LANGUAGE INTERFERENCE IN SENIOR HIGH SCHOOL STUDENTS' WRITINGS

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ABSTRACT

Language interference is believed to be a serious obstacle that interferes the students' writings. Some studies have proved that students' first language has interfered students' writings. Therefore, it causes errors which make students' writings are hard to understand. This study reports the errors in students' writings as a result of first language interference and how the teacher attempts to reduce the interference. It is a qualitative content analysis which analyses 20 students' writings of SMAN 1 Gedangan Sidoarjo and includes classroom observation. The results of this study revealed that 20 students' writings are interfered by their first language that caused errors occur in students' writings. This study also reports that the teacher used *error feedback* as an attempt to reduce the interference. Observation on how the teacher attempts to reduce the interference shows that the teacher has successfully made the students reduce the errors as result of first language interference in their writings by themselves.
Key words: *Language Interference, Error, Teacher's attempts, Students' writings*

ABSTRAK

Pencampuran Bahasa dipercayai sebagai masalah yang sangat serius karena dapat mencampuri nahasa dalam bahasa penulisan siswa. Hal ini juga mengakibatkan timbulnya kesalahan – kesalahan yang menyebabkan tulisan siswa sulit dipahami. Penelitian ini meneliti tentang kesalahan – kesalahan yang ada di dalam tulisan siswa yang disebabkan oleh bahasa siswa yang mencampuri tulisan siswa. Penilitian ini juga meneliti bagaimana usaha guru untuk mengurangi pencampuran bahasa tersebut yang mengakibatkan timbulnya kesalahan – kesalahan pada tulisan siswa. Penelitian ini menggunakan metode *qualitative content analysis* dan *classroom observation*. Hasil dari penelitian ini menunjukkan bahwa 20 tulisan siswa tercampuri oleh bahasa mereka yang diindikasikan dengan adanya kesalahan – kesalahan pada tulisan siswa. Selain itu, berdasarkan observasi dari usaha guru untuk mengurangi percampuran bahasa, guru menggunakan metode *error feedback* yang telah berhasil membuat siswa membetulkan kesalahan – kesalahan mereka sendiri.
Kata Kunci: *pencampuran bahasa, kesalahan, usaha guru, tulisan siswa.*

Introduction

Writing is considered as a difficult activity for the students to learn. It is because the writer has to show some aspects at once in her/his writing. Nunan (1991) explains that the difficulty comes in sentence level and paragraph level. In sentence level, the writer should include control of content, format, sentence structure, vocabulary, and spelling. In paragraph level, the writer needs to consider the integration of the information and the coherent of the paragraph. It is considered as a complex activity.

Many students get stuck when they have to express their thoughts in writing because they must think about the content and the syntactic structure in the second language. These are considered as factors that cause the difficulty of writing (Weigle, 2002). He also argues that the difficulty in generating the text and expressing the ideas into written text may be because of students' limitedness of language competence in the target language. He also adds that students need to think about the appropriate lexical and syntactic choices. As a result, students tend to take an instant way to make a good writing. When students are asked by their teacher to write, they often directly transfer their first language to the target language in their writing. It happens because students do not realize that the first language and the target language have distinctly different rules in constructing sentences. Consequently, errors occur as a result of this case.

Ellis (1997) stated First language transfer refers to the influence of students' first language that exerts over the acquisition of students' target language. This influence is referred to as negative transfer or interference and believed that errors were the result of interference. He also stated that Error indicates that the students' target language has interfered by their first language.

Some studies about language interference in students' writing have been conducted. Most of the

results showed students' first language have interfered the students' writing in the target language in several of levels.

Watcharapunyawong and Usaha (2012) have conducted study about the interference of first language in Thai EFL students' writing error. As a result, they found that the first language interference caused some errors in Thai EFL students' writing. Then they categorized the errors into sixteen categories verb tense, word choice, sentence structure, article, preposition, modal/auxiliary, singular/plural form, fragment, verb form, pronoun, run-on sentence, infinitive/gerund, transition, subject-verb agreement, parallel structure, and comparison structure. Those categories helped the researchers to investigate and classify the errors that were caused by first language interference.

