

## ERROR ANALYSIS OF NON-ENGLISH STUDENTS IN ENGLISH PRESENTATION: ITS EVIDENCE AND PERCEPTION

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### ABSTRACT

There is a demand for English as a Medium of Instruction (EMI) in education and a global trend. Nonetheless, possessing basic English proficiency does not guarantee that mistakes are made when utilizing the language in the classroom. The mistakes made by students during presentations is the main topic of this study. The purpose of this study was to (1) identify common grammatical faults made by students when giving presentations in English and (2) ascertain how students felt about utilizing the language. As a result, the study's research design was qualitative. Forty students enrolled in the Biology Education Study Program served as the subjects. They took part in answering the survey questions. The study's data consisted of four recorded video presentations that were posted on YouTube. Additionally, information about the pupils' grammatical mistakes was gathered and examined. The findings demonstrated that: (1) students were able to deliver presentations in English, although they made mistakes with word choice, tenses, and singular/plural noun usage; and (2) speaking in English caused anxiety. According to this study, pupils' basic English skills need to be strengthened through intense English lessons.

**Keywords:** english as medium of instruction, errors, feeling

### ABSTRAK

*Penggunaan bahasa Inggris sebagai bahasa pengantar dalam proses pembelajaran menjadi tren global dan tuntutan di sektor pendidikan. Namun, memiliki kemampuan dalam berbahasa Inggris bukan berarti tidak adanya kesalahan saat menggunakan dalam proses pembelajaran. Penelitian ini berfokus pada kesalahan siswa dalam menggunakan Bahasa Inggris saat presentasi. Penelitian ini bertujuan: (1) untuk mengetahui kesalahan tata bahasa umum terjadi ketika siswa melakukan presentasi dalam bahasa Inggris; dan (2) untuk mengetahui perasaan dalam menggunakan bahasa Inggris. Desain penelitian kualitatif digunakan dalam penelitian ini. 40 mahasiswa program studi pendidikan Biologi menjadi subjek penelitian. Mereka berpartisipasi untuk mengisi kuesioner. Empat rekaman video presentasi diunggah ke YouTube sebagai data penelitian. Data kesalahan tata bahasa siswa juga dikumpulkan dan dianalisis. Hasil penelitian menunjukkan bahwa: (1) siswa mampu melakukan presentasi dalam bahasa Inggris namun melakukan kesalahan dalam tenses, pemilihan kata, dan kata benda tunggal/jamak; (2) kecemasan terjadi ketika mereka berbicara bahasa Inggris. Penelitian ini menyiratkan bahwa siswa memerlukan kursus bahasa Inggris intensif untuk memperkuat bahasa Inggris dasar mereka.*

**Kata Kunci:** bahasa inggris sebagai bahasa pengantar, kesalahan, perasaan

### INTRODUCTION

English is a lingua franca, which is important in globalization. It is the language of globalization; by 2050, About half of people on Earth will speak English fluently (Qiong, 2004). It has changed institutions' goals to focus on global needs (Tight, 2021).

Institutions are fiercely competing with one another to raise their standards to a

worldwide standard (de Wit & Altbach, 2021). Institutions are fiercely competing with one another to raise their standards to a worldwide standard. It impacts institutions' policies to modify curricula to accelerate rankings, internationalization, and competition for international students among universities in the local and global

context (Alhalwaki & Hamdan, 2019; Zajda, 2018).

Curriculum modification is done by putting English as one of the compulsory subjects. It is learnt for the first-year students of non-English programs. In some cases, English is used by content teachers in delivering their material (Kewara & Prabjandee, 2018). In order for the education industry to remain a part of the global society, using English as a Medium of Instruction (EMI) is currently a global trend (Galloway et al., 2017; Ho & Ho, 2004; Rhodes, 2018). This trend makes Higher Education institutions (HEi) put English in the classroom practice, but it cannot be used fully in teaching-learning (Pramerta et al., 2023).

