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The Enhancement of Students' Writing Ability Success in EFL Classroom thru Error Evaluation Technique/Method

Dr. PAIKER FATIMA[1], Dr. APPALAL ATTAR[*2]

[1]Assistant Professor, College of Sciences and Arts, Almethnab, Qassim University, Saudi Arabia
Email:fatima.paiker8989@gmail.com
[2]Research Scholar, College of Sciences and Arts, Almethnab, Qassim University, Saudi Arabia
Email: appalal1100@gmail.com
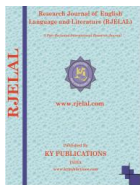
Abstract

This research experiments at understanding the effectiveness of Error Evaluation Method also known as Error Analysis Method toward the students' success in English writing talent and their perceptions of Error Evaluation Method (EEM) for educating and getting to know writing. The technique used in this research is Classroom Action Research (CAR). Research findings reveal that most of the students gained control over the key features of the required recount genre in terms of social purposes, language features, and schematic structure. The topics of this research are 2 college students of the 1st semester of the English Department of College of Sciences and Arts, Almethnab, Qassim University of the 2019— 2020 academic year. The tool for collecting information is an essay writing test. The statistics are analyzed through descriptive analysis. The results of the research show that the students' fulfillment in English writing skill is (76.74) in average and in general, the students have wonderful and desirable perceptions toward Error Analysis Method for educating and gaining knowledge of writing ability of English. This implies that the implementation of EET/M is notably tremendous to enhance students' writing skills.

Keywords: Error, Error Evaluation Technique/Method, Genre-based writing, EFL Classroom

Introduction

Writing is not solely an important learning skill for college students but also employment skill. Writing is that the important foundation upon which one's work, learning, and mind are going to be judged—in college, within the workplace, and within the community. Writing equips us with conversation and thinking skills. Writing expresses who we are as people. Writing skill is believed to be problematic for EFL students in learning. (Richards, 1990). As per Richard and Renandya (2002), the difficulties include those in (1) generating and organizing ideas using an appropriate choice of vocabulary and (2) putting

such ideas into an intelligible text. As for Saudi EFL students, besides these difficulties, they even have to face many other obstacles when learning to put in writing compositions and other writing genres in English. It's also one in all the emphases among other language skills like speaking, listening, and reading. Factually, writing appears to be very vital which ought to be discovered and mastered by way of the college students because, by way of writing, one can categorical his/her notion idea, feeling, and expression still by communication.

Regarding writing skills, in the English Department of College of Sciences and Arts,

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Almethnab, Qassim University, writing subject is taught and learned for four semesters from the Intensive Course Program (ICP) to Level—3. The contents of the writing subject cowl a range of and diverse subjects and issues such as sentence writing, paragraph, essay writing, academic writing, and genre writing as well. Genre-based writing will become a new approach to instructing and mastering writing.

Genre-based writing particularly becomes the essence of writing subjects in both curriculums. The genre-based writing views writing as a product and process (Ann 2003). By product, writing has its own typical features and characteristics like communicative purpose, rhetorical structure, linguistic features, style, and readers (Hyland, 2003; Knapp and Watkins, 2005; Dirgeyasa, 2015). While as a process, genre-based writing, views writing as a scientific procedure for teaching and learning processes. Genre writing as a process implements a cycle teaching and learning to encompass three main phases like (a) building context, (b) joint construction, and (c) independent learning (Rothery, (1996) in Firkin, Forey, and Sengupta, 2007; Hyland 2003). Through this model of teaching and learning, students are expected to be able to write well.

Nevertheless, supported data within the Department of English language and Translation, Almethnab, Qassim University, the students' writing skills are relatively low and that they don't meet the expected target by the curriculum. The concrete students' writing achievement within the last three academic years (2016/2017 up to 2018/2019) is shown in table below.

Table: The definite students' writing achievement in the last three academic years 2016/2017 up to 2018/2019.

Academic Year	Grades				
	A %	B %	C %	D %	
2016/2017	15.87	30.34	44.00	11.00	
2017/2018	15.54	29.34	42.54	12.75	
2018/2019	15.63	30.53	44.84	9.00	
Rata-rata	15.66	30.07	47.79	11.61	
Total of C+D			47.79	11.61	59.04

Source: Self-Evaluation of the Department of English Language and Translation, Almethnab, Qassim University 2019

In agreement successfully and failure of teaching and learning process, theoretically, they're caused by many factors like teaching and learning method, assessment model, the students' background and features (entry behavior, enthusiasm, boldness, etc), media, learning materials, etc (Brown, 2004; Harmer, 2009; Kiato, 2009). Among the determining factors of success and failure of the teaching and learning process, pedagogics and or strategy plays an important role. Then, Nunan (1995), adds that the students' achievement is covered by many factors like media, learning material, assessment, input, media, learning resources, and learning method. In the agreement the part of the teaching and learning process. They also highlight that the results of teaching and learning accomplishment are suggestively influenced by the teaching and learning method fulfilled by the teacher.

This simply suggests that the root cause of the low students' achievement in writing is the teaching-learning method applied via the lecturer. It is assumed that the instructing and learning method implemented is no longer relevant and excellent in terms of the students' background, the nature of the subject matter, the academic atmosphere, etc. Then, the instructing and learning approach implemented in the lecture room can no longer create college students to assume seriously and contain the students energetic all through the instructing and learning process. The classroom surroundings are tremendously boring, monotonous, and dominated with the aid of the lecturer's role.

