

GRAMMATICAL ERROR COMMITTED BY EFL LEARNERS: ON STUDENTS' ONLINE TASK VIA WAG AND GOOGLE CLASSROOM

Dwinesa Anggraeni¹, Hernalia Citra Dewi²

^{1,2}Prodi Pendidikan Bahasa Inggris, Universitas Indraprasta PGRI, Jakarta
hernaliacitradewi18@gmail.com

ABSTRACT

Error is a common thing in learning a foreign language. For language learners, grammar may give a lot of pressure in the process of learning. Ungrammatical sentences or statements causes the speaker get problem in delivering the message in communication. In order to figure out the problem this research aims to know (1) the grammatical errors found on the online task of EFL learners, (2) the most dominant grammatical errors found on the online task of EFL learners. This research uses qualitative descriptive method. The data are taken from the students' tasks via WhatsApp group and Google Classroom. The form of the data taken are both oral and written forms. From the final result it can be concluded that, there are 4 types of errors such as omission, addition, misordering dan misformation. Furthermore, omission is the most dominant error found in students' online tasks with 9 errors. It's expected that from this research it can give benefits to English language learners on knowing the errors that commonly committed during the process of learning a foreign language especially the grammatical error.

Keywords: error analysis, grammatical error, online tasks

ABSTRAK

Kesalahan adalah hal yang umum dalam belajar bahasa asing. Bagi pembelajar bahasa, tata bahasa dapat memberikan banyak tekanan dalam proses pembelajaran. Kalimat atau pernyataan yang tidak gramatikal menyebabkan pembicara mengalami kesulitan dalam menyampaikan pesan dalam berkomunikasi. Untuk mencari tahu masalah yang ada, penelitian ini bertujuan untuk mengetahui (1) kesalahan tata bahasa yang ditemukan pada tugas online pembelajar EFL, (2) kesalahan tata bahasa yang paling dominan ditemukan pada tugas online pembelajar EFL. Penelitian ini menggunakan metode deskriptif kualitatif. Data diambil dari tugas siswa melalui grup WhatsApp dan Google Classroom. Bentuk data yang diambil adalah bentuk lisan dan tulisan. Dari hasil akhir dapat disimpulkan terdapat empat jenis kesalahan yaitu omission, addition, misordering dan misformation. Kemudian omission menjadi kesalahan yang paling dominan yang ditemukan pada tugas online siswa dengan 9 kesalahan. Diharapkan dari penelitian ini dapat memberikan manfaat bagi pembelajar bahasa Inggris untuk mengetahui kesalahan yang sering dilakukan selama proses pembelajaran bahasa asing terutama kesalahan tata bahasa.

Kata kunci: analisis kesalahan, kesalahan tata bahasa, tugas online

INTRODUCTION

The main purpose of learning a language is to be able to communicate through speaking. Among the four skills; speaking, writing, reading, and listening, speaking is the most crucial for the English language learners as its function for communication.

Along with the strengthening position of English in many life aspects particularly as the language for international communication, teaching speaking skill has become increasingly important as the foreign language context. As stated by Nunan (1991: 39) that ‘to most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language and success is measured in terms of the ability to carry out a conversation the language.’ Being able to speak English properly is the main goal in learning a foreign language and speaking English proficiently may give personal satisfaction specially to achieve a good career. As stated by Riggenback and Lazaraton (1991) ‘students of second and foreign language education programs are considered successful if they can communicate effectively in the language.’ It says that foreign language learners can be said successful in learning a language if they can communicate properly. When the foreign language learners have the ability to respond other speakers properly and use the grammatical chunks proficiently, there will be no barrier in building up a good communication. Grammatical chunk is the most terrifying thing for some English language learners. The barrier of understanding all the English tenses and its English small entities cause the language learners afraid to speak up. Grammatical distinction with their mother tongue and distinct pronunciation also different elements in a sentence or paragraph stress out the language learners. During this pandemic its quite difficult for students of English language department practice their speaking skill. They have very limited access because they can’t use zoom application all the time and internet signal sometimes disturb the communication in the classroom. As the main purpose of this class is to have the ability to communicate orally that is truly a major aim or learning a foreign language. Speaking without grammar is might be possible but it can cause misunderstanding among speakers. Therefore, to see the progress of students’ speaking skill focusing on their grammar, the researcher interested to focus on the activities in this class. Moreover, during this pandemic some tasks are made both in written and oral forms so not just speaking skill will be improved but writing skill as well. The object of this research is the students’ online task via WhatsApp and Google Classroom. The researchers use two classes for taking the data. This research is based on belief that this observation may give advantages in improving

