Research Paper

German Grammatical Errors in Students' Monologues in Indonesia

Tanti Kurnia Sari, Ahmad Sahat Perdamean, Siti Kudriyah

Faculty of Language and Arts, Universitas Negeri Medan, Medan, Indonesia

Corresponding Author: Tanti Kurnia Sari

ABSTRACT

The paper is aimed at describing both the errors made by 3rd semester students in the Department of German in UNIMED Medan (Indonesia) when they were practicing monologues in the class as well as the causes of such errors. The research of the paper used qualitative technique and involved speaking test instruments. The students as the research subjects took part in a lecture on German's *Sprechfertigkeit für weitere Fortgeschrittene*. The results show that the subjects made errors in their monologues in general, such as in the grammatical errors which were mainly caused by less practices they made in the class and in the choices of certain themes as well as in the nervous standing positions. Some of them were aware of their errors and could immediately correct them. It is recommended that the subjects enrich German vocabulary (*deutsche Vokabeln*) before doing monologues and improve their mastery in German grammar (*deutsche Grammatik*).

Keywords: Error analysis, monologue, German grammar

INTRODUCTION

Based on observations at German study program in UNIMED, students experienced difficulties in speaking (*Sprechfertigkeit*), especially in pronunciation (Klässner, 2017: 381). Such difficulties affected their fluency in using German and were caused by several personal factors, such as age, gender, educational background, language skills, and life experience (Titaley, 2016: 22). The low level in German skills produced low level of passing grade in the language test (ZiDS national level) or 68.25% of 63 students achieved low grade (German Language Education Study Program, 2017).

Everyone learning a foreign language certainly makes errors (Lahti, 2018: 32), therefore, such errors must be analyzed first (Prediger and Wittmann, 2018: 1). To find out the errors students make while speaking, a theme (monologue) must be analyzed by using error analysis (*Fehleranalyse*). By error analysis, students learn how to know, to comprehend, and to correct their errors. This is relevant to what Nababan (1994: 106) argued that ... students learning target language may be asked to improve their own work (self-correction), or to improve their peer-correction work. Analyzing students' errors is directed: i) to obtain data about the language learning process, and ii) to provide guidance for teachers and curriculum makers, to know the most difficult parts in the target language, and to pay attention to the types of errors which reduce students' abilities in effective communication (Tarigan, 1988: 273). Correction results from students' written assignments become assistance to teachers (Kleppin, 2002: 53). The research questions are i) what errors do students make on the basis of German grammar?, and ii) what are the causes of the errors?

LITERATURE REVIEW
Error analysis (*Fehleranalyse*)

Error analysis refers to an analysis of learners' errors by comparing what they have already learned with those that they have not yet, and, as much as possible, minimizes learners' errors (James in Sermsook, Liamnimitr and Pochakorn, 2017: 102). Error analysis is also said to be an attempt to explain errors in the use of foreign languages that have differences with mother tongue. Errors are defined as deviations from the rules that apply or as a violation of the rules of grammar, which occur due to misunderstandings or difficulties in communicating (Cherubim, 1980: 1). Brown (1980: 148) stated that error analysis is an analysis of the errors of a student's language both foreign, second language or general language.

In line with the opinions above Ardiana and Yonohudiyono (1998: 2.4) argued that language error analysis is a process based on the analysis of errors of students or someone who is learning something, such as language. Corder (1981: 45) pointed out that error analysis has two functions in the learning process, namely to investigate the process of language learning and to find out whether remedial teaching is necessary or not so that the achievement of learning objectives is successful.

As a method as well as technique, the error analysis tries to find out students' errors and in this case Pateda (1989: 32) agreed to what Crystal said and argued that the technique is aimed at identifying, classifying, and interpreting errors systematically when students are learning a foreign language or a second language. Error analysis refers to a working process or procedure and has the following working steps: i) data collection in the forms of language errors, ii) error identification and clarification, iii) error rating arrangement, iv) error explanation, v) area predictions that are prone to language, and vi) error correction covering mistake correction, and if possible, error elimination by providing preparation for appropriate materials, good handbooks, and suitable teaching techniques (Ardiana and Yonohudiyono, 1998: 2.8).

