

**AN ANALYSIS OF GRAMMATICAL ERRORS ON WHATSAPP
CONVERSATION MADE BY MEMBERS OF INTERNATIONAL
BADMINTON FAMILY**

THESIS

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**DEPARTMENT OF ENGLISH LITERATURE
FACULTY OF HUMANITIES
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM
MALANG
2019**

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THESIS

Presented to

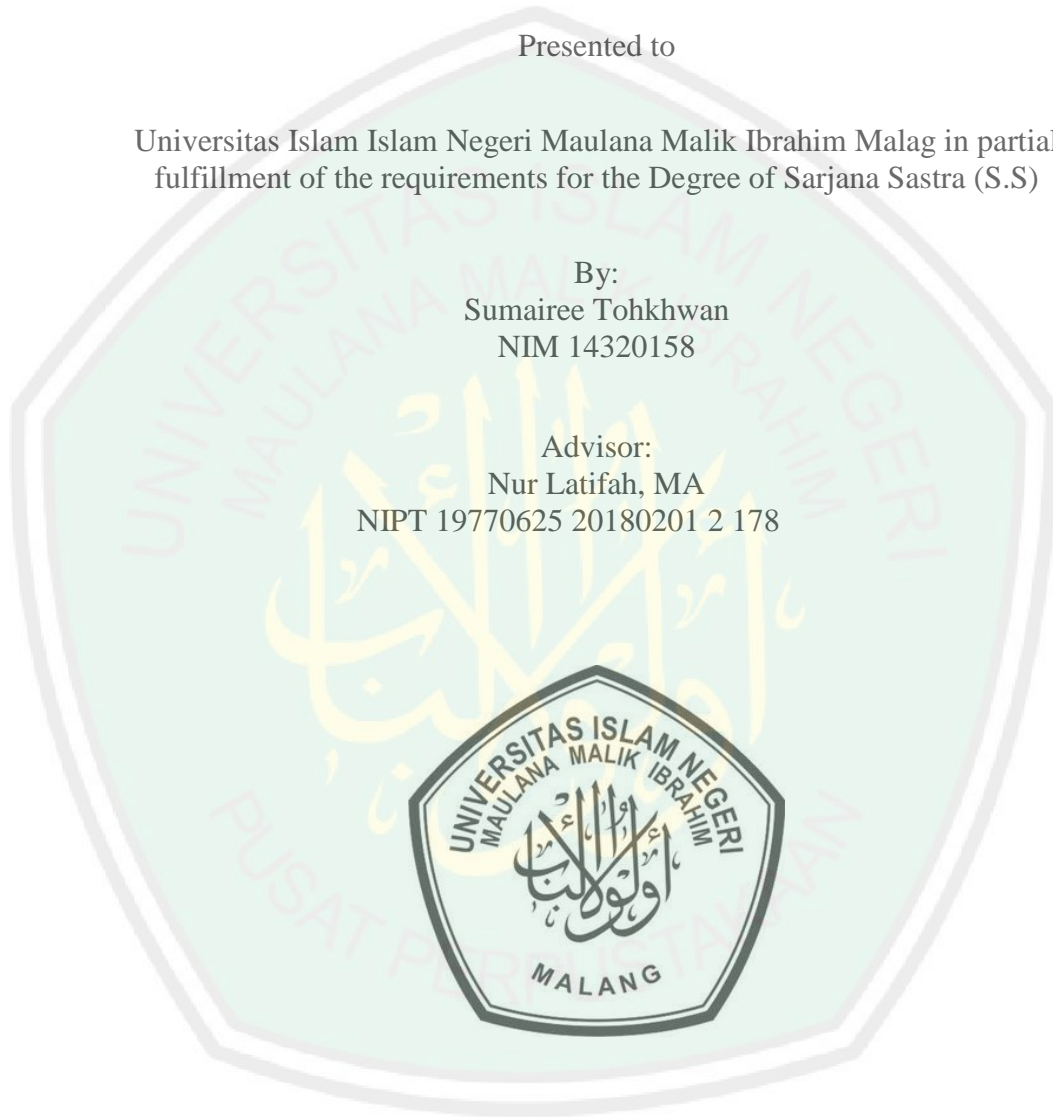
Universitas Islam Negeri Maulana Malik Ibrahim Malang in partial
fulfillment of the requirements for the Degree of Sarjana Sastra (S.S)

