DEVELOPING A DIAGNOSTIC TEST THROUGH ERROR ANALYSIS OF FRENCH LEARNERS OF INDONESIAN SPEAKERS *)

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ABSTRACT

The two main issues to be resolved through this study were (1) errors of the French learners of Indonesia speakers, and (2) development of a diagnostic test through the errors analysis. This study consisted of two phases with different types of research. The descriptive study aims to trace and identify the errors. The developmental research aims to produce diagnostic test.

Phase I was about language errors conducted through the steps of: (1) developing the writing task, (2) designing error analysis procedures, (3) communicating the correction procedure to the corrector, (4) collecting the data, (5) analyzing the data, (6) validating data, and (7) constructing a list of errors. A sample of students from all levels were given an essay assignment that had been defined for the theme with four types of writing. Phase II was the development of French diagnostic tests with the R & D design, based on the results of Phase I language errors study by utilizing the error category and frequency to determine the proportion of test items. The determination of the validity of the blue print and test item used experts' judgement in FGD forum. The try-out of the tests was conducted on samples of S1 students in French Education Department, YSU.

The final products were (1) a list of language errors, and (2) the French diagnostic tests designed specifically for French learners of Indonesian speakers. The test consists of (a) instructions about the use of the test, in the form of the test guidelines; (b) test items, a multiple choice questions form with about 100 items. Each item is designed to take about 35 seconds. The options of the item vary depending on the pattern of errors that arise; (c) the answer key; (d) rubric to interpret the answers.

Keywords: diagnostic test, error analysis, indonesian speaker

Introduction

The curriculum applied in French Language Education Department of Yogyakarta State University is a competency-based curriculum. In a competency-based learning, it requires periodic and continuous information about the achievements of each sub competence. Refering to the constructivist approach, the new knowledge must be linked to the knowledge already possessed by the learner.

People cannot learn without prior knowledge related to the new knowledge. The application of this theory in a competency-based teaching is that the teacher should really know well about what already owned by the learner, both the strength and the weaknesses. This can be determined through the implementation of periodic tests (formative) to obtain feedback on the material that is taught as a tool for diagnosing progress and weakness. The primary objective of the formative test is to understand the learner misconceptions and the impact of learning (positive or negative). Learners who fail to achieve full mastery level should receive counseling services through remedial teaching, tutorial teaching, restructuring teaching and learning activities.

A diagnostic test is an appropriate instrument to obtain data used as learning improvement. Through diagnostic tests, teacher is able to determine what treatment is necessary to help learners achieve the competency. The problem is the lack of French diagnostic tests for Indonesian learners which can support the process of competency-based learning. Hopkins & Antes (1990) stated that to develop diagnostic tests, tests developer should always consider the errors made by the learner. Therefore, the development of diagnostic tests should be based on the errors analysis. We have not found, so far, a diagnostic test of the French language for Indonesian speakers yet. The existing diagnostic tests to uncover language errors that we found are addressed to French-language speakers. However, the types of errors made by French learners of French speakers differ from the types of errors made by Indonesian speakers, so that the test cannot be applied to the French learners of Indonesian speakers. Therefore, the development of diagnostic tests is necessary for French language learners Indonesian speakers.

The purposes of this study are to (1) identify the characteristics of a good diagnostic test that can reveal French language errors of the learners of Indonesian speakers, (2) develop a diagnostic test based on the identification of the type and frequency of errors for French learners of Indonesian speakers, (3) discover a model of French diagnostic tests and their scoring criteria and rubric for the student of French language Education of YSU, and (4) Identify the mistakes made by the learners of French as a foreign language using the model.

The specification of the product developed in this study is the French language diagnostic tests specifically designed for French language learners with Indonesian as their first language. Test device consists of: (a) Instructions about the use and doing the test, a manual that contains information about the characteristics of the test, (b) multiple choice items test. The number of the items depends on the number of identified errors categories. The options vary depending on the pattern of errors that arise, (c) answer key, (d) rubric to read the answer of examinees, (e) instructions remediation program, and (f) a list of language errors.

**Methodology**

This study consisted of two phases. Phase I is about the language error which plays as pre-research in the development of diagnostic tests. The descriptive research is aimed to identify general trends of the errors made by learners of French. The second problem in the phase II is the development of diagnostic tests that will be done through the stages of test development. Therefore the research design used in this stage is a test development design.

