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1 E-LEARNING AND E-TEACHING

1.1 Verb Phrase Mistakes in Writing Composition through E-mail Activity

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Introduction

Wu and Garza (2014) stated that there are benefits of using e-mail as learning practice to improve writing skills. Many benefits were found to support the language learning through e-mail. Students' affective filter would be very high if they were asked to use the language face to face. Thus, Kern (1995) and Sullivan (1993, cited in Wu and Garza, 2014) found that students felt less anxious when they joined the online discussion like e-mail.

E-mail is the most popular form of asynchronous computer mediated communication (Vurdien, 2013). The core problems in this study can be described as follows: What were the verb phrase mistakes made by the fourth semester of English Literature students in their composition? and Why did the students make such mistakes? Therefore, the research objectives of this study were to find out the types of verb phrase mistakes in composition through e-mail activity and to investigate the factors causing the mistakes happened.

Theoretical Framework

Hadfield (1990) proves that writing is difficult for foreign language learners for several reasons. First is psychological difficulty. Second is linguistic difficulty. Third is cognitive difficulty. It indicates that in learning to write, the learners must know the systematic instruction of language and it is supported by their skill with ability, proficiency and learning strategies. In writing, composition hands an important role in order to transferring language skills because writing composition organizes an idea that consist of writing correct

vocabulary, mechanics, and grammatical rules. In addition, Kies (1995) stated that verb phrase has two functional parts, such as: a. *the auxiliary*, auxiliary verbs is used together with a main verb to give grammatical information and therefore add extra meaning to a sentence. b. *The main verb*, a main or base verb indicates the action or condition of a sentence.

In learning process, it is normal if the students make mistakes. By making such mistakes, the teacher gets feed-back which possibly make the teacher know in what aspects are the students difficult to comprehend the material. There are three mistakes that students often make in writing composition: Wrong form; Additional of unnecessary item; Omission of necessary item (Yulita, 2005). Many foreign language studies have included the use of email to develop writing skills (Chaffee-Sorace, 1999; Levy, 1997). Through E-mail interviewing, it is hoped it can reduce the mistake and the problem of interviewer effect, whether resulting from visual and non-verbal cues or status differences between interviewee and interviewer.

Method

This research employed descriptive method because it describes about the type of students' verb phrase mistakes in writing composition through e-mail activity. The population of this research was the sixth semester English Literature study program students of The University of Dehasen Bengkulu. Furthermore, the students' writing compositions through e-mail activity were taken as the main data of this research.

Findings

The results showed that the most frequent type of mistake was wrong form, and the second frequent mistake was addition of unnecessary item and omission of unnecessary item. Whereas the most frequent mistake of verb phrase was in main verb and the second frequent mistake was the auxiliaries. The students made mistakes because of mother tongue interference, overgeneralization and poor translation. The result of the research showed that the students are still lack in applying the verb phrases in sentences.

Discussion

The mistakes that students make in learning English as a target language can be classified into some causes: Mother Tongue Interference; Overgeneralization, It happens because the learners often generalize the language that they have learnt previously. Richard (1989) stated that overgeneralization happens because the learners fail to observe the boundaries of a rule, for example: the third person singular verbs must take an "s", for example: he *runs*. The second language learners may over generalize and apply the rule to second person singular verbs, for example: you *runs*. the last is Context of Learning. In the meantime, online resources are now widely used as the tool for learning. However, there still many students do not use them correctly and properly. In conclusion, making mistakes are a normal language developmental process, so students' mistakes are great sources for improving teaching and learning. Teachers should not label students based on their mistakes in writing.

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