GRAMMAR DIFFICULTIES FACED BY FLA UKSW FIRST YEAR STUDENTS’ DURING ONLINE DISCUSSION

THESIS

Submitted in Partial Fulfillment

Of the Requirement for the Degree of

Sarjana Pendidikan

Amanda Natasya
112014015

ENGLISH LANGUAGE EDUCATION PROGRAM

FACULTY OF LANGUAGE AND ARTS

UNIVERSITAS KRISTEN SATYA WACANA

SALATIGA

2018
GRAMMAR DIFFICULTIES FACED BY FLA UKSW FIRST YEAR STUDENTS’ DURING ONLINE DISCUSSION

THESIS
Submitted in Partial Fulfillment
Of the Requirement for the Degree of
Sarjana Pendidikan

Amanda Natasya
112014015

ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS KRISTEN SATYA WACANA
SALATIGA
2018
PERNYATAAN TIDAK PLAGIAT

Saya yang bertanda tangan di bawah ini:

Nama : Amanda Natasya
NIM : 112014015
Email : 112014015@student.uksw.edu
Fakultas : Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris
Judul tugas akhir : GRAMMAR DIFFICULTIES FACED BY FLA UKSW FIRST YEAR STUDENTS DURING ONLINE DISCUSSION
Pembimbing : Dian Toar Y.G Sumakul, M.A.

Dengan ini menyatakan bahwa:

1. Hasil karya yang saya serahkan ini adalah asli dan belum pernah diajukan untuk mendapatkan gelar kesarjanaan baik di Universitas Kristen Satya Wacana maupun di institusi pendidikan lainnya.

2. Hasil karya saya ini bukan saduran/terjemahan melainkan merupakan gagasan, rumusan, dan hasil pelaksanaan penelitian/implementasi saya sendiri, tanpa bantuan pihak lain, kecuali arahan pembimbing akademik dan narasumber penelitian.

3. Hasil karya saya ini merupakan hasil revisi terakhir setelah diajukan yang telah diketahui dan disetujui oleh pembimbing.

4. Dalam karya saya ini tidak terdapat karya atau pendapat yang telah ditulis atau dipublikasikan orang lain, kecuali yang digunakan sebagai acuan dalam naskah dengan menyebutkan nama pengarang dan dicantumkan dalam daftar pustaka.

Pernyataan ini saya buat dengan sesungguhnya. Apabila di kemudian hari terbukti ada penyimpangan dan ketidakbenaran dalam pernyataan ini maka saya bersedia menerima sanksi akademik berupa pencabutan gelar yang telah diperoleh karena karya saya ini, serta sanksi lain yang sesuai dengan ketentuan yang berlaku di Universitas Kristen Satya Wacana.

Salatiga, 22 MEI 2018

Tanda tangan di: nama terang mahasiswa
PERNYATAAN PERSETUJUAN AKSES

Saya yang bertanda tangan di bawah ini:

Nama : Amanda Natasya
NIM   : 112014015  Email   : 112014015@student.uksw.edu
Fakultas : Bahasa dan Seni  Program Studi : Pendidikan Bahasa Inggris
Judul tugas akhir : GRAMMAR DIFFICULTIES FACED BY FLA UKSW FIRST YEAR STUDENTS DURING ONLINE DISCUSSION

Dengan ini saya menyertahkan hak non-eksklusif* kepada Perpustakaan Universitas – Universitas Kristen Satya Wacana untuk menyimpan, mengatur akses serta melakukan pengelolaan terhadap karya saya ini dengan mengacu pada ketentuan akses tugas akhir elektronik sebagai berikut (beri tanda pada kotak yang sesuai):

☑ a. Saya mengijinkan karya tersebut diunggah ke dalam aplikasi Repositori Perpustakaan Universitas, dan/atau portal GARUDA

☐ b. Saya tidak mengijinkan karya tersebut diunggah ke dalam aplikasi Repositori Perpustakaan Universitas, dan/atau portal GARUDA**

* Hok yang tidak terbatas hanya bagi satu pihak saja. Penyelenggaraan, penelitian, dan manfaatan yang menggunakan hak non-eksklusif kepada Repositori Perpustakaan Universitas atau pengumpulan hasil karya menerima hak-copyright atas karya tersebut.
** Harus diperoleh izin dari peneliti dan/atau pemilik hak-copyright atas karya tersebut.

Demikian pernyataan ini saya buat dengan sebenarnya.

Saletiga, 22 MEI 2018

[Tanda tangan]

Mengetahui,

[Tanda tangan]

Dan Toar Y. G. Sumarko, M.A.
PUBLICATION AGREEMENT DECLARATION

As a member of the (SWCU) SatyaWacana Christian University academic community, I verify that:

Name : Amanda Natasya
Student ID Number : 112014015
Study Program : English Language Education Program
Faculty : Faculty of Language and Literature
Kind of Work : Undergraduate Thesis

In developing my knowledge, I agree to provide SWCU with a non-exclusive royalty free right for my intellectual property and the contents therein entitled:

GRAMMAR DIFFICULTIES FACED BY FLA FIRST YEAR STUDENTS' DURING ONLINE DISCUSSION

With this non-exclusive royalty free right, SWCU maintains the right to copy, reproduce, print, publish, post, display, incorporate, store in or scan into a retrieval system or database, transmit, broadcast, barter or sell my intellectual property, in whole or in part without my express written permission, as long as my name is still included as the writer.