**Phase I: Analysis of Language Errors**

**Development of Writing Tasks**

Activity in this step is to develop instruments to collect data of language errors. Samples of language learner were collected from the learners' writings. The instruments used at this Phase I was writing-task (WT). WT is used to reveal the students language errors. Each respondent is assigned to produce 4 WT (descriptive, narrative, argumentative, and persuasive). This writing assignment is taken from the French language test European standards is applied throughout the world, particularly in the DELF test writing skills from the basic level A1 to level B2 independent.

**Designing Error Analysis Procedure**

Language errors are inaccuracies of the word or phrase made by French students of French Language Education in their essays. Analysis procedure is designed as follows. (1) Identifying the French language errors. (2) Classifying

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errors based on the cause. (a) interlingual errors and (b) intralingual errors. And (3) building patterns and rank of error (error quantification after categorization).

Communicating Error Analysis Procedure to the Corrector

WT is corrected by 3 experts in the field of teaching and learning French language, consisting of two lecturers and a native speaker. They were briefed in advance about the procedures before they worked separately on correcting the same material. This explanation is necessary to gain the same perception and understanding about the correction sheet and the required criteria in the study.

Data Collection

The population was the student of French Language Education, Faculty of Language and Ast, YSU, Indonesian speaker of the semester II, IV, VI, and VII. The population was approximately 246 people. Samples taken for the first phase of the study using stratified sampling technique (probability sampling), where each was taken by quota sampling. The number of each stratum was determined 10 students selected randomly. Data were collected through writing tasks. Respondents were asked to make a short essay ranged between 50-250 words (1-5 paragraphs). WT was done at home (outside the classroom). This method is chosen under the consideration that without any limitation of time, respondents will have the freedom to express and explore carefully so that the work can really reflect the true capabilities of the respondents (power test). If an unproper writing occurs, it is not a mistake but an error, because with enough time and a relaxed atmosphere, it will provide opportunity for the respondent to correct the mistakes that they made themselves.

Data analysis

Error identification is done by analyzing (correcting) the work of respondents done by the WT raters. Results of error identification and errors correction made by the raters classified by researcher. Errors inserted into the error table are the error that has been agreed upon by the raters. Framework of error analysis is adopted from the Corder algorithm (James, 1998).

Data Validation

The data validation of French language errors identification was tested through in-depth discussion by experts in teaching French language. This process is known as FGD (Focus Group Discussion). FGD involved 12 lecturers who have the same background and experience in the field of French language teaching. The purpose of FGD is (1) to explore opinions / views of experts on the topic, and (2) explore the meaning of the error as the research findings which cannot be explained statistically.

Phase II: Development of French Diagnostic Test (FDT)

This phase II study is aimed to develop a French diagnostic test which can reveal misconceptions or the error made by the French learners of Indonesian speakers. FDT development based on the analysis of French error with the following steps. (1) item development, (2) development of rubrics, (3) validation of the instrument, (4) trial, (5) improvement, (6) the final product, (7) dissemination.

Result and Discussion

Error of French Language

The WT given to respondents for all levels at random did not return as targeted. Total return is 105 writings. Identification of the error grouped by category and sub-categories and the results are as shown in the following table.

Table 1 Frequency of Error Category

<table>
<thead>
<tr>
<th>No</th>
<th>Category</th>
<th>Sub-categories</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Grammatical (625; 51%)</td>
<td>The use of article</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The use of Preposition</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Conjugation of verb</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The suitability of Tenses</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The use of plural</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The use of auxiliary verb</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The use of Determinant, demonstrative, Direct-indirect object</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The use of Adjectif</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gendre</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Syntaxe</th>
<th>9%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>The use of pronoun</td>
<td>3%</td>
</tr>
<tr>
<td></td>
<td>The use of verb</td>
<td>3%</td>
</tr>
<tr>
<td></td>
<td>The use of Subject</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>word order</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>The use of conjunction</td>
<td>1%</td>
</tr>
<tr>
<td>3</td>
<td>Lexical</td>
<td></td>
</tr>
<tr>
<td></td>
<td>diction</td>
<td>14%</td>
</tr>
<tr>
<td></td>
<td>Ortograph + Capital letter</td>
<td>13%</td>
</tr>
<tr>
<td></td>
<td>The use of accent</td>
<td>3%</td>
</tr>
</tbody>
</table>

Sub categories above sorted by the largest to the smallest frequency to see the error ratings that will be the basis for determining the proportion of the number of items in the development of diagnostic tests in the next research step.

