

**AN ANALYSIS OF GRAMMATICAL ERRORS IN
INSTAGRAM CAPTIONS WRITTEN BY ENGLISH
EDUCATION STUDENTS AT IAIN CURUP**

THESIS

This Thesis is Submitted to Fulfill the Requirement for ‘Sarjana’
Degree in English Language Education



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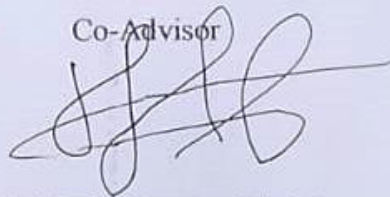
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PREFACE

All praise and thanks are due to Allah SWT. With the help of His blessings, I, the author, have finished this thesis with admirable outcomes and putting forth on my best effort. This thesis has been turned in to fulfill the requirement of Institut Agama Islam Negeri (IAIN) Curup for the S1 degree.

This study phenomenon lies on the cascade of cognitive processes, especially one that related to the interpretation performance, that resulting in errors. While many researchers see these errors and try to classifies them to certain types, researcher view this as the dynamic orchestra between the cognitive and linguistic knowledge that need to be clarify. Researcher believe that these errors is a window for us to see the interplay between language and how they affect our language acquisition simultaneously when we speak in multilingual.

Although there are rooms for improvement in the analytical results of this study, particularly considering how the need about interpretation study in the English Tadris Study Program, researcher think that more research on interpretation has the potential to make ground-breaking discoveries. Researcher hopes that this study is useful to the further exploration.

Curup, 31 July 2026



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This thesis was written to fulfill one of the requirements for obtaining the Sarjana (undergraduate) degree in the English Language Education Study Program, Faculty of Tarbiyah, Institut Agama Islam Negeri (IAIN) Curup. The writer recognizes that the completion of this thesis would not have been possible without the assistance, guidance, and support of many parties. Therefore, with the deepest humility, the writer would like to express sincere gratitude to:

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9. Everyone else who cannot be mentioned individually, who provided assistance, whether directly or indirectly, in the completion of this thesis.

The writer recognizes that this thesis remains far from perfect, both in content and in writing. Constructive criticism and suggestions are therefore warmly welcomed for future improvement. It is hoped that this thesis will be of benefit to its readers, particularly in supporting the development of English grammar instruction within the English Language Education Study Program at IAIN Curup.

Curup, August 2026

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DEDICATION

This thesis is dedicated to:

Unable to say anything, Allah is the only reason why I can finish this thesis. Thank you so much for allowing me to complete this thesis as quickly as I hoped. There is no miracle expect by Allah SWT. In the name of Allah and his messenger Muhammad SAW, I dedicated this thesis to:

1. My beloved parents, Whom I consider my two angels, whom I deeply appreciate. Mr. sopyan , my hero, who always encourages me to be a strong and steadfast woman. And Mrs. Melati, who always inspires me to be a strong and admirable woman. You are the best parents in the world. My beloved sister and brother, Soleini, gita anjali, radit prasetyo budi, siti aisyah, thank you for always supporting me and for always making me happy every moment.
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despite all the overthinking through until today. Every tear, every fatigue, every failure, every negative thought, every fear, and every prayer has been part of the journey that brought me here. From every meeting and every separation, I learned that not everyone is meant to be together until the end. In the end, I realized that the person who was stayed with me throughout this journey is myself. The beginning is not the end, better late than ever.

Finally, the author realizes that this thesis is far from perfect. Therefore, constructive criticism and suggestions are sincerely welcomed for its improvement. It is hoped that the findings of this study will be beneficial to English lecturers, students, future researchers, and readers, particularly within the English Tadris Study Program.

MOTTO

“Allah tidak mendudukan seseorang melainkan sesuai dengan kesanggupannya.”

(QS. Al-Baqarah: 286)

ABSTRACT

Naza, Ahlun. 2026. An Analysis of Grammatical Errors in Instagram Captions

Written by English Education Students at IAIN Curup. Thesis, English Language

Education Study Program, IAIN Curup.

This study investigates the grammatical errors found in Instagram captions written by sixth- and eighth-semester students of the English Tadris Study Program at IAIN Curup. Using Dulay, Burt, and Krashen's Surface Strategy Taxonomy (SST) as the analytical framework, this qualitative descriptive study aimed to (1) identify the types of grammatical errors present, (2) determine the most dominant error type, and (3) explore the possible causes underlying these errors. Data were obtained through a structured elicitation task involving 20 participants selected through purposive and snowball sampling, each producing three English-language Instagram captions in response to photo prompts, yielding a corpus of 60 captions. All captions were coded according to the four SST categories — omission, addition, misformation, and misordering — and 30% of the corpus was independently verified by a second rater, yielding a Cohen's Kappa of 0.775 (substantial agreement). The findings show that 73 grammatical errors were identified across the corpus, with misformation being the most dominant type (50.7%), followed by omission (35.6%), while addition and misordering were equally represented (6.8% each). Semi-structured interviews with four participants revealed that the errors stemmed from a combination of interlingual transfer from Indonesian, intralingual (developmental) confusion between similar English grammar rules, and, in at least one case, performance-based habits distinguishable from genuine competence gaps only through interview triangulation. The study concludes that grammatical errors persist in the informal English writing of advanced-level EFL students despite completed grammar coursework, and recommends that grammar instruction give particular attention to misformation-prone areas such as subject–verb agreement, verb tense, and word-class distinctions, alongside interlingual gaps such as article and copula usage.

Keywords: *Grammatical Errors, Error Analysis, Surface Strategy Taxonomy, Instagram Captions, Efl Writing*

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CHAPTER 1

INTRODUCTION

A. Background of the Research

The use of social media has become a common part of daily life, especially among university students. One of the most widely used platforms is Instagram, where users regularly post photos and videos along with written text known as captions. Many EFL students, including those in Indonesia, choose to write their captions in English, even though English is not their first language. This practice makes Instagram captions a natural source of authentic written English produced outside the classroom.

Writing in English requires a solid understanding of grammar. Grammar is the system of rules that governs how words are combined to form correct and meaningful sentences.¹ Without proper grammatical knowledge, written communication becomes unclear and difficult to understand. For students studying English, particularly those in an English education program, mastering grammar is essential not only for academic purposes but also for their future role as English teachers.

Among the many aspects of student writing that could be investigated including vocabulary richness, organizational coherence, or stylistic voice this study deliberately focuses on grammatical errors specifically. This focus is justified on both theoretical and practical grounds. Theoretically, errors are not merely flaws to be corrected; following Corder, they constitute systematic

¹ Scott Thornbury, *About Language: Tasks for Teachers of English*, 2nd ed. (Cambridge: Cambridge University Press, 2017), 13.

evidence of a learner's underlying interlanguage system, offering a direct window into how grammatical competence develops that other, more subjective aspects of writing quality cannot provide. Practically, grammatical accuracy remains a core competency that English Language Education students, as prospective English teachers, are expected to model correctly for their own future learners; persistent grammatical errors at this advanced stage of study therefore carry direct pedagogical consequences. Focusing on errors, rather than on writing quality in general, makes it possible to identify specific, teachable targets for grammar instruction which is precisely the practical aim of this research.

However, research consistently shows that grammatical errors remain a common problem in EFL students' written production. Fitria found that errors in determiners/articles and verb forms were the most frequent grammatical mistakes in Indonesian EFL students' recount text writing.² Similarly, Aziz, Fitriani, and Amalina identified that omission was the most dominant error type in the argumentative writing of EFL students at an Islamic state university in Sumatra.³ These findings suggest that grammatical errors are not random occurrences but systematic patterns that can be analyzed and categorized.

The study of grammatical errors falls under the framework of error analysis, a well-established approach in applied linguistics. Corder drew an important distinction between mistakes, which are random slips caused by fatigue or carelessness, and errors, which are systematic deviations that reflect a learner's

² Tri Ngurah Fitria, "Error Analysis in Using Simple Past Tense Found in Students' Writing of Recount Text," *ADJES (Ahmad Dahlan Journal of English Studies)* 7, no. 1 (2020): 43–44.

³ Zulfadli A. Aziz, Siti Sarah Fitriani, and Zahria Amalina, "Linguistic Errors Made by Islamic University EFL Students," *Indonesian Journal of Applied Linguistics* 9 (2020): 733–745.

current level of linguistic competence.⁴ Errors are therefore considered valuable data because they reveal how learners are processing and internalizing the target language. Building on this, Dulay, Burt, and Krashen developed the Surface Strategy Taxonomy, which classifies errors into four types: omission, addition, misformation, and misordering.⁵ This taxonomy remains widely used in error analysis research due to its clear and practical classification system.

Using Instagram captions as research data is an increasingly relevant approach in the digital age. Unlike formal academic writing, social media texts are produced spontaneously and without formal supervision, making them more likely to reflect a student's actual grammatical competence.⁶ This is what makes Instagram captions particularly useful as data they show how students use English in real, uncontrolled communicative situations.

This study focuses on students of the English Tadris Study Program at IAIN Curup, Rejang Lebong, Bengkulu. Although these students have completed structured grammar courses as part of their curriculum, a preliminary observation conducted in February 2025 examined 60 Instagram captions posted by 20 students on their personal accounts. Of these, 47 captions (78.3%) contained at least one grammatical error, with the most recurring types being misformation, omission, and errors in subject verb agreement. However, this preliminary observation also revealed that captions written entirely in English, without any

⁴ Stephen Pit Corder, "The Significance of Learner's Errors," *International Review of Applied Linguistics in Language Teaching* 5, no. 4 (1967): 167.

⁵ Heidi Dulay, Marina Burt, and Stephen Krashen, *Language Two* (New York: Oxford University Press, 1982), 150–163.

⁶ Nouf Alsaeedi and Hafizah Zainudin, "Social Media as a Source of Authentic Language Data for EFL Research: Opportunities and Challenges," *International Journal of Applied Linguistics and English Literature* 10, no. 3 (2021): 78.

code-mixing with Indonesian, were relatively scarce, as most students habitually blended English and Indonesian in their everyday captions. This scarcity of fully English-written captions posed a challenge for an error analysis grounded strictly in English grammatical norms, and therefore informed the decision to collect the primary data for this study through a structured elicitation task rather than passive observation of existing posts (see Chapter III for details). For instance, one student wrote, “Yesterday I go to the library and study for exam,” where the past tense form was not applied consistently. Another student posted, “She don’t know what is the best for she,” exhibiting errors in auxiliary verb use and pronoun case. A third example read, “I very happy because my friend come visit me last week,” in which the linking verb was omitted entirely and the past tense was not applied. These errors suggest that, despite formal grammar instruction, students have not yet fully internalized grammatical rules in their informal English writing.

This gap between classroom grammar learning and its application in authentic writing contexts is the central issue this study aims to address. By systematically identifying and analyzing these errors, this research hopes to provide useful insights for improving grammar instruction at IAIN Curup.

B. Research Questions

This study addresses the following research questions:

- 1) What types of grammatical errors are found in the Instagram captions of English Tadris Study Program students at IAIN Curup based on the Surface Strategy Taxonomy?

- 2) What is the most dominant type of grammatical error found in their Instagram captions?
- 3) What are the possible causes of the grammatical errors found in the students' Instagram captions?

C. Research Objectives

Based on the research questions above, this study aims to:

- 1) Identify and classify the types of grammatical errors found in the Instagram captions of English Tadris Study Program at IAIN Curup based on the Surface Strategy Taxonomy.
- 2) Determine the most dominant type of grammatical error found in their Instagram captions.
- 3) Analyze the possible causes of the grammatical errors found in the students' Instagram captions.

D. Delimitation of the Research

To keep this study focused and manageable within the scope of an undergraduate thesis, the following boundaries are applied:

- 1) This study only examines grammatical errors and does not address other aspects of language such as spelling errors, lexical errors, or punctuation mistakes.
- 2) Error classification is based exclusively on the Surface Strategy Taxonomy proposed by Dulay, Burt, and Krashen (1982), covering omission, addition, misformation, and misordering.

- 3) Data is collected through a structured elicitation task in which participants compose original English-language Instagram captions in response to researcher-provided photo prompts, rather than from captions already existing on their personal Instagram feed; Instagram Stories, comments, Reels, and direct messages are not part of the elicitation task and are excluded from analysis.
- 4) The study involves 20 active students in the sixth and eighth semesters of the English Tadris Study Program at IAIN Curup who regularly post English captions on their Instagram accounts.
- 5) The captions collected are limited to posts within the data collection period determined by the researcher.
- 6) This study does not attempt to measure, rank, or evaluate participants' overall English language proficiency or general writing skill. It is limited strictly to identifying and classifying the grammatical errors present within the specific corpus of 60 elicited captions collected for this research; broader constructs such as vocabulary range, discourse coherence, or communicative competence fall outside the scope of the research questions and are not assessed.

It should also be acknowledged at the outset that, like any undergraduate research project, this study carries several limitations. Most notably, the data were obtained through a structured elicitation task rather than fully naturalistic observation of participants' existing Instagram posts; the inter-rater reliability check involved one second rater reviewing 30% of the corpus rather than the full dataset; and follow-up interviews on the causes of errors involved only 4 of the 20

participants. These limitations, along with the rationale for the methodological choices that produced them, are discussed in full in Section 5.3 (Limitations of the Study) following the presentation of the findings.

E. Significance of the Research

This study is expected to be beneficial for several parties.

- 1) Theoretically, this study contributes to the existing body of literature on error analysis in EFL contexts, particularly in the relatively underexplored area of digital communication. It adds to the growing research that examines authentic language use on social media platforms as a reflection of learners' grammatical competence.
- 2) Practically, the benefits of this study can be described as follows:
 - For lecturers and teachers, the findings provide empirical evidence about the most common grammatical errors made by students, which can be used as a basis for improving grammar instruction and designing more targeted teaching materials.
 - For students, this study raises awareness of the grammatical mistakes they frequently make in informal English writing, which may encourage more careful and reflective language use both inside and outside the classroom.
 - For the English Tadris Study Program at IAIN Curup, the findings can serve as a reference for curriculum evaluation, particularly in grammar and writing courses.

- For future researchers, this study can serve as a reference point for related investigations, such as lexical error analysis, discourse analysis of social media texts, or comparative studies across different student populations.

F. Definition of Key Terms

The following terms are defined as they are used in this study:

Grammatical Error refers to a systematic deviation from the standard rules of English grammar made by an EFL learner, reflecting the current state of their developing linguistic competence rather than a careless slip.⁷

Error Analysis is a systematic method in applied linguistics for identifying, describing, and explaining the errors made by language learners, with the purpose of understanding the language acquisition process and informing language teaching.⁸

Surface Strategy Taxonomy is a classification system developed by Dulay, Burt, and Krashen that categorizes errors based on how learners modify the surface structure of a sentence. The four categories are omission (leaving out a required element), addition (adding an unnecessary element), misformation (using the wrong form of a morpheme or structure), and misordering (placing elements in the wrong order)⁹

Instagram Caption refers to the written text that accompanies a photo or video post on Instagram. In this study, it specifically refers to English-language text written by students as a form of personal expression in an informal, non-academic

⁷ Corder, "The Significance of Learner's Errors," 167.

⁸ Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, 3rd ed. (Cambridge: Cambridge University Press, 2014), 204.