By:

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DEPARTMENT OF ENGLISH LITERATURE

FACULTY OF HUMANITIES

UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM

MALANG

2019

APPROVAL SHEET

This is to certify that Sumairee Tohkhwan thesis entitled an Analysis of Grammatical Errors on WhatsApp Conversation Made by Members of International Badminton Family has been approved by thesis advisor for further approval by the Board of Examiners as one of the requirements for the degree of Sarjana Sastra (S.S) in Department of English Literatures, Faculty of Humanities of Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Malang, 28 February 2019

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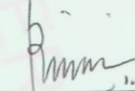
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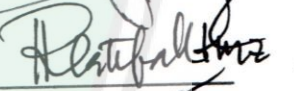
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Malang, 28 February 2019



Sumairee Tohkhwan
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MOTTO

Do it now sometimes “LATER” becomes “NEVER”.



DEDICATION

This thesis is especially dedicated to:

My beloved father, Noppadol Tohkhwan and My beloved mother, Mariah Tohkhwan, who always give me motivation, spirit, support, prayer and love.

Thanks a lot for endless love and prayer.

I love you with all of my heart.

Thank you



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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Proudly, I would like to express my deepest gratitude to Allah SWT for all of His blessing and mercies because finally I can complete this thesis. It is only for him I give all of my hopes and wishes. Solawat and Salam always give upon our noble Prophet Mohammad SAW who has guided us to the right way of life.

This thesis entitled “An Analysis of Grammatical Errors on WhatsApp Conversation Made by Members of International Badminton Family” is intended to fulfill the requirement for achieving the degree of *Sarjana Sastra* (S.S) in Department of English Literature, Faculty of Humanities of Universitas Islam Negeri Maulana Malik Ibrahim Malang.

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Frist, the Dean of Faculty of Humanities, Dr.Hj. Syafiyah, M.A providing tool and infrastructure which supports the smoothness of learning in this faculty.

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Last but not the least, I expect the reader's suggestion and critical responding to the presence of my thesis. Hopefully, this research will give many advantages to all people who much concern in Department of English Literature.

Alhamdulillahirobbil'alamin

Malang, 28 February 2019

Sumairee Tohkhwan

ABSTRACT

Sumairee Tohkhwan, 2019. *An Analysis of Grammatical Errors On WhatsApp Conversation Made by Members of International Badminton Family*. Thesis Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor: Nur Latifah, M.A

Keywords: Error analysis, Grammatical error, WhatsApp conversation

Grammar is an essential part of language process, both in spoken and written languages. It is a description of the pattern in language to convey the meaning, so it would be impossible to learn language effectively without knowing the grammar. However, for many people grammar is something difficult to be learnt. This research aims to identify the grammatical errors in writing made by made by INT'L Badminton Family members on whatsapp group chatting as well as describe the causes or sources of those errors. The researcher obtained the data from IBF Whatsapp group which consists of foreign students of Universitas Islam Negeri Maulana Malik Ibrahim Malang 2018. The data are in the form of screenshots of WhatsApp conversation. The data were analyzed by using theory of error analysis by Dulay, Burt and Krashen(1982).

The findings of the study show that (1) most commonly mistakes of grammatical error made by IBF members are syntactical and lexical grammar. In syntactical, it is found that IBF members usually forget to add preposition, add auxiliary, place the wrong auxiliary, and omits apostrophes. While in lexical usually IBF members use inappropriate word, inappropriate verb form and misspelling. (2) The causes of grammatical errors made by IBF members made are because of several reasons. IBF members are lack of practice and poor exposure with English. IBF members are too busy with their lectures. In addition, IBF members like to use one kind of grammar with narrow vocabulary, so that it affects to their grammatical mastery. IBF members do not think that grammar point is important. For them, grammar is more difficult to practice than it seems. In some occasion, IBF members feel that grammar is strict and better to be informal by ignoring grammatical rules.

