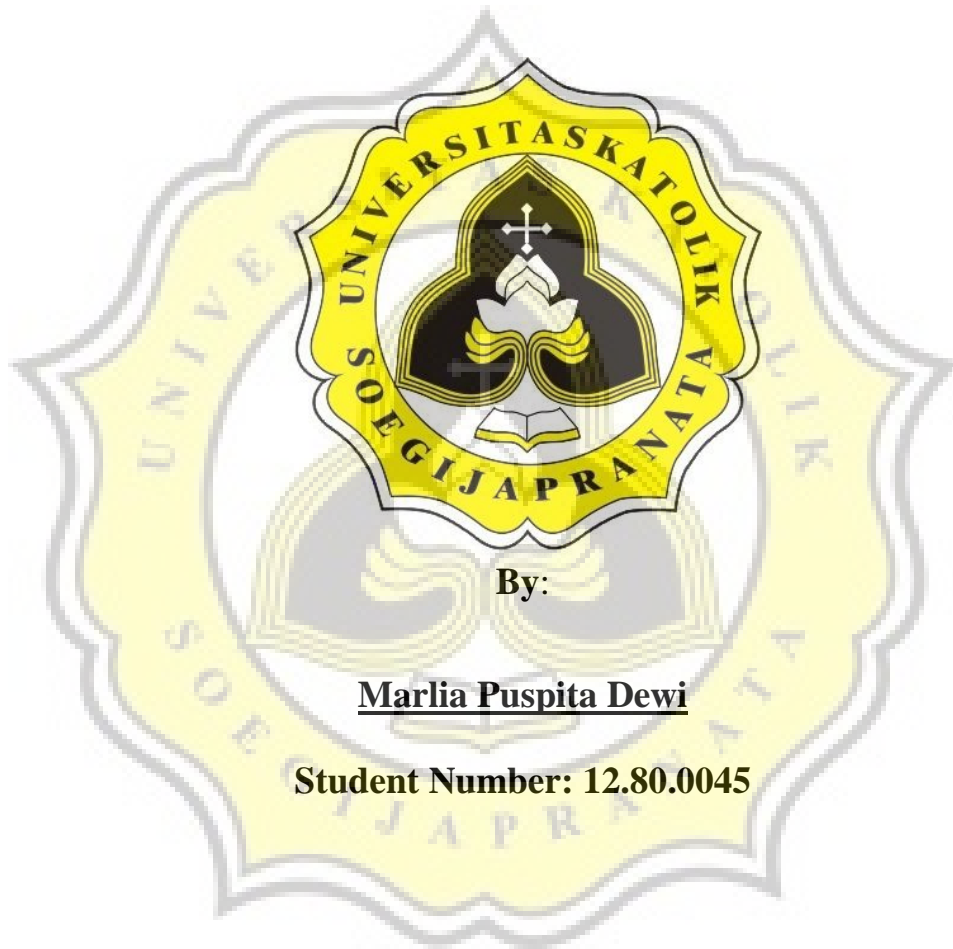


**A STUDY OF FACULTY OF LANGUAGE AND ARTS
STUDENTS' BELIEFS IN GRAMMAR INSTRUCTION AND
ERROR CORRECTION IN LEARNING ENGLISH**

**A Thesis Presented as Partial Fulfillment of the Requirements to Obtain the
Sarjana Sastra Degree in the English and Arts Study Program**



By:

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**FACULTY OF LANGUAGE AND ARTS
SOEGIJAPRANATA CATHOLIC UNIVERSITY
SEMARANG**

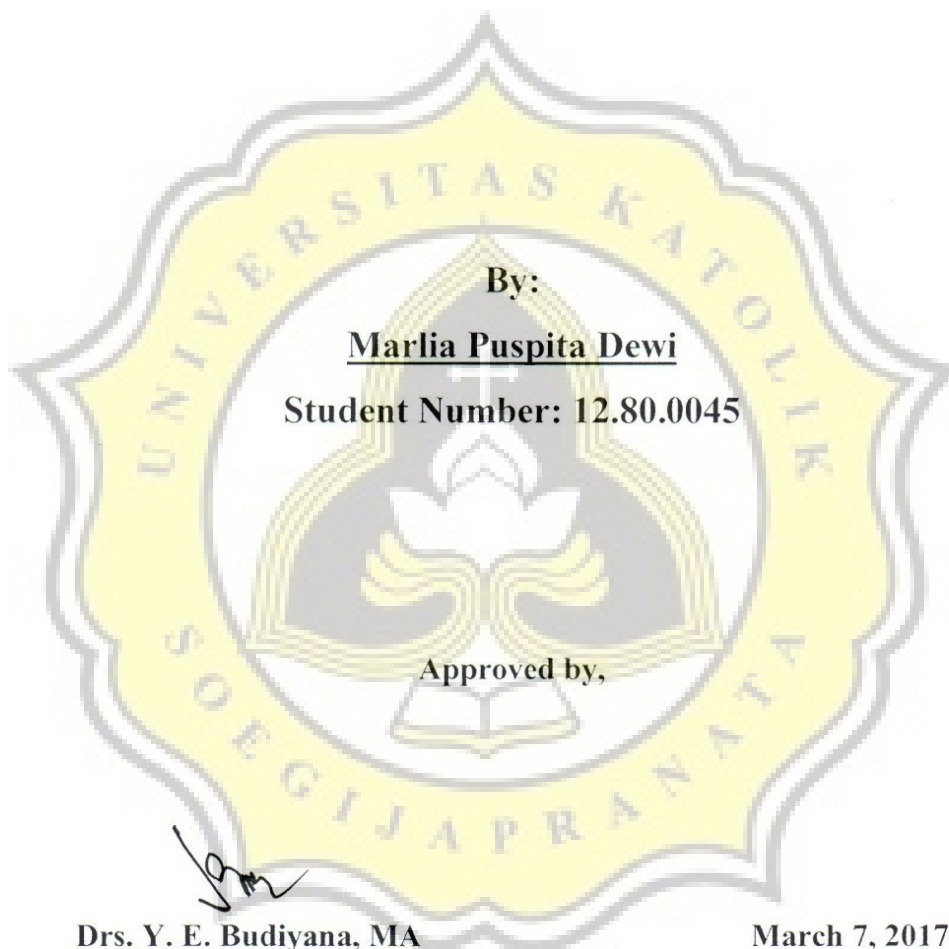
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“Ask and it will be given to you. Seek and you will find.
Knock and the door will be opened to you.”