German grammar (*Deutsche Grammatik*)

Grammar is the theory of language and with grammar people can understand the rules and structure of a language (https://deutschtraining.org/deutsche-grammatik). German has a slightly complicated word rule, for example, the position of a verb can change depending on whether the sentence is a clause or an independent sentence. In German, the term *declination* is known referring to changes in the form of a word (noun / substantive) because of certain conditions related to grammatical rules. German grammar is very complex and difficult to learn for those who want to learn German as a foreign language (https://mein-deutschbuch.de/grammatik.html).

Grammatical errors

In German there are many rules and exceptions, so that almost no one can write or speak in German without errors or without any helps. Grammatical errors are the ones that occur due to certain case errors such as Akkusativ, Dativ or Genitiv. Grammatical errors that often appear in various communication situations are grouped by Fries (2016) in four categories, namely: i) Genus (masculine, feminine, neutral), ii) Zahl: Einzahl, Mehrzahl (Numbers and multiples, such as singular and plural), iii) Cases: Nominative, Genitiv, Dativ and Akkusativ, and iv) prepositions (Präpositionen), pronouns (Pronouns) and inserts (Appositionen).

Grammatical disorders can affect words and sentences, for example, if the suffix is missing or incorrect and are caused by disruptions in processing and most of them in language development, which affect communication, language mastery, vocabulary, and word formation (https://www.dbl-ev.de/kommunikation-sprache-sprechen-stimme-schlucken/stoerungen-bei-

kindern/stoerungsbereiche/sprache/stoerung-der-grammatik.html).

Errors and fallacy

Nababan (1994: 91) argued there are two kinds of language errors, namely mistakes and errors. Mistakes are irregularities or caused by performance factors such as memory limitations, spelling in pronunciation, emotional distress such as fatigue and doubt. These mistakes can also be due to wrong hearing or misreading that is spoken or written by someone because he might be stressed, tired or does not listen. Mistakes have the following characteristics: (1) target language students (TLS) can immediately correct the incorrect language forms themselves or they can correct misinterpretations, and (2) TLS make mistakes irregularly or unsystematically.

On the contrary, errors are grammatically incorrect forms of language or incorrect interpretations, which are spoken / written, heard / read by someone, who has the following characteristics: (1) TLS cannot immediately correct the incorrect forms of language, or correct the misinterpretations because he is not aware that he makes errors and, and (2) the errors he made are regular or systematic.

What is meant by systematic is that errors made by students are always or almost always made, because the source is the students' ignorance about the wrong item. In this case, TLS are not aware of their errors if they are not by other person, such as by his teacher or by native speaker, because he does not know that the forms used are not true. The TLS who make errors does not regularly make such errors; in other words, sometimes they use both the correct and the wrong language at the same time.

Speaking skills in German (*Sprechfertigkeit*)

Speaking is the ability to communicate with others through language media (Setyonegoro, 2013: 68) and a language activity carried out by humans

after listening (Nuraina and Saleh, 2017: 104). Based on the European Union Agreement for language competence levels (GER = *Der Gemeinsame Europäische Referenzrahmen für Sprache*) speaking can be divided into: i) skills to present monologues and speech skills, ii) skills to combine listening and speaking skills that have a purpose (van der Burg, 2013 : 12). The purpose of speaking is to convey information and to know the meaning of something that is communicated (Nuraina and Saleh, 2017: 105). German speaking skills (*Sprechfertigkeit*) is the ability to convey information or ideas in the form of a monologue or speech using German, thus speaking is an important part of language learning (Wernerson, 2018: 2).

Monologue

Monologue is a conversation carried out by a single character to himself (https://www.sastrawan.web.id, 2016: 1). It is language activities of a single speaker, for example in the form of speeches or talking alone (Kridalaksana, 2008: 157). In B1 exam, monologue is intended as an activity to present a theme independently. Each participant is given 3-4 minutes to present the theme determined by outlining aspects: i) introducing the theme (*Vorstellung des Themas*), ii) outlining his own experience (eigene Erfahrungen), iii) outlining the situation in his own country (*Situation Heimatland*), iv) expressing his own opinion (*eigene Meinung*), v) closing the presentation (*Abschluss*). Monologue is aimed at determining the ability of participants in presenting the theme well in a logical order (Gerbes and van der Werf, 2018: 99).

