

ERROR ANALYSIS IN GERMAN LANGUAGE TEACHERS AND LEARNERS

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ABSTRACT

This research seeks to reveal the errors displayed by German language teachers and learners. Therefore, the researcher will investigate what types of errors appear in the German language learning process of teachers and learners and what error levels appear in the German language learning process of teachers and learners. The researcher uses error level analysis (James, 2013) divided into 3 main parts, namely substance errors, textual errors, and discourse errors. The results prove that substance errors and textual errors are found in the teacher. The substance errors are coding errors when speaking (mispronunciations) and decoding errors in reading (miscues). While the textual errors are errors in composing spoken text (misspeaking) and errors in composing written text (miswriting). Then, substance errors, textual errors, and discourse errors appear in the learners. In substance errors, there are coding errors in speaking (mispronunciations), coding errors in writing (misspellings), decoding errors in listening (misperceptions) and decoding errors in reading (miscues). In textual errors, errors in understanding spoken text (mishearing), and errors in understanding written text (misreading) were found. In discourse errors, errors in formulating oral discourse (misrepresenting) were found. Of the many errors, both teachers and learners excel in mispronunciations and misspeaking. Both need to hone their knowledge of the target language more deeply.

KEYWORDS Error Analysis, German Language, German Language Learning.



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INTRODUCTION

Language learning, especially foreign languages, is inseparable from errors. Errors in second or foreign language learning are common due to interference from the first language. The use of the first language in the target language learning process shows a lack of knowledge of the target language (Anggraeni, 2018). (Anggraeni, 2018). James (1998, in Bounegab & Ouilidi, 2019) states that error analysis is the process of determining the incidence, nature, causes, and consequences of a language's failure. Errors occur due to a person's lack of knowledge of linguistic knowledge. In more detail, he explains the origin of errors

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as a result of linguistic ignorance of a second or foreign language. These errors cannot be corrected independently by the learner.

Unfortunately, errors are still viewed negatively by some. Error is an inevitable phenomenon in language production. That's because non-native speakers have certain limitations in achieving the target language. If errors are found in learners, then teachers can design remedial programs using certain techniques to help their students. (Abualzain, 2019). Errors are found by any learner who learns a foreign language. Indonesian people are also inseparable from errors while learning a foreign language, especially German.

There are many languages taught as foreign languages in Indonesia. One of them is German. The reason behind Indonesians learning German is the great opportunity to work and continue their studies in Germany. Therefore, workers and students (Rabl & Langguth, 2021) are the highest population in learning German.

Before deciding to go to a destination country, workers and students at least need to understand German. This is because both workplaces and educational institutions require certain German language skills. Thus, workers and students start learning German through higher education institutions such as universities, the official German institution Goethe-Institut, or other tutors offering German.

In the course of learning German, learners cannot be separated from errors in both understanding and producing the target language. Even not infrequently, teachers also make mistakes when providing knowledge related to the target language. To find out what errors occur in teachers and learners, this research uses error analysis.

Error analysis has been conducted in several previous studies focusing on foreign language learning. Chiknaverova (2018) analyzed errors in legal translation. The problem originated from the learning requirement to change general English into legal translation-specific English. The class studied was an introductory legal translation class. Error analysis was carried out comprehensively. Each error found was classified based on the type of error to determine its cause. In addition, the researcher added recommendations so that errors could be minimized as much as possible. Nurjanah et al. (2018) investigated errors in the use of interrogative words. The question words studied were *yes* and *no-questions* and *wh-questions*. The results showed that learners had difficulty in forming sentences with *yes* and *no-questions* rather than *wh-questions*. Furthermore, *yes* and *no-questions* use *to be (is/am/are)*. Whereas *wh-questions* tend to be difficult to construct when they relate to questions about time. Learners need more explanations related to the preparation of question words, especially question words in written form. Pohan (2018) examined the types of errors that appear in learners' descriptive writing. Data were collected from learners' individual writing portfolios. The final result showed a total of 357 errors. The types of errors found were *misspellings*, capitalization, word choice, singular and plural nouns, *omission* or *addition* in a word, unclear meaning, verb tense, punctuation, articles (*the/a/an*), *misordering*, *run-on sentence*, word form, and incomplete sentences. *Misspellings* are the most dominant error among other errors. Adriyani (2019) attempted to find and explain learners' errors in forming English active and passive sentences. The data sources came from learners' writings in the form of active and passive sentences. The focus of the research was

