, social, health and also in education. Almost all country in the world face economic crisis, many businesses are paralyzed and many workers are fired. There is no activity can support this condition, because the government asked to lockdown everywhere. Indonesia has also been affected as its other countries have suffered. Many people die and suffer from the corona virus; our country was affected swiftly and relentlessly. It is also has huge effect to the educational system in Indonesia. The educational system changed from offline learning into online education or online learning. All teachers and students in Indonesia faced a lot of problems because of the changing. School needed some preparations in this condition. The government must work hard to manage and support the teaching learning process. The main focus was protected the people lives and health. The effectiveness of online learning was depend on the well prepared syllabus, professional teacher, active students and the equipment support for online learning process. Indonesia wanted to continue the teaching learning process in pandemic era by using online learning mix face to face learning. Each school, college and institute have started online learning through internet by using mobile phone, laptop and web applications. Although it was not easy to share the knowledge without meet each other between teacher and students, but the teaching learning process still continue move forward supported by technology.

The Teacher applied flipped learning approach in the teaching learning process. Flipped learning approach is instructional strategy of learning method consists of face-to-face learning and online learning activities during the lesson. Flipped learning is a student-centered learning where the teachers’ role guide students as a facilitator. The topic of learning process was about report text of animals, plants and natural phenomena. The teacher prepares and plans the lesson well in order to overcome the interlanguage fossilization which was applied in mix within 50% face to face learning and 50% online learning. The teacher prepares the lesson, saves the materials and also provides content, picture, video, note and assignment both in softcopy and hardcopy. In online learning the teacher shares the material and assignment by using internet through mobile phone, laptop and web application. The teacher describes and reexplains it directly to the students when they study in face to face learning. However, in this pandemic era maintaining people health is the most important things than others. All country in the world

is facing the same serious disease of corona virus. It means that the education system cannot be applied regularly as usual.

Then online learning will be the best solution chosen to continue the education system. This study aimed to suggest some strategies to overcome fossilization by using flipped learning through online learning in pandemic era.

Interlanguage

Interlanguage is the process acquiring the target language where the progress of learning affected by generalization from the native language and the target language that can be exist in their language development. The issue of interlanguage comes out after a long dissatisfaction of the two previous theories namely Contrastive Analysis Hypothesis and Error Analysis. It is because there is no completely definite explanation about the influence of both mother tongue and target language towards target language performance. Since Contrast Analysis and Error Analysis are considered less sufficient for describing L2 errors, some other studies support this finding that neither Mother Tongue nor Target Language are not fully responsible for learners' errors (Krashen, 1974) nterlanguage comes out with its own perspective as the continuum investigation of Second Language Acquisition. Selinker (1972) states interlanguage system as the systematic knowledge of second language learners both native language and target language independently. Richards (2015) explains interlanguage as the process of acquiring a new language by second language learners as a type of language system. Interlanguage is nearly like native but its performance cannot be like native. Accordingly, (Brown & Lee, 1994) labels interlanguage as the second language learners' system different and separate from the target language. He describes that interlanguage give some benefits for acquiring the target language from the systematic knowledge of Mother Tongue and Target Language. The benefits gained dependent on how the language learners manage the language features and elements both of them.

Fossilization

Fossilization is often latent, and occurs unconsciously in the interlanguage. Fossilization has two types which are individual or permanence fossilization and popular fossilization. The previous refers to the permanence of interlanguage of an individual person, while the latter to that of the entire society. The fossilization of interlanguage can be temporary or permanent. The temporary fossilization can be completely eliminated, and the learner's level will be improved. The researches on the elimination of temporary fossilization are very necessary and of great significance to foreign language teaching. Fossilization means language produces by the language learners different from target language because of the incompleteness and generalization. Error means unexpected result produces by the language learners related to performance, judgement, production and decision (Walter, 2008).

Selinker and Lakshamanan (1992) describe the term of stabilization. They explain stabilization is the first level of errors in learning process. The next level of error is defined in permanence term. Errors become fossilization in the term of permanence if the language learners generalized the norms, linguistic features and grammar of target language as their first language and established in the Interlanguage then they stop learning. Stabilization is different from permanence of fossilization. Stabilization errors appear as the result of learning process and will disappear through the learning progress. Whereas fossilization errors do not lost through the exposure and input of learning process then stay permanently in the Interlanguage as the result.