⁹ Dulay, Burt, and Krashen, *Language Two*, 150–163.

setting. EFL Students refers to learners who study English in a context where English is not used as a medium of daily social communication. In this study, the term refers to students of the English Tadris Study Program at IAIN Curup, Indonesia.¹⁰

G. Organization of the Research

This thesis is organized into five chapters.

- Chapter I presents the introduction, including the background of the research, research questions, research objectives, delimitation of the research, significance of the research, definition of key terms, and organization of the research.
- Chapter II provides the theoretical framework underlying this study, covering the theory of error analysis, the Surface Strategy Taxonomy, the role of grammar in EFL learning, and a review of relevant previous studies. This chapter also presents the conceptual framework of the research.
- Chapter III describes the research methodology, including the research design, research subject, data collection technique, research instrument, and data analysis procedure.
- Chapter IV presents the findings and discussion, including the identified types of grammatical errors in the students' Instagram captions, the most dominant error type, and an analysis of the possible causes, discussed in relation to the theoretical framework.

¹⁰ Rod Ellis, *The Study of Second Language Acquisition*, 2nd ed. (Oxford: Oxford University Press, 2008), 47.

- Chapter V presents the conclusions drawn from the findings and provides recommendations for grammar teaching practice and directions for future research.

CHAPTER II

LITERATURE REVIEW

This chapter reviews the theoretical and empirical literature underpinning the present study. It begins by establishing the theoretical framework, covering the nature of grammar and grammatical errors, the field of error analysis, and the Surface Strategy Taxonomy (SST) that serves as the analytical tool of this research, before turning to the role of writing and social media in EFL learning. The chapter then reviews previous empirical studies that have examined grammatical errors in EFL writing and in Instagram captions specifically, situating the present study relative to this existing body of research. It closes by presenting the conceptual framework that ties these theoretical strands together and guides the analytical procedure adopted in Chapter III.

A. Theoretical Framework

a. Grammar and Grammatical Errors

1) Definition of Grammar

Grammar is the systematic study of the rules that govern how words are combined to form phrases, clauses, and sentences in a language.¹¹ It includes two main components: morphology, which deals with the internal structure of words and how they change form, and syntax, which deals with how words are arranged to create meaningful sentences. In English language teaching, grammar is essential because it provides learners with the structural foundation needed to produce accurate and intelligible messages, both in speaking and writing.

¹¹ Scott Thornbury, *About Language: Tasks for Teachers of English*, 2nd ed. (Cambridge: Cambridge University Press, 2017), 13.

Thornbury describes grammar as "the skeleton of language" because it provides the framework that holds meaning together.¹² Without grammar, even a rich vocabulary is insufficient to communicate effectively. For example, the words student, book, read, and library carry individual meaning, but only when arranged grammatically such as "The student reads a book in the library", does the sentence convey a clear and complete idea.

2) The Importance of Grammar in EFL Learning

In EFL contexts, where learners have limited exposure to English outside the classroom, explicit grammar instruction plays a particularly important role. Unlike native speakers who acquire grammar naturally through constant exposure, EFL learners must consciously learn and practice grammatical rules to use the language correctly.¹³ This is especially true in writing, where there is no immediate feedback or contextual support to clarify meaning as there is in face-to-face conversation.

Research shows that grammatical competence is closely linked to overall writing quality. Ellis notes that learners who have a strong grasp of grammatical structures are better able to express complex ideas clearly and accurately in written form.¹⁴ On the other hand, frequent grammatical errors can distract readers, cause misunderstanding, and reduce the perceived credibility of the writer.

3) What Are Grammatical Errors?

¹² Thornbury, *About Language*, 14.

¹³ Rod Ellis, *The Study of Second Language Acquisition*, 2nd ed. (Oxford: Oxford University Press, 2008), 47.

¹⁴ Ellis, *The Study of Second Language Acquisition*, 51–52.

A grammatical error occurs when a learner's output deviates from the standard rules of the target language grammar. These errors can take many forms, including incorrect verb tense, wrong subject-verb agreement, missing articles, improper use of prepositions, or incorrect word order.¹⁵

It is important to distinguish between errors and mistakes. According to Corder, a mistake is a random deviation that a learner can self-correct when given time or attention, often caused by fatigue, stress, or carelessness. An error, however, is a systematic deviation that reflects an incomplete understanding of the grammatical rule. A learner who makes an error typically cannot self-correct it without further instruction or feedback, because the error is a reflection of their current level of linguistic competence.¹⁶

In this study, the term "grammatical error" refers specifically to systematic deviations — not random slips — that can be identified, categorized, and analyzed to reveal patterns in the students' developing grammar knowledge.

4) Types of Grammatical Errors

Grammatical errors can be categorized in several ways depending on the linguistic feature involved. Common categories include:

- Verb errors: incorrect tense, aspect, or form of the verb (ex "She go yesterday")
- Noun errors: incorrect use of singular/plural forms or articles (ex "I have three book")

¹⁵ Stephen Pit Corder, "The Significance of Learner's Errors," *International Review of Applied Linguistics in Language Teaching* 5, no. 4 (1967): 167.

¹⁶ Corder, "The Significance of Learner's Errors," 167.

- Pronoun errors: incorrect pronoun reference or case (ex "Me and him went")
- Preposition errors: wrong or missing prepositions (ex "I am agree with you")
- Word order errors: incorrect sentence structure (ex "I not like coffee")

In this study, grammatical errors are not categorized by linguistic feature but by the type of deviation according to the Surface Strategy Taxonomy, which will be explained in section

B. Error Analysis

1) Historical Background of Error Analysis

Error analysis emerged as a significant research approach in the late 1960s and early 1970s, during a period when second language acquisition (SLA) theory was shifting away from behaviorist approaches. Prior to error analysis, the dominant framework was contrastive analysis (CA), which assumed that the main source of learner errors was interference from the learner's first language (L1). Contrastive analysis compared the grammar of the learner's L1 and the target language (L2) to predict areas of difficulty.¹⁷

However, contrastive analysis proved to have significant limitations. It could not explain many errors that did not result from L1 interference, such as developmental errors common to all learners regardless of their native language. This led to the development of error analysis, which shifted the focus from

¹⁷ Carl James, *Errors in Language Learning and Use: Exploring Error Analysis* (London: Longman, 1998), 4–5.

predicting errors to examining the errors learners produce. Error analysis treats learner errors as valuable data that can reveal the cognitive processes involved in language learning.¹⁸

2) Definition and Purpose of Error Analysis

Error analysis is defined as a systematic method of identifying, describing, and explaining the errors that language learners make in the process of learning a second or foreign language.¹⁹ The primary purpose of error analysis is not to criticize or penalize learners, but rather to understand what is happening in their minds as they internalize the rules of the target language.

According to Gass and Selinker, error analysis serves several important functions:

- Diagnostic function: It helps teachers identify which areas of grammar students are struggling with.
- Prognostic function: It can inform curriculum and material development by showing which grammatical structures need more focus.
- Research function: It contributes to our understanding of how languages are learned.²⁰

3) Steps in Conducting Error Analysis

¹⁸ Pit S. Corder, *Error Analysis and Interlanguage* (Oxford: Oxford University Press, 1981), 5.

¹⁹ Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, 3rd ed. (Cambridge: Cambridge University Press, 2014), 204.

²⁰ Susan M. Gass and Larry Selinker, *Second Language Acquisition: An Introductory Course*, 4th ed. (New York: Routledge, 2013), 102.

Corder outlined a systematic procedure for conducting error analysis, which has been widely adopted in subsequent research. The procedure consists of five main steps:²¹

- Collection of a sample of learner language the researcher gathers written or spoken output produced by learners. In the present study, this consists of Instagram captions written in English by EFL students.
- Identification of errors the researcher examines the sample and identifies which parts of it deviate from standard grammatical norms. This requires the researcher to have a strong understanding of correct English grammar.
- Description of errors the identified errors are classified and described according to a chosen taxonomy. In this study, the Surface Strategy Taxonomy is used for classification.
- Explanation of errors the researcher attempts to determine the cause of each error. Common causes include interlingual transfer (interference from the learner's first language) and intralingual transfer (overgeneralization or misapplication of target language rules).
- Evaluation of errors This optional step involves assessing the severity or communicative impact of the errors. However, this step is not always included in error analysis research.

²¹ Corder, *Error Analysis and Interlanguage*, 36–38.

In the present study, steps 1 through 4 are applied.

4) Sources of Errors

Errors can arise from various sources. The two most recognized sources in error analysis literature are:

Interlingual Transfer (L1 Interference) This occurs when the learner applies a rule or pattern from their native language to the target language, even though it is not appropriate. For example, Indonesian does not use articles (a, an, the), so Indonesian EFL learners often omit articles in English sentences (ex "I have cat" instead of "I have a cat").²²

Intralingual Transfer (Developmental Errors) This occurs when learners overgeneralize a rule within the target language itself. For example, after learning that the past tense is often formed by adding -ed to the verb, a learner might say "goed" instead of "went", overgeneralizing the regular past tense rule to an irregular verb.²³

Other sources of errors include overgeneralization, simplification, communication strategies, and teaching-induced errors (errors that result from misleading instruction or materials).²⁴

²² James, *Errors in Language Learning and Use*, 178–179.

²³ Heidi Dulay, Marina Burt, and Stephen Krashen, *Language Two* (New York: Oxford University Press, 1982), 165.

²⁴ Ellis, *The Study of Second Language Acquisition*, 58–60.

C. Surface Strategy Taxonomy

1) Overview of the Taxonomy

The Surface Strategy Taxonomy was developed by Dulay, Burt, and Krashen in their influential book *Language Two* (1982). It is one of the most widely used classification systems in error analysis because it provides a clear and practical way to categorize errors based on how the learner alters the surface structure of the target language.²⁵

Unlike taxonomies that classify errors by linguistic category (such as verb errors or noun errors), the Surface Strategy Taxonomy focuses on the type of modification the learner makes to the correct form. This makes it particularly useful for analyzing written texts, where the structure of sentences is clearly visible and can be compared against standard grammatical patterns.

The taxonomy consists of four main categories: omission, addition, misformation, and misordering.

a) Omission

Omission occurs when a required element is missing from a sentence.

The omitted element can be a word, a morpheme, or a grammatical marker. Omission errors are common in the early and intermediate stages of language learning, especially when learners are not yet fully aware of the grammatical requirements of the target language.²⁶

²⁵ Dulay, Burt, and Krashen, *Language Two*, 150–163.

²⁶ Dulay, Burt, and Krashen, *Language Two*, 154.

Omission can involve content words (nouns, verbs, adjectives) or function words (articles, prepositions, auxiliary verbs). However, omission of grammatical morphemes is more frequent because these elements often carry little semantic meaning and are therefore overlooked by learners.

Examples of omission:

- "She student" (omission of the verb is)
- "I went to school yesterday and meet my friend" (omission of past tense marker; should be met)
- "He has car" (omission of the article a)

b) Addition

Addition occurs when an unnecessary element is added to a sentence. This type of error often results from the learner's overgeneralization of a grammatical rule or from the application of a rule in a context where it does not apply.²⁷

Addition errors are subdivided into three types:

- Double marking: The learner marks a grammatical feature twice (e.g., "He doesn't knows")
- Regularization: The learner applies a regular rule to an irregular form (e.g., "childs" instead of "children")
- Simple addition: An element is added that does not fit any clear overgeneralization pattern (e.g., "The my book")

²⁷ Dulay, Burt, and Krashen, *Language Two*, 156.

Examples of addition:

- "She doesn't likes coffee" (double marking of third-person singular)
- "I didn't went there" (double marking of past tense)
- "He is very much tall" (unnecessary addition of much)

c) Misformation

Misformation occurs when the learner uses the wrong form of a morpheme or structure. In this type of error, the required element is present, but it is incorrectly formed. Misformation is the most common error type among intermediate and advanced learners because they are attempting to use complex structures but have not yet fully mastered them.²⁸

Misformation can involve incorrect verb forms, wrong pronoun usage, incorrect prepositions, or errors in noun and adjective forms.

Examples of misformation:

- "Yesterday I goed to the market" (incorrect irregular past tense; should be went)
- "She more beautiful than her sister" (incorrect comparative form; should be more beautiful than or just "She is more beautiful")
- "I am agree with you" (incorrect use of be with the verb agree; should be "I agree")

²⁸ Dulay, Burt, and Krashen, *Language Two*, 158.

- "He give me a book yesterday" (incorrect verb tense; should be gave)

d) Misordering

Misordering occurs when the elements of a sentence are present and correct in form, but they are arranged in the wrong order. This type of error is less common than the other three, but it still occurs, especially when learners are influenced by the word order patterns of their native language.²⁹

Examples of misordering:

- "I don't know what is his name" (incorrect question word order in embedded clause; should be "what his name is")
- "She speaks English very well always" (incorrect placement of the adverb always; should be "She always speaks English very well")
- "I have a car red" (incorrect adjective placement; should be "a red car")

e) Why This Taxonomy is Suitable for This Study

The Surface Strategy Taxonomy is particularly well-suited for analyzing Instagram captions for several reasons:

- Simplicity and clarity: The four categories are easy to apply and do not require complex linguistic analysis.

²⁹ Dulay, Burt, and Krashen, *Language Two*, 162.

- Focus on form: Instagram captions are short texts where structural errors are easily identifiable.
- Wide applicability: The taxonomy has been successfully used in numerous studies of EFL learner writing, proving its reliability and validity.³⁰
- Pedagogical relevance: The results of the analysis can be directly used to inform grammar instruction by showing which types of structural errors are most common.

It is also important to clarify why the Surface Strategy Taxonomy was chosen over other established error-classification systems. The Linguistic Category Taxonomy classifies errors according to the specific linguistic component affected (e.g., syntax, morphology, or lexicon), which would demand a more fine-grained grammatical analysis than is feasible within the scope of an undergraduate thesis. The Comparative Taxonomy classifies errors by comparing them against errors typical of first-language acquisition, a procedure that presupposes comparative first- and second-language developmental data lying outside the scope of this study. The Communicative Effect Taxonomy, meanwhile, classifies errors according to how severely they disrupt communication (global versus local errors), which shifts the focus of analysis away from the grammatical form of the deviation toward a more subjective judgment of communicative impact. By contrast, the Surface Strategy Taxonomy classifies errors solely on the

³⁰ Zulfadli A. Aziz, Siti Sarah Fitriani, and Zahria Amalina, "Linguistic Errors Made by Islamic University EFL Students," *Indonesian Journal of Applied Linguistics* 9 (2020): 733–745.

basis of the observable surface-level modification involved — omission, addition, misformation, or misordering — making it both theoretically economical and highly replicable for a single undergraduate researcher working with a short written corpus, and directly applicable to the compact, structurally self-contained text of an Instagram caption.

It should also be emphasized that not every deviation observed in the corpus is treated as an error under this taxonomy. Consistent with Corder’s distinction between mistakes and errors discussed earlier in this chapter, the Surface Strategy Taxonomy is applied here only to systematic grammatical deviations — that is, deviations from standard English morphology and syntax. Spelling mistakes, punctuation or capitalization slips, informal or colloquial register choices (e.g., “gonna,” abbreviations such as “n” or “abt”), and deliberate stylistic choices that do not violate any grammatical rule are explicitly excluded from the four SST categories, even though instances of these were encountered in the corpus and are noted separately in the coding sheets (Appendices B and C) as non-grammatical items. This explicit boundary ensures that the 73 coded errors reported in Chapter IV represent genuine grammatical errors as defined in Chapter I, and distinguishes them from the broader range of surface-level irregularities that can occur in informal, unedited social media writing.