ملخص البحث

سميري طؤخون. ٢٠١٩. تحليل أخطاء القواعد النحوية في الحوار *WhatsApp* المقام بأعضاء عائلة تنس الريشة الدولية. البحث الجامعي. قسم الإنجليزية وأدائها. كلية العلوم الانسانية. جامعة مولانا مالك ابراهيم الإسلامية الحكومية مالانج. المشرفة: نور لطيفة، الماجستير

الكلمات الرئيسية: تحليل الخطأ ، الخطأ، الحوار *WhatsApp*

القاعدة النحوية هي جزء مهم من عملية اللغة شفوية ومكتوبة. هذا هو وصف النمط في اللغة لنقل المعنى، لذلك لا يمكن أن يتعلم اللغات فعالية دون معرفة القواعد. ومع ذلك، كثير الناس يعتقدون القواعد أمر صعب للتعلم. يهدف هذا البحث إلى التعرف على الأخطاء النحوية المكتوبة التي قام بها بأعضاء عائلة تنس الريشة الدولية حول دردشة مجموعة *Whatsapp* ووصف أسباب أو مصادر الأخطاء. حصل الباحث على بيانات من مجموعة *Whatsapp* من (عائلة تنس الريشة الدولية) IBF التي تتكون من طلاب أجانب لجامعة مولانا مالك إبراهيم مالانج الإسلامية الحكومية لعام ٢٠١٨. البيانات في شكل لقطات شاشة والحوار *WhatsApp* ثم حللت البيانات باستخدام نظرية تحليل الخطأ من قبل دولاي وبورت وكراشين.

دلت نتائج البحث أن (١) الأخطاء القواعد الأكثر شيوعاً التي قام بها أعضاء عائلة تنس الريشة الدولية هي القواعد بناء الجملة والمعجمية. في بناء الجملة، اكتشف أعضاء عائلة تنس الريشة الدولية عادة نسيان لإضافة المقترحات، إضافة كلمة المساعدة، ووضع المساعد الخاطئ، وإزالة الاقتباسات. و والمعجمية، أعضاء عائلة تنس الريشة الدولية عادة ما يستخدمون كلمات غير مناسبة ، والفعل غير الصحيحة والأخطاء الإملائية. (٢) وأسبابها هي بعدة أسباب. أعضاء عائلة تنس الريشة الدولية هم أقل عملية وأقل عرضة للغة الإنجليزية. أعضاء عائلة تنس الريشة الدولية مشغولون جدا مع دراستهم. بالإضافة إلى ذلك، يحب أعضاء عائلة تنس الريشة الدولية استخدام نوع واحد من القواعد ذات المفردات الضيقة التي تؤثر على إتقانهم النحوي. أعضاء عائلة تنس الريشة الدولية لا يعتقدون أن نقاط القواعد مهمة. لهم، القواعد أكثر صعوبة لان تمارسها من المنظور. في عدة مناسبات ، أعضاء عائلة تنس الريشة الدولية يشعرون أن القواعد صارمة وفضل أن تكون غير رسمية من خلال تجاهل قواعد النحوية

ABSTRAK

Sumairee Tohkhwan. 2019. *Analisis Kesalahan Tata Bahasa pada Percakapan WhatsApp yang Dibuat oleh Anggota Keluarga Badminton Internasional*. Skripsi. Jurusan Sastra Inggris. Fakultas Humaniora. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Nur Latifah, MA

Kata kunci: Analisis kesalahan, Kesalahan, Percakapan WhatsApp

Tata bahasa adalah bagian penting dari proses bahasa, baik dalam bahasa lisan maupun tulisan. Ini adalah deskripsi pola dalam bahasa untuk menyampaikan makna, sehingga tidak mungkin untuk belajar bahasa secara efektif tanpa mengetahui tata bahasa. Namun, bagi banyak orang tata bahasa adalah sesuatu yang sulit dipelajari. Penelitian ini bertujuan untuk mengidentifikasi kesalahan tata bahasa secara tertulis yang dibuat oleh anggota INT'L Badminton Family pada obrolan grup Whatsapp serta menggambarkan penyebab atau sumber kesalahan tersebut. Peneliti memperoleh data dari kelompok whatsapp IBF yang terdiri dari mahasiswa asing Universitas Islam Negeri Maulana Malik Ibrahim Malang 2018. Data dalam bentuk screenshot dari percakapan WhatsApp. Data dianalisis dengan menggunakan teori analisis kesalahan oleh Dulay, Burt dan Krashen.

