ANALYSIS OF LANGUAGE ERRORS ON THE THEMATIC SEMESTER FINAL EXAMINATION PROBLEMS 1 AND 2 ELEMENTARY SCHOOL LEVEL

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Abstract In the 2013 curriculum, which applies integrated thematic learning, Indonesian plays an essential role as a vehicle for carrying knowledge, from being a means of communication and a means of thinking. Therefore, language errors must be minimized in teaching and learning. This study aims to describe the types of errors and the causes of errors in writing the Final Semester Examination questions in Thematic 1 and Thematic 2. This research was carried out at Baitur Rahmah Elementary School. This type of research is descriptive qualitative research. Data collection methods used are observation and interviews. The data analysis technique was carried out through three stages: note, listen, and record. This research uses data source and method triangulation to test data validity. The study results illustrate that there are still many spelling, word, and sentence errors. This is caused by several sources, namely the last educational background of the teacher who teaches, the lack of understanding of the rules in writing, and the lack of accuracy in making the questions.

Keywords: Language Errors, 2013 Curriculum, Integrated Thematic

I. INTRODUCTION

Integrated thematic learning is carried out using the principle of integrated education, namely using themes as a unifying learning activity and combining several subjects at once in one face-to-face. In the 2013 Curriculum, Indonesian text-based issues become a paradigm for developing language functions. Indonesian is not only used as a medium of communication but also as a tool for developing thinking skills. It is displayed in a text shaped by context, a variety of language, and messages containing social and cultural elements (Yusnawarni, 2014).

Through Indonesian subjects, students are expected to be able to produce and use texts following their social goals and functions. In text-based language learning, Indonesian is taught not only as language knowledge but as a text that carries out the process of being a source of self-actualization for its users in an academic socio-cultural context. Text is interpreted as a language unit that expresses meaning contextually.

In teaching and learning activities, educators need to carry out evaluation activities in teaching and learning to measure the level of success of the teaching and learning process (Achadah, 2019). The existence of an evaluation process makes it easier for teachers to determine the extent to which students can understand the material that has been taught.

Questions are a set of questions that contain essential points that are used as a tool for evaluating students' abilities and success. A teacher who teaches requires reference materials that will be used to measure various aspects of students' abilities, distinguished from the level of understanding, mastery of the material, and the consistency of the teacher's assessment related to it. If the student can master and follow the learning material well, then the student can proceed to the next stage (grade promotion).

Students' understanding of the material they have learned can be seen from the questions they work on (Suraji et al., 2018). Before making the questions, the items cannot be separated from the selection stage. Excellent and correct questions must follow good and valid writing rules or under established rules (Arvianto, 2016). Several points that must be considered, including the subject matter, must be right on target as intended, the main points of the questions made need to be formulated accurately, clearly, and firmly based on the main statement/question, the material/grid must be relevant to the questions asked, the points of the questions should not indicate the wrong answer. The main points of the questions are not allowed if there are statements that are negative in nature. (Ismail, 2019).

There are two types of questions: multiple choice and essay. Multiple choice questions are questions whose answers have been made in the form of options, usually using the alphabet a, b, c, and d, and some are up to (Kadir, 2015). At the same time, the description questions are questions whose answers

require students to remember and describe certain things in learning (Rohim, 2019). A good question is a question that is by the rules of writing a question. On the other hand, a question that is not good is a question that is not under the management of writing a question (Kartowagiran, n.d.). Writing questions according to the rules means that the questions have carried out their functions well (Laela Umi Fatimah, 2019).

Corder (1974) in (KAMAT et al., 2021) provides limits for language errors. *(1) Lapses, (2) Errors, and (3) Mistakes. Lapses, errors,* and *mistak*es. *Lapses* are errors in language that are caused by the speaker/speaker changing the way he expresses something before the entire speech (sentence) has been delivered as a whole. *Errors* are errors in language caused by speakers violating grammatical rules *(breaches of code). The mistake* is a language error caused by the speaker not choosing the right word or expression for a particular thing. If the speaker does not use the correct sentence when writing, it can trigger errors in language.

Some people still think that errors in language are trivial, but if you look at the rules of how to write properly and correctly, this creates problems that cannot be considered easy. Referring to opinions (Endah Ariningsih & Saddhono, 2012), language errors made by students are an unavoidable part of learning. The higher the quantity of language errors, the less the goal of language teaching is achieved. Therefore, language errors made by students must be reduced to the most minor extent. This can be achieved if the language teaching teacher has studied in depth all aspects of the ins and outs of the language error.