This declaration is made according to the best of my knowledge.

Made in : Salatiga
Date : 22 Nov 2018

Verified by signee

Amanda Natasya

Approved by

Thesis Supervisor
Dian Toar Y.G Sumakul, M.A.

Thesis Examiner
Elisabet Titik Murtisari, Ph.D.
COPYRIGHT STATEMENT

This thesis contains no such material as has been submitted for examination in any course or accepted for the fulfillment of any degree or diploma in any university. To the best of my knowledge and my belief, this contains no material previously published or written by any other person except where due reference is made in the text.

Copyright@ 2018. Amanda Natasya and Dian Toar Y.G Sumakul, M.A

All rights reserved. No part of this thesis may be reproduced by any means without the permission of at least one of the copyright owners or the English Language Education Program, Faculty of Language and Arts, Universitas Kristen Satya Wacana, Salatiga.

Amanda Natasya.
GRAMMAR DIFFICULTIES FACED BY FLA UKSW FIRST YEAR STUDENTS’ DURING ONLINE DISCUSSION

THESIS
Submitted in Partial Fulfillment
Of the Requirement for the Degree of
Sarjana Pendidikan

Approved by:

Dian Toar Y.G Simakul, M.A.
Supervisor

Elisabet Titik Murtisari, Ph.D.
Examiner

Amanda Natasya
112014015

ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS KRISTEN SATYA WACANA
SALATIGA
2018
### TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cover Page</td>
<td>i</td>
</tr>
<tr>
<td>Inside Cover Page</td>
<td>ii</td>
</tr>
<tr>
<td>Pernyataan Tidak Plagiat</td>
<td>iii</td>
</tr>
<tr>
<td>Pernyataan Persetujuan Akses</td>
<td>iv</td>
</tr>
<tr>
<td>Publication Agreement Declaration</td>
<td>v</td>
</tr>
<tr>
<td>Copyright Statement</td>
<td>vi</td>
</tr>
<tr>
<td>Approval Page</td>
<td>vii</td>
</tr>
<tr>
<td>Table of Content</td>
<td>viii</td>
</tr>
<tr>
<td>List of Table</td>
<td>ix</td>
</tr>
<tr>
<td>List of Figures</td>
<td>x</td>
</tr>
<tr>
<td>Abstract</td>
<td>1</td>
</tr>
<tr>
<td>INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>LITERATURE REVIEW</td>
<td>4</td>
</tr>
<tr>
<td>CMC</td>
<td>4</td>
</tr>
<tr>
<td>Grammar</td>
<td>5</td>
</tr>
<tr>
<td>Grammatical errors in CMC through online discussion</td>
<td>7</td>
</tr>
<tr>
<td>THE STUDY</td>
<td>9</td>
</tr>
<tr>
<td>Research Question</td>
<td>9</td>
</tr>
<tr>
<td>Context of study</td>
<td>9</td>
</tr>
<tr>
<td>Participants</td>
<td>9</td>
</tr>
<tr>
<td>Instruments of data collection</td>
<td>10</td>
</tr>
<tr>
<td>Data collection procedure</td>
<td>10</td>
</tr>
<tr>
<td>Data analysis procedure</td>
<td>11</td>
</tr>
<tr>
<td>FINDINGS AND DISCUSSION</td>
<td>12</td>
</tr>
<tr>
<td>Verb Difficulties</td>
<td>13</td>
</tr>
<tr>
<td>Clause Difficulties</td>
<td>16</td>
</tr>
<tr>
<td>Noun Difficulties</td>
<td>19</td>
</tr>
<tr>
<td>Preposition Difficulties</td>
<td>21</td>
</tr>
<tr>
<td>CONCLUSION</td>
<td>25</td>
</tr>
<tr>
<td>ACKNOWLEDGMENT</td>
<td>27</td>
</tr>
<tr>
<td>REFERENCES</td>
<td>28</td>
</tr>
</tbody>
</table>
LIST OF TABLE

Table 1  Overall Findings ................................................................. 12
Table 2  Verb Findings ................................................................. 14
Table 3  Clause Findings ............................................................. 17
Table 4  Noun Findings ................................................................. 20
Table 5  Preposition Findings ...................................................... 22
LIST OF FIGURES

FIGURE 1. The example of Chat Log’s from keystroke logging software......................... 11
FIGURE 2. Excerpt of Participants 3’s Chat-log with Verb Difficulty .............................. 14
FIGURE 3. Excerpt of Participants 3’s Chat-log with Auxiliary Difficulty ....................... 15
FIGURE 4. Excerpt of Participants 3’s Chat-log with Clause Difficulty ........................... 17
FIGURE 5. Excerpt of Participants 3’s Chat-log with Clause Difficulty ............................ 18
FIGURE 6. Excerpt of Participants 3’s Chat-log with Article Difficulty ............................. 20
FIGURE 7. Excerpt of Participants 3’s Chat-log with Noun Difficulty .............................. 21
FIGURE 8. Excerpt of Participants 3’s Chat-log with Preposition of place Difficulty....... 23
FIGURE 9. Excerpt of Participants 3’s Chat-log with Preposition of position Difficulty .... 24
GRAMMAR DIFFICULTIES FACED BY FLA UKSW FIRST YEAR STUDENTS’ DURING ONLINE DISCUSSION