Actually, there are some instructing and getting to know strategies that are applicable and widespread to enhance the precise and conducive

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educating and mastering ecosystem for writing concern in precise such as mind mapping, problem-based learning, error evaluation method, etc. Those techniques genuinely have their very own strengths, weaknesses, pros and cons, and forte in the educating and learning process. Of course, one teaching and learning technique may additionally go well with and healthy for a sure problem and the other one may also match with some other subject. In short, the use of a positive educating and learning approach relies upon the context.

In a settlement with educating and mastering writing, EAM/EEM is supposed to be applicable for instructing and learning writing. Corder (1967) and Brown (2000) each throwing light on that language learners' errors are vital to study because it suggests the condition of the learners' knowledge. In addition, academically and empirically, the EEM also known as EAM can appreciably recover the students' learning success as mentioned through Dirgeyasa, and Husein (2007: 25). However, their research is worried about the structure subject. By EEM, the students' fulfillment substantially improves. Learning a language is highly unique and different. Errors made by the learners grow to be something typical and a must. Errors positively are sections of the learning process.

Actually the definition of error in language gaining knowledge maybe especially distinctive among the linguists. Error in language studying takes place because the learner is now not able to use language properly and correctly. Corder (1971:152) mentions that blunders are the end result of some of the failure of presentation. It capability that the learner makes language deviation. Here, she/he gets incorrect or fail. Then, it can be referred to that mistakes are viewed as a systematic deviation when a learner has no longer discovered something and constantly then they eventually get it wrong.

Error Analysis Method aka Error Evaluation Technique/Method

Generally, error evaluation in second language acquisition was once set up in the Error analysis or evaluation is a choice to contrastive analysis, an approach influenced by means of behaviorism through which applied linguists search

to use the formal distinctions between the learners' first and 2nd languages to predict errors. The upward push of this technique is brought about by the assumption that contrastive evaluation is unable to predict a superb majority of errors, even though its greater precious factors have been integrated into the learn about of language transfer. A key finding of the approach has been that many learner mistakes are produced by using novices making faulty inferences about the guidelines of the new language.

In addition, the implementation of EAM gives three advantages for educating and gaining knowledge of the process. Those three consist of (1) the lecturer truly be aware of how far the studying goals have been achieved, (2) the error analysis presents data, fact, and shreds of proof show the students research and what strategies they use for, and (3) the error and mistakes made through the college students can be used as mastering assets or materials for in addition research so that they will comprehend what wrongs are or what corrects are (Brown, 2000; Corder 1981).

The following steps can be followed to enhance learning.

- Learners are given a perfect text
- Text is read and examined with the teacher
- Overtly connects reading and writing
- Ensures that writing is a process
- Delivers a model for learners
- Scaffolds writing
- Makes 'invisible features clear to learners
- Design linguistic structures clearly
- Teachers and learners collaboratively construct the genre
- Learners in groups use writing frames
- Learners write individual genre

In the technique approach, the steps or ranges are demonstrated and practiced from the generation of ideas and compiling of facts through a sequence of activities for planning, assembling information, enlisting, revising, and modifying (Campbell, 1998, p. 11). This order of activities usually takes place in 4 stages: "prewriting, composing/drafting, revising, and editing" (Badger & White, 2000, p. 154). There are a range of practical

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applications of the fashion approach to the educating of writing. one amongst these purposes is in English for Specific Purpose. Most ESP researchers especially outlined the fashion approach with spotlights on the formal uniqueness of genres to assist college students to obtain a grasp of the communicative functions and linguistic factors of texts that they're essential to write down in their expert discourses. Despite genres" beneficial roles in supporting newcomers to provide written work confidently, there are two limitations of the fashion approach. One is that it underestimates the skills required to provide content, and also the different difficulty is that it neglects learners" self-sufficiency (Byram, 2004, p.236). The genre strategy not only places to a lot emphasis on conventions and magnificence elements but additionally is way less helpful for faculty students in discovering the texts" true messages because of the central elements of the precise genre. Likewise, if teachers spend class time explaining how language is employed for a range of functions and with a variety of readers, newcomers are probable to be generally passive. Thus, the genre method is blamed for limiting learners'" innovative ideas about the content material and is criticized in this it overlooks natural methods of learning and learners" creativity (Badge & White, 2000, p.157). Finally, Bawarshi (2000) detected that, at its best, it helps newcomers to spot and interpret literary texts, while at its worst, it interferes with the learners" creativity (p.343).-

This challenge means that students may also end up writing genres as meaningless reproductions. Nevertheless, as per Bakhtin (1986), genres continually progress thru integrating a wealthy variety of voices, styles, discourse features, and points of view. The genre method approves students to be allowed to the variety of a genre, which suggests that college students nonetheless have probabilities to advance their creativity in the style approach. Thus, if the style approach is to continue to be actual to the vital nature of genres, then instructing in the style method must consist of a closing step in which students are encouraged to smash the style of the current genre and let it evolve.

Conclusion

Based on the outcomes of lookup and debate, via imposing the EAM aka EEM methodically and reliably, it can assist the students to enhance their writing success meaningfully. Genre-based teaching strategies are discovering their location in writing guides for developing students' thoughtfulness or recognition of diverse genres and their enabling students' writing tasks of special genres. Genre-based tactics to teaching college students how to write can alert students to the pass structure of writings and the motivations at the back of it, which makes it viable for college students to take advantage of linguistic sources creatively to obtain their private desires in their writings. This paper is no greater than a tentative strive regarding the educating of writing based on the effects of genre evaluation with a view to representing how students can be trained to familiarize and accumulate a genre.

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