There are still a lot of test makers and teams who make exam questions in the Plaju area, especially at the Elementary School (SD) level, where there are still errors in writing the Final Semester Examination questions. Many writing questions are still not under the writing rules when viewed in terms of questions. This resulted in students having difficulty understanding the question's meaning, even though previously the student had mastered the material given. Weaknesses in sentences used are not feasible if tested for elementary school children but are feasible if tested for already high levels. In addition, the use of words in the question is not clear enough with the pronunciation/spelling used or uses words that are difficult to understand.

The analysis of language errors on a thematic semester final examination for the elementary school level is an important research topic for several reasons. Firstly, elementary school students are in a critical stage of their language development and are expected to acquire basic language skills that will serve as a foundation for their future academic and personal success. Secondly, language errors can significantly impact a student's ability to communicate effectively, which can hinder their academic progress and social development.

Additionally, understanding the types and frequency of language errors elementary school students make can help inform instructional practices and curriculum development. For instance, if the analysis reveals that many students struggle with a particular grammatical concept, such as

subject-verb agreement, teachers can target their instruction to improve student learning outcomes.

Furthermore, analyzing language errors on a thematic semester final examination can provide valuable insights into the effectiveness of language instruction in the elementary school setting. For example, suppose the analysis reveals that a significant proportion of students are making errors related to vocabulary or syntax. In that case, it may suggest that the current instructional methods must adequately address these language-learning areas.

Overall, analyzing language errors on a thematic semester final examination for elementary school students is an urgent research topic that can inform instructional practices, improve student learning outcomes, and ultimately support elementary school students' academic and personal success.

Research on errors in language has previously been widely discussed. For example, in a study conducted by (Wardani et al., 2020). which uses data sources in the form of multiple choice questions. The chosen questions are for the 2018/2019 school year because the available data is still complete and easy to obtain. In addition, other studies were conducted by (Endah Ariningsih & Saddhono, 2012), who examined language errors but used the primary data source of expository essays.

This research was conducted with the primary data source of the Semester Final Exam questions at Thematic 1 and Thematic 2 at the Elementary School level. This research is a novelty, considering previous studies have not examined thematic issues. As previously known, the 2013 curriculum applies thematic learning with various considerations believed to bring changes to a better direction in the teaching and learning system (Rahmawati, 2018).

By analyzing the language errors students make on the final examination, researchers can gain insights into the areas of language learning that students struggle with the most. This can inform the development of instructional strategies and materials tailored to elementary school students' needs, ultimately improving their language learning outcomes.

Furthermore, this research topic can provide a fresh perspective on the effectiveness of language instruction in the elementary school setting. By focusing specifically on the final examination, researchers can analyze the language errors made by students in a high-stakes and authentic context, providing a more accurate picture of their language proficiency.

Another innovative aspect of this research topic is its potential to incorporate technology and data analysis tools. Researchers can use natural language processing (NLP) techniques to analyze large datasets of student language errors, identifying patterns and trends that may be difficult to detect through manual analysis alone.

Overall, the analysis of language errors on the thematic semester final examination problems 1 and 2 at the elementary school level is a fresh and innovative research topic that has the potential to inform language education practices and improve language learning outcomes for students.

Based on the problems above, this study aims to examine the types of errors and causes in writing the Final Semester

Examination questions at Thematic 1 and Thematic 2 at the Elementary School level.

II. METHODS

This type of research is qualitative descriptive research with a case study approach. According to Moleong as quoted (Hadi, 2017), qualitative description is the collection of data in words, pictures, and not numbers and delivered in verbal form. This qualitative research is based on the object of study obtained from research data, namely in the form of language errors in the odd semester final exam questions for grade 1 (one) elementary school.

This research was conducted at an elementary school in Palembang, particularly in the Plaju area, Baitur Rahmah Islamic Elementary School. With the full address, Jalan Jendral Ahmad Yani Lorong Nigata No. 938 RT.032 RW. 001, Tangga Takat sub-district, Seberang Ulu II sub-district, Palembang. The data source in this study was the odd semester final exam for grade 1 (one) elementary school, namely in Thematic 1 and Thematic 2 subjects. The location was chosen as the population and sample because Baitur Rahmah Islamic Elementary School is one of the best elementary schools in Indonesia. Play area.

The primary reason for this research is to identify and analyze language errors made by elementary school students on the thematic semester final examination problems 1 and 2. By doing so, the study seeks to gain insights into the areas of language learning that elementary school students struggle with the most. This information can be used to inform the development of instructional strategies and materials that address these specific challenges and inform policy decisions related to language education. Overall, this research aims to improve language learning outcomes for elementary school students and contribute to the broader conversation around language education policy and practice.