Amanda Natasya

Abstract

The rapid development of technology has brought up a new mode of communication, computer mediated communication. This form of communication is also common in teaching and learning activities in EFL context, where students are engage in online discussions. As in face-to-face communication, however, students also experience language difficulties in online discussions. This study wanted to investigate the grammatical difficulties faced by EFL learners during online discussions. The participants of this research were 10 participants from first year student in FLA UKSW. Moreover, this research used SRP (Stimulated Recall Protocol) to know what happen in their mind while doing pauses or revisions. The data of this research was taken using screen recorder in the form of video and chat log. The data was analyzed by using keylogger in the form chat log and interview result. This research found 4 top of grammar difficulties, which are Verb, Clause, Noun, and Preposition.

Keywords: CMC, Grammar, the effect of LI, pause and revision

INTRODUCTION

Communication by means of internet is commonly used in today’s teaching and learning era. Computer Mediated Communication (CMC) may be used as a method of language learning. CMC through online discussion is one effective factor in communication without limits (Commander, Zhao, Gallagher, & You, 2012). Nowadays, online discussion becomes a common activity between teacher and student during teaching and learning process. One of
the benefits in using online discussion is that it can become a tool for checking students’ problem(s) especially in grammar. The study of Barkaoui, 2010b; Huang & Foote, 2010; Sweedler-Brown, 1993 (as cited in Neumann 2014) in English as a Foreign Language or EFL, stated that mistakes are a normal incident made by students because their L1 is still affecting their L2 acquisition. Moreover, it would force difficulties toward the students in deciding the correct grammar in writing. However, types of grammar difficulties can be known by using CMC as the media to aid students in realizing their grammar mistakes.

Furthermore, Savas (2011) examined that CMC can be used to deliberate what linguistic variation are used while chatting online. In the study, the participants are Native Speaker (NS) and Non Native Speaker (NNS). The results of this research which were attended by both participants resulted in equal communication skills although there were limitless error due to grammar, spelling and punctuation. Moreover, the problems that were faced by the participants seemed to be tolerated since the participants used correct vocabulary and simple structure. In addition, grammatical errors tend to happen in the learners who are studying English as a Foreign Language (EFL). One of the grammatical errors frequently created by students is that they do not realize the need of verb change when the form of the subject is different. In another study, Suthiwartnarueput (2012) analyzed writing problems caused by student’s L1. The participants were English major in Thailand that was asked to write in English. The study resulted with five most frequent errors made by the students, such as verb tense, word choice, sentence structure, preposition, and modal auxiliary.

The purpose of this study is to discuss grammar difficulties faced by FLA students in writing, especially during ongoing online discussion. In UKSW, especially students from the Faculty of Language and Arts are used to working with online discussion through social media, email, Schoology and more. The online discussion is taken at the end of semester and it would be more or less about their opinion about the faculty. In the practice, as mentioned
earlier, some grammar difficulties faced by students when writing manually are verbs, tenses, word choice, spelling, etc. This can be caused by some factors from the students, such as the limited knowledge on grammar in writing, the lack of practice and time during the writing process, and many other factors. The significance of this study is to encourage teachers to take advantage of grammar teaching strategies in the teaching and the learning process through CMC. Moreover, it can also become self correction for students, themselves, to learn from the mistakes to be better and gain more knowledge in their writing skill.
LITERATURE REVIEW

CMC

In Miller & Sullivan’s (as cited in Sumakul, 2013) study, Computer Mediated Communication (CMC) is used as a tool to communicate, not only is text-based form (writing) but also in the form of videos like face to face (FTF) (speaking). According to Hayland (as cited in Sumakul, 2013), CMC has two types, which are synchronous and asynchronous. Synchronous CMC is a type where the conversation is done directly at the same time, such as text and video chat. In synchronous, the communication happens in real time where people are able to think and edit what are they going to say before sending it (Sumakul, 2015). Asynchronous CMC, however, is a type that refers to where a conversation does not depend on an immediate answer for example email, text message, online discussion, etc. (Adams, Alwi, & Newton, 2015).

Additionally, CMC can be a tool for communication to make communication opportunities easily happen. As mentioned by Sumakul (2015), there are problems that EFL learners faced during the communication, like Face-to-Face (FTF) speaking or conversation in CMC. Additionally, CMC could be an aid to bridge the process of communication between oral and written for some of students to for them to have complete advantage from learning language as mentioned in Beauvois’ study (as cited in Savas, 2011). It could help them respectively to strengthen their grammar in learning a language. As stated in Sherblom, et al., (2013) Computer Mediated Communication (CMC) could be a tool to develop the skills by increasing the knowledge of the students. Furthermore, because knowledge and skill are connected with each other, and the participants’ attentiveness and expressiveness has been affected by the use of CMC in the learning environment. The study above proved that CMC
aids in developing the skill and knowledge of language learning, especially in writing skill whether it was used using the right grammar.