the students' English skill by knowing the most common grammatical errors on their written and oral task in the classroom.

Based on the background of the study, the researchers formulate the problems, as following, first, what are the grammatical errors found on the online task of EFL learners. Second, what is the most dominant grammatical errors found on the online task of EFL learners? So the purpose of this research is, first to identify what are the grammatical errors found on the online task of EFL learners. Second to identify the most dominant grammatical errors found on the online task of EFL learners.

In learning process, error has been regarded negatively, naturally in learning a language error can't be avoided but it can be minimized. Language learners are afraid to give a try in learning new language especially when they need to speak up by the language, they think much about the grammatical things. The term 'error' and 'mistake' are often interchangeable. According to Ridha (2012), Norrish (1983), and Cunningsworth (1987) in Kacani (2014) "errors are systematic deviation when a learner has not learnt something and consistently gets it wrong." While mistakes he defined as "inconsistent deviation." Norrish added that when a learner has been taught a certain correct form, and he uses one form sometimes and another at other times quite inconsistently, the inconsistent deviation is called a mistake.

A mistake can be self-corrected but an error can't as its occurred repeatedly and systematically and not recognized by the learner. Being fluent in a foreign language is pride in learning a language especially when the leaners are able to speak proficiently. Analyzing errors is very helpful both for students and teachers. For students itself making errors is a device in order to learn. While for teachers, errors spot what the students still need to be taught and found out the level of language proficiency the students have reached. It noted that grammar knowledge is very helpful in spoken interaction. Furthermore, according to Corder in Kacani (2014) errors have identified as deviant form which cant be self-corrected becçause the learner is not familiar with the rule." Then James in Kacani (2014) also tried to differentiate that error as cannot be self-corrected whereas mistakes can be self-corrected if the deviation is pointed out to the speaker.

Error analysis is an approach to understand second language acquisition which consist of compiling a corpus of L2 learner deviations from target second language norms the error learners make (Johnson & Johnson, 1999) in Kacani (2014). Broughton and his colleagues (1998) in Kacani (2014) sad in addition to errors from learning process and mother tongue interference, listed to poor teaching materials, inappropriate use materials and faulty teaching as the main reason for errors. However, as the aim of teaching and learning a foreign language is a communication, it is important to view errors and mistakes as evidence of learners' willingness to communicate, despite risks (council of Europe: 2001).

Grammar can't be separated in learning English as it's a very important part. Grammatical error that frequently happen might be making look bad for the learners. This term used to describe inappropriate tense usage or misplaced of modifiers or any grammatical chunks. According to Harris (1974:81) in E Rahmawati (2018) "mastering grammar knowledge will help one in speaking English, because he will know how to arrange word in sentence, what tense will be used, how to use appropriate utterance." Without doubt, grammatical accuracy need to get more attention in learning a language. Grammar system is very important to comprehend conversation which sometimes produce in spontaneous speech. Grammatical error makes your writing nor speaking is harder to understand. An error is an action which is inaccurate in some English usage. Moreover, according to Dulay, Burt, and Krashen's (1982:150) in Ellis and Barkhuizen, (2005:61), there are four principal ways in which learners may reflect the errors identified:

a. Omission

For example, omission of copula be in the utterance.

- my sisters very pretty.

b. Addition

The addition is a form that does not appear in a well-form utterance. This sub-categorized into:

-Regularization (for example, eated for ate)

-Double-Marking (for example, he didnt came)

-Simple additions

Misinformation is a structure that used in wrong form of the morpheme or structure.