The writer uses note-taking, listening, and recording techniques to analyze the data, according to Mahsun (Jung et al., 2021), explaining that the note-taking technique is an advanced technique carried out when applying the listening method with advanced techniques. The listening method is used to obtain data by listening to language. The recording technique is a technique that records the use of language in spoken form. This technique makes it easier for the author to analyze the data that has been obtained previously. Based on some of the above understanding, the way this research works is to observe and understand each of the odd semester final exam questions for grade 1 (one) elementary school, namely in Thematic 1 subjects with the theme "Myself (Me and My New Friends)" and Thematic 2 with the music " My favorite."

Measuring instruments in writing must meet standards and can be used as a guide in measuring the data to be studied. Validity in a qualitative paper is based on whether the results of writing are accurate from the author's point of view and the readers' participation in general. The triangulation technique is one of the most commonly used ways to increase validity in qualitative writing. According to Moloeng, as quoted by (Sudaryanto & Widayati, 2020), triangulation is a technique of checking the validity of the data obtained with other sources

or criteria outside the data to increase the validity of the data. In this writing, triangulation is a triangulation of sources, methods, and *review of informants*.

III. RESULT AND DISCUSSION

The results and discussion of this study will describe the errors in the use of the Indonesian language and the factors causing it on thematic exam questions 1 and 2 at Baitur Rahmah Islamic Elementary School.

Mistakes in the use of Indonesian in the realm of spelling are divided into two parts: the writing of question letters and the use of punctuation marks.

Table 1
Errors in Using Indonesian in the Spelling Realm

thematic/ No. Question	Spelling Error Writing Question Letters	Use of Punctuation
T1/S1	-	1
T1/S4	-	1
T1/S5	-	1
T1/S10	-	1
T1/S11	-	1
T1/S12	-	1
T2/S1	-	1
T2/S5	-	1
T2/13	-	1
T2/14	-	1
T2/15	-	1
Amount	**0**	**11**

In table 1 above regarding errors in the use of Indonesian in the realm of spelling, it is found that in writing the question letters, there were no errors, while in the use of punctuation, there were 11 (eleven) errors.

Furthermore, errors in the use of Indonesian in the realm of word errors are divided into two parts, namely word choice, and word writing.

Table 2
Errors in the Use of Indonesian in the Realm of Words

thematic/ No. Question	Word Error Word Choice	Word Writing
T1/S12	1	1
T2/S2	1	1
T2/S5	1	1
T2/S11	1	1
T2/S13	1	1
T2/S14	1	1
T2/S15	1	1
Amount	**7**	**7**

In table 2 above regarding errors in the use of Indonesian in the word realm, it is found that in the choice of words, there are 7 (seven) errors, while in the writing of words, there are 7 (seven) errors.

Furthermore, the Indonesian language errors in the spelling domain are divided into three parts: the unity of the idea of the question statement, the coherence and cohesiveness of the question statement, and the alignment of the question form.

Table 3

Errors in the Use of Indonesian in the Realm of Sentences

thematic/ No. Question	Sentence Error		
	Unity of Idea Statement Question	Cohesiveness and Cohesiveness of Question Statements	Parallel Forms of Questions Questions
T1/S3	-	-	1
T1/S12	-	-	1
T1/S5	-	-	1
T1/S11	-	-	1
T1/S13	-	-	1
Amount	**0**	**0**	**5**

In table 3 above regarding errors in the use of Indonesian in the realm of sentences, it is found that in the choice of words, there are no errors found in the unity of the idea of the question statement and the cohesiveness and cohesiveness of the question statement. Meanwhile, in the alignment of the form of the question statement, 5 (five) errors were found.

After conducting the interview stage with several resource persons and analyzing the Final Semester Exam questions, namely Thematic 1 and Thematic 2, several errors were found. These include errors in words, sentences, and punctuation. The interview results show that there are errors in writing due to the teacher's lack of understanding of the rules in writing, so mistakes and the teacher's educational background are often unavoidable. Not all teachers at Baitur Rahmah Islamic Elementary School are graduates of Indonesian language education but from various majors. The Baitur Rahmah Islamic Elementary School sees prospective teachers in terms of sincerity in teaching, love to teach, and a sense of patience when faced with children of different nature and character.

In addition to the teacher's latest educational background and lack of understanding of writing rules, there are also causes for errors in writing questions, namely a lack of accuracy in making questions. Accuracy is one of the essential things that must be considered. If we look at a word, it's just different letters. When written can have different connotations. Not just a word, one letter is very influential in writing. That is the basis for why accuracy is needed. Precision in writing is not only about letters but also about the choice of diction.