Temuan penelitian menunjukkan bahwa (1) Kesalahan - kesalahan tata bahasa yang paling umum dilakukan oleh anggota IBF adalah tata bahasa sintaksis dan leksikal. Dalam sintaksis, ditemukan bahwa anggota IBF biasanya lupa untuk menambahkan preposisi, menambah pembantu, menempatkan pembantu yang salah, dan menghilangkan tanda kutip. Sementara dalam leksikal biasanya anggota IBF menggunakan kata yang tidak sesuai, bentuk kata kerja yang tidak tepat dan salah mengeja. (2) Penyebab kesalahan tata bahasa yang dilakukan anggota IBF adalah karena beberapa alasan. Anggota IBF kurang praktik dan kurang terpapar dengan bahasa Inggris. Anggota IBF terlalu sibuk dengan kuliah mereka. Selain itu, anggota IBF suka menggunakan satu jenis tata bahasa dengan kosakata yang sempit, sehingga berdampak pada penguasaan gramatikal mereka. Anggota IBF tidak berpikir bahwa poin tata bahasa itu penting. Bagi mereka, tata bahasa jauh lebih sulit untuk dipraktikkan daripada yang terlihat. Dalam beberapa kesempatan, anggota IBF merasa bahwa tata bahasa itu ketat dan lebih baik menjadi informal dengan mengabaikan aturan tata bahasa.

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CHAPTER I

INTRODUCTION

This chapter presents background of the study, research problems, objectives of study, scope and limitation, significance of the study, definition of key terms and research method.

A. Background of the Study

Many communication failures are caused by the incapability of the speaker to deliver the meaning he or she wants to express to the listener. In addition, people who come from different countries and who have different language, will have difficulties to communicate each other. English exists as a solution for communication problems since English is a global lingua franca. English is now a global lingua franca which means that it can be used as a communication tool for people from different countries. English is the first language for the majority of the people from Europe continent and from other Western countries.

Mastering English cannot be separated from Grammar since grammar is the heart of English (Saaristo, 2015). Grammar is an essential part of language process, both in spoken and written languages. It is a description of the pattern in language to convey the meaning, so it would be impossible to learn language effectively without knowing the grammar because grammar helps learners to identify grammatical forms, which serves to enhance and sharpen the expression of meaning.

There are several reasons why having good understanding of grammar is important. For instance for foreign learner, clear communication is nearly impossible without good grammar. As foreign learner, someone cannot deliver his ideas clearly if he has difficulties in grammar. If someone speaks with many grammatical errors, the hearer will get confused. With good understanding of grammar, misunderstanding can be avoided and the conversation can be more effective because it is clear and straight to the point.

For many people grammar is something difficult to be learnt. Many people view that communication can be done without using grammar. It is because people sometimes describe grammar as the "rules" of a language; but in fact no language has rules (Soroka, 2017). When using the word "rules", it suggests that somebody created the rules first and then spoke the language, like a new game. However, languages did not start that way. Languages are started by people creating words into phrases or sentences. What is called by "grammar" is simply a pattern of structured sentences (Alvarez, 2011). Grammar could not be separated from language. Thus, grammar is also important part of communication. Nowadays, communication media have become increasingly developed and varied. One of the communication media used by human every day is internet.

As internet becomes unseparable tools in human lives, social media is also the same. Social media is a kind of technology that can be used to facilitate human communications. This sosial media has been popular among all generations especially to young generation, for instance, WhatsApp, instagram, Facebook messenger and LINE. Whatsapp is one of the social media messenggers which is

popular in Indonesia. Many people use Whatsapp. This application is owned by everyone who has Smartphones because it does not require a lot of storage space.

This application also enables users to send pictures, video and audio media messages easily. WhatsApp has emerged as largely free alternatives to standard SMS messaging. Besides text electronic messaging, they additionally support the exchange of pictures, videos, or voice records. Because of its usefulness, Whatsapp has become very popular among young generations, exceptionally among university students. This research aims to study about grammatical errors found in Whatsapp group made by INT'L Badminton Family Whatsapp group member.