Moreover, CMC, specifically the synchronous type (e.g. text and video chat) is mostly used to investigate what kind of language problem that occurs in written and oral skill. CMC can be a method in language learning and practice. Blake 2007; Chapelle, 2004 studies (as cited in Adams, Alwi, & Newton, 2015) stated that CMC can help learner increase their skill in writing and speaking. Additionally, misuse of grammar rule while texting is connected with specific grammatical errors that also came up when using written or oral language (Wood, Kemp, Waldron, & Hart, 2014). CMC, especially the synchronous type has been able to be communicated using emotion through writing as good as speaking. In practicing language learning, mistakes might occur during the ongoing communication. The problems that usually happen in communication are incomplete sentences, repeating, and the use of everyday language. By using CMC as a tool of communication and learning, learners can be more aware with the language they use, especially in grammar.

Grammar

In England, USA, and Australia grammar has been reintroduced in English teaching as a first language. It becomes the first National Curriculum for English DES study (to acquire Standard English knowledge (Myhil, 2012). It is one of the reasons why grammar becomes one of the most important components in learning language (Sumakul, 2013). Grammar is always used in the four skills of language learning (listening, reading, writing, and speaking). Grammar is important especially in learning English as Second Language (ESL) or as a Foreign Language (EFL). Grammar may become a basis in writing or speaking, yet in producing it will definitely need to go through lots of processes. Writing with a good grammar can be achieved because of the writer’s memory and how often learners write.
something (de Smet, Gruwel, Leijten, & Kirschner, 2014). Studying English as ESL or EFL are faced with many problems in producing the language. Furthermore, Slinkker’s study (as cited in Wu & Gaza, 2014) found that EFL learners will face at least a problem because their mother tongue will impact how they transfer language form from the mother tongue into other language.

Furthermore, in language learning, the learners will not only learn about English, but also produce something such as oral and written reports. As stated in the journal, writing can be one individual learning activity where students will be able to recognize their mistakes in written form (Hodges, 2002). There are problems in writing, such as spelling, grammar, punctuation and the linguistic expression that is made by EFL learners as mentioned in Matsuhashi & Gordon (as cited in Stevenson, M et al., 2006). There are requirements to produce text in L1 and FL/L2 writing models like content, form, and process. In both L1 and FL/L2, there is a necessary component in language knowledge that is grammatical knowledge as language testing literature (Bachman, 1990; Bachman & Palmer, 1996; Weigle, 2002 studies, as cited in Neumann, 2014). Therefore, student’s knowledge of grammar makes them have fewer mistakes in writing. Moreover, there would be lack of language mastery therefore the learners are used to making revision to their writing (Stevenson, M et al., 2006).

In addition, there are two major different types of errors from the analysis which is oral and written performance (Wu & Garza, 2014). First, these errors are produced by students who are learning a language that is different from their mother tongue (Richards, 1974). Second, learners experience error transfers because EFL learners thought and used direct translation in their first language when they spoke and wrote in foreign language (Bachmman, 1990; Bachman & Palmer, 1996; Weigle, 2002 studies, as cited in Neumann, 2014). Moreover, as written in Watcharapunyawong & Usaha (2013), students who learned English as a foreign language are accustomed to making mistakes that are caused by limited
grammatical and lexical knowledge. In addition, Huang’s (2001) research (as cited in Wu & Garza, 2014) stated that there are grammatical errors made and the top six common errors made are verb, noun, spelling, article, preposition and word choice.

**Grammatical errors in CMC through online discussion**

Sumakul (2015), investigated EFL Learners’ Grammatical Difficulties during CMC interaction. The aim of this study was to find grammatical difficulties experienced by EFL students’ during Computer-Mediated Communication (CMC). They were asked to do online chatting and the process was observed and recorded. The result of this research, Sumakul writes, was that CMC through online chatting can help in knowing what grammar errors are commonly made by students. There are 8 grammar errors that EFL students did such as, verb forms, clauses, auxiliaries, noun, preposition, determiners, collocation, and direct indirect objective. This happens because there is a big distinction between English and Indonesian verbs.

However, Wood, Kemp, Waldron, & Hart (2014) also did an investigation on grammatical understanding, literacy and text messaging in school children and undergraduate students: A concurrent analysis. This text messaging or text chat can be regarded as a synchronous type of CMC. Their research was aimed to explore grammar mistake that were made during text messaging and speaking performance and writing about grammatical understanding. The participants were primary school, secondary school and university students. The result of this study found that the errors in primary school were capitalization and punctuation. On the other hand, in secondary school and university, it was found that they were accustomed to making grammatical error because of the grammar knowledge they had. By using CMC, it influenced them more often to make corrections in choosing the right grammar during text messaging.
Concluding the two previous studies, Sumakul’s (2015) and Wood, Kemp, Waldron, & Hart (2014) above on the use of CMC for the same type of CMC that is synchronous can be used in different methods. In one, the study that uses online discussion and the other one uses text messaging as the teaching method. Furthermore, there was a grammatical error from students that are both the same that is most students who are writing make errors on changing the verb and choosing the right grammar. In addition, one of the previous studies focuses on what happened to the students’ mind while they are in online discussion. The other one focuses on what grammar mistake are produced during the text messaging. Both of these studies are the same in using CMC as a tool to know what grammar difficulties encountered by learners in writing. It also mentioned from the studies that CMC could be a device for students to not only analyze the result regarding grammar difficulties, but also help them recognize the mistake(s) they make in writing. It proves that technology can be one of the methods to increase students’ willingness in learning language because there are some features or applications to support them in gaining a better writing skill.
THE STUDY

Research Question

According to the previous discussion, this a research question: What are grammar difficulties faced by FLA first year students in doing online discussion?