English is the primary medium of instruction for science and mathematics in Indonesian classrooms, where EMI first appeared (Simbolon et al., 2020). The EMI is incorporated into a private university's biology curriculum in Bali. In addition to taking general English classes for one semester, the students receive instruction in English for the course material. The content lecturers use EMI to distribute the course material. Plotting teachers are able to communicate in both written and spoken English. Among the most important aspects influencing the quality of EMI implementation is the ability to use English for academic purposes (Curdt-Christiansen et al., 2021; Ekoç, 2020; Margić & Vodopija-Krstanović, 2018).

In terms of applying EMI in the classroom, first-year students already possess general English proficiency. They had 71.43 (scale 0-100) as the mean score of the general English result. It is somewhat better than usual. They are expected to have knowledge, experience, and have taken a general English course in order to receive

the mean score. The overall English outcome, however, did not significantly anticipate the success of EMI (Curle et al., 2020). In addition, having general English ability does not mean that no error occurs during the use of English. Providing students with English application ability is important (Kexin, 2019).

Behaviorism is a factor in the learning process when it comes to the idea of teaching in English. According to Skinner, learning happens when people repeat behaviors and observe how people respond to various stimuli (Rashid, 2015). Behaviorists contend that imitation and habit development are the ways in which language is taught, and they hold that L1 interferes with L2 (Lightbown & Spada, 1999). Moreover, behaviourism was often linked to the Contrastive Analysis Hypothesis (CAH) (Rashid, 2015). The two proponents of the Contrastive Analysis Hypothesis, Lado (1957) and Weinreich (1953) articulate the main idea of their theory. It is expected that mistakes will happen in situations where the forms and patterns of the first and second languages diverge.

Taking the CAH into account, it is unable to foresee some of the challenges encountered when learning a second language (Ellis, 1985). Currently known as the strong version of CAH, it still makes incorrect predictions. As the opposite of the strong version, there is also a weak version of CAH. The weak version shows learners do and then attempts to account for errors based on Native Language and Target Language differences (Gass & Selinker, 2001). They contend that because of the drawbacks of the strong version of contrastive analysis, the weak version—which is incorporated into error analysis—has gained widespread acceptance.

According to error analysis, errors are not only something that should be removed but also have a significant impact on L2 acquisition (Corder, 1967, as cited in Gass & Selinker, 2001). It could offer proof of the learner's advancement in picking up a second language. They also clearly distinguish between mistakes and errors, stating that a mistake is a one-time slip of the tongue. When someone makes a mistake, they are able to admit it and fix it. An error, on the other hand, is often occurring and systematic. The speaker is unable to identify it and hence is unable to fix it.

Error analysis examines mistakes produced by language learners of second and foreign languages. Compared to Contrastive Analysis, which is limited to mother tongue-speaking contexts, it provides researchers with a greater number of plausible reasons for errors. Errors are classified as either intralingual or interlingual by error analysis. Whereas intralingual errors, also known as developmental errors, are connected to the target language, interlingual errors are tied to the mother tongue (Gass & Selinker, 2001). Error analysis, according to Brown (1980), is the process of identifying, evaluating, and categorizing deviations from the second language's norms. Therefore, mistake analysis is the process of locating, categorizing, and characterizing grammatical faults made by English speakers (Batu et al., 2018).

The study's focus, with regard to error analysis, was on students' accurate usage of grammar when speaking. Grammar is a system of rules for appropriate application. Its purpose is to determine what is right and improper based on actual usage. In the late 19th century, a viewpoint on descriptive grammar evolved. Grammar was defined as

a linguistic structure. It is a word arrangement system used in a particular language at a specific time period. Furthermore, there is an alternative perspective originating from transformational-generative grammarians. It views grammar as a sentence structure process.

From those understandings, there are two types of grammar: practical and theoretical. Practical grammar is a practical language structure that follows the linguistic structure, while theoretical grammar analysis structure is used in linguistic principle and approach (Valeika & Buitkienė, 2003). In this study, practical grammar is used as the focus of error analysis since students of non-English classes learn English in a practical context.