Grammatical errors are the dominant errors (51%) of the population made by respondents. It is followed by 30% of the error of lexical. And the last is 19% of syntactic error. Dominance of the grammatical error is very logical and predictable because these elements are not found in Indonesian. It is confirmed that the Indonesian language as a first language (mother) of the respondents potentially affect the production of French language learners. In constructing the target language, learners utilize native language constructs in his mind. The use of the article in front of nouns must exist in French.

Lexical errors ranked the second on the overall number of errors. 30% error associated with the choice of words (diction), writing spelling and diacritics (additional marks in the letters / accent) that are never used in Indonesian writing. Diction errors often occur because one word in the Indonesian language has the equivalent of a few words in French, each of which has a different meaning.

The cause of error is divided into two, namely (a) interlingual errors, in the form of negative transfer of mother tongue to the target language or interference and (b) intralingual errors, in the form of overgeneralization of the target language. There are 614 interlingual errors of the total population of 1373 errors and there are 910 intralingual errors. This means that 45% of error is caused by mother tongue interference in the target language.

- **Description of Error**

  Language errors found in 105 respondents’ writings can be identified as follows.

**Grammatical Errors**

Errors of this type are grouped in the error of article, prepositions, verb conjugations, tenses suitability, application of the singular-plural, auxiliary verbs, determinants, demonstrative, direct and indirect object, Adjective, and Genre.

- **The use of article**

  The article usage errors are dominant. Errors could be omission, choice, and adding unnecessary article. Here are some examples of errors of this type. An asterisk (*) are incorrect sentence. Unmarked sentence is a sentence correction.

  *) *Il y a a autre nouveau réglement. It should be Il y a un autre nouveau réglement
  *) *J’espère que tu vas bien, et tu peux passer les vacances.
  J’espère que tu iras bien et que tu pourras passer des vacances
  *) *C’était la premier l’élection présidentielle direct en Indonésie.
  C’était la première élection directe en Indonésie.

- **The use of Preposition**

  The preposition errors that occur in the writings of the respondents can be classified into (1) the omission, (2) the choice, and (3) the addition of preposition. Examples are as follows.

  *) *Il nous facilite faire une communication. Should be: Il nous facilite pour faire
  une communication.
  *) *C’est un plaisir à t’accueille. Should be C’est un plaisir de t’accueillir.
  *) *Je suis d’accord pour accueillir vous à chez moi
  Je suis d’accord pour accueillir vous chez moi.

- **Conjugation of verbs**

  The verb conjugation Error is as much as the prepositions error. Kind of errors include (1) errors due to non-compliance with the subject of the sentence. (2) Orthographic error, the omission of letter writing, spelling or punctuation. (3) Confusion. Such as conjugation error because of the ambiguity between certain tenses conjugation rules overlap with other tenses. Here are the examples.

  *) *Je suis parti de Jakarta, le lundi à 7h du matin, et arrivé à Yogyakarta.
  Je suis partie de Jakarta, le lundi à 7h du matin, et arrivée à Yogyakarta.
  *) *Je la repond en retard. It should be Je réponds avec du retard.
  *) *Je ne serais pas chez moi. It should be Je ne serai pas chez moi.

• The suitability of Tenses

Tenses Errors are mostly in the form of confusion between the passé composé vs Imparfait, passé composé vs. présent, Imparfait vs présent, present vs. future. For Exemple:

*) Demain je vais a marché Sukowati, La bas j’achete …
Demain je vais au marché Sukowati et j’achèterai …
*) Je visite beaucoup des places. It should be J’ai visité beaucoup des places.

• The Use of Singular-Plural

In writing the plural form, respondents often make mistakes on the appropriateness between the subject and the noun or the adjective. Many respondents neglect the use of plural marker. For exemple:

*) Il y a beaucoup de decend dans la rue. It should be Il y a beaucoup de descendes dans la rue.
*) Les gens ici sont très aimeble. It should be Les gens ici étaient aimables.
*) J’ai rencontré mes familles. It should be J’ai rencontré ma famille.

• The use of Auxiliary verbs

Many errors occur in the form of auxiliary verbs omission. This is because there is a fundamental difference between Indonesian which does not require the presence of a verb in every sentence, and the French language, which requires a verb in each sentence. Here is an example of errors made by respondents.

*) Pour appeler quelqu’un qui loin de moi, Je dois les visite ou envoye un lettre. 
Pour appeler ceux qui sont lointains je dois leur rendre visite ou leur envoyer une lettre
*) Les citoyens plus en plus très pauvres, et le gouvernement est riche. 
Les citoyens sont de plus en plus pauvres, et le gouvernement est riche.