Context

This research used descriptive study which intended to find out students’ problems in grammar while they were doing online discussion. It took place in the Faculty of Language and Arts of Universitas Kristen SatyaWacana, involving the first year students who were taking English Education Program. These students in Faculty of Language and Arts are used to online discussion through social media, email, Schoology, etc.

Participants

This research was conducted by using convenience sampling where participants are selected because they are readily available (Perry, 2011, p. 58). The participants for this research were 10 first year students from the English language Education program in the Faculty of Language and Arts at Universitas Kristen Satya Wacana. Nowadays, students are used to online discussion in their daily life; therefore, the participants were suitable. This research was conducted in the end of their first semester in which they would state their opinions about their faculty which uses online discussion as a learning tool. The participants are required to use English during the online discussion supported with the application prepared by the researcher.
**Instruments of data collection**

This research was conducted using the Stimulate Recall Protocol (SRP). This method is to help participants materialize their thoughts that have been expressed by direct communication. By using SRP, participants were helped to remember what processes that happened in their thoughts and it was recorded in the form of a video. The video of the data was taken by using *desktop screen recorder*. The video was used to stimulate the mental processes during the communication. Furthermore, interviews were done as a recall step to understand what happened in the mental process that has been done (Jimenez, 2007). There is a deeper understanding of the participants’ thinking process in their use of these strategies by using SRP (Jimenez, 2007). Moreover, Wenyu and Yang found what strategies can be approached by using SRP from the students by the use of subjects, pausing length and frequency of pauses (Wenyu & Yang, 2008).

**Data collection procedure**

In collecting data, there were several steps of gathering the data from the students. First, participants were asked to do online discussion outside the class at the end of the semester. While the participants were doing online discussion, it was recorded with a desktop screen recorder (Camtasia Studio 8) and keystroke logging software (Actual Keylogger). The result of the online discussion was in a form of video. Second, the students were asked to watch the video after they finished chatting. Moreover, participants were interviewed with certain questions provided by the researcher to understand what was happening inside their minds. It would be focusing on when they are stopping for pauses and revisions. Each session of this data collection took around 30 minutes. The last step is to identify what grammar difficulties were made by the students that had been recognized from the Keystroke logging software result.
Data analysis procedure

Data analysis was taken from the result of the recording and interviews. The result had many problem possibilities faced by the students during the online discussion, for example vocabulary and grammatical errors. The interview was used to find what students had in mind while they were doing the discussion.

Figure 1. The example of Chat Log’s from keystroke logging software

Figure 1 is one of the examples of the result of the recording used keystroke logging software (Actual Keylogger) where the data was analyzed after their discussion session. The result of the analysis was to find the answer of the research question on grammar difficulties that the students made.
FINDINGS AND DISCUSSION

This following part presents the findings and discussion of the study which provides the answer of the research question. The research showed descriptive findings based on grammatical errors students did in writing from the journal of Huang (2001) (as cited in Wu & Garza, 2014). The result of this study shows 4 majors’ grammar difficulties from 10 participants based on the data collection, along with 98 circumstances. The 4 majors’ grammar difficulties that will be discussed in this section are Verbs, Nouns, Prepositions and Clauses. From the table below, it can be seen that the highest number of errors made by students is “Verb” and the lowest is “Preposition” as it is significantly shown by the percentage number of 42% and 6%.

Table 1. Overall Findings

<table>
<thead>
<tr>
<th>Participants</th>
<th>Verb</th>
<th>Clause</th>
<th>Noun</th>
<th>Preposition</th>
<th>Total Grammar Difficulties</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td>3</td>
<td>6</td>
<td>4</td>
<td>5</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>6</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>13</td>
</tr>
<tr>
<td>8</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>9</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>10</td>
<td>5</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>27</td>
<td>22</td>
<td>6</td>
<td>95</td>
</tr>
</tbody>
</table>

Total Percentage (%) | 42% | 28% | 23% | 6% | 100%

From Table 1, the result of different kinds of grammatical errors that were produced is shown while chatting. In this table, there are four main grammar difficulties shown. The most common grammatical errors students made were “Verb” with up to 42% compared to other grammar difficulties. However, “Preposition” has become the least common mistakes made
with only 6% which was made by one or two students, caused by confusion in choosing the right preposition during sentence arrangement. As the result from the table above, it can be seen that three out of four are components that derived from Huang (2001) (as cited Wu & Garza, 2014) which is Verb, Noun and Preposition. Besides that, based on the study about grammar difficulties during CMC interaction, one grammar difficulty that was found after analyzing the data that participants did during online discussion is Clause (Sumakul, 2015).

The following section presents the findings for each category which is Verb, Clause, Noun and Preposition.

**Verb**

The first finding is Verb difficulties which occurred when participants faced problem in choosing the right verb in writing a sentence. These difficulties contain three parts of verb such as, Verb forms, Auxiliary, and Subject-Verb Agreement. It is also related to the use of particular tenses, for example, present, past, and future.