Other study has been conducted by Bhela (1999). She investigated L1 interference in L2 writing. The participants, a Spanish, a Vietnamese, a Cambodian, and an Italian student, were asked to write stories, using provided pictures. The findings indicated that the students produced ineffective written stories with inappropriate structures because of their first language interference. In order to express thoughts, they used their first language syntactic rules and related them to target language structures, which caused errors in some extents and eventually led to the gap between first language and target language linguistic features.

Those research results are in line with the writer's experience when he was doing teaching practice (PPP). He found some cases of language interference that the students did in writing some text genres. The errors occurred because students often wrote in Indonesia first then transferred into English. They tended to transfer directly without paying attention to the rules of the second language. This caused errors because the first language has different rules with the target language (Dulay, 1982).

The studies reviewed above and the researcher's observation pose a question on what has happened in the classroom. Specifically, it opens a question of which kinds of errors have been made in their writing as a result of their first language interference and how the teacher attempts to reduce the errors as a result of first language interference.

Research Methods

Based on the research questions in the previous chapter, Content analysis is the appropriate research design to answer the research questions. According to Ary, Jacobs, Razavieh, and Sorensen (2009), content analysis can be used to analyze the types of interference in students' writings. In this research, there were twenty students of eleventh grade in X IIS 4 and one English teacher in SMAN 1 Gedangan Sidoarjo became participants. The class was chosen randomly. Based on the teacher's information, there were no excellent classes or superior classes in grade X. It means that all classes are same. They have the same composition of the student English level mastery. Meanwhile, the teacher was chosen because the teacher was the English teacher in that class.

The data that was used for this research was taken from students' writings of recount text. The data was collected in two meetings. The first meeting was on 16th February 2015. The researcher joined the class with the teacher in order to collect the students' writings. The students were asked by the teacher to write based on the themes which the teacher had given. The themes are about diary, past experience, and holiday. The teacher allocated an hour for the students to write. After they have finished their writings, they were asked to collect their writings. After all data was analyzed, the researcher joined the class again in order to observe how the teacher attempts to reduce the interferences that have been found in students' writings. The observation was on March 2nd, 2015. Field note and tape recorder were used during the observation. Tape recorder was used to record the teacher's talk during teaching learning process.

Data analysis was conducted after collecting all data needed. The data was from students' writing, field note, and tape recorder which were gained after the observation. Before all data was analyzed, all data was copied in order to save the original data. So the researcher worked with the copied data. To analyze them, Ary (2009) has provided some steps, familiarizing and organizing, coding and reducing, representing and interpreting.

In familiarizing the data, the researcher reread the students' writings and field notes to understand and familiarize the content and the meaning. Familiarizing and organizing data is very important because it will help the researcher to code the data easily.

After familiarizing and organizing, the next step was coding. This code is called referential code. It includes the detail classification of student's number, types of interference, line, and paragraph. Referential code consists of S, GI, VS, P, and L. S means student which is showing whose writing is being discussed. Next is GI. It means grammatical interference which is showing grammatical interference occurred in students' writings. Another is P and L. P means paragraph and L means Line. They are showing in what paragraph and line the interference occurred. For instance, when a

referential code says S5/GI/P1/L2, it means student number 5 did grammatical interference which was found in paragraph 1 line 2. The referential code is as in the following table below:

Table 3.1 Referential Code

CODE	MEANING
GI 1	Word Order
GI 2	Number
GI 3	Countability
GI 4	Gender
GI 5	Personal Pronouns
GI 6	Genitive and Possessive pronouns
GI 7	Relative Pronouns
GI 8	It and There
GI 9	Articles/Determiners
GI 10A	Past tense
GI 10B	Present tense
GI 10C	Future tense
GI 11	To Be
GI 12	Non-finite forms
GI 13	Modal Auxiliary Verbs
GI 14	Active and Passive
GI 15	Question forms and Question tags
GI 16	Negatives
GI 17	Complex sentences
GI 18	Adjectives and Adverbs
GI 19	Range and Choice of Vocabulary
GI 20	Transfer
GI 21	Confusions

After coding all data, the next step is interpreting. All data which has been coded interpreted in order to explain about what has been found in students' writings and in the observation.

