AN ERROR ANALYSIS ON BROADCASTING STUDENTS' MID-TERM TEST OF AKRB YOGYAKARTA

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Abstract: This paper aims at analyzing errors made by the fourth semester students of Radya Binatama Communication Academy Yogyakarta. Analyzing students' errors is necessary so that teachers can plan their suitable methods for the students hoping that the errors can be minimized significantly. The data were taken from 33 students attending English 1 Mid-Term Test of the Academic Year 2022/2023. One of the instructions in the test was to write about their unforgettable experience (recount text). This research used descriptive qualitative method. The data analysis technique used four steps: identifying, classifying, describing, and calculating. The errors were classified into two sources of error: interlingual and intralingual errors. Then, the errors were described into four types: misordering, addition, omission and misformation. The result showed from the total 178 errors, the most frequent source of errors was intralingual error: 139 errors (78,09%), interlingual error: 39 (21,91%). Based on the types of errors, misordering occurred 14 times (7,87%), addition 25 times (14,04%), omission 45 times (25,29%) and misformation 94 times (52,80%). These facts can be essentially used by the teacher to focus on what should be revised to improve the quality of teaching and learning significantly.

INTRODUCTION

As a foreign language, English is considered vital in Indonesia for some reasons. First, English is used for global communication in politics, business, science, technology, and education. To maintain international relationship in science, technology, business, education, travel, tourism, etc, English is as the global language.[1] Proficiency in English

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[1] Parupalli Srinivas Rao, (2019), THE ROLE OF ENGLISH AS A GLOBAL LANGUAGE, *Cosmos, Directory of Research Journal Indexing (DRJI) & Cosmos. Oray's Publications Impact Factor: 4.845(SJIF)*, *Www.Rjoe.Org.in An International Peer-Reviewed English Journal*, vol. 4, www.rjoe.org.in.

allows Indonesians to communicate effectively on a global scale, fostering international trade, collaboration, and cultural exchange. Second, in education, English is often the medium of instruction in higher education, especially in fields such as science, technology, engineering, mathematics, etc. Proficiency in English is important for accessing academic resources, participating in global research collaborations, and pursuing advanced studies abroad, and many others. It can be said that English proficiency influences social interaction. [2]

The process of acquiring English is not as easy as some people imagine. It is because Indonesia and English have different rules in grammar. It also happened in the mid-term test of Radya Binatama Communication Academy (AKRB) fourth semester students. In AKRB, English is taught in semester IV (English 1 subject) and in semester V (English 2 subject). In English 1, the students learn Simple Sentences with 3 Tenses (Simple Present, Simple Past and Simple Future Tense); while in English 2, they study Compound Sentence and Complex Sentence combining grammar and speaking skills. The class contain heterogenous ability of English among the students.

By knowing the fact, the researchers were curious to know the students' ability of English. However, the researchers analyzed the students' errors in their mid-term test from number 2 from the total 4 numbers in which the students had to write their unforgettable experience (recount text). Hopefully from this research, teachers and lecturers will take some points to evaluate and to improve the quality of the teaching and learning English.

LITERATURE REVIEW
a. Error Analysis

According to Yang (2010: 266), error analysis is "a process of specifying the incidence, nature, causes, and consequences of failed language mastery". Error Analysis (EA) gives data and results in actual problems and not on hypothetical ones (Sridhar, 1975). EA has advised a new way of observing errors; they are no longer seen as 'sins' but as a way of making learning significant (Sridhar, 1975). [3]

Since error are used to measure learners' language performance, EFL learners admited that errors cannot be avoided. This problem is found in student writing and is still an attention on the body of knowledge in research on EFL learners. According to Reid (1993) error from these learners are "systematic and reasoned" (p. 35). Based on these problems, error analysis (EA) has become an essential part in EFL teaching and learning which can examine actual language performance of learners as part of contrastive analysis (Heydari, and Bagheri 2012). [4]

b. Sources of Errors

Ellis (1997, p.17) explained that the difference between both terms was lying on the action that could be taken by a language user. Errors were something that cannot be

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[2] Maureen Snow Andrade, (2009), "The Effects of English Language Proficiency on Adjustment to University Life," *International Multilingual Research Journal* 3, no. 1: 16–34.

[3] Noria Ghezzou and Sofiane Mammeri, (2016), *INVESTIGATING INTRALINGUAL AND INTERLINGUAL ERRORS OF ALGERIAN MIDDLE SCHOOL EFL LEARNERS IN THEIR WRITTEN COMPOSITIONS: A CASE STUDY, The Buckingham Journal of Language and Linguistics*, vol. 9.