Table 2. Verb Finding

<table>
<thead>
<tr>
<th>Participants</th>
<th>Verb Forms</th>
<th>Auxiliary</th>
<th>Subject-Verb Agreement</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>4</td>
<td>0</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>8</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>9</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>10</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>16</strong></td>
<td><strong>10</strong></td>
<td><strong>14</strong></td>
<td><strong>40</strong></td>
</tr>
</tbody>
</table>
There were 40 occurrences related to grammar difficulties especially in using Verb. It has been experienced by 3’s participant in their grammatical errors. For the example, the grammar difficulties related to Verb Forms in Figure 2 below from participants 3’s Chat-log.

<table>
<thead>
<tr>
<th>Thought</th>
<th>had</th>
<th>ve</th>
</tr>
</thead>
<tbody>
<tr>
<td>do</td>
<td>id</td>
<td>R07</td>
</tr>
</tbody>
</table>

Figure 2. Excerpt of Participants 3’s Chat-log with Verb Forms difficulty

In Figure 2, the participant wrote a sentence and revised it twice (R06) and (R07) because he was considering the use of word “had” or “has” and “do” or “did”. Yet after he decided the right verb forms, he paused (P02) to choose what type of structure to use. Based on the interview, after watching the video, participants 3 said that he had the sentence in his mind but when he was about to write it, he found it very difficult and confused on which structure he needed to use.

The example above indicates that some of the participants faced difficulties because of the lack of knowledge on sentence structure. As supported by Watcharapunyawong & Usaha (2014) who mentioned that, “L1 interference that caused ineffective writing found the error types which were tense, preposition, article and verb forms”. The influence of L1 happened to almost all of the participants while they wrote a sentence to reply the chat or find another topic. Verb forms difficulties commonly occurred because of the limited experience in writing using English context. There were also some participants that only had a few mistakes in using the verb forms because they were accustomed in using English as mentioned in the interview.
Another example is taken from participant 7’s chat log.

```
I don’t read the instruction carefully but she also wanted to add the word “should”. It shows that the participants made a revision (R05) when he wrote the right auxiliary “I don’t ...”, and changed it into “I should’ve ...”. The sentence she wrote had the same meaning which is the feeling of carelessness for not paying attention to the instruction that shown by the participants but also feeling regret.
```

Moreover, the example above showed that participants had difficulties in choosing the right Auxiliary. The results of the interview also support this kind of mistake that is made by the participant. As supported by Adams et al., (2015) learners who study the language pay attention in prioritizing accuracy, especially on two linguistic forms (auxiliary and modal verbs) rather than on the syntax or lexical. The table above showed 6 out of 10 misused the auxiliary in writing therefore it can be signified as a rare mistake. It can be seen from the table above there were a few participants who misunderstood auxiliary compared to other verb forms errors.

As mentioned before, there are three types of verb mistakes, such as auxiliary, subject-verb agreement and “verb forms” which are developed to be the most errors made by the participants. On top of that, most of the participants said in the interview that it was very
difficult for them to choose the correct tenses to use while chatting at the same time. However, some participants declared that it was not too difficult for them to pick the right tenses because they had their grammar course from the first semester.

**Clause**

The next category is about the difficulty experienced by the participants in the clause level. The difference of verb and clause is that verb is focus more on its form, auxiliary, tenses and etc., yet on the other hand clause is pay more attention on the whole sentence construction. Moreover, there are two types of clause, such as dependent clause and independent clause. Furthermore, there were many reasons why participants experienced between two types of clause difficulty while chatting. Yet, in the interview section, participants’ difficulty arose because of their background knowledge of how to say whole sentences. The result has been proven by the interviews which indicate that mostly is form-meaning difficulty.

**Table 3. Clause Finding**

<table>
<thead>
<tr>
<th>Participants</th>
<th>Independent Clause</th>
<th>Dependent Clause</th>
<th>Form-meaning</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>0</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>9</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>6</td>
<td>11</td>
<td>27</td>
</tr>
</tbody>
</table>

From the table above, there were 27 experiences by 10 participants in correlation to the use of Clause. This grammatical error was experienced by 4 participants. The example of the
grammar difficulties related to Clause is shown in Figure 4 below from participants 5’s Chat-log.

As it can be seen in Figure 4 above, it concluded as dependent clause because the participants made a revision and started with coordinate conjunction “so”. Moreover, the participants made a revision in making the whole sentences. She considered the right grammatical structure and was also confused in selecting the right words. The participant said from the result of the interview that she had the sentence in her mind but it was hard to assemble the sentences. At first she wanted to say that she wished she can be in the same committee but she changed the sentence by asking her friend about becoming participants.

The sample above categorized as noun clause where the participants fixed the sentences. The evidence was in the second sentence made by the participant that started with “that’s ...”. It has been verified by Foster et al (2002) that a dependent clause is a limited or non-limited clause and frequently additional clauses, where it involves subject, object, and adverbial. It concluded as dependent clause, especially noun clause, is commonly used to make the sentence simpler. Although dependent clause can or cannot stand alone, it is proven by the participant that dependent have no limitation and can stand alone.
Additional example is taken by participant 7’s chat log.