In writing, of course, there are rules that we must pay attention to, namely spelling errors, word errors, and sentence domains. In scientific papers, rules are indispensable. This will lead to several consequences if the management in writing is not considered, like what happened in the Baitur Rahmah Islamic Elementary School Final Semester Examination. After the researchers analyzed the UAS questions, namely Thematic 1 and Thematic 2, the researchers found several errors.

Tests or tests are a method used by teachers to assess students' abilities. The exams carried out by the school include Daily Tests, Mid-Semester Exams, and End Semester Tests which are carried out to assess students' abilities. The extent to which the student understands the material that has been studied. When the school carries out a series of exams for one semester, the progress of the school will be seen. Then for the next semester, the school will carry out an evaluation and follow-up plan. The test is divided into two types: oral and written tests. The oral test is in the form of questions given to students orally, while the written test is in the form of a written test. The test aims to get feedback *from* the learning outcomes and re-correct the curriculum and educational agenda.

According to Suharsimi, as quoted (Soerya, 2014), a test that meets the requirements in the form of validity, reliability, objectivity, practicality, and economics is a characteristic of a good test as follows: (1) Validity. Validity is defined as a determination to measure student learning achievement. (2) Reliability. Reliability is given repeatedly to the same object to test the validity of the test questions. (3) Objectivity. An objectivity test is not affected by subjective factors and, in its implementation, is carried out as it is. (3) Practicality, a test is practical and easy to administer without requiring a complicated process.

Language errors are discrepancies in the use of various linguistic units, which include words, sentences, and paragraphs, which deviate from the system of Indonesian language rules or are not following established rules. The spelling system and use of punctuation marks made in the Perfected Indonesian Spelling book serve as a reference to avoid mistakes in writing. The use of punctuation marks includes a period (.), comma (,), semicolon (;), colon (:), hyphen (-), dash (–), question mark (?), and an exclamation mark (!), and so forth. S. Piet Corder, in the book *Introducing Applied Linguistics* in Ramadhan Muhtar's research, explained that the errors contained in the language were violations of the language code. The breach is physical and a sign of imperfect knowledge and mastery of the code.

A teacher must be able to analyze language errors because language errors are considered natural in the process. Therefore, it is better to first examine what errors usually exist in writing. Several factors cause a person to make mistakes when speaking, namely mastery of vocabulary that is considered lacking, errors in using Indonesian, lack of literacy or interest in reading someone's language errors, and interference from the mother tongue. If the speaker does not use the correct sentence when writing, it can trigger errors in language.

Table 4
Difference Between Error and Error

Category	Error	Mistake
Source	Competence	Performance
Nature	Systematic	Not systematic
Duration	A bit long	Temporary
Linguistic System	Deviation	Temporary Already mastered
Results	Not yet mastered	Already mastered
Repair	Assisted by the teacher in the form of exercises, remedial teaching	Students alone with Focusing

There are two types of language errors: open and closed errors. Open errors are language errors found at the grammatical level, which can be seen in terms of sentences. Closed errors are errors that are not shown or hidden behind sentences that are arranged correctly according to grammar(Murtiningsih, 2013)

Table 5
Error Categories and Subcategories

No.	Error Category	Error Subcategory
1.	Spelling a. Question letter writing b. Use of punctuation in questions	a. Capital letters b. Italic c. Combining word writing d. Question mark (?) and exclamation mark (!) e. Period (.) and ellipsis (…) f. Commas (,) g. The hyphen (-) h. Parentheses (( )) and quotation marks (" ")
2.	Say a. Word choice b. Word writing c. Operational Words in Question Statements	a. Accuracy b. The thoroughness c. The custom d. Correct writing of words, numbers, and number symbols e. Prepositions and Particles *per-* f. Operational words in the statement of description form g. Operative words in multiple choice questions
3.	Sentence a. Unity of ideas for questions b. Cohesiveness and cohesiveness of questions	a. Subject element b. Predicate element c. Clause d. Incorrect link e. Waste of words f. Influence of other languages

4. Paragraph
   a. Unity of paragraphs
   b. Paragraph coherence

It can be concluded that the main factor that causes terrible language to occur is that external factors are commonly referred to incorrectly. In general, errors occur because of the writing format. Forgetting to remember something causes mistakes in pronouncing language sounds, words, word placement, word order, word stress, and so on. Errors can be prevented by the person concerned being more careful to avoid mistakes in writing. Agree with Purwadi, as quoted (Ningsih, 2010), mistakes occur due to many external factors. They do not come from cognitive factors but a nervous attitude when dealing with many people, lack of rest, or fatigue, causing a lack of focus in writing.

