GENDER AND GRAMMATICAL ERRORS IN ENGLISH ACADEMIC PAPERS: A STUDY AT ENGLISH GRADUATE DEPARTMENT OF MATARAM UNIVERSITY

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Abstract.
The study aimed at identifying and analyzing students stylistic errors in the form of grammatical errors made by male and female students of English Graduate Department of Mataram University. This research is focused on finding the significant differences between male and female students in terms of the percentages of grammatical errors in their academic papers and factors contributing the errors. The sample of this research was 20 papers of 10 male and 10 female students of English Graduate Department of Mataram University. The data were interpreted and analyzed by quantitative descriptive analysis using Pearson chi-square to investigate if there were any significant differences among the percentage of grammatical errors in each category and then the types of grammatical errors in the two groups of male and female students were compared by use of descriptive analysis and statistical analysis. The research findings show: The result of Pearson Chi-square test of students grammatical-related stylistic error subcategory, $\chi^2 count= 5.43$ and $\chi^2 table= 11.07$. It means that the χ^2 Count $< \chi^2$ table and the null hypothesis H0 was failed to be rejected. It means there was no difference between male and female students in terms of percentage of grammatical-related stylistic errors sub-category in their academic papers at the level of significance a = 5%. (2) Based on the data analysis, retrospective interview, both cognitive and social factors are affected the students' ability in writing an academic paper. The cognitive factor was the lack knowledge of male and female students about academic writing style and register. This is caused by the lack information they got in their previous study. Therefore, the male and female students still have weaknesses for writing in academic context.
Keyword: Gender, Grammatical Errors, Academic Writing.

Abstrak.
Penelitian ini bertujuan untuk menganalisa kesalahan-kesalahan dalam penulisan akademik oleh murid laki-laki dan perempuan. Penelitian ini difokuskan dalam menemukan perbedaan yang signifikan antara murid laki-laki dan perempuan dalam hal persentase kesalahan gramatikal dalam paper akademik dan menemukan faktor yang menyebabkan timbulnya kesalahan-kesalahan tersebut. Sampel dari penelitian ini adalah 20 paper dari 10 murid laki-laki dan 10 perempuan pada Jurusan S2 Bahasa Inggris di Universitas Mataram. Data dalam penelitian ini dianalisa menggunakan kuantitatif deskriptif menggunakan Pearson chi-square untuk meneliti jika terdapat perbedaan yang signifikan antara persentase kesalahan-kesalahan gramatikal pada setiap kategori dan tipe

dari kesalahan stylistic gramatikal dalam dua grup, murid laki-laki dan perempuan dibandingkan dengan analisa kuantitatif deskriptif dan analisa statistik. Hasil dalam penelitian menunjukkan: (1) Hasil dari Pearson Chi square tes dari kesalahan gramatikal terkait stylistic Error, χ 2 count= 5.43 and χ2 table= 11.07.sehingga χ2 count< χ2 table dan null hypothesis H01 gagal untuk ditolak sehingga tidak ada perbedaan antara murid laki-laki dan murid perempuan dalam hal persentase dari sub-kategori dari kesalahan stylistic gramatikal (2) Berdasarkan analisis data dan retrospektif interview, baik faktor cognitive maupun social mempengaruhi kemampuan murid dalam penulisan akademik. Faktor kognitif dalam hal kurangnya pengetahuan murid laki-laki dan murid perempuan mengenai style dan registers juga berpengaruh dalam kurangnya kemampuan murid laki-laki dan perempuan dalam penulisan akademik.
Kata kunci: Gender, kesalahan grammatical, Penulisan akademik.

INTRODUCTION

Well-writing is a major cognitive challenge because it is a test of memory, language and thinking ability. In writing the students have to concern with how words and sentences are combined in coherent pieces of writing. Since it is a difficult skill, it is not astonishing if the students get many obstacles and difficulties in developing their writing skill. Since gender is one possible factors influencing the students' error in some previous study, I assumed that the different characteristics of male and female students result in different characteristics on their writing styles and different percentage of each type of stylistic error. Therefore, this study investigated the role of gender on the students' stylistic errors. The gender factor was analyzed by referred two theory of gender proposed by Lakoff (1975) and Cameron (1982). According to Lakoff (1975) women tend to use more formal syntax than men and speak more formally than men do in similar situations. If it is true, it can be assumed that females will show that they are better than males in language use. In contrary, Cameron (1982) developed a theory of gender based on two-culture systems. She mentioned that men and women behave differently because they have been raised in two different cultures. Men can venture into public sphere due to their role in hunting and local political activities. For this reason, male are more familiar with formal and polite language. In this way, male students can be more indirect in their style of learning and they thus will be more academically correct than female students. Besides Gender, there were another possible factor affected the students. According to Myles (2002) social and cognitive factor also influence the occurrence of errors made by the students. Myles (2002) argued that students may continue to exhibit errors in their writing