Figure 5. Excerpt of Participants 7’s Chat-log with another Clause difficulty

Figure 5, shows the chat log of participant 7’s conversation. The prefix of word “that’s ...” in the sentence from chat log’s above it was the example of independent clause as proved above by participant after changed it. It has been identified from the interview that participants build up mistakes in choosing the right sentences. It is shown by the participant’s explanation from the interview, where at first she wanted to say that her score was bad, but also wanted to say the reason why. Yet, she erased the sentence and changed it into an agreeably the statement that she did not pay attention to the instruction.

The chat’s log example was one of the problems from many problems of clause in writing. As mentioned by Faigley, L and Witte, S (cited in Stevenson, M et al., 2006), a writer could add or make revisions to the text, substitute word or sentences, change the clause, or remake clause with different structure (syntax), (e.g from two clauses become one clause or in the other way). Participant stated that she confused what should be written to explain for more pay attention to the instruction. It is proven by the participants from the interview that the problem also occurred here, it came back to how often people use English in daily life.

The conclusion about these findings is that clause becomes the second common mistake made by the participants. Clause mistake from two examples above was about dependent and independent clause. The 5’s participants made a mistake of dependent clause that is referred as a noun clause and 7’s participant made a mistake of independent clause.
Clause problem occurred by their limitation in making the correct sentence and changing the sentence from their L1 into English. Yet several participants said that when they wanted to write the sentence, they had the sentence in their mind already. Although it is in the form of *Bahasa Indonesia*, but the problem is when they wanted to translate it into English, often times they get confused on how to start writing the sentence or even the first word of the sentence.

**Noun**

The third section of the finding on grammatical error is Noun. Noun is a word used to identify any kind of people, places, or things common noun, or to name a particular one of these proper noun. This Noun difficulty was found based on the participants’ chat log and interviews. These difficulties contain three part of Noun such as, Noun, Article, and Singular/Plural.

Table 4. Noun Finding

<table>
<thead>
<tr>
<th>Participants</th>
<th>Noun Difficulties</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Noun</td>
<td>Article</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>9</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>11</td>
</tr>
</tbody>
</table>

As can be seen from table 3, there were 22 circumstances that occurred which were related with applying noun in the sentences. This grammatical error was experienced by 3’s participants. An example the grammar difficulties related to Noun is shown in Figure 6 below from participants 3’s Chat-log.
Based on Figure 6, the participant’s revision shows consideration in the use of article “a” in this sentence. From the example above, the participants had been disordered when she typed the sentence between “... have a same reasons ...” or “... have same reasons ...” (R17). Yet, based on the interview the participants said that he decided to not add the word “a” because the sentence is better without it.

Furthermore, the participants were lacking in composing the right article for the sentence. Storch (2005) proposed that one of the errors that happened in learning language is errors in the use of article. The participant was confused because of the misunderstanding of the use of article ‘a/an’, or ‘the’ in a sentence. This is also due to their limited experience in writing using English and the use of better and correct articles in sentences. In the end, the participant recalled the knowledge of how to use the articles and made a decision for not to using it. Although, in fact, the grammar still remains wrong, but he noticed it during the interview and remembered to not make the same kind of grammatical errors.

Another example is taken by participant 6’s chat log.

Figure 7. Excerpt of Participants 6’s Chat-log with Noun difficulty
As shown in Figure 7, misinterpretation of Noun was made by the participant in common noun identification. As it can be seen that the “pause” shows the participants thought in determining the word “cheerleading” or “cheerleaders” (P22) that she wrote before. It has been identified from the interview that participant changed it into cheerleader because of she used to hear the word. Yet, the participants paused and revised when trying to pick the right word in the chatting section. The participants accidentally made the mistake because it has the same meaning of that kind of activity.

In addition, the Noun problem occurs only a few times and not all participants made the mistake. This is in line with Laiacona & Caramazza (cited in Rapp & Caramazza, 2002) who wrote that verb errors happened more often in speaking but less nouns errors in writing. The chat log from participant above is one example of noun error usage in writing. It is strengthened by the interviewed result from the participant who exclaimed that she rather chose cheerleaders due to the experience of hearing the word more often than cheerleading.

To complete this section, there are three kinds of mistakes that participants made during online discussion, such as noun, article and singular/plural. The most mistakes that were made in the Noun category were article. As stated by one of the participants during the interview, the use of “article” is fairly simple yet they are still confused when to decide whether the objects are general things or place or a place that they often visit. A problem arises in the use of noun; their absence in using it has a big influence in choosing whether the word is a noun or a verb.

**Preposition**

Last but not least, the minor grammar difficulty that was faced by the participant was Preposition. Preposition, as Hornby (1995) in the dictionary entitled *Oxford Advance Learner’s Dictionary of Current English* stated, is a word or group of words (e.g. *in, from,*
to, out of, on behalf of) used before noun or pronoun to show e.g. place, position, time, or method.

Table 5. Preposition Finding

<table>
<thead>
<tr>
<th>Participants</th>
<th>Preposition Difficulties</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>9</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>

Table 4 mentioned 6 occasions of preposition problems while making the sentences. It has been made by 2 participants in their grammatical errors. Example related to Preposition mistake is shown in Figure 8 below of participants 2’s Chat-log.

Figure 8 shows a preposition problem which is “want to tell about describing place”. As the participant explain during the interview that she made a mistake while writing the sentence because of disordered in her mind with what she would talked about. It is shown from the participant’s chat log above, that she is re-making the sentence by deleting the word “in” from the sentence. At first the participant said from the interview result she wanted to ask the opinion “about the participants in Flasco”, and then she deleted the preposition and
reformed it. The participants continued the sentence by asking about the supporter and the achievement.