to find local errors, *interlingual errors* and *intralingual errors*. The results show that learners have difficulty in making active sentences and get better results in active sentences. Simanjuntak (2019) This study investigated errors in writing composed by 3 learners. The results show that there are errors in the form of *omissions*, *additions* and *misinformations*. While errors related to grammar were found in the form of singular and plural nouns, prepositions and *tenses*. Amayreh & Abdullah (2021) investigated the use of conjunctions as sentence joining devices in expository essays written by learners of English as a foreign language. The data sources came from 30 expository essays using purposive sampling technique. The theory used in analyzing the data is Haliday and Hasan's cohesion analysis theory. The final result shows that the learners have difficulty in using conjunctions when writing essays. Sari et al. (2021) tried to reveal *interlingual* and *intralingual interference*. The data were taken from the learners' final projects in the form of 15 pieces of writing by using purposive sampling technique. The final results prove that the *interlingual form* is produced based on Indonesian syntax patterns. While the *intralingual form* is produced by simplification. Based on the findings, teachers need to improve teaching and learning sessions especially English grammar. Learners need to support themselves through English grammatical exercises from various sources. Junaeny & Adam (2022) examined pronunciation errors in Chinese and their influencing factors. The source of data came from Indonesian students who were studying at Nanchang University, Jiangxi Province, China. The results revealed that several errors were found in Chinese pronunciation produced by Indonesian students. The error is when pronouncing a word that has *two tones (two-syllabic)* appears more than a single-toned word. Some of the conditions that cause this to happen are the effects of the first language or mother tongue, culture, social environment, and other conditions. Pramudiana & Chairiyani (2022) traced errors in the *present continuous tense*. The data was taken from a test that was filled in first by 40 students. After that, each type of error found was identified and explained. The final results of the search revealed that the types of errors that appeared were *omissions*, *additions*, *misinformations*, and *misordering*. Overall, errors were dominated by *omissions*. Tapilatu (2023) identified the types of errors that occur in narrative writing. The research method used was content analysis method. The data were taken from 20 English learners' narrative writings. The analysis found that there were 9 types of errors that appeared, namely *omission*, *addition*, *misselection*, *misordering*, *blending*, *misinformation*, *misspellings*, sentence errors and semantic errors in lexis. The researcher added that errors are corrected through direct feedback and modeling the target language through native speakers. Some other error analysis such as errors in grammar (Alkhaldi & Oshchepkova, 2018; Chania & Amri, 2019; Huda & Wuda, 2019; Ramendra, 2021) and errors in linguistics (Hamed, 2018; Manirakiza & Hakizimana, 2020; Pescante-Malimas & Samson, 2017; Santoso & Iriyansah, 2020; Smahyreen et al., 2022).

Based on previous studies, there is no research that focuses on German learners. In addition, none of the existing studies discuss errors in teachers. For this reason, this research will examine teachers as well as German learners in Indonesia.

RESEARCH METHOD

This research uses a qualitative approach. Qualitative approach (Gay & Mills, 2018) seeks to investigate a phenomenon in depth in the hope of gaining a comprehensive, thorough, and as-it-is understanding. The data source was a German teaching video of two meetings. The teaching videos were then observed and transcribed to find out what errors appeared during the learning process. The use of this video has received permission from the relevant teacher.

During the observation, the researcher focused on the activities of both teachers and learners of German. The identities of teachers and learners are given initials in this study. After this and so on, the teacher's code is PG. Then, the learners consisting of 3 people were given the codes PB1, PB2, and PB3. Every activity of the teacher (PG) and the learners (PB1, PB2, and PB3) related to productive and receptive skills was carefully observed. If errors appeared while performing the skills, the researcher noted the phenomenon.

Data analysis (James, 2013) The data analysis starts from detecting errors, finding errors, describing errors, and classifying errors. After the classification, the researcher then determined the level of errors that appeared in the German online class. Error levels (James, 2013) The error levels (James, 2013) are divided into 3 main sections and each is broken down into 4 subsections. Substantial errors are divided into 4, namely (1) Coding errors in speaking (*mispronunciations*); (2) Coding errors in writing (*misspellings*); (3) Decoding errors in listening (*misperceptions*); and (4) Decoding errors in reading (*miscues*). Textual errors are divided into 4, namely (1) errors in composing spoken text (*misspeaking*); (2) errors in composing written text (*miswriting*); (3) errors in understanding spoken text (*mishearing*); and (4) errors in understanding written text (*misreading*). Discourse errors are divided into 4, namely (1) errors in formulating oral discourse (*misrepresenting*); (2) errors in formulating written discourse (*miscomposing*); (3) errors in processing oral discourse (*misconstrual*); and (4) errors in processing written discourse (*misinterpretations*).

RESULT AND DISCUSSION

Types of errors that arise in the German language learning and teaching process

Teacher

Coding errors when speaking (*mispronunciations*)

Overall, there were 6 errors found. The following is the description.

Ich mochte. . .

**Ich möchte . . .*

(I want to...)

PG wanted to say the word "möchte". However, he reads it as "mochte". Both words are pronounced with different phonetics. The word "mochte" has IPA ['mɔxtə]. Whereas the word "möchte" has IPA ['mœçtə]. Errors in pronunciation result in misunderstanding for someone who listens to it.

Wine.

**Wien.*

(Vienna)

PG wanted to say the word "Wien". However, he read it as "wine". The word "Wien" is pronounced like the English word *wine*. The word "wine" has the IPA [wain], while the word "Wien" is [vi:n]. The two words also have different meanings. "Wine" means "a drink derived from grapes". "Wien" is the German city of Vienna.

der Pilz

**der Pilz*

(Mushrooms)

The word "Pilz" is pronounced by PG as [plɪts]. The word should be read as [pɪltʃ]. PG read the word "Pilz" with an inverted phonetic order. PG pronounced the word "Pilz" incorrectly twice.

Es gibt kein schlechten Wetter, es gibt nur schlechten Kleidung.

**Es gibt kein schlechtes Wetter, es gibt nur schlechte Kleidung.*

(There is no bad weather, only bad clothes.)

The word "schlechtes" is read aloud [ʃlɛçtstən] and "schlechte" is pronounced [ʃlɛçtstən]. Both words should be read as [ʃlɛçtstəs] and [ʃlɛçtə]. PG did not pronounce the two words according to the original writing. PG changed the endings -es and -e to -en. Thus, the phonetics changed from [əs] and [ə] to one and the same ending, namely [ən].

For three days we traveled by boat through Mecklenburg-Vorpommern.

**Seit drei Tagen fahren wir mit dem Boot durch Mecklenburg-Vorpommern.*

(Since three days ago we rode a boat through Mecklenburg-Vorpommern.)