Results and Discussion
Grammatical Interference in students' writings.

After analyzing the data that has been gained from the students' writings on 16th February 2015, the researcher found that 20 students' writings were interfered by the students' first language. Based on ., the researcher found that 20 students' writings were interfered in various terms of grammar. From twenty one terms in Grammar there are sixteen terms in Grammar which were interfered by students' first language. Those are: word order, number, countability, personal pronouns, genitive and possessive pronouns, it and there, past time, to be, non – finite forms, modal auxiliary verbs, active and passive, negatives, complex sentences, Range and Choice of vocabulary, transfer, and confusions. The kinds of interference explained above are elucidated below.

S13/GI1/P1/L1 shows the example of interference in the term of word order. The interference was found in student's number 3 which did interference in the term of word order. He wrote *I and my family went to sport club for swam* instead of *My family and I went to sport club for swam*, he tended to transfer the Indonesian word ordering in constructing plural subjects in English. The interference was also found in other students. S6/GI1/P1/L1 wrote *I, Dirgan, Arga, and Alief went to Dermo temple*, he tended to place *I* in the first sequence instead of place it in the last sequence of the subjects.

Beside word order, interference was also found in Number and Countability. S1/GI2/P2/L5 shows the bahasa Indonesia interference in the term of number. In bahasa Indonesia the students do not need to add *s/es* in the end of nouns to show that the nouns are plural. They only need to add the word *Banyak* that precedes the nouns. For instance, *saya mempunyai banyak sepeda*. Here the word *banyak* has been an indicator that shows if the noun *sepeda* is a plural noun without adding *s/es* in the end of it. Beside Number, students also have to aware about the countability of the nouns. In other case, student 4 has applied the rule in English to form plural nouns by adding quantifiers and *s/es* but he does not realize the countability of the noun itself. S4/GI3/P2/L9 mentioned *we get to see some beautiful scenery of mountains, forests, and waterfalls as well as car pass by,* he used quantifier *some* before the nouns and added *s/es* in the end of letter of the nouns but he does not realize that not all nouns can be added *s/es* as an indicator that the nouns are plural.

The next interference in grammar which is interfered is in personal pronouns. S6/GI5/P3/L14 mentioned *he retell to our about history of Dermo temple*. Here student 6 used the wrong personal pronoun, he placed the possessive pronoun as an object. He should write *us* instead of *our*.

Next interference is in Genitive and Possessive Adjective. S11/GI6/P1/L3 mentioned *I went to Pasuruan from my grandfather home in Mojokerto.* There was not the apostrophe in the possessor of the noun. While in other case, the researcher found that student 20 made an error in giving the apostrophe. In S20/GI6/P2/L7, she wrote *After arriving home's my friend we went to leeches.* She gave the apostrophe in the noun instead of the possessor. It can be seen that she actually realized that she had to give the apostrophe to relate the possessor to the noun. Unfortunately, she gave it to the noun instead of the possessor.

Other Interference happened in the term of past tense. It is the most common interference that was

found in students' writings. All students made errors in the use of past tense. It happened because students were influenced by the rule of bahasa Indonesia. In bahasa Indonesia students only need to add the time to indicate that the activity has been done without changing the verb to the past. Bahasa Indonesia does not have any past verb form (predikat) to show when the activity is done. S4/GI10A/P6/L21 mentioned *it is my holiday one year ago.* Here student 4 used the adverb of time *one year ago* to give information that the activity was done in the past but he still used present tense in his structure.