D. EFL Writing and Social Media

1) The Role of Writing in EFL Learning

Writing is one of the four core language skills in EFL education, alongside listening, speaking, and reading. It is considered a productive skill because learners must actively generate language rather than simply receive it. Writing requires learners to organize their thoughts, select appropriate vocabulary, apply grammatical rules, and structure their sentences in a coherent and logical way.³¹

In EFL contexts, writing is often the most challenging skill for students to develop. Unlike speaking, which allows for immediate clarification and relies heavily on context and body language, writing must stand on its own. The writer must ensure that the grammar, word choice, and organization are clear enough for the reader to understand without any additional support.³²

Harmer notes that writing in a second language involves both linguistic competence (knowledge of grammar, vocabulary, and spelling) and compositional competence (the ability to organize ideas and structure a text logically).³³ Grammatical accuracy is a key component of linguistic competence and is essential for producing high-quality written work.

³¹ Ann Raimes, *Techniques in Teaching Writing* (Oxford: Oxford University Press, 1983), 3.

³² Jeremy Harmer, *The Practice of English Language Teaching*, 4th ed. (Harlow: Pearson Longman, 2007), 112.

³³ Harmer, *The Practice of English Language Teaching*, 113.

2) Social Media as a Writing Platform

The rise of social media has fundamentally changed how people write and communicate. Platforms like Instagram, Facebook, and Twitter allow users to share written content instantly with a global audience. For EFL learners, social media represents both an opportunity and a challenge.

On one hand, social media provides a low-pressure environment where learners can practice writing in English without the formality and assessment pressure of classroom assignments. This can increase motivation and confidence.³⁴ On the other hand, the informal nature of social media may lead learners to pay less attention to grammatical accuracy, resulting in more frequent errors.

Klimanova and Dembovskaya argue that social media platforms offer EFL learners authentic opportunities for self-expression in the target language, which can support language development in ways that traditional classroom tasks cannot.³⁵ However, they also caution that the lack of corrective feedback on social media means that errors may be reinforced rather than corrected.

3) Instagram as a Data Source for EFL Research

Instagram is one of the most popular social media platforms among young adults and university students. Unlike Twitter, which limits text length, or Facebook, which is often used for longer posts, Instagram strikes a balance by

³⁴ Liudmila Klimanova and Svetlana Dembovskaya, "L2 Identity, Discourse, and Creativity: Instagram as a Self-Presentation Tool," *Language Learning and Technology* 17, no. 1 (2013): 47.

³⁵ Klimanova and Dembovskaya, "L2 Identity, Discourse, and Creativity," 48.

allowing users to write captions of moderate length to accompany their photos and videos.

From a research perspective, Instagram captions offer several advantages as a data source:

- **Authenticity:** Captions are written spontaneously and reflect the learner's real, unedited language use.
- **Accessibility:** Captions are publicly available (unless the account is private), making data collection straightforward.
- **Naturalness:** Because captions are written voluntarily and for personal reasons, they are not influenced by classroom tasks or teacher expectations.³⁶

However, there are also ethical considerations. Researchers must ensure that participants give informed consent and that their privacy is protected, even when data is collected from public accounts.

E. Previous Studies

Several studies have examined grammatical errors in EFL students' written production and provide important context for the present research.

- a. Fitria (2020) conducted a study titled "Error Analysis in Using Simple Past Tense Found in Students' Writing of Recount Text," which examined the errors made by Indonesian EFL university students in their recount texts

³⁶ Nouf Alsaeedi and Hafizah Zainudin, "Social Media as a Source of Authentic Language Data for EFL Research: Opportunities and Challenges," *International Journal of Applied Linguistics and English Literature* 10, no. 3 (2021): 78.

using a mixed-method (qualitative and quantitative) approach. The findings revealed that grammatical errors accounted for 53.37% of all errors identified, and within this category, errors in determiners/articles were the most frequent (43.86%), followed by errors in verbs (24.56%), prepositions (19.30%), and nouns (12.28%); spelling and punctuation errors accounted for a further 21.70% and 24.53% of the total errors respectively. Fitria's findings indicate that recurring difficulties with articles and verb forms remain a persistent problem for Indonesian EFL learners producing recount texts. This study is relevant to the present research because it involves a similar population of Indonesian EFL learners writing recount-type informal narratives. However, the key difference lies in both the analytical framework and the data source: Fitria classified errors by linguistic category (grammar, spelling, punctuation) in formal academic writing tasks, whereas the present study applies the Surface Strategy Taxonomy to informal Instagram captions, which are produced in a more spontaneous and less controlled context.³⁷

- b. Wardoyo, Rais, and Yunia (2023) investigated grammatical errors in the social media posts of young adult Indonesian Instagram users in their study "Error Analysis in Social Media Caption: A Study on Instagram." The research analyzed English-language Instagram captions collected through document analysis, examining errors using the Surface Strategy Taxonomy alongside mechanics components (spelling and punctuation). The findings showed that misformation and omission were the two most

³⁷ Fitria, "Error Analysis in Using Simple Past Tense Found in Students' Writing of Recount Text," 43–44.

frequent error types, with misinformation accounting for 35% of total errors and omission for 26%, followed by punctuation (16%), spelling (13%), misordering (7%), and addition (3%). The study specifically noted that errors involving missing articles and auxiliary verbs, along with L1-influenced word order, were among the most common. The researchers attributed these errors primarily to interlingual transfer from the participants' first language (Indonesian). This study shares a similar research context with the present study in that both examine informal digital writing on Instagram using the Surface Strategy Taxonomy. However, Wardoyo et al. drew their data from general young-adult Instagram users in West Kalimantan through naturally occurring posts, rather than English education students specifically. The present study extends this line of research by focusing on a more advanced and specialized learner population (university students majoring in English education) and by using elicited rather than naturally occurring captions, which provides a more current and contextually specific perspective.³⁸

- c. Alghamdi (2022) conducted a study titled “Investigating the Effect and Students’ Perceptions of Using Instagram as a Writing Teaching Tool in Saudi EFL Classrooms,” published in *English Language Teaching* (Vol. 15, No. 8). The study involved 35 female high school EFL students in Jeddah, Saudi Arabia, and employed a mixed-methods design combining a quantitative survey with qualitative interviews. The findings revealed that Instagram was the most frequently used social media platform among the

³⁸ Aprilia Thianli Wardoyo, Burhanudin Rais, and Amilda Ellay Yunia, "Error Analysis in Social Media Caption: A Study on Instagram," *Journal of English Language and Pedagogy (JELPA)* 1, no. 1 (2023): 38–39.

participants and that it had a measurable positive impact on their English writing performance, as reflected in their achievement scores. Qualitative data further showed that students valued Instagram for its authentic communicative context, noting that writing English captions as part of their everyday digital practice exposed them to real language use in ways that formal classroom tasks could not replicate. Alghamdi concluded that Instagram can effectively supplement formal grammar and writing instruction by providing learners with an informal but linguistically rich environment for written English production. This study is relevant to the present research for two reasons. First, it provides internationally grounded evidence from an Arab EFL context that Instagram functions as a meaningful platform for written English use, supporting the rationale for using Instagram captions as primary data in the present study. Second, it highlights that the gap between informal digital writing and formal grammatical competence is a cross-cultural concern, not unique to Indonesian EFL learners, thereby strengthening the broader significance of the present research. The key distinction is that while Alghamdi focused on Instagram as a pedagogical tool and its impact on writing performance, the present study takes Instagram captions as naturally occurring data and examines the grammatical errors within them using the Surface Strategy Taxonomy — contributing a complementary analytical perspective to the existing body of research on Instagram and EFL writing.

- d. Ginting, Pakpahan, and Susanti (2026) carried out a study titled "An Analysis of Grammatical Errors Made by English Education Students in

Writing Instagram Captions," which analyzed the Instagram captions of English Education students at HKBP Nommensen University, Medan, Indonesia. Using a descriptive qualitative approach and the Surface Strategy Taxonomy, the study identified 50 grammatical errors from 50 Instagram captions collected through documentation techniques. The findings indicated that omission was the most dominant error type, representing 42% of all errors, followed by misinformation (34%), addition (16%), and misordering (8%). The most frequent specific errors involved missing auxiliary verbs and the verb *to be*, as well as subject-verb agreement and noun-plural errors. The study concluded that the errors were mainly caused by interlingual transfer, intralingual transfer, and overgeneralization.

Among the studies reviewed, this is the most closely aligned with the present research in terms of both methodology and data source, as both analyze Instagram captions using the Surface Strategy Taxonomy and employ a qualitative descriptive approach. However, the present study differs in its research setting: it is conducted at IAIN Curup, an Islamic state university in Bengkulu, a region that has not been previously explored in the existing literature on EFL grammatical errors in social media writing. This geographical and institutional difference provides a novel contribution by offering insights into a different educational context and student population.³⁹

³⁹ Dwi Prisilla Br Ginting, Carolina Pakpahan, and Susanti, "An Analysis of Grammatical Errors Made by English Education Students in Writing Instagram Captions," *JKIP: Jurnal Kajian Ilmu Pendidikan* 7, no. 3 (2026): 1599–1615.

F. Conceptual Framework

This study is grounded in the theory of error analysis and uses the Surface Strategy Taxonomy as the primary analytical framework. The conceptual framework can be understood as a systematic process that moves from data collection to error identification, classification, and explanation.

The research process follows the standard procedure of error analysis as outlined by Corder. First, the Instagram captions are collected from the participating students. Second, each caption is carefully examined to identify instances where the students' writing deviates from standard English grammar rules. Third, the identified errors are classified according to the four categories of the Surface Strategy Taxonomy: omission, addition, misformation, and misordering. Fourth, the frequency of each error type is calculated to determine which type is most dominant. Finally, the researcher analyzes the possible causes of the errors, focusing on two primary sources: interlingual transfer (interference from the students' first language, Indonesian) and intralingual transfer (overgeneralization or misapplication of English grammar rules).

The outcome of this analytical process is a clear and systematic description of the types and patterns of grammatical errors present in the students' Instagram captions. This information provides insight into which areas of grammar the students have mastered, and which areas still require further attention. The findings can then be used to inform grammar teaching practice at IAIN Curup, helping instructors design more targeted and effective instruction that addresses the specific grammatical challenges their students face.

In summary, the conceptual framework of this study moves through the following stages: authentic data (Instagram captions) → error identification → error classification (Surface Strategy Taxonomy) → frequency analysis → cause analysis (interlingual and intralingual transfer) → pedagogical implications. This framework ensures that the research is systematic, theory-driven, and practically relevant to the context of EFL grammar instruction.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study employs a qualitative descriptive research design using the error analysis approach. Qualitative research is appropriate when the goal is to explore, describe, and understand a phenomenon in depth rather than to measure or test hypotheses statistically.⁴⁰ In this study, the phenomenon being investigated is the grammatical errors found in the Instagram captions of EFL students.

Error analysis is a well-established method in applied linguistics research that focuses on identifying, describing, and explaining the errors that language learners make.⁴¹ This approach allows the researcher to systematically examine learner output and gain insights into their current level of grammatical competence. The descriptive nature of this study means that the researcher aims to provide a detailed and accurate account of the types, frequency, and possible causes of grammatical errors without manipulating any variables or making statistical predictions.

The Surface Strategy Taxonomy developed by Dulay, Burt, and Krashen serves as the analytical framework for classifying the errors.⁴² This taxonomy is particularly suited to analyzing written texts because it categorizes errors based on

⁴⁰ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 4th ed. (Thousand Oaks, CA: SAGE Publications, 2014), 4.

⁴¹ Stephen Pit Corder, "The Significance of Learner's Errors," *International Review of Applied Linguistics in Language Teaching* 5, no. 4 (1967): 167.

⁴² Heidi Dulay, Marina Burt, and Stephen Krashen, *Language Two* (New York: Oxford University Press, 1982), 150–163.

how learners alter the surface structure of sentences, making it straightforward to apply to Instagram captions.

B. Research Subject

The subjects of this study are 20 active students in the sixth and eighth semesters of the English Tadris Study Program at IAIN Curup, Rejang Lebong, Bengkulu. These students were initially selected using purposive sampling, a non-probability sampling technique in which participants are chosen based on specific criteria relevant to the research objectives. Because data collection took place during the students' semester break, initial recruitment through direct contact and the class WhatsApp group progressed slowly; the researcher therefore supplemented purposive sampling with snowball sampling, whereby participants who had already completed the elicitation task were asked to refer other sixth- or eighth-semester peers meeting the same eligibility criteria. Snowball sampling is recognized as one of several purposeful sampling strategies in qualitative research and was applied here only to identify additional eligible candidates; every referred participant was still screened against the criteria below before being included in the study.⁴³ In addition to providing the written captions analyzed in this study, a subset of these participants also serves as informants for the follow-up interviews conducted to explore the factors underlying their grammatical errors.

The criteria for selecting participants are as follows:

⁴³ Michael Quinn Patton, *Qualitative Research and Evaluation Methods*, 3rd ed. (Thousand Oaks, CA: SAGE Publications, 2002), 230.

- 1) The student must be an active undergraduate student in the sixth or eighth semester of the English Tadris Study Program at IAIN Curup.
- 2) The student must have an active Instagram account that is publicly accessible or for which they are willing to grant access to the researcher.
- 3) The student must regularly post captions in English on their Instagram account, with at least three English-language captions available for analysis.
- 4) The student must provide informed consent to participate in the study and allow their Instagram captions to be used as research data.

These criteria ensure that the participants are EFL learners who are both academically engaged in English language study and actively using English for personal communication in a digital context. The focus on English education students is particularly appropriate because these students are expected to have a relatively high level of grammatical awareness due to their specialized coursework in grammar and language pedagogy. Sixth- and eighth-semester students are specifically targeted because, by this stage, they have completed the core grammar and writing courses in the curriculum; examining their Instagram captions therefore allows the researcher to assess whether formal grammar instruction has been consistently internalized in authentic, informal digital writing, rather than testing students who are still in the early stages of grammar instruction.

C. Data Source

The primary data source for this study is English-language Instagram captions produced by the 20 participating students. Specifically, the researcher will collect three captions per student, resulting in a total of 60 captions for analysis. Rather than relying solely on captions that already exist on participants' personal accounts, the data are obtained through an elicited writing task: each participant is asked to compose original Instagram captions in English in response to a set of photo prompts provided by the researcher. This elicitation procedure is adopted because naturally occurring captions written entirely in English, without any code-mixing with Indonesian, proved difficult to locate in sufficient quantity during preliminary observation, as most students habitually mix English and Indonesian in their everyday Instagram captions. Using an elicited writing task allows the researcher to obtain a sufficient and consistent number of fully English-written captions while preserving the authentic format and communicative style of Instagram captions.