MATERIALS AND METHODS

This research is a qualitative aimed at describing the errors made by students in speaking skills, especially in monologue, and the causes of such errors. The subjects of the study were the third semester students majoring in German at the Department of German Education and signing contract in

Sprechfertigkeit für weitere Fortgeschrittene lecture. This research is qualitative using speaking test instruments.

RESULTS

Errors made by students in speaking monologue are based on German grammar, namely:

1. Morphological errors

Morphological errors may be oriented to the followings:

a. Article

Nouns in German are almost always followed by Articles which consist of certain articles (*bestimmter articles*), namely *der, die,* and *das*, and indeterminate articles (*unbestimmter articles*) namely *ein* and *eine*. The sentence 1 has errors of articles made by students when speaking:

Sentence 1

Meine Thema ist... / Heute möchte ich meine Thema erzählen / Meine Thema für heute ist... / Heute ist meine Thema...

Student mistakenly mentions articles for the noun *Thema* which is neutral that takes *das* or *ein* article. He uses *die* / *meine* articles for the noun Thema. The correct sentence is *Mein Thema ist ... / Heute möchte ich mein Thema erzählen / Mein Thema für heute ist ... / Heute ist mein Thema ...*

b. Conjunction (Konjugation)

There is an error in conjugating a weak verb (*Verben schwache*) and a strong verb (*Verben starke*) for pronoun. The error in the use of *konjugation* is seen in sentence 2.

Sentence 2

Nicht alle Person nutze diesen Thema.

The konjugation of *nutze* for verb in the sentence is incorrect, because *alle* is an indefinite pronoun in the plural, so the correct sentence is*: nicht alle Personen nutzen dieses Thema.*

c. Declination (Deklination)

Adjectives in German change their shape when occupying different positions / functions in sentences, namely as subjects (*Nominativ*), direct objects (*Akkusativ*), indirect objects (*Dativ*) or possession (*Genitiv*). Consider sentence 3 to see error in declination.

Sentence 3

Also meine persönliche Erfahrungen.

In case of *Genitiv* as in sentence 3, the adjective *persönliche* must get the suffix *en* because the noun that follows is plural. The correct sentence is*: meine persönlichen Erfahrungen.*

d. Case

Case in German consist of subjects (*Nominativ*), direct objects (*Akkusativ*), indirect objects (*Dativ*) or possession (*Genitiv*). Forms of errors in the use of Case can be seen in sentence 4:

Sentence 4

Vorteile von diese Thema ist ... / Meine Präsentation ist zu den Thema Freizeit.

The error in Case occurrs and students do not place articles according to the *Case*; the article *das* in the *dativ* Case changes to *dem*. The *dative* Case can occur because the preposition accompanying the noun requires the change of article. The preposition followed by articles in *dativ* should be *aus, bei, mit, nach, seit, von and zu*. The correct sentence *is Vorteile von diesem Thema ist ... / Meine Präsentation ist zum Thema Freizeit.*

2. Errors in syntax

Syntactic errors refer to the deviations in phrase structures, clauses, or in sentences (https://www.scribd.com/doc/302482686/supactic-sintaxis-sintaksis).

Students made syntactic errors in monologue, such as word structure. In the main clause, the verb always occupies the second position and the other part of the sentence can change position according to the Case. The form of word error can be seen in the sentence 5.

Sentence 5

und haben wir so viele viele Dinge beim online einkaufen.

The verb in the sentence must be placed in the second position after the subject *wir* because the conjunction *und* does not require a change in the position of the verb. The verb *einkaufen* must be in the form of *Perfekt* (past) like *eingekauft* because there is a helping verb *haben* in the beginning of the sentence. The correct sentence is *und wir haben so viele Dinge beim online eingekauft.*

a. Diction/Choice of Words
Error in the choice of words is shown in sentence 6.
Sentence 6
Sie sind das gewöhnlich nicht.