The word "Tagen" is pronounced ['ta:gə] by PG. The word "Tagen" is the plural form of the word "Tag" which means "day". The word is correctly pronounced ['ta:gŋ]. PG omitted the letter -n and the phonetic [ŋ] at the end of the word.

Decoding errors in reading (miscues)

Overall, 5 errors were found. The following is the description.

Erlebnis und Erfahrung.

PG states that both nouns have the same meaning, which is experience. However, the context is much different. The word "Erlebnis" means a profound experience and is often associated with emotions. For example, the experience of fighting in World War 2. Meanwhile, the word "Erfahrung" is the experience of knowing and learning something. For example, someone learns something new after watching the news on television.

Entspannen.

**Sich entspannen.*

The word "entspannen" should be written "sich entspannen". The reason is that the two words are one in the same. It is a *reflexive verb*.

Kneipe und Café

PG says the two nouns mean the same thing: cafe. The original meaning of the two words is very different. "Kneipe" is almost the same as a bar. It serves a wide variety of alcoholic drinks as well as non-alcoholic ones. Although it is non-alcoholic, it does not sell drinks such as coffee and the like. "Café" clearly sells coffee-based drinks and alcoholic beverages such as beer.

Errors in composing spoken text (*misspeaking*)

Overall, 14 errors were found. The following is the explanation.

Our theme today is travel.

**Unser Thema ist heute gute Reise.*

(Our theme today is a fun vacation.)

In the sentence above, the verb is in third position. German grammar rules strictly stipulate that the second position must be filled by a verb. Also, an adverb of time can be placed after the verb. PG constructs the sentence above following Indonesian grammar rules. The grammar rules in Indonesian are not as strict as the grammar rules in German.

Hast du Idee?

**Hast du eine Idee?*

(Do you have an idea?)

**Hast du Ideen?*

(Do you have any ideas?)

The first sentence above is less commonly spoken by native speakers. The second or third sentence is more suitable in a communication context. The only difference is the use of the singular noun "Idee" and the plural "Ideen".

Das machts. . . Das vielleicht macht Spaß . . . so viel Spaß.

**Das macht Spaß.*

(That was fun.)

**Das macht viel Spaß.*

(That was so much fun.)

**Das könnte Spaß machen.*

(That would be nice.)

**Das könnte viel Spaß machen.*

(That would be so much fun.)

The first sentence is not commonly spoken by native speakers. PG can choose any of the four appropriate sentences above. The usage also depends on the context. If the context is the present, then the second or third sentence can be used. If the context is a supposition, then the fourth or fifth sentence can be used.

Natürlich wenn wir vielleicht eine Reise machen, müssen wir natürlich zum Reisebüro gehen.

**When we want to go on a trip, we should go to the Reisebüro.*

(If we want to travel, then we should go to the travel office.)

PG adds too many words to his sentence. The second sentence is a simpler and more commonly used example than the first sentence. The use of the word "müssen" is also inappropriate in suggesting someone. The word "müssen" is used when something must be done and there will be consequences if it is not done. Therefore, the word "sollen" is more suitable for the sentence above.

Entschuldigung, wie kann ich vielleicht von hier nach Hotel Alster gefahren?

**Entschuldigung, wie kann ich von hier zum Hotel Alster gehen?*

(Excuse me, how can I get to Hotel Alster from here?)

**Entschuldigung, wie kann ich von hier zum Hotel Alster fahren?*

(Excuse me, how can I get to Hotel Alster from here?)

The sentence above is wrong in terms of verbs, grammar rules, and prepositions. PG can choose the second or third example sentence by looking at the context. If PG wants to walk to the hotel, then he uses the verb "*gehen*". If PG wants to drive (car, bus etc) to the hotel, then the verb "*fahren*" is more appropriate. There are no two verbs in one sentence.

From a grammatical point of view, PG has to decide whether he is using the present tense (*Präsens*) or the past tense (*Perfekt*). The second and third sentences are present tense (*Präsens*). If you want to express the tense (*Perfekt*), then the verb *gefahren* must be followed by *sein* (to be).

Then, the preposition "*nach*" is only used in the context of traveling outside the city/country. In German, not all cities/countries are suitable for using the preposition "*nach*". Therefore, the word "*nach*" is suitable to be replaced by "*zum*". The word "*zum*" is an acronym of the preposition "*zu*" and the neuter article "*das*" which is subjected to the dative case to become "*dem*". The preposition "*zu*" is always followed by the dative case. The noun "*Hotel*" has the article "*das*". Therefore, the word "to the hotel" in German becomes "*zum Hotel*".

We have a lot of drei, vier, (for) fünf.

**We haben fünf Bilder.*

(We have five pictures.)

PG wanted to say the word "*fünf*". However, he mispronounced it as "*für*". The word "*für*" is "for" in Indonesian.

Ich habe eine Frage für die alle.

**I have a question for you.*

(I have a question for everyone.)

The first sentence is not commonly delivered by native speakers. Instead of using the article "*die*", PG can replace it with the preposition "*an*". That's because the phrase "*eine Frage an*" cannot be separated.

Make it vielleicht in einem Satz!

**Machen Sie einen Satz!*

(Make one sentence!)

In general, the first sentence is not used in German. PG adds the preposition "*in*" in the sentence and causes changes in other language forms. The noun "*Satz*" has the nominative masculine indefinite article form "*einer*". Since the preposition "*in*" is followed by the dative case, it changes to "*einem*". In the second sentence, the nominative masculine indefinite article form "*einer*" becomes the accusative masculine indefinite article form "*einen*". That's because the verb "*machen*" is followed by the accusative case.

Ich gebe euch einen Beispeil.