Non-English students were identified through a presentation. In a preliminary interview with some students, they stated that it is crucial to speak and use English in communication. They could understand English. But when it came to answering questions and expressing their opinions, occasionally they needed extra time to come up with the perfect answer. The difficulty was in the accuracy—that is, the grammatical element. It is crucial to detect common errors and associated feelings when using English, which is why this study is vital. This is carried out in an attempt to replace the EMI in the HEi.

## RESEARCH METHODS

The study used a qualitative research design. 40 students from Universitas Mahasaraswati Denpasar's Faculty of Teacher Training and Education's Biology Education study program took part in the research. They were chosen through a purposive sampling, which specifically focusing on the students who took general

English. Then, the Biology Education study program was selected because the Biology teachers used English to teach Biology as the medium of instruction.

A document analysis was the first step in gathering the data for this case study. It was predicated on the EMI implementation rule and semester course schedule. Additionally, a Google Forms-distributed questionnaire was used. The survey was modified from Levine's original draft (Levine, 2003). It consists of six items that represent the many facets of the feeling about teaching English as a foreign language in the classroom. The responses were logged using a Likert scale: 1 represents strongly disagree, 5 represents agree, 4 represents neutral, and 3 represents disagree. The results of the questionnaire and document were then verified through classroom observation. It was accomplished by watching the students' English-language presentations.

The observation was done with the four recorded video presentations uploaded on YouTube. The video can be watched through these links: <https://youtu.be/JQikm2pNpLg>, <https://youtu.be/EhfZq408H7g>, <https://youtu.be/D5OaUr7tLPc>, and <https://youtu.be/pTNwka27jss>.

Based on how the content of the regulations and semester course plan connected to the implementation of EMI for the non-English course, the document study was examined. Moreover, documentation in this research results from the 3-5-minute video recording of students' speaking performances. After recording, there was a transcription process that made researcher easier to analyze the data. The transcription process was done using a voice typing tool in Google Docs. Then, the questionnaire data regarding the experience of using

English was explained using the descriptive-quantitative data process. Following the counting of the data, a description was given to it.

## RESULTS AND DISCUSSION

Generally speaking, the students believed that the implementation of EMI was crucial in an effort to meet global demands and become a member of the global community. However, it showed challenges in using it. There were found errors in their English grammar. Errors in the form of incomplete sentences, tenses, and prepositional usage fall under this category. Table 1 provides more clarity on the kinds and quantity of mistakes made by pupils.

**Table 1. Students' Errors**

Types of Error	%
Error in the use of tenses	50
Error in word selection	30
Error in singular/plural	20

In the above table, grammatical errors are displayed together with their percentages: 50% of the total data, 30% of the word selection, and 20% of the data due to singular/plural errors. It is evident from Table 1 above that students still require assistance when it comes to utilizing English in the correct tenses. The students were less able to compose sentences in English. For example:

1. *for discussion divided into four.*

This sentence is ungrammatical. It is related to passive voice. It has to be "the discussion is divided into four sessions". The sentence is a translation of Indonesian into English. Students must be able to choose terms that fit the British society's cultural norms in order to convert the statement into English using the rules. This

is the issue that most pupils have. Online dictionaries must to offer details regarding appropriateness for different cultures. It appears to be challenging to find the appropriate equivalent. Moreover, the limitation of vocabulary is also one reason they cannot make sentences in full. For example:

2. *Good night miss, good night ladies and gentlemen.*

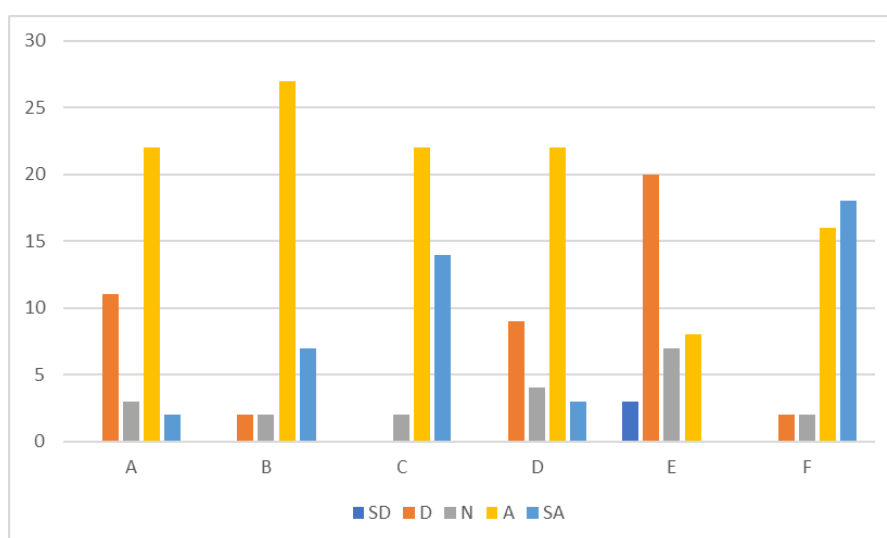
From the choice of word lens, it is a wrong choice to use "good night" to start a presentation. When a conversation comes to a close, "good night" is used to indicate "goodbye." Saying this is seen as a courteous way to terminate a conversation, and some people find it more appropriate than saying "goodbye." Word selection errors, also known as lexical field errors, happen when students are unable to select the correct Indonesian word equivalent. It demonstrates that even with English as the target language, pupils still require assistance choosing the appropriate words.

Additional grammatical problems, particularly when utilizing singular/plural, demonstrate that the students do not comprehend the numbers. This type occurs when the speaker does not put 's' or 'es' for plural words or phrases well and vice versa (Sari, 2018). It is related to singular and plural nouns in English. An example of a student's error was

3. *There are two types.*

Bahasa Indonesia, the mother tongue of the students, may be the cause of their difficulties with using the proper single and plural forms. Students' understanding of changing numbers has not been imparted.

Figure 1 shows the perceptions of the students regarding their feelings toward the usage of English as a Foreign Language in the classroom. Also, the five (5) categories that represent the degree of their perception are Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD).



**Figure 1. The Feeling about the Use of English as a Foreign Language in the Classroom**

Note

- A: the anxiety of using English
- B: the difficulty in English communication
- C: the challenge in using English
- D: the anxiety of speaking English during activities
- E: the laziness in using English while learning
- F: the difficulty in grammar

The final section of the survey inquires about the students' opinions regarding the use of English in the content course. The majority of the things have agree options indicated. In non-English courses, using English in class causes anxiety in students. If it is related to the result of video documentation, it is possible because of the lack of understanding in using English with correct grammar. It is in line with the F item in which it is stated that the difficulty in English is in the grammar aspect. It affects how well they can use English. It is evident from the item's greatest difficulty aspect result. Of these, 71.10% selected "agree," while 18.40% selected "strongly agree."

They both agree that using English can be challenging. The pupils find it difficult to use English because of this issue. When it presents a challenge, they could become nervous. One of the main causes of shyness among Indonesian students learning English as a second language is their concern about making grammatical errors. For many years, grammar has been a significant problem for Indonesian English language learners. This is probably a result of Indonesian English language instruction having long prioritized grammar (Daud et al., 2019).

On item five, there is an outstanding outcome, nevertheless. Of the respondents, 52.60% and 7.90% think negatively of statement five. If someone said they were lazy at communicating classroom activities in English, they would not agree. Laziness is not a crucial indicator because they argued that English is important for them and useful for their future and getting a job. Students who are lazy may have the intellectual capacity to succeed but never reach their full potential because they refuse to put in the effort necessary to reach their full potential (Ismail & Tini, 2020).

## CLOSING

### Conclusion

The effort of implementing EMI for non-English courses showed errors in their English learning. The Biology Education students produced errors and it occurred during the speaking activity. The results showed that the students could do presentations in English but still needed to make grammatical errors. The mistakes committed by the students show that they still need to learn English grammar standards, even though they tried to speak in English during the presentation. Then, they argued that they felt anxious when using English. This study can be a reflection on using English for the non-English course.

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