Other case was found in student 11. He used the past tense inconsistently in his writing. The student 11's writing below shows the example:
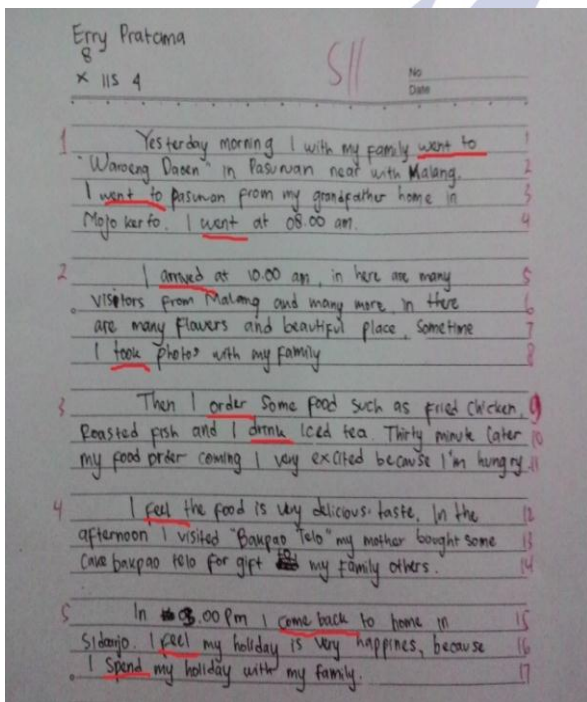

Figure 4.10 interference in terms of past tense

In the first two paragraphs, student 11 could use the past tense properly. He could change the verb bare infinitive to past verb form to tell that the activity was done. For instance, he could change *Go* to *Went*, *arrive* to *arrived, take* to *took* but in the next three paragraphs he did not use the past verb form. So it showed that he used the past verb form inconsistently. It happened because he has not been habituated to use the past verb form to retell the activity that was done in the past. Another reason is he is still influenced by the rule of bahasa Indonesia which is only need to add the time to tell when the activity was done.

Next interference is in the term of *to be.* S4/GI11/P4/L15 mentioned *Adi his name.* From the example, it can be clearly seen that the rule of bahasaIndonesia was adopted by student 4. He dropped

the linking verb as like when he dropped *adalah, berada*, and *ialah.* Another example is showed in S16/GI11/P1/L2. The researcher found "*when I in the Bali* …..". Student 16 also dropped the *to be* which should be written "*when I was in Bali….*" Another example occurred in S6/GI11/P2/L10 which mentioned *we in there until 11 am.*

Other interference is in the term of *Non-finite forms.* Gerund and infinitives do not exist in bahasa Indonesia. As a result, students are often confused in the use of various forms of gerund and infinitives. Most of confusion in the use of *Non – finite forms* are forming the-*ing verb* after preposition *after* and *for.* It can be seen in the figure 4.11. For example, S13/GI12/P1/L2 mentioned "*.....for swam",* S13/GI12/P1/L6 mentioned "*.....can't to swam*" and "*after swam….*".From those examples, student 13 had difficulty in forming *Non – finite forms* because it does not exist in bahasa Indonesia. As a result, he formed the *Non – finite forms* incorrectly. Another example was found in student 16. S16/GI12/P2/L9 mentioned "*.....for eat and enjoy..".* This student has the same problem as student 13 in forming *Non – finite forms.*

Beside *Non-finite forms,* the interference also occurred in *Modal auxiliary verbs.* Indonesian students have problems using *Modal auxiliary verbs* and their special past forms. Indonesian students tend to extremely reduce the complex modal auxiliary system of standard English into main modals, *can* and *must.*

Modal auxiliary verbs were found in S3/GI13/P1/L4 which used *have to,* S3/GI13/P2/L10 and S3/GI13/P2/L11 which used *can.* From two examples of modal auxiliary verb used above, student 3 still used the present form of modal. He has not used the past form of the modal itself.

Next interference was also found in the term of *passive sentence* which the researcher found in S18/GI14/P1/L3. She wrote *and in the PGS me and friend also found by the existing in PGS.*

Passive form is generally avoided by the students because it is formed very differently in bahasa Indonesia. In bahasa Indonesia, students only need to change the prefix of *Predikat* become *di-* or *ter-. For example, memukul* becomes *dipukul.* The origin prefix is *mem-* which means the subject is doing something. While the prefix *di-* or *ter-* has the opposite meaning of *mem-.*

It is very different from English. Students need to add appropriate *be* based on the subjects and tenses. After adding *be,* students need to add the verb which has been changed to past participle then adding *by* to show *the doer.* Those complex rules are considered as difficult rules for the students.