-Matthew 7 : 7

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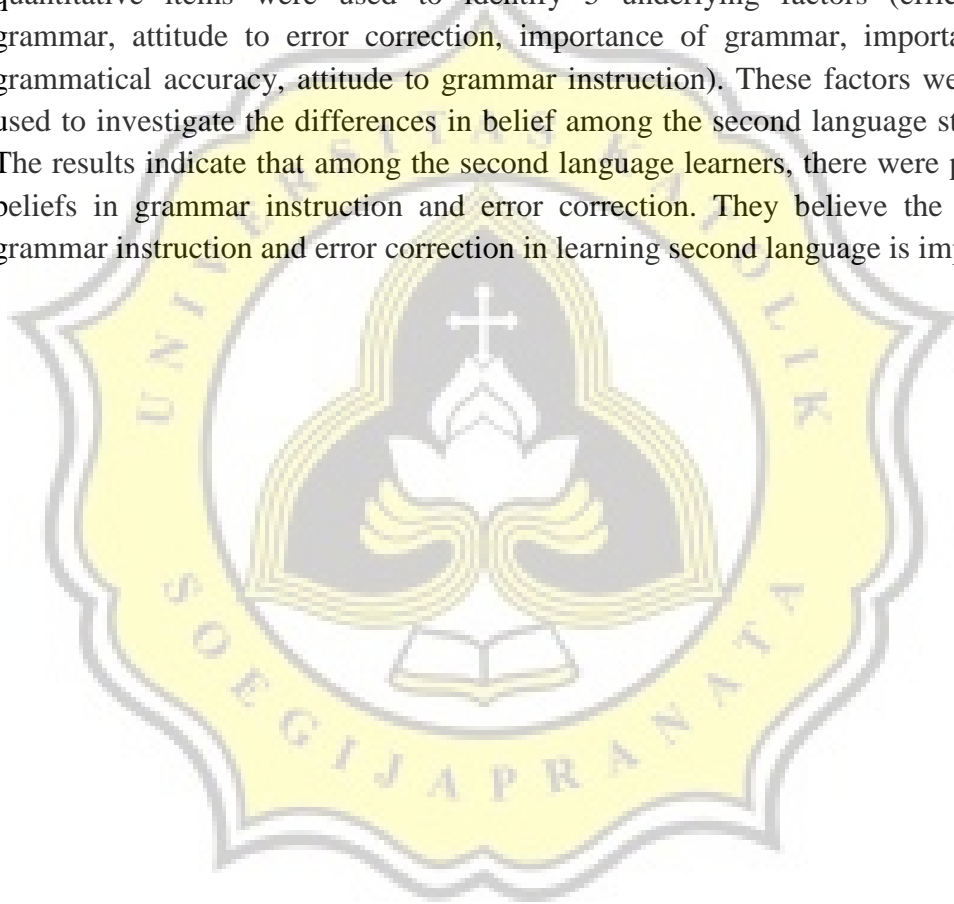
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ABSTRACT

Learners' beliefs are the important individual difference in second language learning. Furthermore, in Indonesia, lots of debates surround the role of grammar instruction and error correction in the second language classroom. Therefore, this study investigated the beliefs of second language learners in the grammar instruction and error correction. A total of 73 second language students of 2013 and 2014 at Faculty of Language and Art, Soegijapranata Catholic University completed a close-ended questionnaire consisting of 22 Likert-scale items. The quantitative items were used to identify 5 underlying factors (efficacy of grammar, attitude to error correction, importance of grammar, importance of grammatical accuracy, attitude to grammar instruction). These factors were then used to investigate the differences in belief among the second language students. The results indicate that among the second language learners, there were positive beliefs in grammar instruction and error correction. They believe the role of grammar instruction and error correction in learning second language is important.



ABSTRAK

Keyakinan pelajar adalah perbedaan individu yang penting dalam pembelajaran bahasa kedua (L2). Selanjutnya, terdapat banyak perdebatan tentang peran dari *grammar instruction* dan *error correction* di dalam kelas L2 di Indonesia. Oleh karena itu, penelitian ini menyelidiki keyakinan pelajar L2 mengenai peran controversial dari *grammar instruction* dan *error correction*. Sebanyak 73 pelajar L2 angkatan 2013 dan 2014 di Fakultas Bahasa dan Seni, Universitas Katolik Soegijapranata menyelesaikan kuisioner yang berisi 22 item skala Likert. Item kuantitatif digunakan untuk mengidentifikasi 5 faktor yang mendasari penelitian (*efficacy of grammar, attitude to error correction, important of grammar, importance of grammatical accuracy, attitude to grammar instruction*). Faktor-faktor tersebut kemudian digunakan untuk menyelidiki perbedaan keyakinan di antara pelajar L2. Hasil penelitian menunjukkan bahwa diantara pelajar L2 terdapat kepercayaan yang positif terhadap *grammar instruction* dan *error correction*. Mereka percaya bahwa peranan *grammar instruction* dan *error correction* dalam belajar bahasa kedua sangat penting.