Causes of Interlanguage Fossilization

There are many factors can cause the Interlanguage fossilization. They come from external and internal factors that influence the foreign language learners. Based on the preliminary study, both of sociolinguistics, culture, neurolinguistics and psycholinguistics are some factors give different phenomenon for the interlanguage fossilization. Sociolinguistics is the study of communicative

competence and linguistics performance. Neurolinguistics is the study about the acquisition of mental and cognitive process of the language in the brain. And psycholinguistics refers to the phenomena of social context, social motivation and identity.

“Plateau phenomenon” is the phenomenon in acquiring the English skills through learning process, where there is no significant progress from the students learning ability and sometimes show stagnant and flat. Appropriate strategy and optimal input will give good progress in their English speaking ability. There are some factors that cause the Interlanguage fossilization.

Internal Factors

1. Language learners' age
2. Mentality of the foreign language learner
3. Method or technique of the foreign language learner
4. Cognitive Intelligence and aptitude,
5. Cognitive style and manner
6. Motivation and Attitudes

Schumann (1978) lists ‘attitude’ as a social factor on a par with variables such as ‘size of learning group’, and ‘motivation’ as an affective factor alongside ‘culture shock’. Lambert & Gardner (1972) define ‘motivation’ in terms of the L2 learner’s overall goal or orientation, and ‘attitude’ as the persistence shown by the learner in striving for a goal.

External factors

1. The cultural background of the target language.
2. Feedback of Communication from the environment through writing and speaking the target language.
3. The method applied in teaching learning process and professional teacher will affects the learning outcome of foreign language learner
4. Group dynamics for learning
5. Students' Attitudes to the teacher and course materials, will have different point of views about the best teacher they think is best for them Stevick's (1990)

Some Strategies to Overcome Temporary Fossilization

Selinker (1972) stated learning strategies refer to psycholinguistic process of interlanguage system. They are as follows: native language transfer, overgeneralization of target language rules, transfer of training, communication strategies, and learning strategies. Some effective ways to fight fossilization errors, Wang (2003) offers:

1. Having students self-correct and peer-correct, which is more effective than teacher correction.
2. Giving students a funny look when they make a fossilized error – they will realize something is wrong and correct themselves.
3. Discovering and clarifying why and how errors occur.
4. Using fossil journals in pairs – each student tries to get his/her partner to make the errors in his/her journal.
5. Saying “I don't understand what you're saying”.
6. Writing answers/problems on the board to discuss as a class.
7. Avoiding correction of individual students on the spot, but saving errors for class correction at the end.
8. Using more drills to form correct and strong skills.
9. Mixing correct and incorrect sentences on the board and asking students to spot those with errors.

Online Education

Online education consists of teaching learning process conducted through the devices and internet. In these learning, students generally conduct e-learning management and can view their course content and academic progress as well as communicate with their classmates and teachers. Online learning requires the teacher to facilitate the learning process and to encourage the students to convey their ideas in the discussion (Anderson, Imdieke & Standerford, 2011). Online learning encourages foreign language learners to have good motivation and responsibility in learning. Learning process continue in this COVID'19 with the new teaching learning system. It needs well prepared teacher and learning materials, also followed by good equipment supported and active students. In the Online learning process both teacher and student are needed to have good skill in using technology. In this pandemic era, online learning is the best way to continue the teaching learning process where the students and teachers are able to get the learning materials widely sources from all over the world by using internet. The online learning can be done everywhere with flexible time management rather than in traditional education.

Flipped Learning

According to Bishop and Verleger (2013): flipped learning refers to a student-centered learning method. It consists of two parts learning, with face-to-face instructional learning in the classroom activities and combined with online learning by using some application provided in the internet . Mull (2012) defined flipped leaning as a learning model that encourage students learn by themselves, prepare the lesson by using zoom meeting, watching videos related to the topic learned, and reading journal and articles. The main goal of the flipped learning is to give chance for student access the learning materials through internet while they study at home as in online learning than discuss the knowledge found at school.

“Flip” are explained like this by referring first letters:

F (“Flexible Environment): time and place flexibility of learning.

L (“Learning Culture): transition from teacher centered approach to student centered approach.

I (“Intentional Content): educators provide fluency and develop cognitive understanding of students.