• The use of determinants, demonstrative, Direct-indirect object

Error in this case often occurs in the form of object placement, wrong selection of objects, or omission of determinant. For examples:

*) Je suis d’accord pour accueillir vous à chez moi.
Je suis d’accord pour vous accueillir chez moi.
*) Vos employés qui sont en bas âge puissent travailler chez leur.
vos employés qui sont en bas âge puissent travailler chez eux.

• The Use of Adjective

In French, adjectives always follow the kind of noun: singular/plural, masculine/ feminine. The predominant type of noun affects the writing of its

adjective. It is reasonable that the error in choosing adjective found in the WT for the French adjective can change its shape due to gender.

*) Ils peuvent porter son travail et alors, finissent à chez eux.
   Ils peuvent porter leur travail et alors, finissent chez eux.
*) Il y avait bon paysage. It should be Il y avait de beaux paysages.

- Gendre

Every noun in French has a gender of masculine or feminine. This differentiation is not known in Indonesian. This gender noun in the sentence structure of French language will cause the declination including the adjective. With feminine genre, most adjective will have additional affixes 'e'. A widespread mistake is to determine the genre of a noun. It effects the unproper word writing. For example:

*) le qualité de vie It should be la qualité de vie
*) le clé should be la clé

Syntax Error

The syntax error is viewed from the construction of words in the sentence (word structure). The errors appear in (1) the use of pronouns, (2) verb, (3) the subject of the sentence, (4) word order.

- The use of Pronoun

*) "Je t'excuse" It should be "Je m'excuse".
*) Je suis d'accord pour accueillir. It should be Je suis d'accord pour t'accueillir.

- The use of verb

Types of errors in this category are including choosing a verb, verb form usage errors, incompatibility between subjects of sentences and the verb auxiliaries.

*) Je peux aller le mois prochain. It should be Je peux y venir le mois prochain.
*) Je veux essayer la cuisine. It should be Je veux goûter la cuisine.

- The use of Sentence Subject

Related to the subject of the sentence, the error deals with omission or negligence of sentence subjects. Similar cases also occurred in the Indonesian language. In constructing sentences in Indonesian language, students also often neglect it. It can also happen in constructing the French language sentences as shown in the following sentences.

*) Ici beaucoup de la belle plage. It should be Ici il y a beaucoup de belles plages

*) Elle est une grande statue. It should be C'est une grande statue

**Word order**

*) A jour je vais a joger. Joger est place vendre special souvenir que il y a Bali. Aujourd'hui, Je suis allé à Joger, un endroit spéciale qui vend des souvenirs de Bali.
*) Je voudrai rencontrer avec toi et se promenerai l'ensemble. It should be Je voudrai te rencontrer et se promener ensemble.

**Conjunction**

Conjunctive selection errors and omission often occurs in the construction of the sentence as in the following example.

*) Il y a beaucoup de choses que te raconter. It should be Il y a beaucoup de choses à te raconter.
*) Je souhaite, Je passerai les vacances suivant à Paris. It should be Je souhaite que passerai les vacances suivant à Paris.

**Lexical Error**

**Diction**

*) J'ai beaucoup de temps en dernier du mois. It should be J'aurai du temps à la fin du mois.
*) Chez moi est près de la supermarché. It should be J'habite près de la supermarché.
*) Il y avait beaucoup de trouble, destruction. It should be Il y avait beaucoup de problèmes et on a beaucoup détruits.
*) Je dois accompagner ma mère à l'hôpital. It should be Je dois emmener ma mère à l'hôpital.
*) Je veux essayer la cuisine. It should be Je veux goûter la cuisine.

**Orthograph**

French orthography became special problem for learners of Indonesian speakers. In the Indonesian language each letter has single sound while in french language some letters could be represent one sound. It gives difficulties for learners, especially in writing the spelling. For example, the word 'beaucoup' is pronounced [boku]. Examples of errors that occur are as follows.

*) "beaucoup des places" It should be "beaucoup"
*) la volcan le plus active du monde It should be le volcan le plus actif dans le monde

- The use of diacritical marks (*accent*)

Punctuation in linguistic terms is known by diacritical marks attached as an additional symbol that change the alteration of word. French language has three accents that often appear in written language, those are *accent aigu* (´), *accent circonflexe* (ª), and *accent grave* (¨). For examples, 'é' is uttered with closed sound (timbre) in the word 'learn' when added accent aigu becoming 'ê' with a loud voice like the word 'may'. Accent grave added to the 'e' becomes 'ê' [e] with the voice like the word 'her head'. Examples of errors are as follows.

