Intralingual and Interlingual Error in Acquisition of German Consonants

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Abstract. This research examines the factors behind the occurrence of the student errors in learning German. The method used is descriptive qualitative. The factors that cause errors are from the first formally studied language (L 1) and because of the complex rules of the language being studied (L 2). Two types of errors are found, namely Intralingual and Interlingual. The results obtained from the data analysis show that the combination of the phonemes e and r/er/ in the final sound is pronounced incorrectly. Likewise, the combination of the consonants sch, sp, st in the position as the initial sound and as the final sound pronounced not according to the applicable rules. Learners pronounce these sounds without heeding the applicable pronunciation rules.

Keywords: Intralingual error · Interlingual error

1 Introduction

The importance of foreign language knowledge and skills today is a must. There are different reasons a person learning a foreign language [1–3]. These reasons are: economic reasons, for example to get a better job, education, for example wanting to continue their education abroad, science, for example wanting to study engineering or medicine but must master a certain foreign language, or for social reasons. Whatever the reason stated is not important, but what needs to be considered is how to learn the foreign language faster or with less severe obstacles. If the obstacles/constraints/difficulties are too complex, sometimes various problems arise in learning the foreign language in question.

Many of the problems faced stem from the large differences in systems related to one another, namely sounds, phonemes, morphemes, words, phrases, clauses, sentences and meanings, where each subsystem is discussed in different sciences [4–6]. The pronunciation rules in German which are discussed in German Phonetics are more complex when compared to the other rules so that there are many difficulties experienced by the learners [7–9]. This is due in part to the large differences in pronunciation rules in German as the foreign language being studied and the rules for pronouncing Indonesian as the first language learned formally by learners.

R. Harold Elby Sendouw et al. (Eds.): UNICSSH 2022, ASSEHR 698, pp. 1524–1532, 2023.
https://doi.org/10.2991/978-2-494069-35-0_183

Of the four language skills that must be mastered by learners, namely listening, speaking, reading and writing, speaking skills and listening skills that require deep mastery of correct pronunciation rules. The ability to understand German pronunciation rules can help learners reduce barriers to achieving adequate skills. As a practitioner or researcher, the author often finds various obstacles experienced by learners, especially in applying German pronunciation rules which are indeed so complex. This research is based on experience both as a practitioner and as a researcher.

German pronunciation rules as mentioned above are very complex, for example the pronunciation of consonants /s/. In distribution, these consonants may exist as the initial sound, the middle sound or the final sound. The pronunciation rule is if the consonant /s/ is the initial sound and is followed by a vowel or as a middle sound and is flanked by vowels or is flanked by voiced consonants and vowels, then this consonant is pronounced [10] [z]: (initial sound: Sahne, Salat, Sonne, Solo, Segel. Middle sound: Rose, Reise, Vase, eisig, Insel, Zinsen). Furthermore, if the consonant /s/ is followed by a consonant sequence /ch/ and is present as the initial, middle and final sound, then this consonant is pronounced.

The above explanations motivate the author to examine the errors and the factors that appear in the German language students' spoken expressions. In more detail the research problem is formulated to describe the types of pronunciation errors in German consonants appear in student's verbal expression and the factors behind the pronunciation errors, which consonants appear in the students' oral expressions. Moreover, this research comes in two benefits. Theoretical Benefits: this research can be used as a reference to identify pronunciation errors in spoken expressions and reveal what causes these mistakes and become a reference for finding solutions to the problems of teaching German as a foreign language [11–13]. Practical Benefits: Helping German teachers to find out German pronunciation errors which in turn can help teachers to find solutions to problems.

2 Research Methodology

2.1 Research Settings

This research took place at Manado State University, Faculty of Language and Arts, German Language Program, located in Tondano, Minahasa Regency, North Sulawesi Province. This is done for students studying German at the German Language Study Program and has a special Mündlich (speaking) course.

2.2 Research Participants

Participants in this study were students of the German Language Study Program FBS UNIMA who had passed the Sprechfertigkeit 1–4 and Mündlicher Ausdruck 1 courses. This course is closely related to mastery of German pronunciation.

2.3 Data Collection Technique

In connection with the objective, namely to analyze German pronunciation errors in students' oral essays, the data collected in this study were in the oral form. The data

were recorded when the students presented their oral essays. Furthermore, the data were described according to phonetic writing. This method was chosen because the data is spontaneous data [14]. To avoid the participants' assumption that they feel they are undergoing a test, they have been informed in advance about the recorded data which is only used for research purposes.