P (“Professional Educator)

The Role of Teacher

The most important factor in flipped classroom approach is the role of teacher (Bergmann & Sams, 2012).

1. Answer the students' questions related to the topic discussed and Creating learning condition (Bergmann & Sams, 2012)
2. Guide and facilitate the learning process in transferring knowledge (Johnson & Renner, 2012)
3. Creating interaction between students in communicative learning (Cohen & Brugar, 2013)
4. Explain the misunderstandings of the lesson. (Bergmann & Sams, 2012)
5. Each student has the same opportunity for Individualizing learning (Schmidt & Ralph, 2014)
6. Skillful in using technological equipment suitable for learning process (Fulton, 2012)
7. Encourage students to be active in discussion (Millard, 2012)
8. Ask for students' participation (Millard, 2012)
9. Sharing the learning materials through text, picture, videos as out of class activity (Bishop & Verleger, 2013)
10. Flipped learning as a learning model that encourage students learn by themselves, prepare the lesson by using zoom meeting, watching videos related to the topic learned, and reading journal and articles. flipped leaning strategy enables students to access content more flexibly, and gives teachers the opportunity to better assist, engage, and differentiate learning for students during class time and also increasing engagement and active learning.
11. Providing constructive feedback by using pedagogical strategies (Nolan & Washington, 2013)

The Role of Student

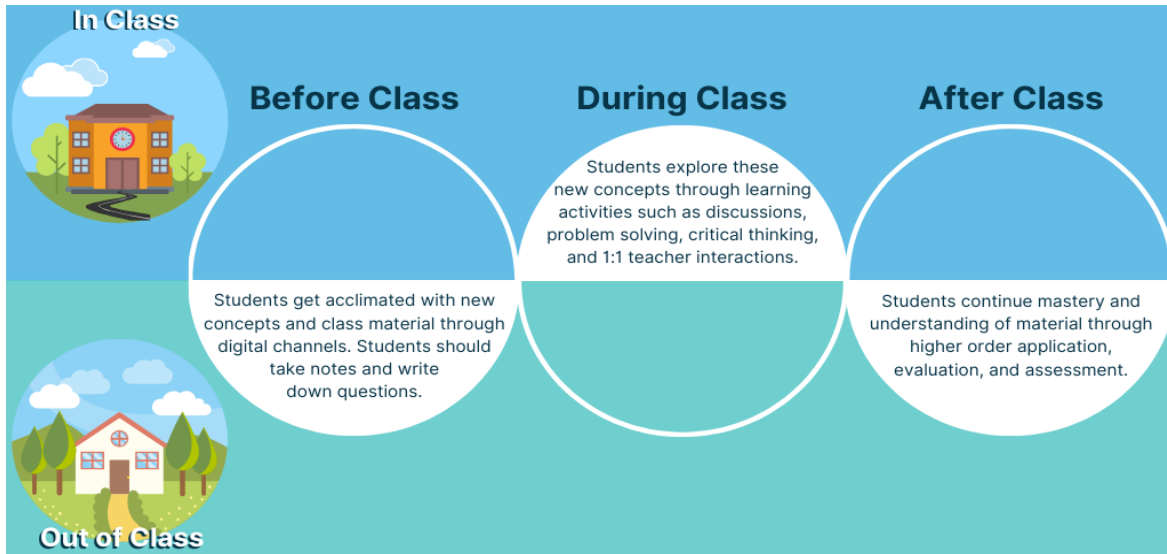
In flipped learning, the focus moves from teacher centered into students centered learning, student transforms from passive receiver of knowledge to active promoter of knowledge.

1. Responsible to their own learning (Bergmann & Sams, 2012),
2. Prepare for the course by reading the learning materials, watching videos related to the topic and doing assignment made by the teacher (Milman, 2012).
3. Learning at his own strategy.
4. Having active interactions with teacher and friends, by taking and giving response and feedback (Tucker, 2012).
5. Participate in discussions activity (Overmyer, 2012).
6. Participate in the team working (Formica, Easley, & Spraker, 2010).

Methods

According to Arikunto (1998), a research design is a plan or program made by the researcher in order to prepare the activities that will be conducted in the research. This research study belongs to quantitative method. The researcher examines the fossilization of grammatical errors in students' report text writing based on the teaching learning process. In this study, the researcher collected the data from the result of students' writing in the report text. It focused on the use correct grammatical or made errors, and identified the fossilization errors based on surface strategy taxonomy. This research study was conducted in the ninth grade of junior high school Padang year 2021/2022.