for the following social reasons: 1) Negative attitudes toward the target language 2)A lack of integrative and instrumental motivation for learning. 3) A wide social and psychological distance between them and the target culture, and 4) Continued lack of progress in the second language. The cognitive factors that might cause students' errors in writing, according to Myles (2002) involve: 1) Metacognitive, cognitive and affective factors 2) learning strategy of the students 3) language transfer 4) input, output, process interaction and outcome students got on students' language learning. Following the error analysis procedure, this study tend to identify and analyze the grammatical errors made by the graduate students of English Graduate Department of Mataram University and the percentage of grammatical errors in their academic papers contrasted according to their gender. The scope of this study was to analyze gender and stylistic errors in the form of grammatical errors in their academic papers. This study also analyzed some possible factors affecting the errors made by students from different gender. The objects of this investigation were male and female students of English Graduate Department Mataram University on academic years 2014/2015.

METHODOLOGY

This research is a comparative study. Both qualitative and quantitative method used in this study to describe the stylistic errors in students' academic writing assignment made by the students in English Graduate Department Mataram University academic years 2014/2015. Qualitative methods were used to answer the research question. The analysis of grammatical errors was analyzed considering two categories of gender (male/female). Quantitative method is needed to answer research question about the percentage of stylistic errors in relation to gender to find out the influence of gender factor to the percentage of errors made by the students. In this study, I analyzed papers of students of English Graduate Department of Mataram University, in academic years 2014/2015. The papers consist of 20 papers, 10 were made by male students and 10 were by female students. Papers made by the male students consist of 80 pages and papers made by the female students consist of 75 pages. Total numbers of the pages were 155 pages. For the sample, as Sugiyono (2012: 126), states purposive sampling is a sampling technique with particular consideration. In this study the consideration is all of the writers, in this case

the students, should have the same level of English ability to be the research respondents. All of the students were English students of Graduate Department of Mataram University in academic year 2014/2015.

Two instruments are used to collect the primary and the secondary data. The primary data are documents in the forms of written assignments assigned by conveners of the courses and submitted by individual students as parts of the course completion. These documents offered data on students' errors which were necessary for the thesis discussion. The secondary data are in the forms of retrospective interview. The retrospective interview will focus on students' views about the conditions that they have undergone in the past: for example, about what they learnt, how they learnt, and in what situation that they have learnt. In this way, the cognitive factors of students' stylistic errors were clearly identified. The interviews also focus on the students' perception of their gender as well as their role in the society and how this has affected their learning strategies. With respect to the nature of the research questions, the study used descriptive analysis by following the four procedures of error analysis proposed by Brown (1980): identification of errors, classification of errors, description of errors, and explanation of errors. On analyzing the data, the grammatical error was divided into some subcategories. The grammatical error divided into: register, deixis, coordination and reference, pronominal sequence and tense sequence. To identify the grammatical errors, the students' academic papers are read and their errors are marked with color coding with Male students' grammar errors will be highlighted in blue. Meanwhile, Female students' grammar errors will be highlighted in green. Variations within the two will be mechanically marked using underlining, circling, ticking or boxing when respectively there is wrong use, misuse and omission of grammatical forms.

FINDING AND DISCUSSION

There were five categories of errors found in grammatical errors data: register, deixis, coordination and reference, pronominal sequence and tense sequence.

Grammatical Error in this study refers to ill-form of grammatical structure of words and sentences.

a) Register

Register errors also include the need to distinguish between oral style (as in emails) and written style. These two types of writings have their own conventions. In formal written style for example in academic papers, the writer should avoid using contractions (short forms) such as 'it's', 'don't', 'won't', hasn't', or 'can't'. The use of long form as it is generally considered more formal. For example, 'it is', 'does not', 'will not', 'has not', or 'cannot'.