To gather ideas for their essay, a theme, some key words and important phrases are given that they can use in the essay. They must orally present the theme that has been given using the key words that have been stated. Presentation time is 15 min–20 min.

2.4 Data Analysis Technique

The data obtained from the participants' oral essays were analyzed using an error analysis approach. The steps suggested by Corder used were:

1. Identification or recognition of errors
2. Description of the error
3. Explanation of errors

3 Results and Discussion

The data shows that there are several types of spelling errors indicated, namely:

1. Mispronunciation of consonant /r/ as final sound, which is distributed after the vowel e becomes /er/
   The data show, that the respondents pronounce it as [er] which should be [ɐ]
2. Mispronounce of consonant /s/ both as final and as middle sound. Data show the pronounciation is
   [s], which should be [z]
3. Errors in pronouncing /s/ followed by consonants /ch/ so /sch / both in initial and in final sound and
   those followed by consonants p and t so /sp/ and /st/ in initial position. Pronunciation should be,
   [ʃp], [ʃt] but data shows [s] for /sch/ and [sp, st] for /sp/ and /st/.
4. Errors pronouncing consonants /w/ in initial position. Pronunciation should be the sound [v] but in data is [w].
5. Mispronunciation of consonant /z/ in initial, middle and final sound. /z/ in initial, middle and final
   Position is pronounced [ts], but the data reveal this phoneme is pronounced [s].

   After the errors are identified, then they are described according to the linguistic description for each group of errors that have been identified. Furthermore, it is classified based on the error categories proposed by Richard (1974) and Dulay & Burt (1974).

   After being classified, the data shows that the most dominant pronunciation errors in German are in the pronunciation of the consonant /s/ both as initial and as middle position. Especially for the phoneme sequence /-er/ and phoneme /r/ in final sound,

it is the most pronounced errors compared to the sounds found in initial or middle position, because the sounds pronounced according to the data are according to the phoneme or the phoneme sequence itself, namely [-er] or [eR] not [ɐ].

Meanwhile, the pronunciation errors for consonant sequences /sch/, /sp/ and /st/ occur where the pronunciation should be [ʃp] and [ʃt] to be [s], [sp] and [st] only. Learners are assumed to apply their prior knowledge that /s/ is pronounced with the sound [s].

Especially for the pronunciation of consonants /w/, learners only apply their knowledge of Indonesian sounds, namely /w/ becomes [w] not [v] according to the rules of pronunciation of German sounds.

The same thing happens for the consonant /z/ which is applied is /z / becomes [z] or [s] not [ts] both as the initial sound, the middle sound and the final sound.

4 Discussion

4.1 Types of Errors and Their Causes

The errors displayed by participants are categorized into two types of errors, namely the first type of Intralingual Error which consists of three types, namely Incomplete Application of Rule (application of incomplete rules), Ignorance of Rule Restriction (neglect rules) and Overgenaralisation (overgeneralization), and the second type is Interlingual Error (Error between languages/Interference).

Each of these types will be discussed in detail in the following sections. The first one to discuss is Intralingual Error because this type occurs the most.

4.2 Intralingual Error

Intralingual errors are those that reflect the general characteristics of the habit of learning rules (Richard, 1974). The characteristics of this error are Overgeneralization, Ignorance of Rule Restriction, and Incomplete Application of Rule (incorrect application of rules). These mistakes can also be categorized as developmental errors, namely the development of the learner's language from wrong to perfect.

The cause of this type of error is due to the complexity of the rules of the target language, in this case German, so that their understanding and mastery are constrained. The complexity of the rules causes the learner's production of the target language to be imperfect so that it requires more concentration to achieve perfect mastery [15, 16]. The data reveals that of all types of errors, incorrect rule application dominates the causes of errors as well as rule abandonment. Excessive generalization only appears in two types of errors, namely in 1). Pronunciation of consonants /s/ which are distributed in the order of consonants ch so /sch/, /sp/ and /st/ and 2). Pronunciations of consonants /z/ which are distributed as the initial, middle and final sounds.