This classification is categorized into:

- Regularization (for example, Do they be happy?)
- Archi-form (for example, the learner uses 'me' as both a subject and object pronoun)
- Alternating forms (for example, Don't + v and No + v)

Misordering

Misordering is a structure which appears incorrect placement of a morpheme or group of morphemes.

-For example, she fights all the time her brother.

While according to Linville adapted by Santa Barbara City College, there are five errors usually occur repeatedly:

1. Subject-Verb Agreement Errors

It occurs when the subject does not agree with the verb in person or number.

Example: He walk every morning.

Correction: He walks every morning.

Another example: Every teenager knows how to choose clothes that flatters her.

2. Verb Tense Errors

It occurs when an incorrect time marker is used.

Example: I was working on my paper since 6:00 am.

Correction: I have been working on my paper since 6:00 am.

Another Example: Even though this is my first day on the job, I have already found out that there were some difficult people here.

3. Verb Form Errors

It occurs when a verb is incorrectly formed.

Example: I will driven to the airport next week.

Correction: I will drive to the airport next week.

Another Example: I was cook dinner last night when you called.

4. Singular/Plural Noun Ending Errors

It often occurs when there is confusion about which nouns are countable and which aren't.

Example: I have turned in all my homeworks this week.

Correction: I have turned in all my homework this week.

Another Example: I set up six more desk for the afternoon class.

Word Form Errors

It occurs when the wrong part of speech is chosen.

Example: I'm happy to live in a democracy country.

Correction: I'm happy to live in a democratic country.

Another Example: I feel very confusing this morning.

The researchers decided to use four principle ways of error there are omission, addition, misformation, and misordering from the theory of Dulay, Burt, and Krashen's (1982:150) in Ellis and Barkhuizen, (2005:61).

METHOD

According to Cohen, et. al (168:2007) qualitative research has some purposes, they are; describing and reporting the creation of key concepts, theory generation, and testing. Some characteristics of qualitative research are: take places in the natural world, uses multiple methods that are interactive and humanistic, it is emergent rather than prefigured and fundamentally interpretative. Furthermore, according to Marshall, Catherine, et. al (1999: 2-3) qualitative research is an approach to the study of social phenomena; its various genres are naturalistic and interpretative, and they draw on multiple methods of inquiry. This research uses descriptive qualitative method. The purpose of this method is to analyze the grammatical errors found on students' tasks during the lesson in WAG and GC. Descriptive research hasn't purpose to test a particular hypothesis but to describe a matter. A simple quantitative method is used as

well to find out the numbers of errors types based on the classification and to count the dominant error type.

RESULT AND DISCUSSION

Result

The findings of this research related to the problems of the study, they are (1) What are the grammatical errors found on the online task of EFL learners? (2) What is the most dominant grammatical errors found on the online task of EFL learners? As it's explained before, the researchers use descriptive qualitative method in describing and explaining the findings. The object of this study is the online task of Speaking classes. The data in form of written and oral tasks. Written comes from the tasks that are uploaded in Google Classroom while the oral one from the videos made by the students. The researcher uses the theory according to Dulay, Burt, and Krashen's (1982:150) in Ellis and Barkhuizen, (2005:61). There are four principal ways or errors that can be identified omission, addition, misinformation, and misordering

1) Data 1

"This video are so educate me about beauty."

Analysis:

The example above is addition type of error. It is regularization subcategorized of addition. The student supposed to omit to be 'are' because in that sentence there is a verb 'educate'. The double verbs used in that sentence causes the incorrect grammar structure. The correct sentence is "This video really educates me about beauty."

2) Data 2

"I think it will be decide by our self."

Analysis:

The sentence above shows misinformation type. The word 'ourselves' refers to the subject 'we' which is talking about a group of people. While 'Our self' is used when we are talking about a single person. So the correct form is "I think it will

bedecided by ourselves/ it can be decided by ourselves.’

3) Data 3

“I think it will be decide by our self.”