Badminton is a sport that is liked by many people in various parts of the world because badminton can be played by various age groups, from children, beginners, teenagers, adult and event veterans. This is indicated by the number of people who play badminton in both indoor (indoor) and open fields (outdoor). People who play this game has various objectives such as using badminton as recreational sport, educational sport, health sport or media to improve physical fitness and achievements sports.

INT'L Bandminton Family is a community which consists of foreign students of UIN Maulana Malik Ibrahim Malang who are interested in badminton. This community has been established since 2015. With the increasingly number of foreign students in UIN Maulana Ibrahim Malang, the members of this community are also increasing. The members of this community mostly come from Southeast

Asia but there are also students from Middle East Asia, Africa, and also from Europe. This community uses WhatsApp group as the main communication tool. Since the member of this group come from different countries, English is used for communication. However, sometimes the communication process cannot run smoothly because of some grammatical errors.

The reason why the researcher is interested in studying INT'L Badminton Family is due to grammatical errors which frequently appear in the group. Since all the students are from different countries, communication process is only possible using universal language such as English. However, not all students can use English well, they often make mistakes in grammar which then lead to misunderstanding. The message they want to deliver could not be delivered to the others clearly. Thus, it is essentials to know what grammatical error they made and what are the causes.

Some previous studies about grammatical errors have been conducted. First, a study was conducted by Fengjie et al (2016) entitled "Grammatical Mistakes in College English Writing: Problem Analysis, Reasons and Solutions." The focus of this investigation is to analyze the grammatical mistakes in English writing, explore the systematic reasons and finally put forward some corresponding solutions to improve college students' English writing. By using error analysis, the author finds that the students' mistakes have certain regularities, and the English teachers should adopt some effective teaching strategies in teaching to help students reduce or even avoid mistakes. The similarity between this study and current study is the method used which is qualitative method and the object

which is grammatical errors. Meanwhile, the differences lie on the subject, the previous study investigates grammatical errors in college students' English writing while this study investigates grammatical errors in Whatsapp group chatting.

Second, a study was conducted by Alfiyani (2013) entitled "An Analysis of Grammatical Errors in Writing Among the Second Semester Students Of English Department of Yogyakarta State University in the Academic Year of 2011/2012." This research aims at describing the grammatical errors that happen in the final examination of second semester students of Yogyakarta State University. Based on the analysis of the grammatical errors, four types of errors were found. These four errors are as follows: Omission, misformation, addition and misordering errors. The similarity between this previous study and current study is the method used which is qualitative method and the object which is grammatical errors. Meanwhile, the differences lie on the subject, this previous study investigates grammatical errors in English writing while this study investigates grammatical errors in Whatsapp group chatting.

Third, a study was conducted by Corral (2017) entitled "Facebook Posts: Error Analysis on English Grammar and Usage." This previous study analyzed writing errors along grammar and usage of student Facebook users in four (4) selected Grade 8 sections of Sorsogon National High School, S.Y. 2016-2017. The error analysis focused on grammar and usage specifically on Subject-Verb Agreement, prepositions, verb forms and determiners. The findings revealed that most errors were seen within the category of verb tense/ form, followed by

subject-verb agreement and the use of prepositions on the second and third ranks consecutively. The similarity between this previous study and current study is about written text in social media. Meanwhile, the differences lie on the subject, the previous study investigates grammatical errors in facebook posts of Grade 8 of Sorsogan National High School, while this study investigates grammatical errors in whatsapp group chatting of IBF.

Fourth, a study was conducted by Wulandari (2014) entitled “Grammatical Errors Found in Articles’ Abstracts of Indonesian Scholarly Journals.” This study is aimed to know the grammatical errors found in the articles’ abstracts of scholarly journals published by one of Indonesian Islamic State Colleges in 2008-2010. The theory used to analyze the data in this case study is Burt and Kiparsky’s theory, namely Surface Strategy Taxonomy. This results of the study show that there are 172 items of grammatical errors which consist of omission (72), misformation (57), addition (27), and misordering (16). The similarity between this study and current study is about grammatical errors. Meanwhile the differences lie on the subject, the previous study investigates grammatical errors in in articles’ abstracts of indonesian scholarly journals, while this study investigates grammatical errors in whatsapp group chatting of IBF.