[4] Chittima Kaweera, (2013), "Writing Error: A Review of Interlingual and Intralingual Interference in EFL Context," *English Language Teaching* 6, no. 7: 9–18.

self-corrected by an EFL learner while mistakes could. Therefore, errors made by EFL learners could reflect their current level of English knowledge regarding grammatical rules. [5]

There are two sources of errors, those are interlingual and intralingual errors. Corder (1981) stated that interlingual error is the error when learners' native language interferes with the patterns, systems, or rules of the target language. Richards (1974) mentioned that intralingual error is the error when learners don't have sufficient knowledge of the target language.

The examples of interlingual error are as follows: [6]

"The handphone of Erick" instead of "Erick' handphone".

"Jeane very smart" instead of "Jeane is very smart".

The examples of intralingual error are as follows:

"He is go home early."

"Does she can dance?"

"She is hate English."

The two kinds of error usually occur in learners learning phase because they study a foreign language and, in this case, writing is a complicated process. As a consequent, errors happened during their study. [7]

Hasyim (2002) explained that errors are beneficial for teachers as well as students. Errors give information to teachers about the students' errors. From this, teachers get three advantages such as correcting the errors, improving the teaching and focusing on the part which needs to be improved. Coder mentioned that learners' errors' analysis gives deeper knowledge into the students' nature of learning system. [8]

c. **Types of Errors**

Dulay et al. (1982) in surface strategy taxonomy [9] stated that four types of error are explained as below:

a) Omission

Omission is an error of leaving out an item needed by an utterance to be grammatically correct.

Example:

"His name Daffa". *(incorrect)

[5] Nurpita Sari, Fatchul Mu'in, and Moh Yamin, (2019), *An Analysis Of Intralingual Grammatical Errors Made Efl Students*, *Lingua Educatia Journal*, vol. 1.

[6] Resazia Angguni, (2020), *INTERLINGUAL AND INTRALINGUAL ERRORS OF WRITING DESCRIPTIVE TEXT MADE BY THIRD SEMESTER STUDENTS OF ENGLISH EDUCATION DEPARTMENT SARJANAWIYATA TAMANSISWA UNIVERSITY YOGYAKARTA*, *Journal of English Language and Language Teaching (JELLT)*, vol. 4.

[7] Nur Raissah and Zulfadli A Aziz, (2020), *AN INVESTIGATION OF INTERLINGUAL AND INTRALINGUAL INTERFERENCE FOUND IN ENGLISH AS A FOREIGN LANGUAGE (EFL) STUDENTS' COMPOSITION OF RECOUNT TEXT*.

[8] Ahmed Khider Othman, (2017), "An Investigation of Interlingual and Intralingual Errors in Written Composition by Saudi EFL Students at the University of Tabuk," *British Journal of Humanities and Social Sciences* 18, no. 2.

[9] Vicente S Esmalde, (2018), "Licensed Under Creative Commons Attribution CC BY Surface Strategy Taxonomy in Error Analysis: Basis for Grammatical Competence Enhancement Program (GCEP) *International Journal of Science and Research* 9, https://www.researchgate.net/publication/365854011.

"His name is Daffa". (correct)
The sentence ommits to be "is" that should be put after "name".
b) Addition
Addition is an error by adding wrong element in an utterance.
Example:
"We will to take a picture". * (incorrect)
"We will take a picture". (correct)
The verb used must verb 1 after modal without "to".
c) Misformation
Misformation is an error of using one grammatical form that substitutes another grammatical form.
Example:
Regular past: They sleeped tight last night. The verb must use V2 "slept"
d) Misordering
Misordering is an error of placing the words in the wrong order.
Example:
"Dita is the child second from three siblings." * (Incorrect)
"Dita is the second child from three siblings." (Correct)
The sentence has the wrong order of the noun "child second". It must be "second child".

RESEARCH METHOD

The research implemented a descriptive qualitative method. Qualitative research is intended to explore and know the meaning of individual or group sources of social or human problems. According to Creswell (2009), qualitative research is aimed to dig and understand the meaning of individuals or group to a social or human problem. [10]

This research applied a content analysis in which it is a type of qualitative method. Content analysis is research that has a deep discussion of the contents of a written or printed information in the mass media (Rukminingsih, Adnan, & Latief, 2020). This analysis is used to analyze all forms of communication, whether newspapers, radio news, television advertisements, or other documentary materials. In this article the researchers used students' written test of English 1 of the Academic Year 2022/2023. The researchers analyzed the student's recount text by identifying, classifying, describing, and counting. The first step is identifying; the researchers identified all students' sentences which were wrong. The second step is classifying; in the case, they classified the errors based on the sources of errors. The third is describing; they described the errors based on the types of errors. And the last step is counting; they count the numbers of errors based on the sources and types of errors.