*) "pére/mère" It should be "père/mère"

*) "J’ai mange..." It should be "J’ai mangé."

**Interlingual - Intralingual**

Of all the errors that arise can be identified errors as results of the interference of the respondents' native language (interlingual) and or by the use of the target language rules that gratuitous (overgeneralization). Omission auxiliary verb, for example, is an effect of interference from the mother tongue. While the error in using "être" instead of "avoir" in the past tense sentence formation is classified as an over generalization (intralingual).

**Diagnostic Test Development**

- **Model of Development**

This research applied theoretical development research method (Research and Development), i.e. models based on theoretical studies and supported by empirical data about the misconceptions language of the learners. As described by Borg and Gall (1989:781) "Educational research and development (R & D) is a process used to develop and validate educational products". Conceptually, the method of research and development covers 10 common steps. The step was modified for the purposes of this development research.

- **Item Test Construction**

French diagnostic test is a multiple choice test consisting of 100 items by the number of alternative answers that vary based on the polarization of errors made by the learner as distractor. This test is intended to reveal the errors of grammatical

concept in students majoring in French Education from the first to the final semester. The test blueprint is based on the findings of the error analysis of language on stage I. Indicator is filled with language errors categorization while the proportion of each indicator is based on the frequency of errors. The spread of items is as follows.

Table 2 Blueprint of French Diagnostic Test

<table>
<thead>
<tr>
<th>No</th>
<th>Category</th>
<th>Subcategory</th>
<th>Sum of items</th>
<th>Number of items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Grammar</td>
<td>Article</td>
<td>13</td>
<td>1,2,3,4,5,6,7,8,9,10,11,12,13</td>
</tr>
<tr>
<td>1</td>
<td>Grammar</td>
<td>Preposition</td>
<td>8</td>
<td>41,42,73,74,75,76,77,78</td>
</tr>
<tr>
<td>1</td>
<td>Grammar</td>
<td>Conjugaison of verb</td>
<td>8</td>
<td>43,44,45,46,47,48,79,80</td>
</tr>
<tr>
<td>1</td>
<td>Grammar</td>
<td>Tenses</td>
<td>5</td>
<td>49,50,51,88,89</td>
</tr>
<tr>
<td>1</td>
<td>Grammar</td>
<td>plural</td>
<td>7</td>
<td>81,82,83,84,85,86,87</td>
</tr>
<tr>
<td>1</td>
<td>Grammar</td>
<td>Auxiliairy verb</td>
<td>3</td>
<td>90,91,92</td>
</tr>
<tr>
<td>1</td>
<td>Grammar</td>
<td>Determinant, demonstrative, Direct-indirect object</td>
<td>3</td>
<td>60,61,62</td>
</tr>
<tr>
<td>1</td>
<td>Grammar</td>
<td>Adjektive</td>
<td>2</td>
<td>63,64</td>
</tr>
<tr>
<td>1</td>
<td>Grammar</td>
<td>Gendre</td>
<td>1</td>
<td>67</td>
</tr>
<tr>
<td>2</td>
<td>Syntax</td>
<td>Syntaxe</td>
<td>9</td>
<td>37,38,39,40,68,69,70,94</td>
</tr>
<tr>
<td>2</td>
<td>Syntax</td>
<td>Pronoun</td>
<td>3</td>
<td>54,55,56</td>
</tr>
<tr>
<td>2</td>
<td>Syntax</td>
<td>Verb</td>
<td>3</td>
<td>57,58,59</td>
</tr>
<tr>
<td>2</td>
<td>Syntax</td>
<td>Sentence Subject</td>
<td>2</td>
<td>65,93</td>
</tr>
<tr>
<td>2</td>
<td>Syntax</td>
<td>Word order</td>
<td>2</td>
<td>72,100</td>
</tr>
<tr>
<td>2</td>
<td>Syntax</td>
<td>Conjuntion</td>
<td>1</td>
<td>66</td>
</tr>
<tr>
<td>3</td>
<td>Lexic</td>
<td>Diction</td>
<td>14</td>
<td>14,15,16,17,18,19,20,21,22,23,24,25,26,27</td>
</tr>
<tr>
<td>3</td>
<td>Lexic</td>
<td>Ortograph</td>
<td>13</td>
<td>28,29,30,31,32,33,34,35,36,95,96,98,99</td>
</tr>
<tr>
<td>3</td>
<td>Lexic</td>
<td>Accent</td>
<td>3</td>
<td>52,53,97</td>
</tr>
</tbody>
</table>

Here is an example of the translation of the indicator into the items. Category was designed based on the ranking of the highest to the lowest.