The preposition mistake rarely occurs in the writing section. The example above can be seen as one of the problem that participants made while writing a sentence. It is mentioned in Storch (2005) that one of the errors that happened in learning language is not errors in use of articles but also errors in use of prepositions. Although it rarely happens but it is likely to happen because of accidental mistake when writing something. As it can be seen from the chat log above, the participants suddenly change and adding another kind of activity within the event they joined.

Another example is taken from participant 9’s chat log.

Figure 9. Excerpt of Participants 9’s Chat-log with Preposition of position mistake

In Figure 9, the preposition mistake is about the position. Here, the participant wanted to explain what division she got in the event. As it can be seen above, the participant wanted to use the preposition “on” and fixed it into “in”. Based on the interview, the participant revised the preposition because “in” is more suitable in explaining the position of the division that she got.

The participant’s chat log above is about deciding the right preposition. It has been stated in Tetreault & Chodorow (2008) that the most common preposition error that learners used incorrectly was “in”. The example above is about substitution of prepositions which is a common problem in the use of prepositions and this can be seen from the use of a confusing
and arbitrary usage of English preposition as written by Cronnel (1985). It strengthened by the interview that she forgot about the knowledge of the preposition in English.

Preposition is an error that is rarely made by the participants because it is infrequently used during the chatting section. These findings show that preposition is used when the participants wanted to explain in more detail about certain people, place or time. The video and chat log of the participants also never used preposition during online discussion. Moreover, based on the interview, the reason is because the participants rarely use it in written than oral. It can also make them forget when to use the preposition (e.g. in, on and at) in the sentence.
CONCLUSION

The purpose of this study was to be familiar with grammar difficulties which are commonly faced by the first year students. This study was conducted by using 10 participants from FLA UKSW who were asked to do online discussion. Moreover, SRP was used to understand why they paused and revised their messages during online discussion. The online discussion was recorded in the form of video that could stimulate their grammar difficulties from the video. Then, the participants were not only asked to watch their own video but also to be interviewed to find out why they 'paused' and/or the 'revised' during the online discussion. In this case, the data was analyzed by using keylogger in the form of chat log. In result, there were many grammar difficulties found throughout this research.

Based on this study, there are four top grammar mistakes found, such as Verb, Clause, Noun and Preposition. Furthermore, the most grammar difficulties occurred when their L1 is affecting their L2, which in this case L2 is English language. Yet, almost all the participants declared that they have had the sentence(s) ready in mind but they were confused of how to write them down in English. Where most of the times; the grammatical error(s) were often influenced because the participants were not accustomed to the use of the grammar rules and the form-meaning from bahasa Indonesia to English as stated by almost all the participants in the interviewed section. The participants also said from the result of the interview that they were more concerned about the grammar during the online discussion, that it made them did the revisions more frequently. The pedagogical implication of this finding may become a useful suggestion for the teachers, lecturers and other related parties to improve the students’ abilities and motivation in learning grammar. There are some considerations for the lecturer in how they teach grammar, such as; creating a more relaxed class atmosphere for the students with some jokes, using a more interesting example with some pictures or music; last
but not least using different colors of board marker to deliver important explanation for student to understand more about grammar.

In general, it could be admitted that this study is far from perfect where there are some limitations in this research. First, the findings of this study is dependent on the participants’ grammar level, where the participants with high grammar level will be able to manage making fewer mistakes, but the participants with lower grammar level will be easily get and made grammar mistakes. Second, the application for online discussion that is used can be changed not only using certain media social but it can also use any application which is usually implemented in certain courses. For further study, it is suggested to conduct a research about grammar difficulties that students faced from different batch in FLA, to know is there any certain grammar difficulties that students made.
ACKNOWLEDGEMENT

I gave my highest gratitude to Jesus Christ, who always guide and bless me during the process of my thesis until now. I would like to express my sincere gratitude to my thesis supervisor, Dian Toar Y.G Sumakul, M.A because he had guided me and contributed so much energy, time, thoughts and advises. I would also like to thank my examiner, Elisabet Titik Murtisari, Ph.D. for the comments and constructive criticism for my thesis. I would like to say my biggest gratefulness to my lovely parents, Mr. Riscentia Wandirawreksa and Mrs. Anik Handayani, this thesis is the result from your hard work as well in financially supporting my study in Faculty of Language and Arts, Universitas Kristen SatyaWacana. My achievement has never meant to be more than to make you proud. Thank you for my thesis partner Bella, Bene, Itok, Rudolf, and Restu for always helping and sharing information and knowledge during the process of my thesis making. Thank you for my friends Retha, Marcel, Risa, Oland, Bunga, Oddie, Tia, Gilang, Okta and Mega who always strengthen and support me when I felt down during my thesis making. The last but not the least, my special, beautiful, and amazing sister Janti Swastyaastu and her husband Virgiano Nugranta Putra thank you very much for your helping for always give me moral support and make my thesis better. Lastly, I would also like to thanks to everyone from FLA and outside FLA who had support me and eased my thesis writing process. God bless us all.
REFERENCES