Interference also involved in forming *negative sentence.* Indonesian students use the negative particles such as *no, not, never,* and *not yet* indiscriminately.

S13/GI16/P1/L5 mentioned *my parents no swam because my parents can't to swam.* Student 13 used *no* instead of *didn't or did not* as the negative particles to form the negative sentence. Another example was found in S3/GI16/P2/L7. It mentioned *I stay at hotel megawati place not far from the field Rampal.* Student 13 used *no* while student 3 used *not* as the negative particles.

English negative sentence has different negative particles. Each of them is used in different tense. For example *Do/does not* is used in present simple to show that the sentence has negative meaning and *Did not* is used in past time. So both Indonesian negative particles and English negative particles have different character, Indonesian negative particles are indiscriminately while English negative particles are discriminately.

Complex sentences also found in one of students' writings. Indonesian students tend to avoid complex sentences because most of them were confused to differentiate between dependent and independent clauses. Beside dependent and independent clause, students also tend to duplicate the conjunctions and linking expressions.

S9/GI17/P3/L14 mentioned *Before I go home and Sofi buy ice cream.* Conjunctions were duplicated so it caused the confusing meaning. Student 9 should cross conjunction *and* then add a comma to make the meaning clearer and dependent or independent clause can be seen clearly.

Indonesian students have a tendency to avoid idiomatic expression and tend to long - windedness so it influences their range and choice of vocabulary when they are writing.

S20/GI19/P1/L1-2 mentioned *me and my boyfriend to celebrate my invented one year.* Here she chose the word *invented* to inform that she celebrated her relation with her boyfriend instead of *anniversary. Invented* is the word that refers to come up with an idea, plan, explanation, theory, or principle so it is not appropriate if it is used to explain about the time when she has a relationship with someone. While *anniversary* refers to the date on which an event occurred in some previous year or the celebration of it.

After range and choice of vocabulary, the interference also interfered in Lexical transfer. Lexical transfer or borrowing takes place from English to bahasa Indonesia in varying degrees such as loanwords, blends, and substitutions.

In student 14's writing, the researcher found three lexical transfers. It is in S14/GI20/P1/L3 which mentioned *brighly*, S14/GI20/P3/L12 which mentioned *shakes*, and S14/GI20/P4/L18 which mentioned *beatifull*. Other examples are in S1/GI20/P3/L14 which mentioned *becaus* and S1/GI20/P4/L23 which mentioned *hom*. Those examples show that students may be misled by the Indonesian spelling of words

Beside misspell, the researcher also found loanword in S10/GI20/P3/L11 which mentioned *Bule. Bule*means someone who travels for pleasure. *Bule*comes from Indonesian language but student 10 loans it then converts to English

Indonesian students have considerable problems distinguishing pair of English words that have a single Indonesian equivalent. It was found in S3/GI21/P1/L1 which mentioned *followed* and S15/GI21/P3/L13 which mentioned *stay.*

In English *follow* and *participate* have Indonesian equivalent word with *mengikuti*but they have different usage. Student 3 used the word *follow* to tell that he takes a part in a competition. He had used the word in wrong meaning because *follow* means *to travel behind, go after, or come after.* He should use the word *participate* if he wants to tell that he takes a part or becomes a participant in a competition.

From the entire result above, it was clear that interference was found in all students' writings in various terms. The rule of Bahasa Indonesia took a part in English so it caused the interference in students' target language.