**Ich gebe euch ein Beispeil.*

(I'll give you an example.)

The first sentence is incorrect in terms of language form. The verb "*geben*" is followed by two different cases, dative and accusative. Both cases apply to the object after the verb "*geben*". The dative refers to human objects, while the accusative refers to objects of things or other than humans. The object subject to the dative case is "*euch*". The object subject to the accusative case is "*ein Beispeil*". The noun "*Beispiel*" is followed by the neuter indefinite article. In the accusative

case, the article does not change except for the masculine indefinite or definite article.

Ich mochte. . .
**Ich möchte . . .*
(I want to...)

Both words come from the verb *mögen*. *Mochte* is used for past events. Whereas *möchte* is used to express non-reality. The use of either word affects the meaning. Since this context is a supposition, *möchte* is more appropriate.

Ich möchte eine Wohnung in der Stadt, weil nicht laut ist.

**I would like to live in a house in a Dorf, because there is no sea.*

**I would like to live in a house in a Dorf, weil es ruhig ist.*

(I want to have a house in a village because it's quiet.)

The first sentence has a contradiction between the parent sentence and the subordinate sentence. The parent sentence states that it wants to own a house in the city. Then, the subordinate sentence says the reason is because the atmosphere is calm. If you live in the city, the atmosphere you get is crowded. Plus the subordinate clause doesn't have a subject. Though "*ist*" needs to be followed by a subject pronoun person or thing.

Warum das?
**Warum?*
(Why?)

In general, the first sentence form is not common and does not exist in German. It is also not naturally spoken. The second interrogative sentence is more commonly used by native speakers.

Vielleicht hat er ein Problem?

**Hat er vielleicht ein Problem?*

(Does she perhaps have a problem?)

**Hat er ein Problem?*

(Does he have a problem?)

The first sentence is not naturally pronounced. Also, the word "*vielleicht*" is not placed at the front of the sentence. It is usually placed after the verb. Therefore, PG can change it to the second or third sentence.

Welche Bild passt zu?

**Welches Bild passt zu?*

(Which picture is appropriate?)

PG did not add the suffix -s to the word "*welche*". The reason is that the word "*Bild*" is followed by the neutral definite article "*das*". One form of grammar in German is declination. The rule states the need to declinate the word in front of the noun. Declination for the neuter article is adding the suffix -s. Therefore, the word "*welche*" changes to "*welches*".

Error in composing written text (*miswriting*)

Overall, there were 6 errors found. The following is the description.

Ich möchte nach mit meiner Familie Berlin fahren.

** Ich möchte mit meiner Familie nach Berlin fahren.*

(I want to go to Berlin with my family.)

The first example sentence is incorrect in German grammar rules. The first sentence shows two prepositions, "nach" and "mit", next to each other. This is wrong because the preposition is always followed by a noun. The preposition "nach" is followed by a noun in the form of a city or country name. The preposition "mit" is always followed by a noun of a person or thing.

Ich würde nach Hamburg reisen und viele Essen kaufen.

**I would like to travel to Hamburg and buy a lot of Essen.*

(I want to travel to Hamburg and buy a lot of food.)

The first sentence is incorrect in its choice of the words "viel" and "viele". The word "viel" is used when the object cannot be counted. The word "viele" is used when the noun can be counted. The noun "Essen" cannot be counted. Thus, the word "viel" is more appropriate.

Wenn ich nach Deutschland reise, möchte ich nach Allianz Arena besuchen.

**When I travel to Deutschland, I would like to visit the Allianz Arena.*

(If I travel to Germany, I want to visit the Allianz Arena.)

The first sentence has an error in the choice of preposition. The preposition "nach" is used when the destination is a city or country. The destination in the sentence above is a famous soccer arena in Germany. Therefore, the preposition "nach" is not appropriate.

Herr Mair putzt das Auto.

**Herr Mair putzt sein Auto selbst.*

(Mr. Mair cleans his own car.)

The first sentence is not correct. PG did not follow the example sentences in the book. PG did not add the possessive pronoun for men, "sein". The correct sentence form is the second sentence.

Die Chefin in der Firma schreiben SMS.

**Die Chefin in der Firma schreibt ihre SMS und ihre längere E-Mails.*

(The boss at the company writes his own SMS and long e-mails.)

The first sentence is less precise as exemplified. PG doesn't add the possessive pronoun for women, "ihre". The second sentence is the correct example.

Sie lässt den Kollegen E-mails schreiben.

**Sie allows you to send SMS and long E-Mails.*

(He told his colleague to write his SMS and long electronic messages.)

The first sentence is incorrect in terms of the use of the definite article and lacks PG to complete the sentence. The verb "schreiben" is followed by the dative and accusative cases for the object. Human objects are subject to the dative case, while non-human objects are subject to the accusative case. Therefore, the second sentence is the most appropriate answer.

Learners

Coding errors when speaking (mispronunciations)

Overall, 14 errors were found. The following is the description.

PB3: Ordnen Sie zu.

(Put it together!)

The word "zu" is pronounced [ˈzu] by the learner. The correct pronunciation is [tsu:]. In German, the letter z can be read [ts] or [z] depending on the word.

PB2: Seit 2 Wochen unterwegs, schön viele nette Leute kennengelernt.

**At 2 Wochen unterwegs, schon viele nette Leute kennengelernt.*

(Since I've been on the road for two weeks, I've met a lot of good people.)

The learner pronounces the word "schon" like the word "schön". Note that the o-word above has an umlaut (colon above the letter). According to IPA, the word *schon* is pronounced [ʃo:n]. Whereas the word *schön* is [ʃø:n]. The two words also have different meanings. The word "schon" means already, and the word "schön" means beautiful.