It must be stated explicitly that, as a consequence of this design, the corpus analyzed in this study does not consist of captions that participants organically or spontaneously posted on their own Instagram accounts at a time and on a topic of their own choosing. Rather, each caption is a written response, produced in the format and style of an Instagram caption, that a participant composed in reaction to a standardized photo prompt supplied by the researcher under controlled, time-limited conditions. This is a deliberate methodological characteristic of the research design, not an oversight, and it is adopted instead of analyzing captions already existing on participants' Instagram accounts for three specific reasons.

First, as noted above, preliminary observation found that fully English-language captions free of code-mixing were too scarce among students' actual posts to yield a sufficiently large corpus within the available data collection period; an elicitation task guarantees the required volume of 60 analyzable captions. Second, an elicitation task holds the writing conditions comparable across all 20 participants — the same three prompts, the same 15-word minimum, and the same time constraint — whereas captions drawn from existing accounts would vary uncontrollably in topic, length, occasion, and the amount of time each student spent writing them, confounding any comparison of error patterns across participants. Third, collecting original captions through a task sheet avoids the ethical and access complications of extracting data from students' existing private social media accounts without directly involving them in the data collection process. The trade-off inherent in this choice — that the captions, while written in authentic Instagram-caption style, are elicited rather than organically occurring — is acknowledged as a limitation of the study and is discussed further in Section 5.3.

The captions selected for analysis must meet the following criteria:

- 1) The caption must be written entirely in English. Captions that contain code-mixing (a combination of English and Indonesian) are excluded. This decision requires methodological justification, as code-mixing is indeed a widespread and linguistically significant phenomenon among Indonesian EFL learners, particularly in informal digital communication. However, the exclusion of code-mixed captions is deliberate and principled for two reasons. First, the analytical framework applied in this study — the

Surface Strategy Taxonomy — is designed to evaluate deviations from the grammatical norms of a single target language, namely English. Applying this framework to code-mixed texts would require an additional layer of sociolinguistic analysis to determine which segments are governed by English grammar rules and which are governed by Indonesian or bilingual norms, thereby extending the scope of this study beyond what is feasible at the undergraduate level. Second, including code-mixed captions would introduce ambiguity in error identification: a grammatical structure that appears erroneous in English may be entirely appropriate under Indonesian grammar rules and thus not represent a learner error at all. By limiting the data to fully English-written captions, the researcher ensures that every identified deviation is unambiguously a grammatical error in the target language, strengthening the validity of the error analysis. It is acknowledged that this criterion results in a more selective corpus; however, this selectivity is a methodological strength, not a limitation, as it yields data that is directly and cleanly analyzable within the chosen theoretical framework. In this study, this criterion is enforced directly through the elicitation task: participants are explicitly instructed to write their captions entirely in English, which substantially reduces the likelihood of code-mixed responses compared to relying on captions drawn from participants' existing accounts.

- 2) The caption must contain at least 15 words to ensure there is sufficient linguistic material for error analysis. Very short captions such as "Good

morning" or "Happy Sunday" do not provide enough context for meaningful grammatical analysis.

- 3) The caption must be part of a regular Instagram feed post, not an Instagram Story, comment, or direct message.
- 4) The caption must be produced during the elicitation session conducted within the data collection period (March–April 2025), ensuring that all captions reflect the students' current English writing ability under comparable conditions.

Instagram captions are an appropriate data source for this study because they represent a genre of informal, personally expressive written communication that is distinct from formal academic writing. Unlike classroom writing, which is often revised and edited, Instagram captions tend to be written quickly and informally, a characteristic that is preserved in the present study by instructing participants to write each caption spontaneously and within a limited time, replicating the natural pace of authentic Instagram caption writing, making them more likely to reveal the students' actual grammatical competence without the influence of extensive self-correction.⁴⁴

D. Research Instrument

In qualitative research, the researcher serves as the primary instrument.⁴⁵ This means that the researcher is directly involved in collecting, analyzing, and

⁴⁴ Nouf Alsaedi and Hafizah Zainudin, "Social Media as a Source of Authentic Language Data for EFL Research: Opportunities and Challenges," *International Journal of Applied Linguistics and English Literature* 10, no. 3 (2021): 78.

⁴⁵ Sharan B. Merriam and Elizabeth J. Tisdell, *Qualitative Research: A Guide to Design and Implementation*, 4th ed. (San Francisco: Jossey-Bass, 2016), 16.

interpreting the data. The researcher's knowledge of English grammar, familiarity with error analysis procedures, and understanding of the Surface Strategy Taxonomy are essential tools in identifying and classifying errors accurately.

In addition to the researcher as the main instrument, the following supporting tools are used:

- 1) Elicitation task sheet: A written instrument used to guide the data collection process, consisting of a set of photo prompts accompanied by standardized written instructions asking each participant to compose an original Instagram caption in English for each prompt. The task sheet specifies the number of captions required, the minimum word count, and the time allotted for writing, ensuring that the elicitation procedure is applied consistently across all 20 participants regardless of whether the sheet is completed on paper or digitally (e.g., typed into a shared document and returned through a class WhatsApp group).
- 2) Error analysis coding sheet: A structured form used to systematically record each identified error, classify it according to the Surface Strategy Taxonomy, and note any relevant observations about the error's possible cause.
- 3) Documentation tool: The completed elicitation task sheets containing the participants' written captions are preserved to ensure that the analysis can be verified and traced back to the original data if needed.
- 4) Semi-structured interview guide: A set of open-ended guiding questions used to explore the factors underlying the grammatical errors found in participants' captions, such as the influence of the participants' first

language (Indonesian), their awareness of grammar rules, and the effect of the informal, fast-paced context of Instagram caption writing on their language production. The interview guide is developed based on the error patterns identified through the coding sheet, allowing the researcher to ask participants about specific errors they produced as well as general questions about their grammar learning experience. This instrument directly supports the answering of the third research question concerning the factors contributing to students' grammatical errors.

- 5) Field notes: The researcher maintains notes throughout the data collection and analysis process to document observations, reflections, and any challenges encountered.

E. Data Collection Technique

Data collection for this study follows a systematic procedure to ensure ethical standards are met and that the data is accurate and complete. The steps are as follows:

Step 1: Obtaining Informed Consent Before collecting any data, the researcher approaches potential participants and explains the purpose and scope of the study. Students are informed that their Instagram captions will be analyzed for grammatical errors and that their participation is voluntary. Those who agree to participate sign an informed consent form, and they are assured that their identities will be kept confidential by using pseudonyms or codes instead of their real names in the research report.

Step 2: Administering the Elicitation Task Once consent is obtained, the researcher distributes the elicitation task sheet to each participant, either in person or digitally (e.g., via a shared document sent through a class WhatsApp group during the academic break), depending on participant availability. Participants are given a set of photo prompts and are instructed to type or write an original Instagram caption in English for each prompt directly on the task sheet, as though they were going to post it on their own account. Participants completing the task digitally are instructed to disable autocorrect and predictive-text features on their device beforehand, so that any grammatical errors in their writing are preserved rather than automatically corrected. Each participant completes the task within an allotted time to preserve the spontaneous, informal style typical of real Instagram captions, and is asked to produce three captions in total.

Step 3: Collecting and Verifying Captions The researcher collects the completed task sheets from all 20 participants — either as physical sheets or as digital files/photos submitted through the class WhatsApp group — and checks each caption against the established criteria (written entirely in English, at least 15 words). Captions that do not meet the criteria (e.g., contain code-mixing or are too short) are returned to the participant with a request to revise and resubmit them within the same data collection window. The completed task sheets, whether physical or digital, are archived as scanned images, photographs, or saved document files to preserve the original text, including any hashtags or emojis the participant chooses to include, although only the written text is analyzed.

Step 4: Transcribing Captions The selected captions are transcribed into a digital document for ease of analysis. Each caption is labeled with a participant code (e.g., S01, S02, S03) to maintain confidentiality.

Step 5: Organizing the Data All transcribed captions are organized into a single data file, which serves as the corpus for the error analysis. The researcher ensures that the data is complete and accurate before proceeding to the analysis stage.

Step 6: Conducting Interviews After the captions have been coded and the dominant error patterns have been identified, the researcher conducts semi-structured interviews with a subset of participants to explore the factors underlying their grammatical errors. Each interview is conducted in Indonesian to allow participants to express themselves freely, audio-recorded with the participant's permission, and later transcribed for thematic analysis. Interview questions are guided by the interview guide but allow flexibility for follow-up questions based on participants' responses. This step directly addresses the third research question concerning the factors contributing to students' grammatical errors.

Throughout the data collection process, the researcher adheres to ethical principles by protecting participants' privacy, using their data solely for research purposes, and ensuring that no identifying information is disclosed in the final report.

F. Data Analysis Technique

The data analysis in this study follows the standard procedure for error analysis as outlined by Corder and further refined by subsequent researchers in the field.⁴⁶ The process consists of five main steps:

Step 1: Identification of Errors The researcher carefully reads each caption and compares it against standard English grammar rules. Any sentence or phrase that deviates from these rules is marked as an error. At this stage, the researcher must distinguish between genuine grammatical errors and stylistic choices or informal language use that does not violate grammatical rules. For example, "gonna" (informal for "going to") is not considered a grammatical error, whereas "I am go" is.

Step 2: Classification of Errors Once errors are identified, they are classified according to the four categories of the Surface Strategy Taxonomy:

- **Omission:** An error in which a required grammatical element is missing (e.g., "She going to school" — missing *is*).
- **Addition:** An error in which an unnecessary element is added (e.g., "He doesn't knows" — unnecessary *-s*).
- **Misformation:** An error in which the wrong form of a grammatical element is used (e.g., "I goed there" — should be *went*).
- **Misordering:** An error in which sentence elements are in the wrong order (e.g., "I always am happy" — should be *I am always happy*).

⁴⁶ Pit S. Corder, *Error Analysis and Interlanguage* (Oxford: Oxford University Press, 1981), 36–38.

Each identified error is coded and recorded in the error analysis coding sheet, along with a note indicating which category it belongs to and a brief explanation of the deviation.

Step 3: Quantification of Errors After all errors have been classified, the researcher counts the total number of errors in each category. The frequency of each error type is calculated, and percentages are determined to identify which type of error is most dominant. For example, if 25 out of 100 total errors are classified as omission, then omission accounts for 25% of all errors.

Step 4: Explanation of Errors In this step, the researcher analyzes the possible causes of the errors, drawing on both the coded caption data and the interview data obtained from participants. Two main sources of errors are considered:

- **Interlingual transfer:** Errors caused by interference from the learner's first language (Indonesian). For example, Indonesian does not use articles, so students may omit articles in English sentences.
- **Intralingual transfer:** Errors caused by overgeneralization or misapplication of English grammar rules. For example, applying the regular past tense rule -ed to irregular verbs (goed instead of went).

The researcher examines the context of each error and draws on knowledge of Indonesian grammar and common patterns in EFL learning to propose likely explanations. These theory-based explanations are then triangulated with the interview transcripts: the researcher applies thematic analysis to the interview data, identifying recurring themes related to the participants' own accounts of why

certain errors occur (e.g., first-language interference, limited grammar awareness, or the time pressure of writing a caption quickly). Where a theme emerging from the interviews aligns with a theory-based explanation, this convergence is highlighted to strengthen the validity of the proposed explanation; where it diverges, both perspectives are reported and discussed.

Step 5: Drawing Conclusions Based on the findings from the previous steps, the researcher summarizes the main patterns of grammatical errors, identifies the most dominant error type, and discusses the implications of these findings for grammar teaching at IAIN Curup. The conclusions are presented in relation to the research questions and are supported by the data and theoretical framework. This systematic approach ensures that the analysis is rigorous, transparent, and replicable, which strengthens the credibility and reliability of the research findings.

G. Research Setting and Time

This study is conducted at the English Language Education Program (Tadris Bahasa Inggris), Institut Agama Islam Negeri (IAIN) Curup, located in Rejang Lebong Regency, Bengkulu Province, Indonesia. IAIN Curup is a state Islamic higher education institution that offers a formally accredited English teacher education program. The selection of this institution as the research site is intentional and theoretically grounded: as an Islamic state university located in a non-metropolitan region of Bengkulu, IAIN Curup represents an EFL learning context that remains underrepresented in the existing literature on grammatical

error analysis and social media writing. The findings of this study are therefore expected to contribute locally situated insights that complement the broader body of research conducted primarily at universities in Java or major urban centers.

In terms of time, the study is planned to be conducted between March and June 2025. The data collection phase, which includes obtaining informed consent, administering the elicitation task, conducting follow-up interviews, and transcribing the selected data, is scheduled for March to April 2025. The data analysis phase, encompassing error identification, classification, quantification, explanation, and interpretation, is planned for April to May 2025. The writing and revision of the research report is scheduled for May to June 2025. This timeline is designed to be realistic and manageable within the constraints of an undergraduate thesis project while allowing sufficient time for thorough and systematic data analysis.

H. Trustworthiness of the Data

Given that this study adopts a qualitative descriptive approach, establishing the trustworthiness of the data and analysis is essential. In qualitative research, trustworthiness is typically addressed through four criteria: credibility, transferability, dependability, and confirmability. This study addresses each of these criteria through the following measures.

Credibility is ensured primarily through inter-rater reliability. Because error classification in qualitative error analysis is inherently interpretive — particularly in distinguishing between misinformation and omission, or in judging whether a deviation constitutes a grammatical error or a stylistic choice — sole reliance on a

single rater introduces the risk of subjective bias. To mitigate this, the researcher will employ a second-rater verification procedure. Specifically, after the researcher completes the initial error coding of all 60 captions using the error analysis coding sheet, a second rater — a lecturer in English linguistics or a qualified peer with expertise in English grammar — will independently review a randomly selected 30% of the coded data (approximately 18 captions). The second rater will assess whether the identified errors and their classifications are accurate and consistent with the Surface Strategy Taxonomy. Discrepancies between the two raters will be discussed and resolved through consensus. The inter-rater agreement will be calculated using Cohen's Kappa coefficient, with a target agreement level of ≥ 0.75 (substantial agreement), which is considered sufficient to establish the reliability of the coding process in qualitative linguistic research. The credibility of the interview data is further strengthened through member checking: a summary of each participant's interview responses is shared with the respective participant to confirm that their views have been accurately captured and interpreted before the data is used in the thematic analysis. A blueprint of the instruments used in this study is provided in the following table to ensure transparency and replicability of the coding process.

Transferability is addressed through thick description: the researcher provides detailed information about the research context, participant characteristics, data source criteria, and analytical procedures so that readers can assess the extent to which the findings may be applicable to other EFL contexts with similar characteristics. Dependability is ensured through the use of a structured and standardized error analysis coding sheet, which is applied consistently across all

60 captions, ensuring that the analytical process is systematic and reproducible. Confirmability is established through documentation: all original elicitation task sheets, together with the interview transcripts, are preserved as primary records, and the complete coded dataset is maintained in a digital file that can be reviewed by the thesis supervisor or external examiner if required. Together, these measures ensure that the findings of this study meet the standards of trustworthiness expected in qualitative educational research.