Teacher's Attempts in Reducing Interference of First Language in Students' Writings

Those findings above warn that language interference in students' writings is a serious obstacle which needs to mark as an important problem and must be reduced or omitted from the students' writings. Regarding to this serious obstacle, this study also observed on how the teacher attempts to reduce those kinds of interference after realizing the interference in her/his students' writings. From the observation can be drawn that the teacher attempted to reduce the interference by giving error feedback to the students.In giving error feedback, the teacher began by giving a piece of writing which was showed on LCD projector. This piece of writing was used by the teacher to explain the errors as a result of first language interferences and guide the students to find and correct them. He also explained that the way investigating errors as a result of first language in second language acquisition is by gaining and describing samples of students' language. It can be begun by identifying,

describing, explaining, and evaluating. Those steps had been applied by the teacher when he was giving error feedback to the students.

While giving error feedback, the teacher combined direct feedback and indirect feedback. explained that direct feedback is a correct form of an error which is provided by the teacher directly while indirect feedback is a correct form of an error which is not provided by the teacher. On the other hand, the students themselves have to realize and correct the errors that have existed. Based on the observation, the teacher gave a direct feedback in order to encounter if the students could not realize and correct the errors which existed. Meanwhile, indirect feedback was given to stimulate students to correct the errors themselves.

In contrast, the way of the teacher in giving error feedback is contrary with the theory. According to D. Ferris (2011), he explained that the teacher could treat the error feedback by giving a code or a mark on students' writings. He also added that the teacher should give code for every error such as VT for verb tense or PV for passive voice in every student's writings. Besides giving a code, the teacher could mark the error by giving an underline or a circle where the error was found then let the students correct the error by themselves. On the other hand, based on the observation, it drew that the teacher treated the error by presenting a whole text as a model that consisted some errors. The teacher did not give any codes or marks in every student's writings but he gave marks tosome errors in the text that he was presenting. This text was used to show the example of errors as a result of first language interference which were found in students' writings after he analyzed them.

Moreover, the error feedback which the teacher had done affected to the students' awareness about errors that were caused by first language interference in their writings. The effect can be seen in students' writing revision. The results show that students could find and revise the errors on their first writing by themselves without any error codes or marks from the teacher even not all errors could be found and revised.Some studies about teacher error feedback had been conducted by some researchers such as D. R. Ferris (1997), Chandler (2000), and D. Ferris (2006). The result revealed that the students who received error feedback show the improvement on their writings. From the analyzing of students' writing revision, the improvement on students' writings can be seen. The students could correct some errors on their writings even though not all errors could be corrected by the students.

Conclusion

From the results and discussions can be drawn the conclusions of this research. First, all students' writings were interfered by students' first language. The interference occurred in sixteen terms of grammatical errors. The grammatical interference involved word order, number, countability, personal pronouns, genitive and possessive pronouns, it and there, past time, to be, non – finite forms, modal auxiliary verbs, active and passive, negatives, complex sentences, Range and Choice of vocabulary, transfer, and confusions. However, the interference occurred because students did not receive input that facilitated them to write. It also occurred because of the lack of students' knowledge in second language acquisition. It was reflected by the quantity of interference in students' writings.

Realizing the interference, teacher has attempted to reduce the interference by doing some efforts. He started from identifying the interference in students' writings then giving them a writing model that he showed on LCD projector. It is used by the teacher to imitate the error interference that occurred in students' writings because the teacher did not give any error feedback to students' own writings. So the teacher explained the interference by using this writing model. The teacher also combined direct and indirect error feedback to stimulate students revise the writings. After giving error feedback from the writing model, students were asked to revise their first writings by themselves then asked them to hand in their writing revisions. After gaining students' revised writings, the teacher evaluated those writings by comparing with the first writings.

The results of the evaluation drew that the teacher could reduce the interference in students' writings based on the decreasing of the errors.