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[10] Creswell John W., J David Creswell. (2018). "Research Design" London: SAGE Publications Ltd.
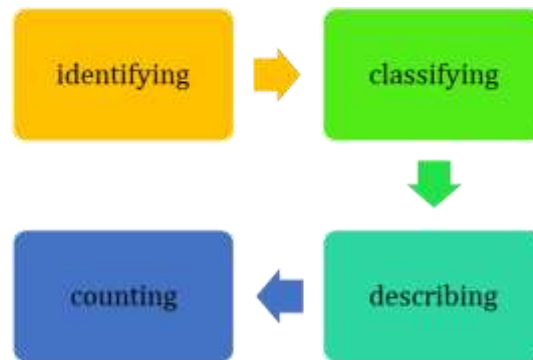
Picture 1. Steps in conducting the research

FINDINGS AND DISCUSSION

The research used table instruments. Researchers analyzed and counted the results and then categorize the results into two categories, namely sources of errors as it is shown in Table 1 and types of errors which is shown in Table 2. These two categories can be seen in the table below.

Sources of Error		
	Interlingual Error	Intralingual Error
Total of Errors 178	39	139
Percentage %	21,91%	78,09%

Table 1. Sources of Error

	Types of Error			
	addition	omission	misformation	misordering
Total of Errors 178	25	45	94	14
Percentage %	14,04%	25,29%	52,80%	7,87%

Table 2. Types of Error

From the data analysis above, the researchers counted the sources and types of errors according to the frequency and percentage of errors. The problems on the students' writing mostly appeared on their lack of understanding on the target language that was English, as a result, the number of intralingual errors was higher than interlingual errors. From the total 178 errors, intralingual errors occured 139 times (78,09%). It happened because their mother tongue structures are simpler than English. This mother tongue's structure influenced their English language. It caused the interlingual errors happened 39 times

(21,91%). Qonsequently they tended to translate word by word without inserting the structure of the target language correctly. They had difficulty in the word order and tenses used in their recount text writing. The following is some examples of the types of errors made by students of AKRB Yogyakarta:

1. Addition
   This is the third highest frequency of errors. The students had 25 (14,04%) errors. It occured since the students added unnecessary things in the sentence that should not present in a well-formed sentence. For instance:
   Blood <u>was</u>(*) get out from my body. The to be "was" should not appear in the sentence because "get out" is already verb, and it should be Verb II as it is about personal experience.
   The correct sentence: Blood got out from my body.

2. Omission
   This is the second highest frequency of errors. The students had 45 (25,29%) errors. It appeared as the students omitted an item which should exist in a well-formed sentence. For instance:
   I <u>watching</u>(*) this match on my tv. After subject "I" must be followed by to be "was" as it refers to Past Continuous Tense.
   The correct sentence: I was watching this match on my tv.

3. Misformation
   It is the highest frequency of errors. The students made 94 (52,80%) errors. It occured as the students used wrong form of the structure. For instance:
   Real Madrid <u>meet</u>(*) Livelpool in the Final UCL in 2022 in Paris, France. The verb "meet" must be changed into "met" (Verb II) because it has time signal in the past (in 2020).
   The correct sentence: Real Madrid met Livelpool in the Final UCL in 2022 in Paris, France.

4. Misordering
   It is the lowest frequency of errors. The students made 14 (7,87%) errors. It appeared as the students put the incorrect position of words in the sentence. For instance: I tried <u>scene fighting</u> (*). The noun phrase in English should be put in pre-modifier + principal noun. So it is not "scene fighting" but it must be "fighting scene"
   The correct sentence: I tried fighting scene.

CONCLUSION

Analyzing students' errors is essential in order that teachers can plan their suitable methods for the students. By doing this, it is expected that later, the errors can be decreased effectively. To conduct this research, the data were taken from 33 students who did English 1 Mid-Term Test of the Academic Year 2022/2023. One instruction in the test was that the students had to write their unforgettable experience (recount text). This research used descriptive qualitative method. The data analysis technique implemented four steps, namely identifying, classifying, describing, and calculating. The errors were identified and then classified into two sources of error: interlingual and intralingual errors. Afterwards,

the errors were described into four types: misordering, addition, omission and misformation. The result showed from the total 178 errors, the most frequent source of errors was intralingual error: 139 errors (78,09%), interlingual error: 39 (21,91%). Based on the types of errors, misordering occurred 14 times (7,87%), addition 25 times (14,04%), omission 45 times (25,29%) and misformation 94 times (52,80%). These facts can lead the lecturer to focus on what should be evaluated to improve the teaching and learning quality in the future.

ACKNOWLEDGEMENTS

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