*PB1: Der Wind ist **super**!*

(The wind is cool!)

The learner mispronounces the word "super" in German. Although it has the exact same form, the word "super" is not pronounced like the English word "super". The IPA form of the English word "super" is ['sju:pə(r)]. Whereas the German word "super" is pronounced ['zu:pə].

*PB3: Erholsam viel Ruhe und tolle Landschaft, but we **langweilen** uns auch ein bisschen - den ganzen Tag auf einem Boot . . .*

(Lots of tranquility and beautiful scenery, but we were a little bored - a whole day on the boat. . .)

The learner pronounces the word "langweilen" incorrectly. The word "langweilen" is pronounced ['laŋweilən]. The word should be pronounced ['laŋvailən]. One of the rules in German is to read the word "ei" as "ai". In addition, the letter w is also pronounced like the letter v.

*PB1: Wahnsinnig kalt, aber **ein** tolles Erlebnis!*

(Incredibly cold, but a cool experience!)

The word "ein" is read incorrectly. It is said out loud [ein] by the learner. It should be pronounced [ain]. The rules in German state that the word "ei" is pronounced "ai".

*PB1: Wer spricht **über** welche Reise?*

PB1: Wer spricht **über welche Reise?*

(Who is talking about which trip?)

The word "über" is said out loud [uber] by the learner. It should be noted that the letter u has an umlaut (colon above the letter). The word should be pronounced ['y:bər].

*PB2: Sie **wollten** nicht planen, sondern einfach sehen, was passiert.*

PB2: Sie **wollen nicht planen, sondern einfach sehen, was passiert.*

(You won't be planning, you'll be doing it right away.)

The word "wollten" should read "wollen". That's because the textbook writes "wollen" instead of "wollten". Both words have the same meaning but are used in different tenses. The word "wollen" is the present tense (*präsens*). The word "wollten" is past tense (*präteritum*).

*PB1: Reisen **finden** Sie anstrengend.*

(You think that traveling is tiring.)

The word *finden* is pronounced ['faɪndən] by the learner. The correct pronunciation is ['fɪndən]. There are no two letters "e" and "i" in the word *finden*. The learner read the word *finden* incorrectly twice in one story.

*PB3: Sie suchen immer neue **Urlaubsziele**.*

(You're always looking for new vacation destinations.)

The word *Urlaubsziele* is read by the learner as [ˈu:r,laupstsisəl]. The word is a combination of two independent words. The first word is *Urlaub* with IPA [ˈu:r,laup] which means working holiday. Then, the second word is the word *Ziele* with IPA [tsi:lə]. The word *Ziele* is the plural form of the word *Ziel* which means goal. The correct pronunciation of *Urlaubsziele* is [ˈu:r,laupstsi:lə].

*PB3: Schöne **Freienhäuser** oder Hotels bekommt man eben nur, wenn man sie rechtzeitig bucht.*

**PB3: Schöne Ferryenhäuser oder Hotels bekommt man eben nur, wenn man sie rechtzeitig bucht.*

(One can only get a good vacation home or hotel if one books a room on time.)

The word "*Ferienhäuser*" is read as "*Freienhäuser*" by the learner. The word "*frei*" means free. The word is far different from the word "*Ferien*" which means vacation. In addition, the learners also read the word "*rechzeitig*" incorrectly. The letter z is read [ˈz] not [ts].

*PB1: In Hotel Alpenblick costs **580 Euro** pro Person/Woche. In Hotel "Zur Sonne" costs 890 Euro.*

The learner pronounced the number 580 incorrectly. He says "*fünfhundredachten*" where the hundreds are pronounced "*hundred*" like in English. The word "*hundred*" has IPA [ˈhʌndrɪəd]. In contrast to German, the number hundreds is read "*hundert*" along with the IPA [ˈhʊndɐt]. The correct writing is to combine the number 5 or "*fünf*" and "*hundert*" into "*fünfhundert*".

Plus, the number 80 is pronounced "*achten*". There is no -ten suffix for numbers in German. The correct ending is -zig. So, the number 80 is read between the combination of the number 8 or "*acht*" with the tens suffix "-zig" to become "*achtzig*".

*PB1: Lassen Sie sich im **Restaurant** von unseren Top-Köchen und dem perfekten Service **verwöhnen**.*

(Let our top chefs and impeccable service spoil you at the restaurant.)

The learner says "*Restaurant*" like the English pronunciation. The IPA of the word is [ˈrɛs.t(ə).ɪənt]. The word "*Restaurant*" should be pronounced like the French pronunciation, which is [ʁɛs.tɔ.ʁɑ̃]. In addition, German adopts nouns with pronunciations that follow the language of origin.

Not only that, learners are also incorrect in reading the word "*verwöhnen*". The letter h in the word does not need to be read according to German rules. The IPA is [fɛɐ̯ˈvø:nən]. The rule of reading the letter h also applies to words other than "*verwöhnen*".

*PB3: Use our **24-Student-Service**: Sie ruhen sich aus und lassen z.B. Ihre Hemden reinigen und bügeln!*

The learner pronounced the number 24 as "*zwanzig*". The correct pronunciation is "*vierundzwanzig*".

Coding errors when writing (misspellings)

Overall, 1 error was found. The following is the explanation.

*PB1: Ich **mochte zum** Berlin gehen.*

**Ich möchte nach Berlin gehen.*

(I want to go to Berlin.)

The two words have different punctuation and context. "Mochte" is used for past events. While "möchte" is used to express non-reality. Errors in writing result in misunderstanding for someone who reads it. Also, the preposition "nach" is not appropriate, but the preposition "zum".