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Appendix
**Table of Error Analyses of Students' Writings
Before and After Revision**

Before Revision	After Revision
S1/GI20/P2/L3	S1/GI12/P2/L8
S1/GI10A/P2/L4	S1/GI10A/P2/L9
S1/GI2/P2/L5	S1/GI10A/P3/L10
S1/GI10A/P2/L7	S1/GI12/P3/L12
S1/GI20/P2/L7	S1/GI11/P3/L13
S1/GI20/P2/L8	S1/GI9/P3/L14
S1/GI12/P2/L8	
S1/GI10A/P2/L9	
S1/GI10A/P3/L10	
S1/GI12/P3/L12	
S1/GI11/P3/L13	
S1/GI9/P3/L14	
S1/GI20/P3/L14	
S1/GI3/P3/L16	
S1/GI10A/P3/L16	
S1/GI10A/P4/L19	
S1/GI19/P4/L19	
S1/GI20/P4/L23	
S2/GI20/P1/L2	S2/GI12/P2/L7
S2/GI20/P1/L3	S2/GI19/P2/L12
S2/GI10A/P2/L5	
S2/GI6/P2/L5	
S2/GI11/P2/L6	
S2/GI19/P2/L11	
S2/GI10A/P2/L12	
S2/GI2/P2/L14	
S2/GI10A/P2/L16	
S2/GI11/P3/L19	
S3/GI21/P1/L1	S3/GI21/P1/L1
S3/GI10A/P1/L3	S3/GI10A/P1/L2
S3/GI10A/P1/L4	
S3/GI16/P2/L7	
S3/GI13/P2/L10	
S3/GI19/P2/L11	
S3/GI20/P2/L13	
S4/GI1/P1/L5	S4/GI19/P1/L2-4
S4/GI19/P1/L3-4	S4/GI10A/P5/L16
S4/GI3/P2/L9	
S4/GI10A/P3/L12	
S4/GI13/P4/L13	
S4/GI11/P4/L15	
S4/GI10A/P4/L16	
S4/GI10A/P6/L21	
S5/GI5/P2/L10	S5/GI5/P2/L9
S5/GI2/P2/L10	S5/GI2/P2/L10
S5/GI10A/P2/L12	S5/GI5/P3/L24
S5/GI5/P3/L26	
S5/GI5/P3/L28	
S6/GI1/P1/L1	S6/GI2/P2/L5
S6/GI12/P1/L2	S6/GI10A/P2/L7

Before Revision	After Revision
S6/GI20/P1/L2	S6/GI12/P2/L7
S6/GI6/P2/L4	
S6/GI10A/P2/L5	
S6/GI2/P2/L5	
S6/GI10A/P2/L5	
S6/GI6/P2/L6	
S6/GI12/P2/L7	
S6/GI19/P3/L13	
S6/GI10A/P3/L13	
S6/G15/P3/L14	
S6/GI2/P3/L15	
S6/GI10A/P3/L16	
S6/GI11/P4/L18	
S6/GI1/P4/L18	
S6/GI19/P4/L19	
S7/GI10A/P1/L3	ABSENT
S7/GI10A/P2/L4	
S7/GI20/P2/L4	
S7/GI12/P2/L5	
S7/GI10A/P2/L6	
S7/G10A/P2/L8	
S8/GI10A/P1/L2	S8/GI19/P1/L2-4
S8/GI19/P1/L2-4	S8/GI17/P1/6-8
S8/GI17/P1/L7-9	
S9/GI1/P1/L2	S9/GI12/P2/L4
S9/GI10A/P1/L3	
S9/GI19/P2/L5-7	
S9/GI10A/P2/L9	
S9/GI19/P2/L12	
S9/GI17/P3/L14	
S10/GI2/P1/L2	S10/GI2/P3/L10
S10/GI2/P2/L6	S10/GI2/P3/L11
S10/GI10A/P2/L6	S10/GI20/P3/L13
S10/GI2/P3/L9	S10/GI12/P3/L15
S10/GI2/P3/L10	S10/GI12/P4/L17
S10/GI20/P3/L11	
S10/GI20/P3/L12	
S10/GI12/P3/L14	
S10/GI12/P4/L16	
S11/GI1/P1/L1	S11/GI6/P1/L3
S11/GI6/P1/L3	S11/GI2/P2/L7
S11/GI8/P2/L5	S11/GI2/P4/L14
S11/GI8/P2/L7	
S11/GI2/P2/L7	
S11/GI10/P3/L9	
S11/GI10A/P3/L10	
S11/GI11/P3/L11	
S11/GI19/P4/L12	
S11/GI2/P4/L14	
S11/GI19/P4/L14	
S11/GI10A/P5/L15	
S11/GI19/P5/L16	
S11/GI10A/P5/L17	
S12/GI10A/P1/L1	ABSENT