4.3 Incomplete Application of Rule

This error dominated the data because of the difficulty in regulating the pronunciation of German as the target language. Inadequate understanding and practice will result in

incomplete pronunciation of the phrases they produce or their learning products are still incomplete. Obviously, this error has to do with pronouncing the sequence of sounds /er/.

In German this sound sequence if it is in final position must be pronounced with the sound [ɐ] as in the words aber, vater, mutter, etc. The phoneme sequence *er* is not pronounced [er] as in Indonesian but is pronounced [ɐ]. This sound does not exist in Indonesian. Maybe because learners have to get used to practicing the use of this sound, it will be difficult to pronounce it. Data examples show that this error occurs a lot, especially when speaking spontaneously such as presentation of one theme, simple dialogue, etc. Learners unconsciously apply wrong rules which refer to their initial knowledge related to their mother tongue or first language learned. This might happen because they have to concentrate on the presentation material that must be mastered so that the rules of pronunciation are ignored. They apply the wrong rules.

In German pronunciation rules, if the sequence of this phoneme (er) is at the beginning of a word or syllable (erzählen, Nacherzählung), it is pronounced as written, namely /er/. Conversely, if it is the final sound of a word or syllable (wieder, wiedersehen) then the rule is pronounced as a sound [ɐ]. This sound requires regular practice so that it becomes accustomed. So if you have become accustomed to pronouncing it, it is assumed that it will be produced spontaneously without having to remember the rules that bind it.
Sample data:

ueber [y: ber] should be [y: bɐ]
Brother [Brother] should be [brudɐ]
ueberreden [y: accredited] should be [y: bɐredən]
Oberschule [obersulə] should be [obɐʃulə]

The next error in this type is an error in a word that uses the sound sequence /sch/ either as an initial, middle or final sound where the rule for pronunciation is the sound [ʃ].Sample data:

Schwarz [swars] should be [ʃvarts]
Schmuck [smuk] should [ʃmuk]

The data show that the pronunciation is not suitable for the phoneme sequence sch. These consonants sequence if it is as the initial sound of a word or syllable, as the final sound or Auslaut, the pronunciation rule is [ʃ].

From the data, it can be assumed that learners still do not understand the rules of pronunciation properly so that there are obstacles in their application. Maybe they are influenced by the consonant /s/ which is the standard sound. In fact, they have to pay attention to the sequence of sounds, namely sch so the pronunciation is [ʃ] not [s]. In Indonesian, we actually have this sound which is represented by a consonant order of *sy* as in the word gratitude shalom (syalom), community (masyarakat), etc. The phonemes *sy* is pronounced with [ʃ]. The difficulty occurs in the assumption because the distribution of these sounds is somewhat limited in Indonesian when compared to the distribution of other sounds. So this sound is also a difficult one to use.

This type of error is also found in the consonant sequence *sp* and *st* as the initial sound of words and syllables. Respondents may only master pronunciations that they think are complex to pronounce. They tend to pronounce the phoneme *s* both in *sp* and *st* with the sound [s] only. They seem to ignore the rules that should be applied.

Sample data:

spannend [spanned] should be [ʃpanend]
springen [spriŋən] should be [ʃpriŋən]
Student [student] should be [ʃtudent]

German has its own specialty because there are very complex pronunciation rules that require deep understanding in order to master them well. There are also a few exceptions that allow slightly different rules for certain pronunciations.

4.4 Ignorance of the Rule Restriction

Ignoring the rules dominates the data on the type of phoneme pronunciation error *w*. Learners have difficulty applying changes to writing to pronunciation. These rules are very complex and very different from the rules of the learner's mother tongue. They do not recognize the changes from writing to pronunciation. In Indonesian, there is no writing that is different from the pronunciation which means the pronunciation of the consonant /w/ is [w]. The data show that learners ignore the rule that consonant /w/ must be pronounced with the sound [v] if the distribution is at the beginning of a word or as an initial sound.
Sample data:

wann [wan] should be [van]
werden [werden] supposed to [veɐdn]
waehlen [wehlen] should be [vɛ: ln]
Wueste [wuste] should be [vy: stə]
Winter [winter] should be [vintɐ]

The data shows an error because they keep using the sound [w] to represent the consonant /w/ as initial sound. It is assumed that the learner has not mastered the change from writing to pronunciation due to the complexity of the rules being learned. They must familiarize themselves with the new rules in the target language.