According to Shidar in Tarigan, as quoted (Aisyah Rasuna, 2020), the purpose of error analysis is as follows. (1) Choose the order of presentation taught in class and textbooks, for example, the order of easy-to-difficult. (2) Choosing a relative order of levels with emphasis, explanations, and exercises from various materials to be taught. (3) Making exercise plans and remedial methods. (4) Choose things to test students' skills. According to Tarigan (Sarip, 2014), the purpose of error analysis is applicative, namely correcting and reducing language errors for students. However, it seems that this goal ignores something, namely the development of an explanatory theory regarding students' abilities. The purpose of error analysis is not only applicable but also theoretical or based on existing ideas.

There are several things we can do to minimize errors, namely by deepening our knowledge about the rules of writing, understanding the meaning of the rules themselves, and understanding how important the function of the rules in writing is. Because if we write without paying attention to the rules, it will affect difficulties when other people read our paper. Other people will have a problem in understanding if there are no punctuation marks, wrong choice of words, and inaccurate sentences.

We can do several things to minimize the lack of accuracy, namely by increasing accuracy, paying attention to writing, and immediately correcting if there are errors in writing. This research is expected to be a positive statement and provide support to teachers at Baitur Rahmah Islamic Elementary School to be even more enthusiastic in deepening their knowledge of writing questions because there is nothing wrong if you want to deepen your understanding of writing questions.

The analysis of language errors on the thematic semester final examination problems 1 and 2 at the elementary school level has the potential to make several important contributions to the field of language education.

Firstly, this research topic can contribute to a better understanding of elementary school students' language learning needs and challenges. By analyzing the language errors students make in a high-stakes and authentic context,

researchers can gain insights into the areas of language learning that require more attention and support from language educators.

Secondly, the analysis of language errors on the final examination can inform the development of instructional strategies and materials tailored to elementary school students' needs. For example, if the analysis reveals that students struggle with vocabulary usage, teachers can focus on building vocabulary through explicit instruction and meaningful practice activities.

Thirdly, this research topic can contribute to developing more effective language assessment practices. By analyzing the language errors made by students on the final examination, researchers can identify common errors and create rubrics that reflect the most relevant errors to elementary school students.

Finally, analyzing language errors on the thematic semester final examination problems 1 and 2 at the elementary school level can contribute to the broader conversation around language education policy and practice. By providing empirical evidence of the challenges elementary school students face in learning language, this research can inform policy decisions related to language education and contribute to a more evidence-based approach to language instruction.

Overall, the analysis of language errors on the thematic semester final examination problems 1 and 2 at the elementary school level can significantly contribute to the language education field by improving language learning outcomes for students, informing instructional practices, and contributing to policy discussions.

There are some Limitations of this research.

1. Analyzing language errors on a final examination may not represent a student's language proficiency or progress.
2. This research may not account for individual differences in language learning, such as differences in language background or learning style.
3. The analysis of language errors may be limited by the available data and the specific examination format used in the study.
4. The analysis may be limited by the complexity of the language errors and the available technology for identifying and analyzing them.

Overall, while the analysis of language errors on the thematic semester final examination problems 1 and 2 at the elementary school level has important implications for language education practice, it is important to consider the limitations of the research in interpreting the findings. Future studies should consider these limitations and additional methods for assessing language proficiency and identifying effective instructional strategies.

IV. CONCLUSIONS

Types of errors in the final exam questions at Baitur Rahmah Elementary School found 11 (eleven) errors in spelling, namely punctuation. Found 14 (fourteen) errors in the realm of words, namely word choice and word writing errors. The sources that cause errors in the use of the Indonesian language on the Semester 1 Final Examination questions in the Plaju area in 2020/2021 are the last educational background of the teacher who teaches, lack of understanding of writing rules, lack of accuracy in making the Final Semester Examination questions.

Based on the results of the interview, the error occurred because there were several things, including not paying much attention to the way of uniformity of the language used in writing the questions as a whole so that the question writer team was only guided by the experience and knowledge possessed, after being given by the editing team there was no re-check whether there are still errors or not, the problem is that the time is not long enough so that there is no opportunity for the teacher to check and correct the questions that have been made.

As for suggestions for future teachers to minimize errors in the use of Indonesian in making exam questions, check and correct any mistakes as soon as possible, and are expected to add insight into the language so that the objectives of the teaching and learning process, especially after the implementation of the 2013 curriculum can be achieved effectively.

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