Fifth, a study was conducted by Zulbeni (2017) entitled “An Analysis of Grammatical Errors in Status and Chatting Among English Teachers Through Whatsapp Messenger.” This study aimed at identify, classify, analyze, and describe the English teacher grammatical errors during their status and daily conversation in the application. The similarity between this study and current

study is about written text in social media. Meanwhile, the differences lie on the subject, the previous study investigates grammatical errors in status and private chatting among English teachers, while this study investigates grammatical errors in Whatsapp group chatting of IBF.

Sixth, a study was conducted by Sari (2015) entitled “Common Errors In EFL Students’ Writing On Facebook.” This study examines common errors made by some EFL students when writing sentences on Facebook. This study found that students had the greatest problem in verb tense, followed by article, pronoun, preposition, capitalization, sentence fragment, subject-verb agreement, word order, and spelling. The results show that the grammatical errors are omission, addition, selection, and ordering. The similarity between this study and current study is about grammatical error. Meanwhile the differences lie on the subject, the previous study investigates grammatical errors in In EFL Students’ Writing On Facebook, while this study investigates grammatical errors in whatsapp group chatting of IBF.

Based on the above description, the researcher will conducted a research entitled “An Analysis of Grammatical Errors on Whatsapp Conversation Made by Members of International Badminton Family.” This research discusses and describes grammatical errors found in Whatsapp Conversation made by members of international badminton family as well as the causes and the solution.

B. Research Problems

Based on the background of the study, this study will attempt to answer the following:

1. What kinds of grammatical errors in conversation made by INT'L Badminton Family members on whatsapp group chatting?
2. What are the causes of the errors made by INT'L Badminton Family members on WhatsApp group chatting?

C. Objective of the Study

Based on the research problem, this study will attempt to answer the following:

1. To identify the grammatical errors in writing made by made by INT'L Badminton Family members on whatsapp group chatting
2. To describe the causes or sources of the errors made by INT'L Badminton Family members on WhatsApp group chatting

D. Significance of the Study

Theoretically, this research may confirm the theory of errors analysis by Duley, Burt and Krashen (1982). Practically, the researcher hopes that the results of this study can enrich the knowledge related to the grammatical errors which frequently appear in WhatsApp conversation. The result of the study will show what aspects which commonly contains

errors. By this way, this research is expected to increase students' knowledge on the English grammar, thus the student will be aware of the errors they made and sources of the errors. In addition, the researcher hopes that this study can give certain information to other researchers who want to conduct further researches about grammatical error analysis or other topics related to errors to enrich the existing study.

E. Scope and Limitation

This study is limited on the analysis of grammatical errors in Whatsapp group conversation amongs IBF members. In doing that, the researcher only focuses on the grammatical errors made by IBF members in the form of written conversation, not in the form other academic writing texts. In addition, the researcher only focuses on the error in linguistic taxonomy.

F. Research Method

This section presents research method of the study which consists of research design, data source, data collection, and data analysis.

1. Research Design

This research uses a descriptive qualitative approach. This research belongs to descriptive because the objective of the research is to describe the phenomena of grammatical errors from the data that are derived from observational situation. The researcher describes the phenomena of the obtained data naturally and

objectively. The researcher described the student's grammatical errors of WhatsApp conversation, analyzed the data, and finally inferred the causes they committed those errors.

2. Research Instrument

Instrument is tools that are required to get information. This research uses two kind of instrument, principal instrument and supporting instrument. Here, the principal instrument is researcher herself. Hence, the researcher should be validated by themselves about their ability in conducting research. Data is information that has been collected by conducting research. Meanwhile for supporting instrument, in this research, the research uses interview supported by questionnaire. The interview is conducted face to face, the informants are IBF members. Before the research doing the interview, the researcher gave the informant questionnaire. This questionnaire is used to support and get validity of interview relate to the grammatical errors and the cause of grammatical errors. The questionnaire is distributed before the researcher conducts interview with subject.

3. Data Source

The researcher gets the data from IBF Whatsapp group which consists of foreign students of Maulana Malik Ibrahim State Islamic University of Malang 2018. The data are in the form of screenshots of WhatsApp conversation, after the researcher

examines WhatsApp group, the researcher capture conversations which contains grammatical errors that write it down to analyze it.