Decoding errors in listening (misperceptions)

Overall, 1 error was found. The following is the explanation.

PB2: Eine Wochen.

**Eine Woche.*

Learners mishear nouns in German. This happened when listening to a conversation in German. Instead of saying "Woche", he added the letter -n behind the word "Woche".

Decoding errors in reading (miscues)

Overall, there were 7 errors found. The following is the description.

PB1: Salt.

**PB1: Kalt.*

(cold.)

The learner says the word "kalt" is salty. The correct meaning is cold. The learner remembers the word "salt" in English which means salty. Then, the German expression for salty is "salzig".

Aber man braucht unbedingt einen Schutz gegen . . .

PB2: But man needs unbedingt einen Schutz gegen Insekten-Schutz.

**Aber man braucht unbedingt einen Schutz gegen Insekten.*

(People certainly need to need protection against insects.)

The learner needs to fill in the gaps in the sentence. Unfortunately, the learner doesn't understand the content of the sentence. The question was about protection against something. He answered "Insekten-Schutz" or insect protection cream. The answer is not coherent with the question. The correct answer is "Insekten".

Ich gebe immer einen . . . auf die Haut.

PB2: Ich gebe immer einen Netz auf die Haut.

**Ich gebe immer einen Insekten-Schutz auf die Haut.*

(I always smear my skin with insect protection cream.)

The learner needs to fill in the gaps in the sentence. Unfortunately, the learner doesn't understand the content of the sentence. Therefore, he answers "Netz". In terms of grammar, the word before the gaps is a masculine indefinite article. "Netz" is followed by the indefinite article "ein", not "einen". Therefore, the answer "Insekten-Schutz" is more appropriate because it is followed by the masculine indefinite article "einen".

In terms of meaning, the question and answer are incoherent. The question asked about something given to the skin. The learner answered "Netz" which means net. The correct answer is "Insekten-Schutz".

Aber noch besser ist ein . . . vor dem Eingang ins Zelt.

PB3: Aber noch besser ist ein giftig vor dem Eingang ins Zelt.

**Better still is ein Netz vor dem Eingang ins Zelt.*

(But it would be better to install symptoms at the entrance of the tent.)

The learner needs to fill in the gaps in the sentence. Unfortunately, the learner doesn't understand the content of the sentence. Therefore, he answers "giftig". In terms of grammar, the word before the gaps is a neuter indefinite article. The word "giftig" is an adjective, not a noun. Nouns in German are always followed by a definite or indefinite article. Therefore, the correct answer is "Netz" because it is followed by the neutral indefinite article "das".

In terms of meaning, the question and answer are incoherent. The question asked about putting something in the entrance of the tent. The learner answered "giftig" which means poison. So, the appropriate answer is "Netz".

Und dann noch in einer Disko . . .

*PB2: Und dann noch in einer Disko **verrückt**.*

**Und dann noch in einer Disko tanzen.*

(And then dance at a disco.)

The learner needs to fill in the gaps in the sentence. Unfortunately, the learner doesn't understand the content of the sentence. Therefore, he answered "verrückt". The word "verrückt" itself means crazy or cool depending on the context. It is not related to disco. So, the correct answer is "tanzen" which means dancing.

*PB1: Do you have any other **angebote**?*

(Do you still have other offers?)

The learner interprets "Angebote" as ordering. "Angebote" is a noun and not a verb. The verb to order in German is "buchen".

In addition, verbs and nouns in German differ in the use of capital letters. Nouns are always capitalized in the first letter. The initial letter is still capitalized even if the noun is in any position. Whereas verbs are not capitalized at all.

PB2: Do you want to make some extra money? Let us help you - we have plenty of tips for you! You can also organize complete tours with us!

The learner interprets the word "Ausflüge" as flying. He was fooled by the word "-flüge" like the verb "fliegen" which means to fly. "Ausflüge" is not a verb, but a noun. Its meaning is tour.

Errors in composing written text (miswriting).

Overall, there were 5 errors found. The following is the description.

*PB3: Wenn ich nach Deutschland reise, möchte ich **in der** Allianz Arena **Fußball** **sehen**.*

**When I travel to Deutschland, I want to visit the Allianz Arena.*

(If I travel to Germany, I want to visit the Allianz Arena.)

The first sentence is not correct. The preposition "in" should not be used. Then, Allianz arena is a soccer arena. So, learners don't need to add the word "Fußball". The word "sehen" is also not appropriate if the context is visiting a place. That's because the meaning is to see. The word "besuchen" is more appropriate.

*PB2: Aber er **lassen** seine Haare schneiden.*

**Aber er lässt seine Haare schneiden.*

(But he let his hair be cut.)

The learner incorrectly determines the conjugation of the verb "lassen" for the subject "er" or he is male. The correct conjugation is "lässt". The change is in the letter a to a umlaut (colon above the letter) and the suffix -en to -t.

PB1: Herr Mair lass man das Auto reparieren.

**Herr Mair lässt sein Auto reparieren.*

The learner incorrectly determines the conjugation of the verb "lassen" for the subject "er" or he is male. The correct conjugation is "lässt". The change is in the letter a to a umlaut (colon above the letter) and the suffix -en to -t.

The word "das" should be changed to a male pronoun. The German form of the pronoun is "sein". In addition, there is no need to add the word "man" because there are no instructions.

PB3: We have organized a program for Freitag.

**We will organize a program for Freitag.*

The learner made a mistake in constructing the sentence. That's because the verb "organisieren" should be placed at the back according to German grammar rules. The verb is placed last because of the verb "lassen" in the second position.