The researcher chose one class for the subject to be examined about the fossilization of grammatical errors in their report text writing. In this research, the researcher used the writing assignment as the instrument to rearrange and create a report text according to the learning material that had been learned before. To make the students feel happy and comfort in determining what they would write, the researcher gave three topics to choose by the students. There are some steps in conducting this research study procedures, such as determining, administering, identifying data, and reporting the research finding. The research consisted of two conditions, in classroom activity and out of class activity. The learning activity in the classroom can be explained as during class, where the students explore these new concepts through learning activities such as discussions, problem solving, critical thinking and learning interaction. The other activity is out of class learning, it divided into two parts, before class and after class. Before class learning means students get acclimated with new concepts and class material through digital channels. Students should take notes and write down questions. Furthermore, in the after class learning, students continue mastery and understanding material through higher order application, evaluation and assessment.



Result and Discussion

The discussion usually begins with statements of findings (do not be repeated if combined results and discussion). The discussion gives interpretation and meaning to the study results in accordance with the theories and references used. Interpretation should be enriched with referencing, comparing, or contrasting with findings of the previous research. There are a link between the results obtained and the basic concepts and/or hypotheses. There should be a match or conflict with the results of other people's research. It is also suggested to write the implications of both theoretically and practically [Times New Roman 11, single space].

This study was conducted for three weeks; each week consisted of 2 meetings. The study focused on some aspects of grammatical error; sentence structure, verb, a noun used as a verb, bound morpheme(s). In the first week, the topic discussed is a plant. In the second meeting, there was little enhancement of students' achievement in acquiring the material learned. There are six students relied on target language grammar and 25 others were still in the interlanguage fossilization.

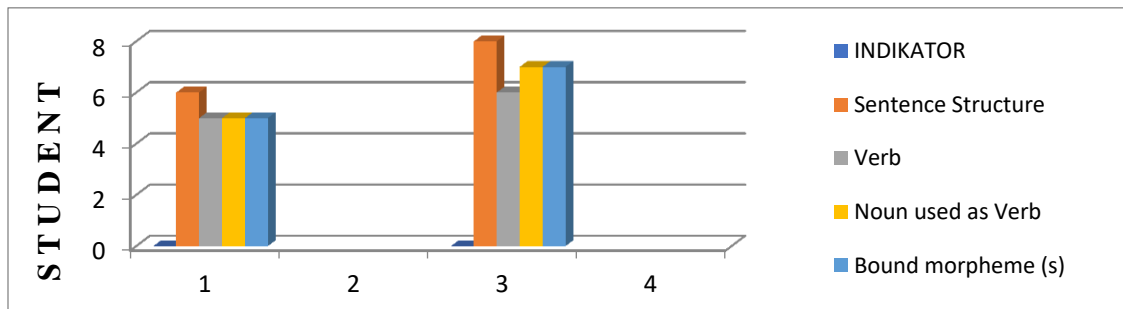


Figure 1. (Week 1: 2 meetings)

In the second week, the learning process of report text continued to the next topic about animal. Students got the material and task from geschool application at online learning. Then continued the discussion at face-to-face learning with the teacher and their friends. Here, there was some progress in students' acquisition on the target language in order to prevent interlanguage fossilization. Ten students

were passed to understand and master the use of sentence structure, eight students for using a verb, and seven students for both nouns used as a verb and bound morpheme(s).

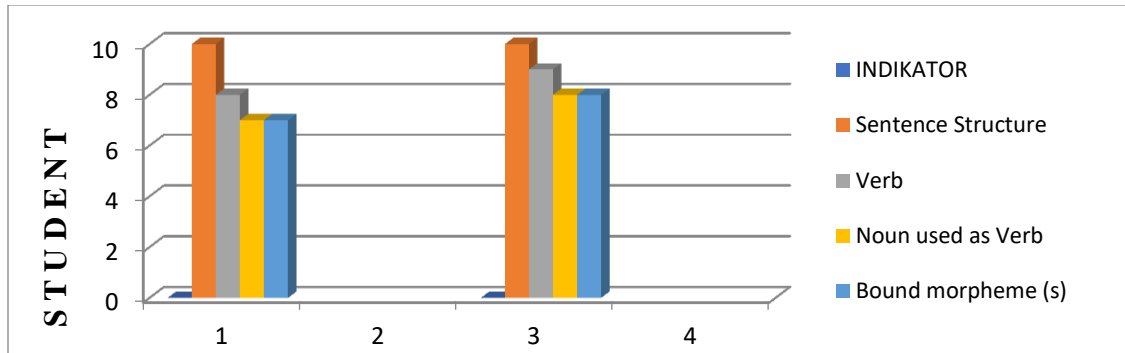


Figure 2. (week 2: 2 meetings)