S12/GI10A/P1/L2 S12/GI12/P1/L2 S12/GI10A/P2/L4 S12/GI10A/P2/L16 S12/GI10A/P3/L7 S12/GI6/P3/L8 S12/GI10A/P4/L11 S12/GI19/P4/L12 S12/GI10A/P4/L13 S12/GI10A/P5/L14 S12/GI11/P6/L19 S12/GI2/P6/L22 S12/GI19/P6/L25 S12/GI6/P6/L26		S17/GI10A/P1/L3 S17/GI19/P1/L5 S17/GI19/P1/L7-9	S17/GI19/P1/L7-8
S13/GI1/P1/L1 S13/GI12/P1/L2 S13/GI10A/P1/L2 S13/GI8/P1/L4 S13/GI16/P1/L5 S13/GI12/P1/L6 S13/GI10A/P1/L8 S13/GI12/P2/L9 S13/GI19/P2/L9 S13/GI6/P2/L9 S13/GI10A/P2/L11 S13/GI2/P2/L11 S13/GI19/P2/L13	S13/GI12/P1/L2 S13/GI16/P1/L4 S13/GI10A/P1/L5 S13/GI13/P1/L6 S13/GI6/P2/L9 S13/GI2/P2/L11	S18/GI10A/P1/L1 S18/GI19/P1/L1 S18/GI5/P1/L2 S18/GI13/P1/L3 S18/GI19/P1/L4-5 S18/GI5/P1/L5 S18/GI5/P2/L7 S18/GI19/P2/L8 S18/GI20/P2/L10 S18/GI10A/P3/L11 S18/GI1/P4/L15 S18/GI16/P4/16-17 S18/GI20/P4/17-18	ABSENT
S14/GI20/P1/L3 S14/GI20/P1/L4 S14/GI20/P4/L18 S14/GI1/P4/L20	NO ERROR FOUND	S19/GI19/P1/L1 S19/GI1/P1/L1 S19/GI21/P1/L3 S19/GI1/P2/L7 S19/GI10A/P2/L8 S19/GI10A/P2/L1O S19/GI10A/P2/L11 S19/GI19/P3/L13 S19/GI11/P3/L14 S19/GI10A/P3/L16	ABSENT
S15/GI19/P1/L1 S15/GI12/P1/L3 S15/GI19/P2/L4-6 S15/GI10A/P3/L18 S15/GI19/P3/L10 S15/GI10A/P3/L11 S15/GI10A/P3/L12 S15/GI21/P3/L13 S15/GI21/P3/L14 S15/GI12/P3/L15 S15/GI12/P4/L16 S15/GI19/P4/L16 S15/GI19/P4/L17 S15/GI10A/P4/L18	S15/GI12/P1/L3 S15/GI19/P2/L4-6 S15/GI11/P3/L14 S15/GI12/P3/L16 S15/GI12/P4/L17 S15/GI11/P4/L17 S15/GI11/P4/L19	S20/GI1/P1/L1 S20/GI19/P1/L2 S20/GI1/P1/L2 S20/GI20/P1/L4 S20/GI19/P2/L5 S20/GI6/P2/L7 S20/GI10A/P2/L7 S20/GI19/P2/L8-9 S20/GI10A/P2/L10 S20/GI20/P2/L11-12 S20/GI20/P2/L14 S20/GI10A/P2/L18	S20/GI10A/P2/L5 S20/GI20/P2/L8 S20/GI12/P3/L13
S16/GI11/P1/L2 S16/GI11/P1/L3 S16/GI10A/P1/L4 S16/GI20/P1/L5 S16/GI19/P1/L6 S16/GI10A/P1/L7 S16/GI12/P2/L9 S16/GI10A/P2/L11 S16/GI10A/P2/L12	ABSENT		
S17/GI10A/P1/L2	S17/GI19/P1/L5		

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