PB1: Wir lass am Samstag im Beauty-Salon verwöhnen.

**Wir lassen uns am Samstag im Beauty-Salon verwöhnen*

The learner incorrectly determines the conjugation of the verb "lassen" for the subject "wir" or we/us. The correct conjugation is "lassen". It does not change form.

In addition, the verb "verwöhnen" is followed by the word "uns". They are one in the same with the original form "sich verwöhnen". It is a reflexive verb. Therefore, the word "sich" changes to "uns" because the reflexive form of the subject "wir" is "uns".

Error in understanding written text (misreading).

Overall, there were 2 errors found. The following is the explanation.

2 Wochen unterwegs, schon viele nette Leute kennengelernt.

PB2: When I was on the road for two weeks, I got to know a lot of people.

**(Since being on the road for two weeks, I've met many good people.)*

The learner misinterprets everything. He still understands the sentence in bits and pieces. He has not interpreted it as a whole. That's because his linguistic understanding is still lacking.

Wir sind den ganzen Tag auf dem Wasser!

PB1: Our whole day was in the water.

**(We were in the water all day.)*

The learner misinterprets everything. He still understands the sentence in bits and pieces. He has not interpreted it as a whole. That's because his linguistic understanding is still lacking.

Error in formulating oral discourse (misrepresenting)

Overall, 1 error was found. The following is the explanation.

PB2: Ich möchte eine Reise buchen. Can you help me?

(I want to book a trip. Can you give me a recommendation?)

PB1: How long do you want to go?

(How long do you want to travel?)

PB2: Um vielleicht zwei Tag.

**Zwei Tage.*
(two days.)

*PB1: Were you already in **Berlin**?*

(Have you ever been to Berlin?)

*PB2: Nein. Ich **gehe** noch nicht in **Berlin**.*

**No. Ich fliege noch nicht in Süddeutschland.*

(No. I have never been to Southern Germany.)

**No. Ich fahre noch nicht in Süddeutschland.*

(Not yet. I have never gone (by road) to Southern Germany.)

*PB1: We have a great selection. **Ersten** in Hotel "Alpenblick" in den Bergen. **Zwei** in Hotel "Zur Sonne", very nice, am See.*

**We have a great selection. Ersten ist Hotel "Alpenblick" in den Bergen. Zweitens ist Hotel "Zur Sonne". Das ist sehr groß und liegt am See.*

(We have a good offer. First, Hotel "Alpenblick" in the mountains. Second, the Hotel "Zur Sonne". It is very spacious and located by the sea.)

PB2: Was kostet die Reise?

(How much is it?)

*PB1: In Hotel Alpenblick **costs 580** Euro pro Person/Woche. In Hotel "Zur Sonne" **costs 890** Euro.*

**In Hotel Alpenblick costs 580 Euro pro Person/Woche. In Hotel "Zur Sonne" costs 890 Euro.*

(It's 580 euros per person and per week at Hotel "Alpenblick". Then, it's 890 Euros at Hotel "Zur Sonne").

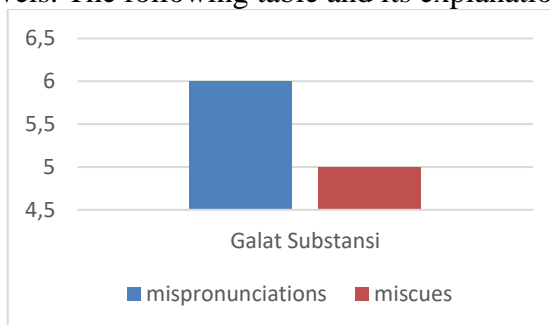
*PB2: Dann würde ich die Reise nach **Berlin** in Hotel "Alpenblick" nehmen.*

(Then I will take a trip to Southern Germany by booking Hotel "Alpenblick".)

In the conversation above, the learners followed the example in the book. However, both of them still had difficulty producing words independently. Then, the purpose of the conversation changed in the middle of the conversation. The main purpose of this conversation was to take a vacation to Southern Germany. On the way, the destination changed to Berlin. Berlin is located in East Germany, not South Germany.

Teacher error rate

Based on the above findings, the error levels that appear in PG are substance and textual error levels. The following table and its explanation.



Total Error of PG Substance

In the table above, coding errors in speaking (*mispronunciations*) outperformed decoding errors in reading (*miscues*). Deficiencies in pronunciation are

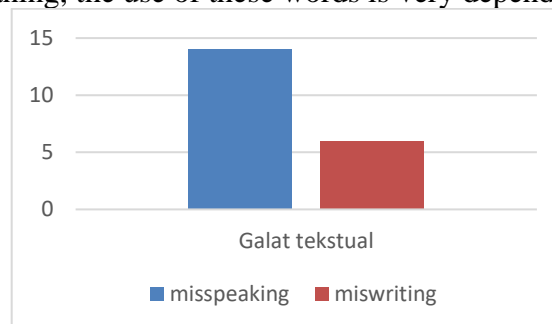
encountered when PG pronounces special letters in German, slips of the tongue, and omissions of letters.

In German, there are 4 additional letters, namely ä, ö, ü, and ß. The letter ä is pronounced "ae", ö is pronounced "oe", ü is pronounced "ue", and ß is "ss". The Indonesian tongue has difficulty pronouncing the letters ä, ö, and ü because they do not exist in the Indonesian language.