In the third week, some students success to overcome the fossilization on target language, even though some others still attempted to prevent the fossilization. There were 13 students who created sentence structure perfectly on the target language and followed by other aspects such as bound morpheme(s), verb, and noun used as a verb.

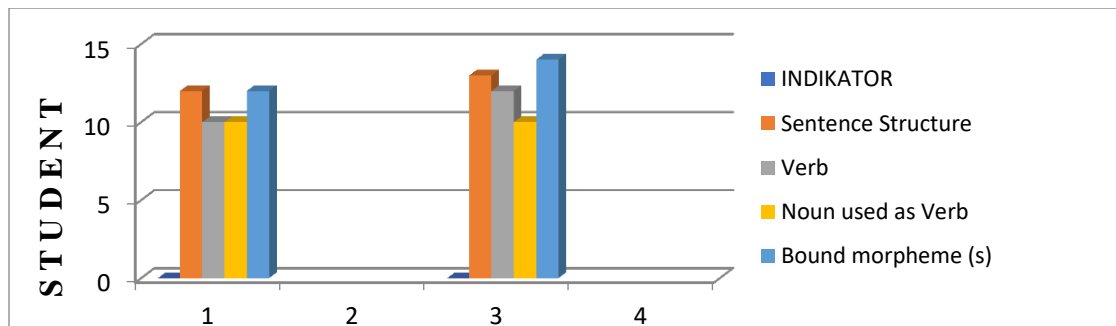


Figure 3. (week 3: 2 meetings)

Based on the result of the research, the highest frequency of fossilization errors made by the students was nouns used as a verb by 73%. This finding was similar to the preliminary study on the fossilization errors in the students writing conducted by Endang (2011), from the research finding the numbers of total fossilization errors in applying noun as verb were 66%. It could be concluded that in both research the fossilization errors still appear in writing process of developing knowledge. In general the fossilization errors were counted for 16%, and the local errors were 84%. From the explanation, the most fossilization errors made by the students are local errors. Local errors mean the writing have different structure and grammar, even though it looks meaningless but the writing could still be understood by the readers because a local error is an error which do not hinder communication significantly. Based on the research finding, the students of class IX SMPN 38 Padang still used more fossilization rather than correct grammar in their report text. The improvement of teaching method needed in learning writing. It will give good effect on overcoming interlanguage fossilization. In line with Yang (2015) teaching strategy and method must be adjusted to make over the variety of learning activities. Various teaching tools and activities increase the students interest and achievement. Mastering foreign language needs process and more times. Students will have big progress by the time of learning and practice. The students have to read more report text in any kinds of topic related to the learning materials. Providing various learning

materials such as video of report text, authentic text and news will help the students to familiar with the grammatical forms and the usage in appropriate part of speech. The more reading input will present more quality output of writing.

Conclusion

There are several conclusions can be obtained from the research findings. First, grammatical errors are dynamic and will always happen in the learning process. The errors are temporary appear by the progress of learning. As a result of pedagogical interventions, some errors become destabilize; some tend to stabilize; and others fluctuate. Based on the findings, new errors usually appear when the students learn new grammatical items. Then the errors will disappear through the progress of learning. Second, grammar instruction come up with the error destabilization since it provides the learners with input, feedback, grammar explanation, and the opportunity for the learners to practice. Based on the result of the research, the students still produce all four errors types of fossilization. The errors came from many factors, the students lack of vocabulary, poor knowledge of grammar, and lack of writing practical. Sometimes they confused to choose the right word in a sentence. The other factor come from their first language that have different structure and grammar with English. When they learn target language then tried to translate the words one by one from Indonesian language into English without paying attention to the English structure rules it will be meaningless and misunderstood for the reader.

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