Table 1. Blueprint of Research Instruments

Instrument	Purpose	Data Source	Error Types/Aspects Covered	Used By
Table 1 Error Identification & Classification Sheet	To systematically record each identified grammatical error with its erroneous form, correct form, error category, and probable cause	Instagram captions (60 captions total: 3 per student × 20 students)	All 4 SST categories: • Omission • Addition • Misformation • Misordering Error cause: • Interlingual transfer • Intralingual transfer	Primary researcher + Second rater (30% of data)
Table 2 Frequency Distribution Sheet (SST)	To quantify and calculate the percentage of each error type after all errors have been identified and coded	Coded data from Table 1	Frequency and percentage of each SST category: Omission, Addition, Misformation, Misordering	Primary researcher
Table 3 Grammar Area Distribution Sheet	To categorize errors by specific grammar area for pedagogical analysis and teaching implications	Coded data from Table 1	Grammar areas: • Verb Tense • Articles • Subject-Verb Agreement • Prepositions • Auxiliary Verbs • Word Order • Others	Primary researcher
Table 4 Error Source Analysis Sheet	To identify and quantify the likely causes of errors, distinguishing between interlingual and intralingual transfer	Coded data from Table 1	Source categories: • Intralingual transfer (overgeneralization, developmental) • Interlingual transfer (L1 Indonesian interference)	Primary researcher
Table 5 Detailed Sample	To provide in-depth qualitative explanation of	Selected representative errors from Table	All 4 SST categories (qualitative analysis: error description,	Primary researcher

Analysis Sheet	representative errors, selected from each SST category for illustrative and analytical purposes	1 (min. 1 per SST category)	correction, cause explanation)	
Documentation Tool (Task Sheets)	To preserve the original captions as primary evidence, ensuring the data is verifiable and traceable to its source	Completed elicitation task sheets of 20 participants	All captions used in the study (60 elicited captions)	Primary researcher
Field Notes	To document the researcher's observations, reflections, and any methodological challenges encountered during data collection and analysis	Researcher's direct observations during all study phases	Qualitative notes on: • Sampling decisions • Borderline error cases • Process challenges	Primary researcher
Semi-structured Interview Guide	To explore participants' own perspectives on the factors underlying their grammatical errors (e.g., L1 interference, grammar awareness, time pressure)	Interview transcripts from a subset of the 20 participants	Error causes: • Interlingual transfer • Intralingual transfer • Contextual/affective factors (e.g., informality, time pressure)	Primary researcher

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the results of the study in relation to the three research questions formulated in Chapter I: (1) what types of grammatical errors are found in the Instagram captions of English Language Education students at IAIN Curup, (2) what type of error is most dominant, and (3) what are the possible causes of these errors. The chapter is divided into two main parts. Section 4.1, Findings, presents and describes the data obtained from the coded captions, the inter-rater reliability check, and the interview transcripts, without interpretation. Section 4.2, Discussion, interprets these findings in light of the theoretical framework presented in Chapter II and previous studies, and draws conclusions that directly answer the three research questions.

4.1 FINDINGS

This section presents the data obtained from the 60-caption corpus in descriptive form, organized into four parts: an overview of the data, the results of the inter-rater reliability check, the types of grammatical errors identified, and the results of the interviews concerning the possible causes of the errors. Interpretation of these data is reserved for Section 4.2.

4.1.1 Overview of the Data

The primary data for this study consist of 60 Instagram captions elicited from 20 active students in the sixth and eighth semesters of the English Language Education Program (Tadris Bahasa Inggris) at IAIN Curup, with three captions collected from each participant using the elicitation task sheet described in

Chapter III. Data collection took place during the students' semester break; the task sheet was therefore distributed both in person and digitally through the class WhatsApp group, and recruitment combined purposive sampling with snowball sampling, in which participants who had already completed the task referred eligible peers who were then screened against the same eligibility criteria.

All 60 captions were examined and coded according to the four categories of the Surface Strategy Taxonomy (SST): omission, addition, misinformation, and misordering. This process yielded 73 grammatical errors across the corpus, an average of 1.22 errors per caption. Table 1 (Appendix) presents the complete Error Identification and Classification Sheet documenting all 73 coded errors. The distribution of errors across participants was uneven: 18 of the 20 participants produced at least one codable grammatical error, while two participants — Participant S06 and Participant S03 — produced captions containing no clear Surface Strategy Taxonomy violations.

4.1.2 Inter-Rater Reliability Results

As described in Chapter III, a random sample of 18 captions (30% of the corpus) was independently coded by a second rater to assess the reliability of the primary coding. Table 2 presents the resulting cross-tabulation of caption-level agreement (i.e., whether a caption was judged to contain at least one grammatical error), based on 18 comparable judgments after excluding two items in the second rater's coding that concerned spelling and capitalization rather than grammar.

Table 2. Cross-Tabulation of Rater Agreement (Caption-Level, N = 18)

	Rater 2 = Yes	Rater 2 = No
Researcher = Yes	7	1
Researcher = No	1	9

The observed agreement (P_o) was $16/18 = 0.889$, and the expected agreement by chance (P_e) was 0.506, yielding a Cohen's Kappa coefficient of 0.775. Two disagreements were recorded between the two raters, and the second rater additionally identified two errors (in captions coded S01/P2 and S01/P3) that had been missed in the primary coding; these were subsequently added to Table 1, bringing the total number of coded errors from 71 to 73.

4.1.3 Types of Grammatical Errors Identified

All four categories of the Surface Strategy Taxonomy were found in the corpus. This section presents representative examples of each category as they appeared in the data; the complete list of 73 coded errors is provided in Table 1 (Appendix).

4.1.3.1 Omission

Omission errors, involving the absence of an obligatory grammatical element, were found 26 times in the corpus, most frequently affecting articles and the copula “to be.” Examples include:

Code	Original Form	Corrected Form
S05/P1	Today is amazing day	...is an amazing day

Code	Original Form	Corrected Form
S07/P3	the student that diligent	...that is diligent
S14/P2	got lot of experiences	got a lot of experiences

As shown in the examples above, the missing elements consist of the indefinite article “an”, the copula “is”, and the article “a” before the quantifier “lot of”, illustrating that omission in this corpus is concentrated in short, single-word grammatical markers rather than longer phrases.

4.1.3.2 Addition

Addition errors, involving the insertion of an unnecessary element, were found 5 times in the corpus. Examples include:

Code	Original Form	Corrected Form
S05/P3	we are always think	we always think
S11/P2	my home especially is my bedroom	...especially my bedroom
S15/P1	making a memories	making memories

The examples above show that the added elements are typically a redundant auxiliary or copula (“are”, the second “is”) or an unnecessary article placed before an already-plural noun (“a memories”), rather than the insertion of an entirely unrelated word.

4.1.3.3 Misformation

Misformation errors, involving the use of an incorrect form of a required element, were found 37 times in the corpus — the largest of the four categories. Examples include:

Code	Original Form	Corrected Form
S04/P1	something beauty	something beautiful
S13/P2	resets my mind and remind me	...and reminds me
S18/P1	has been reach the end	has reached the end

The examples above show that misinformation in this corpus takes several sub-forms: incorrect word class (a noun, “beauty”, used where an adjective is required), incorrect subject–verb agreement (“remind” instead of “reminds”), and incorrect verb form after an auxiliary (“reach” instead of the participle “reached”). The complete list in Table 1 additionally includes misinformation of prepositions, pronoun case, and verb tense.

4.1.3.4 Misordering

Misordering errors, involving elements that are individually correct but arranged in a non-standard sequence, were found 5 times in the corpus. Examples include:

Code	Original Form	Corrected Form
S01/P2	I and nature	nature and I
S07/P3	I as a teacher	I, as a teacher,
S05/P3	late is better than you aren't start it	being late is better than not starting at all

The examples above range from a simple two-word reversal (“I and nature”) to the placement of an appositive phrase directly after the subject without commas (“I as a teacher”) to a more substantial restructuring of clause order in the final example.

4.1.4 Frequency Distribution of Error Types

Table 3 presents the frequency and percentage of each SST category across the 73 coded errors.

Table 3. Frequency Distribution of Grammatical Errors by SST Category

Kategori SST	Frekuensi	Persentase	Peringkat
Misformation	37	50.7%	#1
Omission	26	35.6%	#2
Addition	5	6.8%	#3
Misordering	5	6.8%	#4
Total	73	100%	

As shown in Table 3, of the 73 grammatical errors identified in the corpus, misformation was the most frequent, occurring 37 times (50.7%). Omission was the second most frequent, occurring 26 times (35.6%). Addition and misordering were the least frequent categories, each occurring 5 times (6.8%).

4.1.5 Interview Findings on Possible Causes

To gather data on the possible causes of the errors identified above, semi-structured interviews were conducted with four participants: Participant S05, Participant S04, Participant S03, and Participant S07. Their responses, reported here descriptively, are interpreted in relation to the theoretical framework in Section 4.2.

Regarding the error “many planing” (Table 1, item 7), S04 reported that the phrase was a direct, word-for-word translation of the Indonesian “banyak rencana”: “*nesa pure terjemah 1 1 mbak.. gak sesuai grammar.*” She further reported that she generally composes her captions by thinking in Indonesian before translating into English (“mikir indo dulu baru ke inggris”), and attributed her errors to genuine unfamiliarity with certain grammar rules rather than carelessness, explaining that several English rules appear superficially similar across different contexts, which she found confusing to differentiate (“misal pake 'was' itu masa depan eh dimasa lampau juga ada yg pake 'was'”).

S05 likewise reported thinking in Indonesian before composing in English (“mikir pakek bahasa indonesia dulu... baru nanti ke bahasa inggris”) and linked her error “every places” (Table 1, item 12) to the Indonesian reduplicative plural pattern “tempat-tempat.” Regarding the error “we are always think” (Table 1, item 13), she explained that the unnecessary “are” reflected a general belief that continuous marking should always accompany present-tense statements (“pola tersebut terbentuk sebenarnya untuk bilang kita selalu berpikir bahwa gitu kak”). She additionally distinguished typographical slips, which she attributed to haste, from grammatical uncertainty, which she attributed to forgotten or unfamiliar rules (“kalo untuk typo biasanya faktor terburu-buru, sedangkan kesalahan grammar sering kali lupa”).

Participant S07 reported composing directly in English rather than translating from Indonesian, guided primarily by the emotional tone she wanted her captions to convey (“lebih ke perasaan... menimbang kata-katanya dengan perasaan”). When asked specifically about her inconsistent use of “its” and “it's,” she

confirmed that she is aware of the distinction between the two (“aku tau bedanya... penggunaannya beda banget”) but reported defaulting to habit during fast, feeling-driven writing (“lebih menggunakan perasaan aja, ya udah 'its' gitu tanpa mikir lagi, dah kebiasaan”).

Participant S03, whose captions contained no codable SST errors, reported conceptualizing her captions in Indonesian to capture an intended feeling but composing directly in English with attention to natural phrasing rather than literal translation (“bukan yg terjemahin kata per kata”). She further reported deliberately adopting a casual, abbreviated writing style (e.g., “n,” “abt”) because she felt that overly formal captions would seem inauthentic on Instagram (“caption yg terlalu formal tu malah jadi aneh... kayak bukan nafisah banget”), and attributed occasional typos and grammatical uncertainty to a combination of haste and unfamiliarity with certain rules, adding that she generally relies on intuition to produce sentences that “sound right” (“lebih ngandelin intuisi aja mam biar kalimatnya enak dibaca”).

4.2 DISCUSSION

This section interprets the findings presented in Section 4.1 in relation to the theoretical framework discussed in Chapter II and the previous studies reviewed there, and draws conclusions that directly answer the three research questions of this study.

4.2.1 Types and Dominant Type of Grammatical Errors (RQ1 and RQ2)

The finding that all four SST categories were present in the corpus (Section 4.1.3) confirms that the grammatical difficulties of these students are not confined to a single type of surface deviation but span the full range of the taxonomy, consistent with the wide applicability of the framework in prior EFL research discussed in Chapter II.

The dominance of misformation (50.7%) over omission (35.6%) answers **RQ2: misformation is the most dominant type of grammatical error found in the Instagram captions of English Language Education students at IAIN Curup.** This pattern is interpreted here as a reflection of the elicitation task itself: because participants were prompted to write emotionally expressive, narrative-style captions about achievements, meaningful places, and personal motivation, rather than short factual statements, they were more likely to attempt syntactically ambitious constructions — comparative forms, relative clauses, complex verb phrases — which correspondingly created more opportunities for misformation (using the wrong form of an otherwise-attempted structure) than for straightforward omission.

This result is broadly consistent with Wardoyo, Rais, and Yunia⁴⁷, who likewise found misformation to be the leading error category (35%) among Instagram captions written by young-adult Indonesian users, followed by

⁴⁷Wardoyo, Rais, and Yunia, “Error Analysis in Social Media Caption: A Study on Instagram,” 38–39.

omission (26%). It contrasts, however, with Ginting, Pakpahan, and Susanti⁴⁸, who found omission to be dominant (42%) over misinformation (34%) in a comparable population of English Education students. The present study's more narrative, emotionally-driven prompts, compared with Ginting et al.'s use of naturally occurring, undirected captions, offers a plausible explanation for this divergence and suggests that task design — not only learner proficiency — shapes which SST category emerges as dominant.

At the level of individual categories, omission errors were concentrated in missing articles and missing forms of the copula “to be” (Section 4.1.3.1) — grammatical elements without direct equivalents in Indonesian, which does not obligatorily mark definiteness or use a copula in the present tense. This pattern is interpreted as interlingual transfer⁴⁹, consistent with the classic account of L1 interference in error analysis literature discussed in Chapter II. By contrast, addition errors were dominated by double marking (e.g., “we are always think”), which is more plausibly explained as intralingual overgeneralization of English's own aspectual marking system than as direct L1 transfer, since Indonesian does not obligatorily mark continuous aspect either.

4.2.2 Causal Factors of Grammatical Errors (RQ3)

The interview data reported in Section 4.1.5 provide direct, participant-confirmed evidence for both sources of error discussed in Chapter II. S04's and

⁴⁸Ginting, Pakpahan, and Susanti, “An Analysis of Grammatical Errors Made by English Education Students in Writing Instagram Captions,” 1599–1615.

⁴⁹Aziz, Fitriani, and Amalina, “Linguistic Errors Made by Islamic University EFL Students,” 733–745.

S05's accounts of translating from Indonesian before composing in English, and their explicit linking of specific errors (“many planing,” “every places”) to Indonesian lexical and morphological patterns, constitute clear cases of *interlingual transfer*: the application of a first-language pattern to a target-language context where it does not hold.

At the same time, S04's description of confusion between superficially similar grammar rules (e.g., multiple uses of “was” across different tenses) and S05's account of overgeneralizing continuous-aspect marking both illustrate *intralingual transfer* in the developmental sense described by Corder⁵⁰: these are systematic gaps in rule comprehension rather than random performance slips, and both participants explicitly distinguished them from typographical carelessness. Taken together with the fact that 67.1% of the 73 coded errors were classified as intralingual and 32.9% as interlingual, this indicates that developmental, rule-based confusion is a more prominent source of error in this corpus than direct L1 interference — consistent with the expectation that intralingual errors become relatively more prominent at more advanced learning stages, as learners attempt complex target-language structures whose rules they have not yet fully internalized.