PG also experienced some slips of the tongue on a few words. Slips of the tongue occur when the speech uttered by a person is different from the form of speech that is intended to be achieved. (Gil, 2019). Whereas pronunciation is the first and foremost thing in conversation. Knowing grammar and vocabulary is as important as pronunciation. A person who is good at understanding and composing words will be useless if he does not pronounce them correctly. If the speaker has poor pronunciation, there will be distortion in the communication process. (Astuti et al., 2021).

PG also performs letter omission. The omission of letters can be done intentionally or unintentionally. Either way, the omission of one letter can change the meaning of a word or sentence.

In the section on decoding errors in reading (*miscues*), PGs tend to generalize two words into one meaning. Although if translated into Indonesian it would have the same meaning, the use of these words is very dependent on the context.



Total PG Textual Error

Based on the table above, the textual errors that appear are errors in composing spoken text (*misspeaking*) and errors in composing written text (*miswriting*).

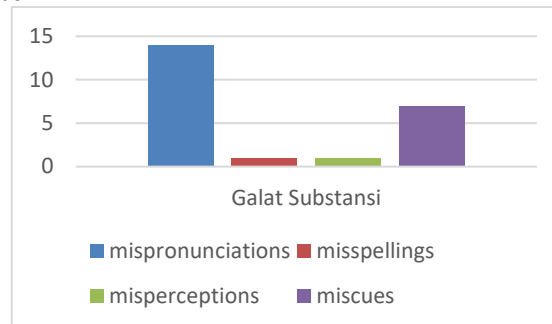
Errors found in composing oral texts include misplacement of words, overuse of the word "*vielleicht*" (maybe), use of singular and plural nouns, and contradictions between sentences.

German has strict grammar rules. One of the main rules is that the second position in a sentence must be a verb. Unfortunately, PGs often forget to apply these rules. Some of the sentences expressed seemed to follow the grammatical structure of Indonesian. PG unconsciously applies *interlanguage* in constructing sentences in German. According to Selinker, *interlanguage* is an error caused by the influence of the first language in producing a second or foreign language. (Lightbown and Spada, 2013, in Puspita, 2019)..

PGs sometimes forget the singular and plural forms of a noun. This is because the plural form of each noun in German has a variety of forms. In addition, PG tends to construct sentences quite verbose. Some unimportant words are

included in constructing sentences, such as *vielleicht*. PG also constructs counter sentences. Although it only appears once, it can be fatal for learners' understanding.

Learner error rate

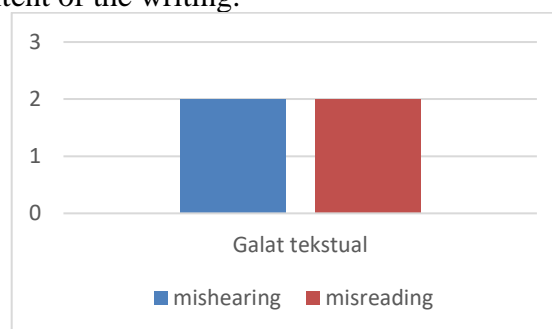


Total Error of PB Substance

The table above shows four types of substance errors, namely, coding errors in speaking (*mispronunciations*), coding errors in writing (*misspellings*), decoding errors in listening (*misperceptions*) and decoding errors in reading (*miscues*).

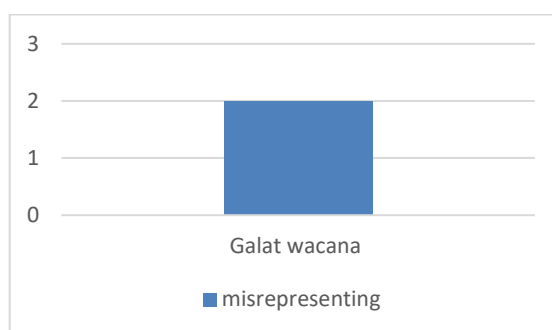
In the *mispronunciations* section, learners have difficulty pronouncing the letters z, ö, s, ü, the combination of two nouns into one noun, the mention of "ei", and words from languages outside German. The letters z and s are sometimes almost the same. "ei" is not pronounced as it is written, but "ai". German often combines two different nouns into one new noun. Unfortunately, these combinations can be more than two words and can be confusing for learners, because the Indonesian language does not use this form of language. Later, German took on other foreign languages that became common in Germany, such as French. The way it is read and written is exactly like the language of origin.

In the *misspellings* section, learners have difficulty in determining conjugations and prepositions. In the *misperceptions* section, learners mishear noun forms. In the *miscues* section, learners sometimes mix their knowledge of other foreign languages, such as English, with German. The rest of the time, the learners do not understand the content of the writing.



Total Textual Error of PB

According to the table above, there are two types of learner textual errors: errors in understanding spoken text (*mishearing*), and errors in understanding written text (*misreading*). Although only a few are found, they will affect the understanding of dialog and written texts.



Total Error of PB Discourse

At the discourse error level, only errors in formulating spoken discourse (*misrepresenting*) were found. Teachers in language classrooms around the world have difficulty in encouraging their learners to speak the target language (Yashima et al., 2018). (Yashima et al., 2018).. Learners are quite difficult in producing conversational sentences even though they have been helped with examples of sentences in the book. Several times the teacher needs to direct the learners to construct good and correct sentences.

CONCLUSION

Teachers and learners need to hone their knowledge of German. The skill that needs to be honed a lot is speaking. Pronunciation needs to be improved because it is the main element in interpersonal interaction. (Nurullayevna, 2020). Then, both parties need to increase oral practice. However, teachers need to improve their skills better than learners. That is because the communication activities carried out in the classroom by the teacher provide information transmission to the learners (Peng Hong Li, 2011, in Sutiyatno, 2018).

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