<table>
<thead>
<tr>
<th>No.</th>
<th>Category</th>
<th>Sum</th>
<th>Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The use of article</td>
<td>13</td>
<td>1. Est-ce qu'elle aime _______ fraises ? A.des B. les C. -</td>
</tr>
</tbody>
</table>

Table 3 Example of Item Test

- Rubric Construction

The above instrument was equipped with a rubric to help users understand the error arising on answering the test. From the example of item above, the correct answer of item 1 is bold printed: «B» When the test taker answers «A» means any negligence or forgetfulness or ignorance that Verb 'aimer' always followed by article 'le/les'. ; When «C» means a mistake caused by the Indonesian language interference where the optional attendance of article at each noun. Another example of the results is as follows.

Table 4 RUBRIC

<table>
<thead>
<tr>
<th>No. Item</th>
<th>Item Test</th>
<th>Description (When the answer is ..., it means .......)</th>
</tr>
</thead>
</table>
| 1        | Est-ce qu'elle aime _____ fraises ? | A = Verb 'aimer' always followed by article 'le/les'.  
B = Key Answer  
C = Interference of Indonesian |
|          | A. des    |                                                     |
|          | B. les    |                                                     |
|          | C. -      |                                                     |
| 2        | _____ livre sur la table est à toi ou à moi ? | A = Key Answer  
B = confusion of gender of the noun 'lire' between feminin/masculin.  
C = Interference of Indonesian  
D = misuse with adjetif demonstratif |
|          | A. Le     |                                                     |
|          | B. La     |                                                     |
|          | C. De     |                                                     |
|          | D. Cet    |                                                     |
| 3        | Je voudrais _____ banane. | A = confusion between definite and indefinite article  
|          | A. la     |                                                     |
- **Instrument Validation**

Test logical content validity was done to determine how far the items have reflected the aspects of the desired language errors, by (1) preparing instrument grille (blueprint), (2) preparing the test item, (3) expert judgment. From the identification of language errors that have been set in the blueprint, the results are analyzed together in a focus group discussion (FGD) whose members include experts in French language and language learning, and expert in measurements.

**Trial of Product**

Trials conducted in the department of French Yogyakarta State University by involving the lecturers of the faculty. Each respondent was given a set of tests done in classes simultaneously. The form of multiple-choice test was analyzed to find out the effectiveness of its distractor. The subject of the trial are all students, from the beginning to the final semester. The number of respondents was of 99 students.

**Reliability**

Instrument reliability was tested by one shot technique with Cronbach Alpha formula. Reliability coefficient calculation was done with the help of the program ITEMAN MICROCAT tm System Testing (Assessment Systems Corporation, 1984). Criteria for determining the reliability of the instrument was referring to Ebbel (1979) which states that the instrument has a reliability index or coefficient > 0.50 expressed as a reliable instrument. From the item analysis, it was known that the coefficient of reliability of the instrument was $\alpha = 0.885 > 0.50$. Thus, it can be concluded that the French diagnostic test instrument developed by the researcher was reliable.

**Distractor**

Misconceptions were tracked from answer choices on the distractor. A particular choice indicates the factors that make test participants decide to put their choice. Distractors were selected from the possibility of errors occurring on test

participants which had been traced through the analysis of language errors. Therefore, in the development of item, it was necessary to have confidence that each distractor was functioning properly. Criteria of functioning distractors can be seen with the option chosen by test participants. If none of the test participants choose certain options mean none of them was misled. Thus distractor is indeed not a misconception on test participants. Example of distractor analysis is the following.

**BUTIR 5:**

*Nous avons ___ amis canadiens.*

A. les  B. des

Option A (the answer key) selected by 40.4% of respondents, 56.6% selected option B, and no answer 3%. Option B as the distractor was chosen either by groups of upper and lower groups. This indicates that the function distractor was very good and a lot of misconceptions were going on at all levels of the respondents.

**BUTIR 22**

*A vous conduire le camion?
Budi: Bien sûr, j'ai un permis de conduire.*

A. connaissez  B. savez  C. pouvez

Option A was selected by 17.2% respondents, Option B (the answer key) by 22.2%, option C by 60.6%. Two distractors A and C functioned properly. The majority of students have misconceptions on the word "pouvez" which means "can". While the word 'savez' which means 'having the ability to do' in Indonesian is also paired with the word 'may'. It often misleads learners, especially those that always produce a target language by translating Indonesian into French in his mind.