The data indicate a deviation in the pronunciation of the phoneme in question. The same is the case with the previous type of error, namely the application of the original form without paying attention to changes or exceptions according to the rules. In other words, they tend to ignore the rules that must be applied. Actually the sound [v] is in Indonesian but it is represented differently from the German pronunciation rules.

4.5 Overgeneralization

Overgeneralization errors occur a lot in the pronunciation of consonants /z/. The participants mostly do not apply the rules according to the rules of grammar but they

apply the rules that apply generally to all expressions without exception. Examples of over-generalized expressions are:

zum [sum] should be [tsum]
zehn [sen] should be [tse: n]
zuhoeren [suhoren] should be [tsuhø: rən]

The data above shows an expression in which the respondent generalizes all consonants /z/ with the sound [s]. So what emerges here is the generalization of the rules according to the respondent's own wishes. Respondents have difficulty applying the pronunciation rules for consonants /z/ which are very different from the pronunciation rules for phoneme /z/ in Indonesian.

When viewed in detail it seems that learners apply these rules without being influenced by their initial knowledge but are influenced by wrong habits in Indonesian. In fact, the phoneme /z/ rarely appears in everyday Indonesian expressions. So it is inevitable that the learners themselves misgeneralize their expressions. Sounds [s] and [z] are indeed two sounds that have the same point of articulation but differ in the vibration of the vocal cords.

4.6 Interlingual Error (L1 Interference)

This type of error is often found in the pronunciation of consonants /s/, especially in its distribution as the initial sound and the middle sound. The phoneme /s/ in Indonesian is pronounced with the sound [s] so it is the same as the writing. The type of error that appears

Vorschlag [forslak] should be [forʃlak], beschaeftigt [beseftigt] should be [beʃɛftigt]

Deutsch [doits] should be [døitʃ] only if it is the ending sound of a word or syllable. In the data above, it is very clear that learners use their L1 knowledge in making their L2 expressions.

It can be concluded from all the types of errors discussed above, it is found that the most errors are dominated by Intralingual Errors of various types or errors that occur because of the language itself or because of the complexity of the rules of the language being studied and then followed by errors due to Interference of L1. From all the analyses carried out it is proven that Error Analysis is an important analysis in learning a second language because it can examine in depth why the error occurred. In other words, Error Analysis can show explicitly the points of difficulty as well as the reasons why the learner made the mistake. This study supports the opinion of Corder (1967) and Richard (1972) who claim that Error Analysis is very important in second language learning and contrastive analysis is not the only way to find solutions to problems learning a second language or a foreign language. Contrastive Analysis can only predict the areas of difficulty of the learner due to the influence of L1 while Error Analysis can show those errors and what caused them to occur.

5 Conclusion

This study revealed that the German pronunciation errors that were found in the spoken expressions of German students of FBS UNIMA were the pronunciation errors of the consonant /r/ as final sound which was distributed after the vowel e became /er/. What is pronounced for this consonant is [er] not [ɐ]. In addition, there was an error pronouncing the consonant /s/ both as final and as middle sound. Data shows that it is pronounced [s] not [z].

Another mistake regarding the distribution of consonants /s/ is also in its distribution with consonants /ch/ so /sch/ both in initial and in final position and those followed by consonants /p/ and /t/ so /sp/ and /st/ in initial position. Pronunciations should be [ʃ], [ʃp], [ʃt] but data shows that all are represented by the sound [s] so [s], [sp] and [st].

The pronunciation of consonants /w/ in initial position is also a difficulty for learners. Pronunciation should be the sound [v] but in data is [w]. Furthermore, the pronunciation of consonants /z/ in initial, middle and final. /z/ in initial, middle and final should be pronounced [ts], but the data reveal this phoneme is pronounced with [s].

In accordance to the types of errors discussed, it is revealed that the Intralingual Errors with the most frequent occurrences are followed by Interlingual Errors. This proves that most of the errors that occur are due to the difficulty of the target language and require a deeper understanding of the pronunciation rules of the target or destination language.

6 Suggestions

It is recommended for language researchers or language teachers especially those who are interested in researching in the field of Applied Linguistics to use Error Analysis in finding solutions to problems of learning a second language or a foreign language. Because this analysis can reveal explicitly the mistakes made by learners and at the same time can analyze the sources of these errors. From Error analysis we can come up with a better strategy for teaching L2.

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