Participant S07's interview offers an important refinement to this picture. Her explicit awareness of the “its”/“it's” distinction, combined with her admission that habitual, feeling-driven writing overrode that awareness, is better characterized under Corder's framework as a *performance-based mistake* — a lapse she could

⁵⁰Stephen Pit Corder, “The Significance of Learner's Errors,” *International Review of Applied Linguistics in Language Teaching* 5, no. 4 (1967): 167.

self-correct if prompted to attend to form — rather than a genuine competence error. This case demonstrates a limitation of the Surface Strategy Taxonomy as applied in isolation: the framework classifies the *surface form* of a deviation but cannot, by itself, distinguish a genuine competence gap from a monitoring lapse; only the interview triangulation made this distinction possible, underscoring the methodological value of combining SST coding with participant interviews as designed in this study.

Participant S03's interview responses help explain the near-complete absence of codable errors in her captions. Her account of composing directly in English with attention to natural phrasing, combined with a deliberate stylistic choice to favor casual, abbreviated register for the sake of authenticity, suggests that her low error rate reflects a combination of stronger intuitive grammatical control and a register choice that reduced syntactic risk-taking, rather than an absence of opportunity for error. This finding cautions against interpreting an individual's low SST error count as straightforward evidence of superior grammatical competence without considering their writing strategy.

4.2.3 Integrated Discussion

Taken together, these findings confirm the concern raised in Chapter I: grammatical errors persist in the informal English writing of IAIN Curup students despite their completion of core grammar coursework by the sixth and eighth semesters, and these errors arise from a genuine mixture of interlingual transfer, intralingual/developmental confusion, and — in at least one case — performance factors distinct from competence gaps.

The interview data also extend Alghamdi's⁵¹ argument that Instagram functions as an authentic, linguistically rich environment for informal English production. Where Alghamdi's Saudi EFL participants viewed Instagram primarily as a positive supplement to formal writing instruction, the present study's interview data reveal a more complex picture: participants such as S03 treated Instagram's informal register as license to prioritize stylistic authenticity over grammatical monitoring, while participants such as S05 and S04 treated the same informal context as a site where interlingual habits surfaced more readily than they might in a monitored, formal writing task. This suggests that the same informal, low-pressure quality that Alghamdi identifies as beneficial for motivation and self-expression may simultaneously reduce learners' attention to grammatical accuracy — two effects that are not mutually exclusive, and both of which were observed within this study's own participant pool.

The considerable variation across individual participants — 18 of 20 producing at least one error, two producing none — further suggests that the aggregate percentages in Table 3 should be read as describing a distribution of tendencies across a heterogeneous group of advanced-level learners, rather than a uniform profile applicable to every student in the program.

4.2.4 Conclusion of the Chapter

The reliability of the coding underlying these conclusions was supported by a Cohen's Kappa coefficient of 0.775, which is classified as “substantial agreement”

⁵¹Alghamdi, “Investigating the Effect and Students’ Perceptions of Using Instagram as a Writing Teaching Tool in Saudi EFL Classrooms,” *English Language Teaching* 15, no. 8 (2022).

on the scale proposed by Landis and Koch⁵² and exceeds the target of ≥ 0.75 set in Chapter III, lending credibility to the coding on which the conclusions below are based.

In direct response to the three research questions of this study: (1) all four categories of the Surface Strategy Taxonomy — omission, addition, misinformation, and misordering — were found in the Instagram captions of English Language Education students at IAIN Curup; (2) misinformation was the most dominant error type, accounting for 50.7% of all identified errors; and (3) the errors were traced to a combination of interlingual transfer from Indonesian, intralingual/developmental confusion between similar English grammar rules, and, in individual cases, performance-based factors distinguishable from genuine competence gaps only through interview triangulation. The pedagogical and theoretical implications of these conclusions, together with the study's limitations, are discussed in Chapter V.

⁵²J. Richard Landis and Gary G. Koch, "The Measurement of Observer Agreement for Categorical Data," *Biometrics* 33, no. 1 (1977): 165–168.

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

This study set out to analyze the grammatical errors found in the Instagram captions of sixth- and eighth-semester English Tadris Study Program students at IAIN Curup, using the Surface Strategy Taxonomy (Dulay, Burt, and Krashen) as the analytical framework. Based on the coding of 73 grammatical errors across a corpus of 60 elicited captions from 20 participants, corroborated through a second-rater reliability check (Cohen's Kappa = 0.775) and triangulated with semi-structured interviews, the following conclusions are drawn in direct response to the three research questions.

First, all four categories of the Surface Strategy Taxonomy — *omission*, *addition*, *misformation*, and *misordering* — were identified in the students' Instagram captions. Omission errors were concentrated in missing articles and the copula “to be”; addition errors mainly involved double marking of grammatical features; misformation errors spanned incorrect word class, subject–verb agreement, verb tense, and preposition choice; and misordering errors ranged from simple word-pair reversals to more substantial clause restructuring.

Second, misformation was found to be the most dominant type of grammatical error, accounting for 50.7% of all identified errors, followed by omission (35.6%), while addition and misordering were equally represented at 6.8% each. This pattern was interpreted as a likely consequence of the elicitation task's emphasis on emotionally expressive, narrative-style captions, which encouraged

participants to attempt syntactically ambitious constructions that created more opportunities for misformation than for simpler omissions.

Third, the possible causes of these errors were found to be a genuine mixture of interlingual transfer from Indonesian, intralingual (developmental) confusion between superficially similar English grammar rules, and, in at least one documented case, a performance-based habit distinguishable from a genuine competence gap only through interview triangulation. This last finding underscores a broader conclusion of this study: the Surface Strategy Taxonomy is effective for classifying the surface form of a grammatical deviation, but identifying its underlying cause with confidence requires supplementing the taxonomy with learners' own accounts of their writing process.

5.2 Pedagogical Implications

The findings of this study carry several implications for grammar instruction in the English Tadris Study Program at IAIN Curup, consistent with the diagnostic and prognostic functions of error analysis discussed in Chapter II⁵³.

- Because misformation was the most dominant error type, instructors may wish to place particular emphasis on subject–verb agreement, verb tense consistency, word-class distinctions (e.g., adjective versus noun forms such as “beauty”/“beautiful”), and preposition use in both explicit grammar instruction and writing feedback.

⁵³Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, 3rd ed. (Cambridge: Cambridge University Press, 2014), 204.

- Because omission errors were concentrated in articles and the copula “to be” — grammatical elements without direct equivalents in Indonesian — targeted, contrastive instruction that explicitly addresses these interlingual gaps may be more effective than generic grammar review.
- Because interview data revealed that some students confuse grammar rules that appear superficially similar (e.g., multiple functions of “was”), instructors may consider explicitly contrasting such rules side by side, rather than teaching them in isolation across different units.
- Because at least one participant's errors were better characterized as performance-based mistakes than genuine competence gaps, instructors might incorporate brief self-editing or proofreading exercises into informal writing tasks, encouraging students to shift, even briefly, from fluency-focused to accuracy-focused attention.

More broadly, the findings support Alghamdi's⁵⁴ view that Instagram and similar informal digital platforms can serve as a useful supplementary space for authentic English writing practice, provided that instructors remain aware that the same informal, low-pressure quality that motivates spontaneous self-expression may also reduce learners' attention to grammatical accuracy.

5.3 Limitations of the Study

As with any undergraduate research project, this study is subject to several limitations that should be considered when interpreting its findings.

⁵⁴ Alghamdi, “Investigating the Effect and Students’ Perceptions of Using Instagram as a Writing Teaching Tool in Saudi EFL Classrooms,” *English Language Teaching* 15, no. 8 (2022).

- The data were obtained through a structured elicitation task rather than fully naturalistic observation of participants' existing Instagram posts. Although this approach was adopted deliberately, as explained in Chapter III, to obtain a sufficient volume of fully English-language captions within a limited data collection period, it remains possible that elicited captions differ in some respects from captions students would produce entirely on their own initiative.
- Because data collection took place during the students' semester break, most captions were submitted digitally and without direct researcher supervision. While participants were instructed to disable autocorrect and refrain from using translation or AI tools, and were asked to confirm compliance in a digital declaration, this safeguard relies on participants' self-report and cannot be independently verified for every submission.
- The inter-rater reliability check involved a single second rater reviewing 30% of the corpus, rather than multiple independent raters reviewing the full dataset. Although the resulting Cohen's Kappa of 0.775 indicates substantial agreement, a larger-scale reliability check would provide a more robust basis for confidence in the coding.
- Interviews addressing the causes of errors (RQ3) were conducted with only 4 of the 20 participants. While these interviews yielded rich and internally consistent explanations, the causal patterns discussed in Chapter IV should be understood as illustrative of possible causes within this corpus rather than as a fully representative account of all 20 participants' underlying reasons for error.

- The study is limited to sixth- and eighth-semester students of a single study program at a single institution (IAIN Curup). The findings, therefore, may not be directly transferable to students at other institutions, in other semesters, or in other regions of Indonesia without further research.

5.4 Recommendations

5.4.1 For Future Researchers

- Future studies could expand the interview component to include a larger and more balanced subsample of participants, allowing for a more comprehensive account of the causes underlying each SST category.
- A reliability check involving multiple second raters, or a full second coding of the dataset rather than a 30% sample, would strengthen confidence in future replications of this design.
- Future research could compare error patterns across different semester cohorts (e.g., second-semester versus eighth-semester students) to investigate whether the dominance of misinformation over omission observed in this study reflects a developmental trend as learners progress through the program.
- Researchers working under similarly constrained timelines may consider piloting the elicitation task sheet with a small group before full-scale distribution, in order to identify and pre-empt common issues such as captions falling below the minimum word count, as encountered during data collection for this study.

5.4.2 For Lecturers and the English Language Education Program

- Grammar and writing instructors are encouraged to incorporate authentic, informal genres such as Instagram captions into classroom writing practice or diagnostic assessment, given their demonstrated usefulness in surfacing naturalistic grammatical errors that may not appear in more formal, monitored writing tasks.
- Curriculum planners may consider allocating additional instructional time to the specific error-prone areas identified in this study — article usage, the copula “to be”, subject–verb agreement, and verb tense — particularly for students in later semesters who may benefit from targeted review rather than introductory instruction.

5.4.3 For Students

- Students are encouraged to develop the habit of briefly reviewing their own informal English writing, even on social media, as a low-stakes opportunity to notice and self-correct recurring grammatical patterns.
- Students who are uncertain about the distinction between similar grammar rules (e.g., different uses of “was”, or the distinction between “its” and “it's”) are encouraged to raise these specific points of confusion with instructors, as such rule-confusion emerged as a recurring theme in this study's interview data.

In closing, this study has shown that grammatical errors remain a persistent feature of informal English writing among English Language Education students at IAIN Curup, even at the sixth and eighth semesters, and that these errors arise

from an interaction of first-language transfer, developmental rule confusion, and, at times, performance factors distinct from genuine competence gaps. It is hoped that these findings, and the methodological approach used to obtain them, will be of use to instructors seeking to strengthen grammar instruction and to future researchers seeking to extend this line of inquiry.

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A P P E N D I C E S

APPENDIX A

Instagram Caption Writing Elicitation Task Sheet

INSTAGRAM CAPTION WRITING ELICITATION TASK SHEET

Instagram Caption Writing Elicitation Task Sheet

Undergraduate Thesis Research: An Analysis of Grammatical Errors in Instagram Captions

Written by English Education Students at IAIN Curup

A. Participant Data (completed by the researcher before distribution)

Participant Code: _____

Date Completed: _____

Location/Start Time: _____

Finish Time: _____

B. Instructions

1. You are asked to write 3 (three) Instagram captions in English, each based on the photo description (photo prompt) provided below.
2. Each caption should be written as though you were going to upload it to your own personal Instagram account.
3. Each caption must consist of at least 15 words.
4. Write the caption entirely in English. Do not mix it with Indonesian (avoid code-mixing).
5. Write spontaneously using your own English ability. DO NOT use Google Translate, ChatGPT, Grammarly, or any other translation/AI application to write or correct your caption.
6. IMPORTANT — before you start typing: turn off the autocorrect / automatic correction / predictive text feature on your phone or laptop. This feature may automatically fix your grammatical errors without you realizing it, even though those errors are precisely what this research aims to examine.
7. Type directly into the field provided below each prompt in this file. Do not delete any writing that is already incorrect — leave it as it is, because such errors are the data of this research.
8. Complete the task in a single sitting, within a maximum of 20 minutes for all three prompts. Record your start and finish times in the fields in Section A.
9. Once finished, save this file and send it back to the researcher through the class WhatsApp group by the informed deadline.

Prompt 1

Photo scene: *You have just finished an important activity (for example: an exam, an organizational activity, a campus event, or a moment spent together with friends). Imagine you are uploading a photo of that moment.*

Your caption (write in English, minimum 15 words):

Prompt 2

Photo scene: *You are at a place that is meaningful to you (for example: campus, home, a tourist spot, or your favorite place). Imagine you are uploading a photo of that place's atmosphere.*

Your caption (write in English, minimum 15 words):

Prompt 3

Photo scene: *You want to share a personal thought, hope, or piece of motivation with your followers on Instagram, accompanied by any photo you consider relevant.*

Your caption (write in English, minimum 15 words):

C. Participant Statement

I declare that the three captions above were written/typed by me spontaneously in a single sitting (maximum 20 minutes), without the assistance of any translation application or artificial intelligence (AI) in any form, and without any active autocorrect/predictive text feature, in accordance with my own English ability.

This confirmation serves in place of a wet-ink signature because the task sheet was completed and submitted digitally.