From the data analysis, the sample of register errors in the term of grammatical such as in:

*You can start write an article about cakes or recipes that you've tried on your own then posting your articles in your blog.

*the fourth is that, in this journal the author didn't argue about the teacher's negative belief about the use of code switching in the classroom.

The words you've and didn't should be written completely become 'you have' and 'did not'. In academic writing, the contractions give an air of informality to the writing. Therefore, the academic writer should avoid to use construction on the writing.

b) Deixis

Time deixis concerns itself with the various times involved in and referred to in an utterance – typically, the moment of utterance. It is much better to replace deictic terms, such as now or yesterday, by adverbs which are not related to the moment of utterance.

as more and more people today

* I will take the similarities of the articles now*

even now, people are more affluent but this piece of language remains constant and people still ask on meeting someone, if they have eaten.

Suggestions:

As major of people nowadays

The similarities of the articles will then be explained

Nowadays, people are more affluent but this piece of language remains constant and people still asking about eating while meet each other.

c) Coordination and reference

The coordination of some conjunctions and misused of article may be a source of confusion.

1) Miss-coordination of conjunction:

He claims that while developing cultural awareness in the EFL classroom it should be kept in mind that the native language is learned along with the ways and attitudes of the social group, and these ways and attitudes find expression through the social group.

I do believe they will be able in English and act as British or American, but never forget their identity.

Suggestions:

He claims that while developing cultural awareness in the EFL classroom, it should be remembered that the native language is learned along with the ways and attitudes of the social group. These ways and attitudes expressed through the social group.

I do believe the students will be able in English and act as British or American without forget their identity.

2) Misuse of article

For example:

*Therefore a people who share a culture but speak different languages will have different world views

The article 'a' should not used for the word 'people' because article 'a' is particularly used for singular noun while 'people' refers to plural noun.

3) Miss-coordination of linking word:

 However, dealing with materials elaboration, the two articles describe different main concerns…. Meanwhile, second journal has a few additions

Suggestions:

Dealing with materials elaboration, the two articles describe different main concerns…. Meanwhile, second journal has a few additions The use of too many linking word will make the sentences sound uncommon.

d) Pronominal references

The consensus among academic has always been that on writing and academic paper should never use first person 'I', 'we' and 'us', or second person 'you'. However, the

rules for the use of 'I', 'you' and 'we' are changing, and such terms are becoming more commonly accepted in academic writing, especially when the writer is describing his/her project or perspective.

*Two journals I have chosen to compare are Blogging in Two Languages: Code-Switching in Bilingual Blogs by Cecillia Montes Alcala; and the Indonesian English Code-Switching in Two collections of Blog Short-Stories by Anna Marietta da Silva.

Suggestion:

* Two journals were chosen to compare in this paper Code Switching in Bilingual Blogs by Cecillia Montes-Alcala and The Indonesian-English Code-Switching in Two collections of Blog Short-Stories by Anna Marietta da Silva.

The passive form is commonly used in academic writing and is used when the writer wants to focus on the action (what) rather than the agent (who).

Pronominal reference error also includes the use of too many personal pronouns or too many candidates to the role of the referent of the antecedent.

*you can start write an article about cakes or recipes that you've tried on your own then posting your articles in your blog.

Suggestion:

* People can start write an article about cakes or recipes that they have tried then posting the article in their blog.

The use of pronouns is anaphoric. Its role is to replace a noun or a noun phrase in order to avoid repetition. Furthermore, the use of pronoun allows the writer/speaker to organize the unfolding discourse by maintaining a particular referent in the reader/hearer's attention focus.

e) Tense sequences

The writer of an academic paper should be aware of the relationship between the grammatical tenses of verbs in related clauses or sentences, in order to show the temporal relationship of the events to which they refer.

*Here, the teacher use code-switching of direct functions to control his students… further, the teacher used code-switching to express the meanings of new vocabulary

Suggestion:

In this case, the teacher use code switching of direct functions to control his students… furthermore, the teacher use code-switching to express the meanings of new vocabulary

Tense sequence error also can be seen inappropriate use of inflections.