The use of the word *gewöhnlich* in the sentence is not in accordance with the speaker's intention because the word means 'occasionally', whereas, through the sentence, the speaker wants to say that he is not familiar with something, then the correct word is *sich gewöhnen* meaning 'accustomed to', then, the correct sentence is: *Sie gewöhnen sich nicht daran.*

b. The use of preposition (Präpositionen)
The preposition (Präpositionen) in German is used to connect words or groups of words to other parts of the sentence, such as nouns or pronouns. Errors in the use of prepositions can be seen in the sentence 7:
Sentence 7
sie nutzt das nur für Spielen.

The use of the preposition *für* in the sentence is not correct and the correct one is *zu + Dativ*. The noun *Spielen* is a neutral one having *das* as its aricle and this article in *Dativ* case changes to *dem,* so the combination becomes *zu dem* (being shortened as *zum*). The correct sentence should be: *sie nutzt das nur zum Spielen.*

c. The use of conjunctions dass, obwohl, weil and wenn
In German there is a conjunction that does not change the position of the verb in the clause and vice versa. The conjunctions *dass*, *obwohl*, *weil* and *wenn* are includes as the ones that change the position of the verb in the clause. Error in using conjunctions *dass*, *obwohl*, *weil* and *wenn* can be seen in sentence 8.
Sentence 8
dass dies online lernen ist sehr gut.

In the sentence the verb must be placed at the end of the sentence, because of the use of conjunctions *dass*. The word *lernen* in the sentence is a noun, so it must begin with capital letter and the correct sentence is: *dass dies online Lernen sehr gut ist.*

d. The formation of Perfekt sentence
The *Perfekt* is used for past times and to form a *perfekt* sentence, it is necessary to use the helping verbs *haben* or *sein*. The verb *sein* is used if the verb in the sentence means 'exchange of place' or 'changing circumstances'. Error in the formation of sentence with *perfekt* can be seen in the sentence 9.
Sentence 9
Woche letzte habe ich mit meinen Freunden nach Bukit Lawang gefahren.

The use of the auxiliary verb *haben* in the sentence is not appropriate because the verb *fahren* means the 'place displacement', so the correct auxiliary verb is *sein* which is conjugated according to the subject *ich* to become *bin*. The correct sentence should be*: Letzte Woche bin ich mit meinen Freunden nach Bukit Lawang gefahren.*

e. zu + Infinitiv
The infinitiv sentence is the one in which its verb is not conjugated, but appears in its *infinitiv* form and is preceded by the word *zu*. An *infinitiv* sentence is a clause that does not have its own subject and has only one subject in the main clause (https://easy-deutsch.de/satzbau/infinitiv-mit-zu/). Error in the use of *zu + Infinitiv* can be seen in sentence 10.
Sentence 10
Sie nutzt Telephon zu anrufen.

In the sentence 10. The place of the word *zu* is not correct since such word must be placed between the prefix *an* and the verb *rufen* and their combination become *anzurufen* and the verb *anrufen* is a separate verb (*trennbares Verb*). The correct sentence must be: *Sie nutzen Telephon anzurufen.*

f. The use of Modal verbs

The use of Modal verbs in sentences is followed by the second verb of *infinitiv* which is placed at the end of the sentence and Modal verb must be conjugated according to the subject (https://mein-deutschbuch.de). A student made errors as shown in sentence 11.

Sentence 11
Für Studenten, wir kann lernen sehr praktisch.

In this sentence, the Modal verb must be conjugated according to the subject *wir* which changes to *können* and the second verb *lernen* must be placed at the end of the sentence. The correct sentence is: *Für Studenten, wir können sehr praktisch lernen.*

In addition to make errors in speaking, students also produced mistakes in sentences. These mistakes can be immediately corrected by them because they actually realize their mistakes and an example of a mistake can be shown in sentence 12.

Sentence 12
Sie hängt.

