

Analysis Of Errors In The Use Of Imparfait In The *Production Ecrite Elementaire* Course By Semester Iv Students Of The French Language Education Study Program

Rabiah Adawi¹, Nurilam Harianja², Tengku Ratna Soraya³

{rabiahfbs@unimed.ac.id¹, nurilam@unimed.ac.id², ratnasoraya@unimed.ac.id³}

French Language Education Study Program, Faculty of Languages and Arts, Universitas Negeri Medan, Indonesia 08126455579¹, French Language Education Study Program, Faculty of Languages and Arts, Universitas Negeri Medan, Indonesia, 08126550311², French Language Education Study Program, Faculty of Languages and Arts, Universitas Negeri Medan, Indonesia, 081361631356³

Abstract. The purpose of this study is to analyze the errors in the use of *Imparfait* in the *Production Ecrite Elementaire* course for fourth-semester students of the French Language Education Study Program, State University of Medan. This research method uses a qualitative descriptive method (Mathew B Miles: 2014)¹. This study is limited to the analysis of errors in the use of *Imparfait* in the *Production Ecrite Elementaire* course. The results of this study analysis show that there are 38 forms of errors in the use of *imparfait*. The errors found are quite varied: 10 errors in the use of *auxiliaire*, 24 errors in the use of *imparfait*, and 4 errors in the use of *accord*. Among the errors found, it can be concluded that some students do not understand the rules for using *imparfait* in French sentences.

Keywords: error analysis, *imparfait*, *production ecrite elementaire*

1 Introduction

Writing skills cannot be mastered automatically; it requires practice to write well. Fabienne Desmons (2005:53)² states that writing has three phases: the elaboration phase, the text entry phase, and the revised writing phase. The elaboration phase requires mastery of grammar, spelling, and the formulation of the main topic. Then, the text phase requires developing ideas in a text to become a good text. The revision phase is the text revision phase. The resulting text is revised for grammar and content. These three phases are important to implement but are often neglected, resulting in less than optimal writing skills for French language learners. This is indicated by the continued prevalence of errors in writing, even though it is known that learning a foreign language is not free from errors. Menucu Cuq (2008:82)³ emphasizes that errors reflect incomplete knowledge and are therefore “part of the information processing process, a normal occurrence in complex problem-solving procedures, possibly a symptom of cognitive

dysfunction, or simply a state of conceptualization. It can be concluded that to minimize errors, complete language mastery is necessary: grammar, structure, vocabulary, and so on.

Speaking of errors, we also frequently encounter errors, particularly in writing. Based on observations of fourth-semester students, it was found that their writing skills, particularly regarding imparfait, are very weak. This is indicated by the numerous errors in the use of imparfait in French. Mastering imparfait at a basic level is crucial, as it forms the foundation for learning imparfait. The errors found in fourth-semester students' writing are quite diverse, as follows:

Example :

1. *Il est une japonais restaurant que je voulais aller.*(Wrong).
*C'**était** un restaurant japonais que je **voulais** aller.*(Correct)
2. *C'est tres deliceux et je ne peux pas m'arreter manger.*(Wrong)
*C'**était** tres deliceux et je ne **pouvais** pas m'arreter de manger.*(Correct)

From the example above, it is clear that there are still many student errors in the use of Imparfait such as errors in the use of actions and situations in imparfait, errors in the use of the imparfait function in sentences, as well as in the second example, we see that students do not understand the context of imparfait at all. From the description above, it can be concluded that students' ability in writing imparfait is still very low, this is indicated by the many errors.

2 Research Methods

The research method is a crucial aspect for the desired research to answer the research questions. This study uses a qualitative approach, considering that the research is analytical. According to Sugiyono (2018:12)¹⁰, a qualitative method is a method used to describe or analyze research results using words and explanations. The research results are not presented in numerical form but use a descriptive narrative form for the data studied. According to Moleong (2014)¹¹, This study uses a qualitative descriptive method, meaning that the descriptive process will be explained in detail and clearly regarding the data studied.

3. Results and Discussion

A. Semantic

Pateda (2015 :7)⁴ : “Semantics is the study of meaning. Language consists of structures that express meaning when related to objects in human experience of the world”. Meaning is the relationship that exists between the elements of language itself (especially words). According to Lyons (2016: 204)⁵, to study or give meaning to a word is to understand the study of the word with regard to the meaning relationships that make the word different from other words. Semantics covers a very broad field, both at the level of the structure and function of language and at the level of interdisciplinary scientific fields.

B. Imparfait

1. Imparfait Formation

a. Conjugation endings for imparfait

All French verbs have the same ending in the imparfait form: *ais, ais,ait, ion, iez, aient.*

b. Radical (root)

The formation of imparfait, is the radical form of the first person plural in the present tense, and adds the ending of *imparfait*, Chollet (2017: 117)⁶.

Example: *Imparfait* conjugation of the verb Parler

Je parlais

You are right

Il/elle parlait

Our parlions

You parliez

Ils/elles parlaient

c. *Imparfait* rule

Imparfait usually indicates a state or action that took place in the past.