**BUTIR 53**

*Choisissez une bonne construction des phrases suivantes!*

A. Je vais te rendre visite à l'été prochain.
B. Je vais te rendre visite en été prochain.
C. Je vais te rendre visite l'été prochain.
D. Je te vais rendre visite l'été prochain.

Option A was selected by 17.2% respondents, Option B by 48.5%, option C (the answer key) by 9.1%. Option D 23.2%. All distractors on item 53 were functioning very well. This is empirical evidence that many students have misconceptions on this kind structure.

75.8% respondents selected Option A, 8.1% option B, 10.1% selected option C. And 6.1% selected Option D (answer key). Suitability of verbs turned out to be a

big issue for respondents. The majority of respondents misled on the use of verbs for subjunctive mode. Many felt that this sentence is indicative mode. Judging from the distractor function to uncover misconceptions, this item is very well.

Conclusion on the importance of the work.

Characteristics of diagnostic tests that can uncover French language errors of Indonesian speakers are multiple-choice test that was developed based on the results of errors identification of the learner. The test consists of 100 item of which the number of options vary depending on the polarization of the errors found.

There are three categories of errors i.e (1) 51 % grammatical errors, (2) 30 % lexical errors, and (3) 19 % syntax errors. They have 18 subcategories, namely (1) the use of article, (2) diction, (3) orthographic, (4) Syntax, (5) prepositions, (6) conjugation, (7) the use of the plural form, (8) tense suitability, (9) punctuation (accent), (10) auxiliary verbs, (11) pronouns, (12) the use of verbs, (13) Determinants, demonstrative, direct-indirect object, (14) Use of Adjectives, (15) the use of sentence subject, (16) word order, (17) Conjunction, and (18) Genre. Of eighteen subcategories we found that 55 % errors caused by overgeneralization (intralingual). And 45 % is interlingual errors that due to interference.

In the process of the development of French diagnostic tests, the blueprint, items test, and rubrics to help translate the answers have been studied in depth by experts in the field of teaching French language and French linguists. The empirical test indicate that the test is valid to reveal misconceptions of French learners of Indonesian speakers, with a reliability coefficient of 0.885 above the minimum requirements of reliability 0.50.

REFERENCES


LEMBAR HASIL PENILAIAN SEJIWAD SEBIDANG ATAU PEER REVIEW
KARYA ILMIAH : PROSIDING

Judul Makalah : DEVELOPING A DIAGNOSTIC TEST THROUGH ERROR ANALYSIS OF FRENCH LEARNERS OF INDONESIAN SPEAKERS
Penulis Makalah : Dr. Dwiyanto Djoko Pranowo, M.Pd
                   b. ISBN : -
                   c. Tahun Terbit : 2013
                   d. Penerbit : HUSO PSU - UnisZA
                   e. Jumlah Halaman : 80 hal

Kategori Publikasi Makalah : ✔️ Prosiding Forum Ilmiah Internasional
(beri ✔ pada kategori yang tepat) ✗ Prosiding Forum Ilmiah Nasional

Hasil penilaian Peer Review :

<table>
<thead>
<tr>
<th>Komponen Yang dinilai</th>
<th>Nilai Maksimal Buku</th>
<th>Nilai Akhir Yang Diperoleh</th>
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<td></td>
<td>Internasional</td>
<td>Nasional</td>
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<tr>
<td>a. Kelengkapan unsur isi buku (10%)</td>
<td>(..+..)/2 x 10%</td>
<td>(..+..)/2 x 10%</td>
</tr>
<tr>
<td>b. Ruang lingkup dan kedalaman pembahasan (30%)</td>
<td>86+87</td>
<td></td>
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<td>c. Kecukupan dan kemutakhiran data/informasi dan metodologi (30%)</td>
<td>85+87</td>
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<tr>
<td>d. Perlengkapan unsur dan kualitas penerbit (20%)</td>
<td>(..+..)/2 x 30%</td>
<td>(..+..)/2 x 30%</td>
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<td>Total = (100%)</td>
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Atas dasar tabel di atas, nilai karya tsb. adalah: 

a. Amat Baik (A)  
b. Baik (B)  
c. Cukup (C)