Full Name (as digital confirmation):

Date & Time Submitted:

APPENDIX B

Error Identification & Classification Sheet (Table 1) and Frequency Distribution (Table 2)

Table 1. Error Identification & Classification Sheet

Compilation of 73 grammatical errors from 60 Instagram captions, 20 participants (codes S01–S20; Semesters 6 & 8, English Language Education, IAIN Curup)

No	Code	Original Form (Excerpt)	Corrected Form	SST Category	Cause
1	S01/P1	a new experience in my self	...experience for myself	Misformation	Intralingual
2	S01/P2	I and nature	nature and I	Misordering	Interlingual
3	S01/P3	I'm proud with how I am	I'm proud of how I am	Misformation	Intralingual
4	S04/P1	in my self	myself	Misformation	Intralingual
5	S04/P1	I hope with this moment can give me	I hope this moment can give me	Misordering	Interlingual
6	S04/P1	something beauty	something beautiful	Misformation	Intralingual
7	S04/P2	many planing	many plans	Misformation	Interlingual
8	S04/P3	make it be expensive	make it valuable/precious	Misformation	Intralingual
9	S05/P1	Today is amazing day	...is an amazing day	Omission	Interlingual

No	Code	Original Form (Excerpt)	Corrected Form	SST Category	Cause
10	S05/P1	Time for relax	time to relax	Misformation	Intralingual
11	S05/P2	It isn't just place	...isn't just a place	Omission	Interlingual
12	S05/P2	every places have their own memory	every place has its own memories	Misformation	Intralingual
13	S05/P3	we are always think	we always think	Addition	Intralingual
14	S05/P3	everyone have their time	everyone has their time	Omission	Intralingual
15	S05/P3	to success	to succeed	Misformation	Intralingual
16	S05/P3	late is better than you aren't start it	being late is better than not starting at all	Misordering	Interlingual
17	S07/P1	the feelings that ever I received	the feelings I have ever received	Misordering	Interlingual
18	S07/P2	the beautiful of place	the beauty of the place	Misformation	Intralingual
19	S07/P2	the space that make me feel	...that makes me feel	Misformation	Intralingual
20	S07/P2	feel relax	feel relaxed	Misformation	Intralingual
21	S07/P2	boost my self to always grateful	...to always be grateful	Omission	Interlingual
22	S07/P3	the student that diligent	...that is diligent	Omission	Interlingual
23	S07/P3	the other skill	other skills	Misformation	Intralingual
24	S07/P3	I as a teacher	I, as a teacher,	Misordering	Interlingual

No	Code	Original Form (Excerpt)	Corrected Form	SST Category	Cause
25	S08/P1	still learn but keep growing	I'm still learning	Omission	Interlingual
26	S08/P1	still learn	still learning	Misformation	Intralingual
27	S08/P2	looking forward to come	...to coming	Misformation	Intralingual
28	S08/P2	the way here is hard but worth	...but worth it	Omission	Intralingual
29	S08/P3	we forgot to look	we forget to look	Misformation	Intralingual
30	S08/P3	look into detail god gave us	look into the details God gave us	Omission	Interlingual
31	S08/P3	but only eyes	but only with our eyes	Omission	Intralingual
32	S09/P1	that was may choice	that was my choice	Misformation	Intralingual
33	S09/P1	and its work	and it worked	Misformation	Intralingual
34	S09/P3	is just reminder	is just a reminder	Omission	Interlingual
35	S09/P3	compare to this universe	compared to this universe	Misformation	Intralingual
36	S10/P2	my twenties doesn't	my twenties don't	Misformation	Intralingual
37	S10/P3	when you decided try again	when you decide to try again	Omission	Intralingual
38	S10/P3	take into a new step	take a new step	Misformation	Intralingual
39	S11/P1	Celebrating independence's day	Celebrating Independence Day	Addition	Intralingual

No	Code	Original Form (Excerpt)	Corrected Form	SST Category	Cause
40	S11/P2	my home especially is my bedroom	...especially my bedroom	Addition	Intralingual
41	S11/P2	When I tired, bored, study, sleep	When I am tired...	Omission	Interlingual
42	S11/P3	believe Allah	believe in Allah	Omission	Intralingual
43	S11/P3	your life will better	your life will be better	Omission	Interlingual
44	S12/P1	Anti Bullying Socialization moment	An anti-bullying socialization moment	Omission	Interlingual
45	S12/P2	makes me feel like warm	makes me feel warm	Addition	Intralingual
46	S12/P3	after this community service end	...service ends	Omission	Intralingual
47	S13/P2	resets my mind and remind me	...and reminds me	Misformation	Intralingual
48	S14/P1	This period is great time	...is a great time	Omission	Interlingual
49	S14/P2	got lot of experiences	got a lot of experiences	Omission	Interlingual
50	S14/P2	having good time	having a good time	Omission	Interlingual
51	S14/P2	gives me lot of great moments	...a lot of great moments	Omission	Interlingual
52	S14/P3	there will be way out	there will be a way out	Omission	Interlingual
53	S14/P3	way out to through it	a way to get through it	Misformation	Intralingual
54	S15/P1	making a memories	making memories	Addition	Intralingual

No	Code	Original Form (Excerpt)	Corrected Form	SST Category	Cause
55	S15/P1	keep the memories into my heart	...in my heart	Misformation	Intralingual
56	S16/P1	seeing everything we planned finally happen	...finally happening	Misformation	Intralingual
57	S17/P1	I finally complete my thesis	I finally completed my thesis	Misformation	Intralingual
58	S17/P1	This journey make me happy	...makes me happy	Misformation	Intralingual
59	S17/P1	happy and patience	happy and patient	Misformation	Intralingual
60	S17/P2	in my whole live	in my whole life	Misformation	Intralingual
61	S17/P2	the view so beautiful	the view is so beautiful	Omission	Interlingual
62	S18/P1	has been reach the end	has reached the end	Misformation	Intralingual
63	S18/P1	No body perfect	Nobody is perfect	Omission	Interlingual
64	S18/P1	needs support system	needs a support system	Omission	Interlingual
65	S18/P2	Its really need time	It really needs time	Misformation	Intralingual
66	S18/P2	We have ever been walk on together	...walked together	Misformation	Intralingual
67	S18/P3	responsibility of our citizen	...our citizens	Omission	Intralingual
68	S18/P3	garbage on the right place	garbage in the right place	Misformation	Intralingual
69	S18/P3	Start from you individual habit	Start from your individual habit	Misformation	Intralingual

No	Code	Original Form (Excerpt)	Corrected Form	SST Category	Cause
70	S19/P3	a photo of myself who has managed	a photo of me who has managed	Misformation	Intralingual
71	S20/P3	sees it [] anyone currently striving	sees it, or anyone currently striving	Omission	Intralingual
72	S01/P2	I can be my self	I can be myself	Misformation	Intralingual
73	S01/P3	what happen with you	what happens with you	Misformation	Intralingual

Table 2. Frequency Distribution Sheet (SST)

Frequency and percentage distribution of each Surface Strategy Taxonomy category out of the 73 total errors identified.

SST Category	Frequency	Percentage	Rank
Misformation	37	50.7%	#1
Omission	26	35.6%	#2
Addition	5	6.8%	#3
Misordering	5	6.8%	#4
Total	73	100%	

Distribution of Error Causes

Distribution of errors by source of cause: interlingual transfer (influence of Indonesian) vs. intralingual transfer (overgeneralization/developmental).

Cause	Frequency	Percentage
Intralingual	49	67.1%
Interlingual	24	32.9%

Summary of Findings

- Total errors identified: 73 out of 60 captions (average 1.22 errors/caption)
- Most dominant error type: Misformation (50.7%) — answering RQ2
- 18 out of 20 participants showed at least one grammatical error; 2 participants (S06, S03) showed no clear SST error in their captions
- Intralingual causes (overgeneralization/developmental) were more dominant (67.1%) than interlingual causes (32.9%), although both contributed significantly

Coding Reliability (Cohen's Kappa)

Inter-rater reliability was calculated from a random sample of 18 captions (30% of 60) independently coded by the second rater. At the caption-level agreement (presence/absence of a grammatical error), a Cohen's Kappa of 0.775 was obtained ($P_o = 0.889$, $P_e = 0.506$), exceeding the target of ≥ 0.75 and classified as "substantial agreement" on the Landis & Koch (1977) scale. Two disagreements (out of 18 captions) were discussed and reconciled with the primary researcher; two additional errors

identified by the second rater but missed by the primary researcher (in captions S01/P2 and S01/P3) were added to Table 1 above

APPENDIX C

LEMBAR KODING RATER 1 (PENELITI UTAMA) — SAMPEL PERBANDINGAN

An Analysis of Grammatical Errors in Instagram Captions Written by English Education Students at IAIN Curup

A random sample of 18 out of 60 captions (30%)—identical to the sample in Appendix D (Rater 2)—is presented to verify the Cohen's Kappa calculation (Chapter IV, Section 4.1.2).

No	Caption (Kode Partisipan disamakan)	Error yang Ditemukan	Kategori SST	Catatan / Bentuk Perbaikan
1	Something about the sound of the ocean just instantly resets my mind and remind me to breathe.	remind	Misformation	...and reminds me
2	Finally done with our big campus event today So grateful for this amazing team who worked really hard to make everything happen smoothly.	-	-	No grammatical error
3	Reminder for myself and everyone: stop stressing over small things and just live in the moment, we got this.	-	-	No grammatical error (“we got this” judged as acceptable colloquial idiom)
4	Sometimes we are always think: May I? Can I? Is it late?, and you know everyone have their time, to heal, to finish and to success, that's okay if you're late because late is better than you aren't start it.	we are always think; everyone have their time; to success; late is better than you aren't start it	Addition; Omission; Misformation; Misordering	we always think; everyone has their time; to succeed; being late is better than not starting at all
5	Even though I'm tired, today's activities were fun, and I enjoyed every single moment together	-	-	No grammatical error
6	finally done with the projectt, seriously i don't think i could have survived the last few weeks without my group mates (gym sis), so glad we actually made it to the finish line. now it's time to literally sleep for a week n do	-	-	No grammatical error (spelling/capitalization only — outside SST scope per Chapter I delimitation)

No	Caption (Kode Partisipan disamakan)	Error yang Ditemukan	Kategori SST	Catatan / Bentuk Perbaikan
	absolutely nothing			
7	honestly, this is my favorite spot to just chill n escape from all the hectic deadlines for a while, there's just something abt the vibe here that helps me recharge my energy whenever i feel completely burnt out from collage	-	-	No grammatical error (spelling only — outside SST scope)
8	just a little reminder to myself n everyone reading this, it's totally okaii to take things slow n not have everything figured out right now, we're all just doing our best, n sometimes that's more than enough to be proud of	-	-	No grammatical error (spelling only — outside SST scope)
9	This is where I got lot of experiences and having good time with my friends. This place gives me lot of great moments.	got lot of experiences; having good time; gives me lot of great moments	Omission; Omission; Omission	got a lot of experiences; having a good time; ...a lot of great moments
10	Thanks god.. everything has been finished. The long journey has been reach the end. No body perfect. Ofcourse everything needs support system. They are: my parents, my brothers and sisters. This achievement is for you all. Love you all	has been reach the end; No body perfect; needs support system	Misformation; Omission; Omission	has reached the end; Nobody is perfect; needs a support system
11	This is a peace I mean. Wonderful and quiet! I feel free here, I can be my self, I can do what I want, I and nature, waithout anyone.	I and nature; I can be my self	Misordering; Misformation	nature and I; I can be myself
12	People don't know what you feel, what happen with you, your problem, and anything. But you try to be better and you can say... "I'm proud with how I am, I'm special, I'm pretty, I'm talented, I'm always grateful, and I don't care what they say."	I'm proud with how I am; what happen with you	Misformation; Misformation	I'm proud of how I am; what happens with you

No	Caption (Kode Partisipan disamakan)	Error yang Ditemukan	Kategori SST	Catatan / Bentuk Perbaikan
13	This is a photo of myself who has managed to get through many storms this semester, hopefully next semester I can give something better than this!	a photo of myself who has managed	Misformation	a photo of me who has managed
14	My friend at the KKN post always makes me feel like warm. we always cook together	makes me feel like warm	Addition	makes me feel warm
15	this is not the end of our journey, this is the beginning of something new. See you on top!	-	-	No grammatical error
16	I always enjoy spending my time on campus because it is the place where I learn, grow, and meet my best friends. So many beautiful memories here.	-	-	No grammatical error
17	Don't wait for perfect timing. Start now, learn as you go. Progress beats fear every single time.	-	-	No grammatical error
18	some days deserve to be celebrated, not just survived. grateful for every late night, every small win, and everyone who showed up and made this journey worth remembering	-	-	No grammatical error

APPENDIX D

Second-Rater Coding Sheet (Completed) — Inter-Rater Reliability Verification

LEMBAR KODING RATER KEDUA (Inter-Rater Reliability) — TERISI

An Analysis of Grammatical Errors in Instagram Captions Written by English Education Students at IAIN Curup

A random sample of 18 out of 60 captions (30%)—independently coded by a second rater—was used for the calculation of Cohen's Kappa (Chapter IV, Section 4.1.2).

No	Caption (Kode Partisipan disamarkan)	Error yang Ditemukan	Kategori SST	Catatan / Bentuk Perbaikan
1	Something about the sound of the ocean just instantly resets my mind and remind me to breathe.	remind	Misformation	reminds
2	Finally done with our big campus event today So grateful for this amazing team who worked really hard to make everything happen smoothly.	-	-	No grammatical error
3	Reminder for myself and everyone: stop stressing over small things and just live in the moment, we got this.	we got this	Misformation	we've got this / we've got this!
4	Sometimes we are always think: May I? Can I? Is it late?, and you know everyone have their time, to heal, to finish and to success, that's okay if you're late because late is better than you aren't start it.	are always think; everyone have; to success; late is better than you aren't start it	Addition; Omission; Misformation; Misordering	we always think; everyone has; to succeed; being late is better than not starting at all
5	Even though I'm tired, today's activities were fun, and I enjoyed every single moment together	-	-	No grammatical error
6	finally done with the projectt, seriously i don't think i could have survived the last few weeks without my group	projectt; i	Misformation	project; I

No	Caption (Kode Partisipan disamakan)	Error yang Ditemukan	Kategori SST	Catatan / Bentuk Perbaikan
	mates (gym sis), so glad we actually made it to the finish line. now it's time to literally sleep for a week n do absolutely nothing			
7	honestly, this is my favorite spot to just chill n escape from all the hectic deadlines for a while, there's just something abt the vibe here that helps me recharge my energy whenever i feel completely burnt out from collage	collage	Misformation	college
8	just a little reminder to myself n everyone reading this, it's totally okaii to take things slow n not have everything figured out right now, we're all just doing our best, n sometimes that's more than enough to be proud of	okaii	Misformation	okay
9	This is where I got lot of experiences and having good time with my friends. This place gives me lot of great moments.	got lot; having good time; gives me lot	Omission; Omission; Omission	got a lot; having a good time; gives me a lot
10	Thanks god.. everything has been finished. The long journey has been reach the end. No body perfect. Ofcourse everything needs support system. They are: my parents, my brothers and sisters. This achievement is for you all. Love you all	Thanks god; has been reach; No body perfect; needs support system	Misformation; Misformation; Omission; Omission	Thanks God; has reached; Nobody is perfect; needs a support system
11	This is a peace I mean. Wonderful and quiet! I feel free here, I can be my self, I can do what I want, I and nature, waitout anyone.	my self; waitout	Misformation; Misformation	myself; without
12	People don't know what you feel, what happen with you, your problem, and anything. But you try to be better and you can say... "I'm proud with how I am, I'm special, I'm pretty, I'm talented, I'm always grateful, and I don't care	what happen; proud with	Misformation; Misformation	what happens; proud of

No	Caption (Kode Partisipan disamakan)	Error yang Ditemukan	Kategori SST	Catatan / Bentuk Perbaikan
	what they say."			
13	This is a photo of myself who has managed to get through many storms this semester, hopefully next semester I can give something better than this!	-	-	No grammatical error
14	My friend at the KKN post always makes me feel like warm. we always cook together	feel like warm	Addition	feel warm
15	this is not the end of our journey, this is the beginning of something new. See you on top!	-	-	No grammatical error
16	I always enjoy spending my time on campus because it is the place where I learn, grow, and meet my best friends. So many beautiful memories here.	-	-	No grammatical error
17	Don't wait for perfect timing. Start now, learn as you go. Progress beats fear every single time.	-	-	No grammatical error
18	some days deserve to be celebrated, not just survived. grateful for every late night, every small win, and everyone who showed up and made this journey worth remembering	-	-	No grammatical error

APPENDIX E

Semi-Structured Interview Guide

*Penelitian Skripsi: An Analysis of Grammatical Errors in Instagram Captions Written by
English Education Students at IAIN Curup*

A. Tujuan Instrumen

Pedoman wawancara ini digunakan untuk menjawab rumusan masalah ketiga (RQ3) penelitian, yaitu mengeksplorasi kemungkinan penyebab kesalahan gramatikal yang telah teridentifikasi pada tahap coding (Tabel 1). Wawancara bersifat semi-terstruktur: pertanyaan inti diajukan kepada seluruh partisipan yang diwawancarai, sedangkan pertanyaan lanjutan disesuaikan dengan error spesifik yang ditemukan pada caption partisipan yang bersangkutan, memungkinkan triangulasi antara data caption dan penjelasan partisipan sendiri.