Analysis:

The sentence above shows an error, the omission type. The sentence uses simple future tense in form of passive. The correct form is “ I think it will be decided by ourselves” or to contextually it can be “ I think it can be decided by ourselves.”

4) Data 4

“We have to grateful with what we have. and also many risks to do plastic surgery. Natural is more beautiful.”

Analysis:

From the sentence it shows an omission. The error happens when the speaker omits the ‘ to be’ where the infinitive must be followed by verb 1. The correct sentence is ‘ We have to be grateful with what we have.’

5) Data 5

“We have to grateful with what we have. and also many risks to do plastic surgery.”

Analysis:

Still the same sentence like the previous number, there is an error. It shows an omission type where the speaker omits the subject and verb in that sentence. It could be a new sentence not a clause but mistakenly on the punctuation. If it’ s a sentence, then the correct one is “ We have to be grateful with what we have and there are also many risks in doing plastic surgery.”

6) Data 6

“Yes. I see that beautiful /handsome benefit in their lives”

Analysis:

It shows an omission type in the sentence above. The speaker misses the verb before the word ‘benefit’. The word ‘benefit’ has function as adjective in that sentence. Therefore, it needs a verb. The correct sentence is ‘I see that being beautiful/handsome gives benefits in their lives.’

7) Data 7

“changes what God gives us just because we don't satisfied it's a sin for me.”

Analysis:

From the sentence above there is addition type of error. Regularization subcategorized where the speaker said ‘what God gives us’ that is supposed to be ‘what God has given to us’. The word ‘gives’ from simple present tense to ‘has given’ present perfect tense. The speaker should use the correct tense that is present perfect tense.

Discussion

From the analysis above it is found that there are four types of errors following the theory of Dulay, Burt, and Krashen’s (1982:150) in Ellis and Barkhuizen, (2005:61) in students’ online tasks. The errors are omission, addition, misformation and misordering. There are 20 representative data used from two Speaking classes. The result shows that omission is the most dominant error found in the data while the smallest number of error is misformation with 5%. From the result shows:

Omission : 9

Addition : 6

Misformation: 1

Misordering: 4

The percentage as the following:

Omission: $100 = 45\%$

Addition: $100 = 30\%$

Misformation: $100 = 5\%$

Misordering:100 = 20%

Total: 100%

CONCLUSION

The research has done completely after the final result. The researchers found 20 data from two Speaking classes. Following the theory of Dulay, Burt, and Krashen' s (1982:150) in Ellis and Barkhuizen, (2005:61) it' s found that there are four types of error from the result; they are omission, addition, misformation and misordering in students' online tasks. The object of this research is the students' task in Speaking classes particularly on students tasks via wag and google classroom. Moreover, from the final result it also can be concluded that omission is the most dominant error found in students' online tasks with 9 errors.

BIBLIOGRAPHY

Catherine, M. et. al. (1999). *Designing Qualitative Research*, 3rd ed, (United States of America: Sage.

Ellis, R. & Barkhuizen, G. (2005). *Analyzing Learner Language*. Oxford: Oxford University Press.

Kacani, Lindita. (2014). Grammatical Mistakes of Albanian Students in Learning English as a Foreign Language. Article in *Mediterranean Journal of Social Sciences* August 2014. Universiteti Fan S. Noli

Louis, Cohen, et. al. 2007. *Research Methods in Education*. Sixth ed. (USA and Canada: Routledge.

Nunan, David. (1991). *Language Teaching Methodology: A Textbook for teacher*. Prentice Hall International Group (UK) Ltd.

Rahmawati, Elly. (2018). *Grammatical Error in Students' Speaking. Essay*. Universitas Teknokrat.

Riggenback, H and Lazaraton, A. (1991). *Promoting oral communication Skills*. Boston: Heinie & Heinie.

Santa Barbara City College. *Common Errors Types for English Language Learners* (adapted from "Editing Line byline" by Cynthia Linville). CLRC Writing Center. https://www.sbccc.edu.writing_cente