Students said Sie hängt ...., but they immediately realized that the made a mistake and immediately corrected their sentence to become: *sie hängen von Mobiletelephone ab.*

Some causes of students' errors include: i) students seldom speak German, ii) they seldom use German grammar when they speak, iii) they feel reluctant and do not trust themselves when speaking so they often make mistakes in pronunciation and in grammar, and iv) they do not master German grammar.

DISCUSSION

Grammatical errors are often made by students when speaking because of differences in rules between German and Indonesian. Lack of students' knowledge of German grammar and vocabulary causes them to be reluctant to speak and this causes them make errors. In German, articles have important roles because it deals with the Case. Errors in the use of articles are often caused by their less knowledge in articles for nouns.

In German sentence (*der Aussagesatz*) the verb is always in the second position (http://www.dartmouth.edu/~deutsch/grammatik/WorOrder/WordOrder.html), and must be conjugated according to the subject, while in Indonesian the verbs do not need to be conjugated. In German there is a conjunction (*Konjunktion*) which changes the position of the verb. This is quite difficult for students when speaking because they do not remember having to put the verb at the end of the sentence.

The use of the Modal verb (*Modalverben*) in a sentence is followed by the second verb in the form of infinitiv. This infinitive verb is placed at the end of the sentence. The Modal verb must be conjugated according to the subject (https://mein-deutschbuch.de). In German the *infinitiv* sentence is known as a clause that does not have its own subject but there is only one subject in the main clause (https://easy-deutsch.de/satzbau/infinitiv-mit-zu/).

CONCLUSIONS

Students when speaking German make errors because they are not used to speaking in German. Students feel nervous and are afraid of making errors when speaking. This nervousness leads to the errors which can be immediately corrected by students, because they realize that they make errors when making sentences. It is

recommended that students practice speaking by paying attention to German grammar so that they are accustomed to making correct sentences. The results of the research can be used as reference materials for other researchers who will discuss the types and causes of German's grammatical errors.