Yogyakarta, November 2013

Reviewer 2

Nama: R.A. Rahmi D. Andayani, M.Pd
NIP: 19640201 198803 2 002
Unit Kerja: FBS UNY

Nama: Sulis Triyono, M.Pd.
NIP: 19580506 198601 1 001
Unit Kerja: FBS UNY

Catatan:

1) Bubuhkan nilai pada kolom yang sesuai dengan karya ilmiahnya
2) Rentang nilai 50-100
3) Konversi nilai angka ke huruf dan sebutannya:
   81-100 : A (amat baik)
   66-80  : B (baik)
   \leq 65 : C (cukup)
LEMBAR HASIL PENILAIAN SEJAWAD SEBIDANG ATAU PEER REVIEW
KARYA ILMIAH: PROSIDING

Judul Makalah: DEVELOPING A DIAGNOSTIC TEST THROUGH ERROR ANALYSIS OF FRENCH LEARNERS OF INDONESIAN SPEAKERS

Penulis Makalah: Dr. Dwiyanto Djoko Pranowo, M.Pd

    b. ISBN: -
    c. Tahun Terbit: 2013
    d. Penerbit: HUSO PSU - UnisZA
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Yogyakarta, November 2013
Reviewer 1

Nama: Sulis Triyono, M.Pd.
NIP: 19580506 198801 1 001
Unit Kerja: FBS UNY

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**Judul Makalah :** DEVELOPING A DIAGNOSTIC TEST THROUGH ERROR ANALYSIS OF FRENCH LEARNERS OF INDONESIAN SPEAKERS

**Penulis Makalah :** Dr. Dwiyanto Djoko Pranowo, M.Pd

**Identitas Makalah :**
- b. ISBN :
- c. Tahun Terbit : 2013
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- e. Jumlah Halaman : 80 hal

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Yogyakarta, November 2013
Reviewer 2

Nama: RA. Rahmi D. Andayani, M.Pd.
NIP: 19640201 198803 2 002
Unit Kerja: FBS UNY

Catatan:

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≤ 65   : C (cukup)
SURAT IZIN/PENUGASAN
Nomor: 1369/UN34.36/LN/2013

Merujuk pada surat undangan dari Universiti Sultan Zainal Abidin (UniSZA) mengenai International Conference on Languages 2013 tertanggal 1 Agustus 2013, Rektor Universitas Negeri Yogyakarta mengizinkan/ menugaskan:

<table>
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<th>No</th>
<th>Nama</th>
<th>Pangkat/Gol</th>
<th>Jabatan / Unit Kejaan</th>
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<tr>
<td>1</td>
<td>Dr. Dwiyanto Djoko Pranowo, M. Pd.</td>
<td>Pembina/Lektor</td>
<td>Dosen Jurusan</td>
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<tr>
<td></td>
<td>NIP 19600202 198803 1 002</td>
<td>Kepala(IV-a)</td>
<td>Pendidikan Bahasa</td>
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<td>2</td>
<td>Dian Swandajani, S.S</td>
<td>Penata/Lektor (III-c)</td>
<td>Perancis FBS UNY</td>
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Keperluan : Mengikuti Seminar Internasional ‘International Conference on Languages 2013’
Tempat : Boat Lagoon Resort, Phuket, Thailand.
Waktu : 15-18 November 2013
Keterangan : Bantuan biaya registrasi, perjalanan internasional (PP) dan akomodasi ditanggung oleh DIPA UNY tahun 2013 melalui kegiatan Kantor Urusan Internasional dan Kemitraan

Surat ini diberikan untuk dilaksanakan dengan sebaik-baiknya dan setelah selesai agar melaporkan hasilnya.

Yogyakarta, 23 Oktober 2013
Rektor

[Signature]

Prof. Dr. Rochmat Wahab, M. Pd., M. A.
NIP 19570110 198403 1 001

Tembusan:
1. Wakil Rektor I, II, IV
2. Dekan FBS
3. Kepala Kantor Urusan Internasional dan Kemitraan
4. Arsip
INTERNATIONAL CONFERENCE ON LANGUAGES (ICL) 2013

Jointly organized by

ICL 2013
UNISZA

This is to certify that

Dr. Dwiyanto Djoko Pranowo

attended as a Presenter

at The ICL 2013 Conference on Solidarity through Languages

held at Phuket, Thailand.

on 16 - 17 November 2013

Dr. Ruthaychonnee Sittichai
Director of ICL 2013

Dr. Mohd Nazri Latiff Azmi
Co-Director of ICL 2013