Imparfait used to express in the past

1. Duration (in the past which can be near or far) e.g.: last year Marco lived in Jakarta, he studied Indonesian

- a. An action in progress, example: On Saturday while Marco was studying, his friend was taking photos of the museum.
- b. Condition, description (setting, situation) example: Last Saturday, Lisa was in Medan, the weather was great, the park was nice, the children were playing in the park, it was amazing.
- c. Repetition, habit example: every morning, Jisoo wakes up at eight and goes to language school.

2. *Imparfait* can also express the present tense

a. *Imparfait* Polite is used with verbs of will (then replacing the present or present condition) or future verbs. Example: *Je voulais m'excuser. Je venais vous dire que la reunion etait annulee.*

b. With if at the beginning of a sentence (which contains only one verb), *imparfait* can also express a wish, a polite request, regret, a suggestion, or a possibility in the present tense. For example:

Ah, je pouvais gagner au loto ! (souhait)

Si tu voulais bien me preter dix euros (demande polie)

Si j'avais dix ans de moins ! (regret)

Si on allait ce soir au theatre ? (suggestion)

Et si elle etait malade ? (eventualite) what if he is sick? ((eventuality)

c. With the conjunction *si*, *Imparfait* expresses conditions, hypotheses or unrealities of the present, for example: *Si tu voulais, on pourrait lui telephoner* (hypothese du present). *Si ses parents ne l'aidaient pas financierement, je ne sais pas comment il pourrait vivre (irreel du present)*

3. *Imparfait* reveal the future

a. Just as the present tense can express a near future in the present, with a tense complement, *Imparfait* can express a near future in the past. For example:

Je ne peux pas rester, mon train part dans dix minutes (Futur dans le present)

Je ne pouvais pas rester, mon train part dans dix minutes. (Future dans le passe)

b. It is also possible to use the actual future tense (go + infinitive) in the past. In this case, the verb *aller* is in the *Imparfait* form. For example: I went back, my train *allait* partir.

C. Interjection

According to Ameka (2016)⁷ : “Interjections are small words or not words that can be independent and has its own class of words found in all languages”. *C’est-à-dire les interjections sont de petits mots ou non-mots qui peuvent être indépendants et ils ont propre classe de mots que l’on retrouve dans toutes les langues.*

1. Types of Interjections:

According to Goddard (2017)⁸ in the article "Interjection and Emotion" on page 54, he discovered that interjections can be divided into three parts, namely:

a. Emotive Interjections

These are used to express feelings or show reactions to something. These interjections can be very effective in expressing what the speaker is feeling. Examples include joy, surprise, astonishment, pain, frustration, and disgust.

b. Cognitive Interjections

These are used to indicate something or indicate thought processes. They are generally related to the state of information. That is, what we know, what we learn, etc.

c. Volitive Interjections

They are used to make commands, requests, and wishes. For example, the interjection "Shh!" or "Shh!" is used to order someone to be quiet. Expressions such as "I want something" are replaced by volitional interjections.

D. Code Lyoko Animated Series

Animation comes from the Latin word "anima," which means soul, life, and passion. In English, it means "animation." Its literal meaning is "to move" or to animate.

Animation is a moving image that comes from a set of different objects specially arranged to move in a predefined flow with each countdown. The objects mentioned are human images, written texts, images of animals, images of plants, buildings, etc.

According to Fernandez (2016)⁹: “Animation is the process of recording and playing back a sequence of stills to achieve the illusion of continuous motion.” That is, animation is the process of recording and playing back a series of static images to achieve an illusion of movement.

4. Conclusion

This research is to find out how to use the word imparfait incorrectly in French. In the writings of students of the French Language Education Study Program, students experience difficulties in conjugating verbs in the imparfait tense to suit conditions or actions that are taking place in the past, so adjustments need to be made to the duration, present and future tenses.

References

- [1] Miles, Mathew B et A. Michel Huberman, 2014. *Qualitative Data Analysis (Analisis Data Kualitatif)*, traducteur Tjejep Rohendi Rohidi. Jakarta : Universitas Indonesia.
- [2] Desmon, Fabienne. Dan. al. 2015. *Teaching FLE (French as a Foreign Language): Classroom Practice*. Paris: Editions Belin,.
- [3] Cuq, Jean-Pierre. 2018. *FLE Practical Dictionary*. Paris: Ofris,
- [4] Pateda, M. 2015. *Semantik Leksikal*. Jakarta: PT Rineka Cipta,
- [5] Lyons, J. 2016. *Semantics I*. Cambridge: Cambridge University Press.

- [6] Chollet, Isabelle. 2017. *Grammar Summary*. Paris. KEY.
- [7] Ameka, F. K. 2016. *Interjections*. *Elsevier Journal*, 743-746.
- [8] Goddard, C. 2017. *Interjections and Emotion (with Special Reference to "Surprise and Disgust")*. Australia: Sage Publications.
- [9] Fernandez, I.. 2016. *Macromedia Flash Animation & Cartooning: A Creative Guide*. Pennsylvania: McGraw-Hill/Osborne.
- [10] Sugiyono. 2018. *Educational Research Methods: Quantitative and Qualitative Approaches in R&D*. Bandung: Alfabeta..
- [11] Moleong, Lexy J. 2014. *Metodologi Penelitian Kualitatif*. Bandung: PT Remaja Rosdakarya,