REFERENCES

- Ardiana, Leo Idra and Yonohudiyono. 1998. *Materi Pokok Analisis Kesalahan Berbahasa. EPNA 3302/2 SKS/Modul 1-6.* Jakarta: UT.
- Brown, Douglas H. 1980. *Principles of Language Learning and Teaching.* Englewood Cliff, New Jersey: Prentice Hall.
- Cherubim, Dieter (Hrsg). 1980. *Fehlerlinguistik. Beiträge zum Problem der sprachlichen Abweichung.* ISBN 3-484-10364-7. Niemeyer, Tübingen. Terdapat pada situs www.wikipedia.de, accessed in Feb. 9, 2013.
- Corder, S.P. 1981. *Error Analysis and Interlanguage.* Oxford: Oxford University Press.
- Gerbes, Johannes und van der Werff, Frauke. 2018. *Fit fürs Zertifikat B1. Deutschprüfung für Erwachsene.* Ismaning: Hueber VG & Co. KG.
- Klässner, Marlene. 2017. *Aussprachetraining Mithilfe von neuen Medien zur Verbesserung der Kommunikation bei indonesischen Studierenden,* dalam Prosiding Seminar Internasional "*International, Interkulturell, Interdisziplinär: DAF in Zeien der Globalisierung*" pada tanggal 6-8 Oktober 2017 di Universität Hanoi, Vietnam.
- Kleppin, Karin. 2002. *Fehler und Fehlerkorrektur*. Berlin: Druckhaus Langenscheidt.
- Kridalaksana, Harimurti. 2008. *Kamus Linguistik.* Jakarta: PT Gramedia Pustaka Utama.
- Lahti, Laura. 2018. *Die mündliche Sprachkompetenz finnischer Deutschlernender aus Sich der grammatikalischen Korrekheit. Eine Fehleranalyse im Rahmen des HY-TALK-Projekts*, tersedia pada: https://helda.helsinki.fi/ bitstream/handle/10138/27587/diemndli.pdf ?sequence=1, accessed in May 11, 2018.
- Nababan, Sri Utari Subyakto. 1994. *Analisis Kontrastif dan Kesalahan; Suatu Kajian dari Sudut Pandang Guru Bahasa.* Jakarta: IKIP Negeri Jakarta.
- Nuraina, Desi dan Saleh, Nurming. 2017. *Hubungan antara Penguasaan Kosakata dengan Keterampilan Berbicara Berbicara Bahasa Jerman Siswa Kelas XI Bahasa SMAN 2 Kabupaten Majene,* dalam Eralingua: Jurnal Pendidikan Bahasa Asing dan Sastra, volume 1, nomor 2, Agustus 2017, available at: http://ojs.unm.ac.id/eralingua/article/ view/ 4405/2544. Makassar: FBS Universitas Negeri Makassar.
- Pateda, Mansoer. 1989. *Analisis Kesalahan.* Ende: Flores Nusa Indah.
- Prediger, Susanne und Wittmann, Gerald. 2018. *Aus Fehlern lernen – (wie) ist das möglich?,* tersedia pada: https://www.schulentwicklung.nrw.de/ angebote/materialdatenbank/upload/ 2507/864671 _3_2_4_PM_27_09__Fehler.pdf, accessed in May 11, 2018.
- Sermsook, Kanyakorn; Liamnimitr, Jiraporn dan Pochakorn, Rattaneekorn. 2017. *An Analysis of errors in Written English Sentences: A Case Studi of Thai EFL Students,* dalam *Journal English Language Teaching*, vol. 10, no. 3, 2017. ISSN: 1916-4742, *published by Canadian Centre of Science and Education* (http://dx.doi.org/10.5539/ elt.v10n3p101, https://files.eric.ed.gov/fulltext/EJ1130033.pdf.)
- Setyawati, Nanik. 2010. *Analisis Kesalahan Berbahasa Indonesia: Teori dan Praktik.* 2nd Print. Surakarta: Yuma Pustaka.
- Setyonegoro, Agus. 2013. *Hakikat, Alasan dan Tujuan Berbicara (Dasar Pembangunan Kemampuan Berbicara Mahasiswa),* dalam Jurnal Pena, volume 3, nomor 1, Juli 2013, ISSN: 2089-3973, available at: https://online-journal.unja.ac.id/index.php/pena/article/view/...
- Tarigan, Henry Guntur. 1988. *Pengajaran Pemerolehan Bahasa.* Jakarta: Depdikbud Direktorat Jenderal Pendidikan Tinggi. P2LPTK.

- Titaley, Audrey Gabriella. 2016. *Pengembangan Kelancaran Berbicara Bahasa Jerman bagi Pemelajar Tingkat Menengah dengan Small Talk (Sebuah Studi Kasus),* dalam Proceeding Kongres Nasional VI Ikatan Guru Bahasa Jerman Indonesia (IGBJI) pada tanggal 4-6Agustus 2016 di PPPPTK Bahasa Srengseng Sawah Jakarta, Indonesia.
- Van der Burg, Carel 2013. *Werkzeugkiste Sprechen – Sprechen üben in grossen Gruppe.* Mailand, Italien: Goethe Institut Mailand, tersedia pada: www.goethe.de/mailand.
- Wernerson, Karin. 2018. *Sprechen lernt man, wenn man spricht.* Swedia: Karlstads Universitet, tersedia pada: http://www.kau.se atau http://www.diva-portal.org/smash/get/diva2:5422/FULLTEXT01.pdf Karin, accessed in May 14, 2018.
- https://deutschtraining.org/deutsche-grammatik
- https://mein-deutschbuch.de/grammatik.html
- https://www.dbl-ev.de/kommunikation-sprache-sprechen-stimme-schlucken/stoerungen-bei-kindern/stoerungsbereiche/sprache/stoerung-der-grammatik. html
- https://www.sastrawan.web.id
- https://www.scribd.com/doc/302482686/kesalahan-berbahasa-tataran-sintaksis
- https://www.google.co.id/amp/s/syams.wordpress.com/2006/08/20/die-praposition-kata-depan/amp/
- https://easy-deutsch.de/satzbau/infinitiv-mit-zu/
- http://www.dartmouth.edu/~deutsch/grammatik/WorOrder/WordOrder.html

******