B. Data Partisipan

Kode Partisipan: _____ Tanggal Wawancara: _____ Metode: Chat
WhatsApp / Voice Note / Tatap Muka *(coret yang tidak perlu)*

C. Pertanyaan Inti (diajukan ke seluruh partisipan yang diwawancarai)

1. Waktu menulis caption kemarin, apakah Anda berpikir langsung menggunakan Bahasa Inggris, atau berpikir dalam Bahasa Indonesia terlebih dahulu baru diterjemahkan sendiri?
2. Menurut Anda pribadi, jika terdapat kesalahan penulisan atau tata bahasa dalam tulisan Bahasa Inggris Anda, apakah itu biasanya disebabkan oleh

terburu-buru, lupa aturan tata bahasanya, atau memang belum terlalu memahami aturan tersebut?

D. Pertanyaan Lanjutan (disesuaikan per partisipan berdasarkan error pada captionnya)

Format umum: “Di caption Anda terdapat tulisan '[error asli]' — apakah itu maksudnya [parafrase makna]? [pertanyaan probing penyebab, mis. apakah ini terkait pola Bahasa Indonesia / kebiasaan menulis cepat / ketidaktahuan aturan].”

Berikut contoh pertanyaan lanjutan yang benar-benar digunakan dalam penelitian ini (untuk S04 dan S05, jawaban partisipan turut disertakan sebagai transkrip verbatim dari percakapan WhatsApp yang telah didokumentasikan):

- Untuk error “I and nature” (S01): “Itu maksudnya 'aku dan alam' ya? Kalau di Bahasa Indonesia kan emang biasa 'saya dan...' duluan, apa itu yang bikin Anda menulis 'I and nature' begitu (bukan 'nature and I')?”
- Untuk error “every places have their own memory” dan “we are always think” (S05): “'Places'-nya kepikiran jamak ya jadi ditulis begitu? Lalu soal 'we are always think' — apakah itu terpengaruh pola 'sedang/lagi berpikir' dari Bahasa Indonesia?” Jawaban partisipan (transkrip verbatim via chat WhatsApp): “...untuk places itu merujuk pada kata jamak dimana setiap tempat-tempat, iya untuk yang we always think sebenarnya tanpa are, pola tersebut terbentuk sebenarnya untuk bilang kita selalu berpikir bahwa gitu kak.” Partisipan juga menjelaskan proses menulisnya secara umum: “...waktu nulis caption biasanya mikir pakek bahasa indonesia dulu karena mencari kata-kata yang pas sekiranya baru nanti ke bahasa

inggris... kalo untuk typo biasanya faktor terburu-buru, sedangkan kesalahan grammar sering kali lupa.”

- Untuk error “its” vs “it's” yang berulang (S07): “Anda sering menulis 'its' padahal maksudnya 'it's' — apakah itu memang kebiasaan mengetik cepat saja, atau Anda memang kurang yakin bedanya 'its' dengan 'it's'?”
- Untuk error “many planing” (S04): “Itu kepikirannya 'banyak rencana' ya? Lalu soal 'I hope with this moment can give me...' — apakah urutan katanya seperti sedang berpikir dalam Bahasa Indonesia dulu?” Jawaban partisipan (transkrip verbatim via chat WhatsApp): “iya mbak 'banyak rencana', bener, memang nesa pure terjemah 1:1 mbak, gak sesuai grammar.” Mengenai penyebab kesalahan grammar secara umum, partisipan menambahkan: “...karena grammar itu sulit, banyak banget aturannya, mana mirip-mirip lagi aturan-aturannya... misal pake ‘was’ itu masa depan eh dimasa lampau juga ada yang pake ‘was’ gitu.”
- Untuk partisipan dengan captionnya bergaya santai/singkatan namun minim error SST (S03): “Caption Anda kemarin gaya menulisnya santai sekali, mirip caption asli di Instagram (memakai singkatan seperti 'n', 'abt'). Apakah itu memang gaya menulis caption Anda sehari-hari, atau khusus untuk tugas ini saja jadi lebih santai?”

E. Catatan Etik

Wawancara dilakukan setelah partisipan menyelesaikan tugas elisitasi caption (Lampiran A) dan setelah caption tersebut dikodekan oleh peneliti. Partisipan diberi tahu bahwa tujuan wawancara adalah untuk memahami proses berpikir

mereka saat menulis, bukan untuk menilai benar/salah jawaban mereka. Jawaban partisipan didokumentasikan apa adanya (verbatim, termasuk penggunaan Bahasa Indonesia informal) untuk menjaga keaslian data, dan disajikan secara anonim menggunakan kode partisipan (S01–S20) pada laporan akhir.

APPENDIX F

Sample Completed Elicitation Task Sheet (Anonymized)

*Contoh lembar tugas yang telah diisi oleh salah satu partisipan penelitian (kode S07),
ditampilkan sebagai bukti dokumentasi pelaksanaan instrumen pada Lampiran A.
Identitas asli partisipan telah dihilangkan sesuai prosedur kerahasiaan pada Bab III.*

Kode Partisipan: S07

Tanggal Pengisian: 29 Juli 2026

Waktu Pengiriman: 21.25 WIB

Prompt 1

Photo scene: *Anda baru saja menyelesaikan suatu kegiatan penting (contoh: ujian, kegiatan organisasi, kegiatan kampus, atau momen kebersamaan dengan teman).
Bayangkan Anda mengunggah foto momen tersebut.*

Your caption (write in English, minimum 15 words):

Finally, after long time that full moment of stress, sad, and all the feelings that ever I received in my journey today I did it. Alhamdulillah I'm very grateful for this.

Prompt 2

Photo scene: *Anda sedang berada di suatu tempat yang berkesan bagi Anda (contoh: kampus, rumah, tempat wisata, atau tempat favorit Anda). Bayangkan Anda mengunggah foto suasana tempat tersebut.*

Your caption (write in English, minimum 15 words):

Wonderful place that I put in my heart. Its not just about the beautiful of place but the space that make me feel relax and boost my self to always grateful.

Prompt 3

Photo scene: *Anda ingin membagikan sebuah pemikiran, harapan, atau motivasi pribadi kepada pengikut Anda di Instagram, disertai foto apa pun yang menurut Anda relevan.*

Your caption (write in English, minimum 15 words):

Now I as a teacher often find the student that diligent but she can not explore or show the other skill. And also find the student that maybe their not good to learn the material but have other skills. So to teach students its not just the teacher but the parents too, and the most that influence the succesfull student its because their parents.

Pernyataan Partisipan (dikirim sebagai konfirmasi digital):

“Saya menyatakan bahwa ketiga caption di atas saya tulis/ketik sendiri secara spontan dalam satu waktu duduk (maksimal 20 menit), tanpa bantuan aplikasi penerjemah atau kecerdasan buatan (AI) dalam bentuk apa pun, dan tanpa fitur autocorrect/prediksi teks aktif, sesuai dengan kemampuan Bahasa Inggris saya sendiri.”

APPENDIX G

Original Documentation of Elicited Captions — Photos/Screenshots of Completed Task Sheets or Digital Submissions, All 20 Participants

As documentary evidence supporting the Error Identification & Classification Sheet (Table 1, Appendix B) and the “Documentation Tool” listed in the research-instrument blueprint (Chapter III, Table 1), this appendix presents the original completed task sheet — either a photograph/scan of the handwritten sheet or a screenshot of the digital submission — for each of the 20 research participants (S01–S20), corresponding directly to the raw data underlying the coded corpus of 60 captions. Any identifying information (full name, phone number, or exact submission timestamp) has been cropped, blurred, or otherwise redacted prior to inclusion, consistent with the confidentiality procedure described in Chapter III.

Participant S01 — Completed Task Sheet (Prompts 1–3)

Kode Partisipan: S01 | **Tanggal & Jam Pengiriman:** 29 Juli 2026, 13.15
Prompt 1: Yeayy! The event is succes. Thank you for the apportunity to be a part of the competition as a juror. It means a lot for me, that's a new experience in my self. Art is a beauty!
Prompt 2: This is a peace I mean. Wonderful and quiet! I feel free here, I can be my self, I can do what I want, I and nature, waihtout anyone.
Prompt 3: People don't know what you feel, what happen with you, your problem, and anything. But you try to be better and you can say... “I'm proud with how I am, I'm special, I'm pretty, I'm talented, I'm always grateful, and I don't care what they say.”

Participant S02 — Completed Task Sheet (Prompts 1–3)

Participant S03 — Completed Task Sheet (Prompts 1–3)

Kode Partisipan: S03 | **Tanggal Pengisian:** 29/07/2026, 17.13–19.29
Prompt 1: finally done with the projectt, seriously i don't think i could have survived the last few weeks without my group mates (gym sis), so glad we actually made it to the finish line. now it's time to literally sleep for a week n do absolutely nothing
Prompt 2: honestly, this is my favorite spot to just chill n escape from all the hectic deadlines for a while, there's just something abt the vibe here that helps me recharge my energy whenever i feel completely burnt out from collage
Prompt 3: just a little reminder to myself n everyone reading this, it's totally okaii to take things slow n not have everything figured out right now, we're all just doing our best, n sometimes that's more than enough to be proud of

Participant S04 — Completed Task Sheet (Prompts 1–3)

Kode Partisipan: S04 | **Tanggal Pengisian:** 29 Juli 2026, 04.20–04.50 WIB
Prompt 1: After sidang, finally I got it! after long time, thanks God, Dad, Mam and also my self, I

love this moment! I hope with this moment can give me something beauty in future.
Prompt 2: Nice, I'm here today after many planing, two words for this place: "Beauty and Warm!"
Prompt 3: From something broken, u can make it be expensive with long process and many struggle, it's not only about something! dont be scared and keep strong.

Participant S05 — Completed Task Sheet (Prompts 1–3)

Kode Partisipan: S05 | Tanggal Pengisian: Rabu, 29 Juli 2026, 06.00–06.20 WIB
Prompt 1: Today is amazing day, it's really hard actually but I did it. Tima for relax.
Prompt 2: It isn't just place, every places have their own memory sad, happy, confused, and the other. So enjoy your time guys.
Prompt 3: Sometimes we are always think: May I? Can I? Is it late?, and you know everyone have their time, to heal, to finish and to success, that's okay if you're late because late is better than you aren't start it.

Participant S06 — Completed Task Sheet (Prompts 1–3)

Kode Partisipan: S06 | Tanggal & Jam Pengiriman: 29 Juli 2026, 13.29
Prompt 1: Finally done with our big campus event today. So grateful for this amazing team who worked really hard to make everything happen smoothly.
Prompt 2: I love this place. It just feels so peaceful and always brings back the best memories with everyone.
Prompt 3: Reminder for myself and everyone: stop stressing over small things and just live in the moment, we got this.

Participant S07 — Completed Task Sheet (Prompts 1–3)

Participant S08 — Completed Task Sheet (Prompts 1–3)

Kode Partisipan: S08 | Tanggal & Jam Pengiriman: 29 Juli 2026, 23.50
Prompt 1: finally done! the event is soooo fun! still learn but keep growing lesgooow! kinda wait for the next event.
Prompt 2: the stargazing viewww! looking forward to come here again with [nama teman disamakan], the way here is hard but worth.
Prompt 3: sometimes we forgot to look into detail god gave us. there's something we can't shoot with our camera but only eyes, and that's when life got interesting.

Participant S09 — Completed Task Sheet (Prompts 1–3)

Kode Partisipan: S09 | Tanggal Pengisian: 29-07-2026, Curup, 20.40–20.47
Prompt 1: Do it something or do nothing.
Prompt 2: Time flies so fast.
Prompt 3: : Every new discovary is just reminder that We are small and stupid

Participant S10 — Completed Task Sheet (Prompts 1–3)

Kode Partisipan: S10 | Tanggal Pengisian: 29 Juli 2026, Curup, 15.17–15.25 WIB
Prompt 1: this is not the end, this is the beginning of something new.
Prompt 2: money will return, but my 20s doesn't. Go anywhere you wanna go.
Prompt 3: life doesn't end when you fail, it begin when you decided try again.

08.22

50



Diyoba Melati
online



ma'am?

08.16

Iya mel 08.17 ✓✓

2 pesan belum dibaca

Jawabannya: waktu nulis caption biasanya mikir pakek bahasa indonesia dulu karena mencari kata-kata yang pas sekiranya baru nanti ke bahasa inggris kan dan selama itu juga mencari vocab yang sekiranya nyambung satu sama lain.

- kalo untuk typo biasanya faktor terburu-buru, sedangkan kesalahan grammar sering kali lupa, sesimple ada yang pakek es dan lain-lain
- untuk places itu merujuk pada kata jamak dimana setiap tempat-tempat, iya untuk yang we always think sebenarnya tanpa are, pola tersebut terbentuk sebenarnya untuk bilang kita selalu berpikir bahwa gitu kak.

08.21

Anda

Iya mel

Udah ma'am 🙏

08.22



Ketik pesan



08.57



aulianesa__
online



Anda

Pertanyaan inti:

Waktu nulis captionnya kemarin, kamu mikirnya langsung pake Bahasa Inggris ...

1. okee, kalau untuk nulis caption mren pure Nesa mikir indo dulu baru ke inggris
2. menurut Nesa kalau untuk typo/ kesalahan grammar itu sendiri bukan krena buru buru si tpi lebih ke aturannya aja dan nesa memang gak paham aturannya (lupa) karena jarang dipakai sesuai dengan grammar itu sendiri.. karena nesa biasanya sebisanya aja tanpa mikir grammar.

08.55

Anda

Untuk NANA (Nur Aulia Nesa Afifah):

3. Di caption kamu ada "many planing" ..

iya mbak "banyak rencana", iyaah benerr hehehe memang nesa pure terjemah 1 1 mbak.. gak sesuai grammar🥺🥺 dan setelah nesa kirim ke Maam dan nesa cek lewat chat gpt memang banyak salahny🥺



08.56



Ketik pesan



08.57



aulianesa__
online



Anda

Halo! Makasih banget udah bantu isi tugas captionnya kemarin 🙏 Aku butuh bantuan sekali lagi nih — cuma 2-3 pert...

okey mbak, Nesa langsung jawab aja ya mbak, klau untuk pertanyaan kenapa kesalahan grammar itu muncul ? ya menurut nesa pribadi krena grammar itu sulit mbak .. banyak bgt aturannya gitu, mana mirip mirip lagi aturan aturannya, dri pengalaman nesa pribadi gitu mbak, nesa belajar dikampus ad tuh grammar sama salah satu mr kita.. itu dikasih beneran bukunya.. pas belajar awal awal kayak ngeh ni cara pake grammar klo masa lampau gini, masa sekarang gini, masa yg akan datang gini.. udh tuh kan mbakk.. eh terus makin ditelusuri.. ternyata kek aturannya tuh banyak bgt seperti tempatnya, masanya dll gitu dan mirip mirip aturannya.. misal pake "was" itu masa depan eh dimasa lampau juga ada yg pake "was" gitu.. si yg nesa bisaa jelasin

08.48

Ini dah jawaban 3 pertanyaan sa?

08.49



Ketik pesan