According to Hanafi (2006:24) an inflection is a particular bound morph expressing an inflectional distinction or a grammatical marker, such an affix, which is used as a grammatical property.

1) verb agreement:

*It tell us how the slang language come from some language *Here are some of definitions of structure that defines by Vassey*

Suggestion:

It tells us how the slang language comes from some language This paper presents some definitions of structure defined by Vassey.

On the first sentence, "tell' and 'come' should be followed by 's' because the subject is singular. On the second sentence, on the form of passive tense, the verb should be on the third form of verb. Thus, verb 'defines' should be replaced by 'defined'.

furthermore, he explains that achieve culture goals, often teacher has to play a role in breaking down cultural barriers prior to initiating teaching learning activities.

Suggestion:

Furthermore, he explains that on achieving the goals of the culture teacher has to play a role in breaking down cultural barriers prior for initiating teaching-learning activities.

2) Noun plural marker:

The peoples celebrates the born of the babies with third or fourth days with the name of ritual is Sifudu.

Suggestion:

The people celebrate the birth of their babies within three or four days. The ritual is called Sifudu. (People is plural and no need any plural marker)

3) Genitive/possessive marker According to Hanafi (2006:24), -s genitive marker is used when the nominal is human being and of is used when the nominal is non-human. For example:

* *The position of people will be determined from which side they seen.*

Suggestion:

The people's position will be determined from which side they seen.

From the sample of grammatical error, the numbers of error was delivered into quantitative data where the percentage of grammatical errors made by the male and female students were compared. The following table showed the percentages of grammatical errors on male and female students' academic papers.

Table 2. The percentages of grammatical errors' sub-category on male and female students' academic papers

Type of Error	No	Classification of Error	Gender			
			Male		Female	
			Number	Percentage (%)	Number	Percentage (%)
Gra mma tical	1	Register	0	0.0	4	2.48
	2	Deixis	2	1.47	2	1.24
	3	Coordination and reference	11	8.09	13	8.96
	4	Pronominal sequence	7	5.13	13	6.72
	5	Tense sequence	32	23.53	29	37.89
TOTAL			52	38.24	61	37.89

The table shows that the highest percentage of grammatical error made by the male and female students was in the form of register constraints with 27.94 % of grammatical errors made by male students and 33,58% was made by female students. It means that the male and female students' weakness was mainly on the confusion of spoken or informal style which is applied into their academic papers. The lowest percentage of lexical errors made by male and female students was in the form of time deixis with 1.47% made by male students and 1.24% made by female students. From the sub-category of grammatical error explained in the table above, after counted the data by using Pearson Chi-Square test, it was found that $\chi 2$ count= 5.43 and $\chi 2$ table= 11.07. It means that the $\chi 2$ count< $\chi 2$ table and the null hypothesis H01 was failed to be rejected. In other word, there was no significant difference of male and female students in the form of grammatical related stylistic error sub-category at 95% significance level of confidence (H01 = $\chi 2$ count >$\chi 2$ table .05)

CONCLUSION

After the study was completed and the results of the data analysis were obtained, I finally came to my conclusion that: 1. The finding show that in Pearson Chi-square test of students grammatical related stylistic error subcategory, $\chi 2$ count= 5.43 and $\chi2$ table= 11.07. It means that the $\chi2$ count< $\chi2$ table and the null hypothesis H0 was failed to be rejected. It means there was no difference between male and female students in terms of percentage of grammatical errors sub-category in their academic papers at the level of significance a = 5%. 2. Male and female students were equal in their verbal ability especially in writing competence. 3. Based on the data analysis, retrospective interview, both cognitive and social factors are affected the students' ability in writing an academic paper. The cognitive factor was the lack knowledge of male and female students about academic writing style and register. This is caused by the lack information they got in their previous study. Therefore, the male and female students still have weaknesses for writing in academic context. 4. Another cognitive factor was because the students have no time for proof reading their papers. Therefore they do not have a chance for check their paper and did a personal elimination of error. 5. In the term of social factor, much of the students claim that the most problem they got in their previous study was about the lack opportunity for them to practice their English with the native speaker of English. Thus, they were difficult for them to use a native like English. Typically English they used was commonly influenced by the interference of their first language habit in conversation. Therefore they sometimes confused by the rule when they bring it into an academic context.

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