4. Data Collection

The data are obtained from IBF Whatsapp group which consists of foreign students of UIN Maulana Malik Ibrahim State Islamic University of Malang 2018. For obtaining the data, the first, the researcher read the conversation in the group, the conversation obtained are from first October until the end of November. After that, the researcher identified and took notes of those grammatical errors, then categorized it into several kinds of grammatical error based on theory of error analysis by Dulay, Burt and Krashen (1982).

5. Data Analysis

In analyzing grammatical errors, the first step is classifications of grammatical errors that the researcher took from WhatsApp group conversation chat and the source of error from the interview and giving questionnaires. The research read the entire chat to understand the meaning. After finishing the process of analysis and data collection; the next step in this study is to describe the cause of those errors. The last step is drawing conclusion. After identification and examination of grammatical

errors and the causes of those errors. The last step is drawing conclusion.

G. Definition of Key term

In order to avoid misunderstanding about the terms used in this research, the researcher provides definitions of key terms as follows:

1. Grammatical Error Unsystematic structure of sentences which is difficult to be understood caused of some cases for example mistyping. It is also defined as the deviation rules that is made in constructing well-form senteces (Mathias,2008).
2. Error Analysis Errors analysis is a type of linguistic analysis that focuses on the errors learners make (Tizazu,2014)

CHAPTER II

REVIEW ON RELATED LITERATURE

This chapter presents the theoretical review and provide some description of theories. It provides definition of error analysis, grammar, as well as the theory of error analysis proposed by Dulay, Burt, and Krashen (1982). This chapter also provides previous studies relevant with this study

A. Errors Analysis

1. The Nature of Errors

Language learning is a process to develop the language skills, both oral and written. In developing the skills, learners are often making mistakes and errors. Learners usually commit errors when they lack of knowledge about grammar rules, appropriate words or sentences. When they make mistakes, correct or error sentences and free utterances, it may tell about what is going on in their minds. Thus, making errors is an important aspect to get information whether it is caused by the grammatical errors or slip of the tongue either in spoken or written language. As Davis and Pearse (2002: 103) state that ‘errors are integral part of language learning and not evidence of failure to learn’. Those errors should be analyzed because they give a contribution in understanding the process of language learning. From their errors, learners can get feedback which can be used to find new attempts to achieve the goal of learning. It contains information on

strategies that learners use to acquire language and can play an important role in the study of foreign language.

It is important to know about mistakes and errors because those terms are technically different. According to Harmer (2002: 99) suggests that mistakes can be divided into three broad categories: 'slips' (that is mistakes which students can correct themselves once the mistake has been pointed out to them), 'errors' (mistakes which they cannot correct themselves and which therefore need explanation), and 'attempts' (that is when a student tries to say something but does not yet know the correct way of saying it).

According to Dulay and Burt (in Brown, 2004: 205), error is considered as "goofs". An error is a deviation from the adult grammar of a native speaker which reflects the learner's inter language competence. It is called competence error when learners make errors because they lack knowledge of the rules of the target language. They will not be able to correct the errors by themselves quickly. They need guidance to correct the errors. They may also make the same errors at the times. In conclusion, they define errors are the flawed side of learner speech or writing. It means that learners cannot learn language without systematically committing errors first.

According to Ellis (2007:17), mistakes reflects occasional lapses in performance, they occur because, in a particular instance, the

learner is unable to perform what she or he knows while errors reflect gaps in learners knowledge that occur because learners do not know what is correct and they are still in the learning process. Mistakes refer to performance errors or nonsystematic errors which are caused by inattention while errors refer to competence.

From definitions above, it can be concluded that the mistakes are different from errors. People make mistakes both in native and second language. Mistakes are the wrong use of language because the user is not aware of the mistakes he makes whereas he knows the correct form of its rules. Mistakes can be corrected by the user himself and it does not need help from other people, while errors are found in second language learning. The user may not be aware that he makes the error and he needs help from other person to correct the error. It may need time to correct the error.

2. Definition of Error Analysis

Error analysis is an activity to reveal the learning outcomes achieved by learners in developing interlanguage system in writing and speaking which is consist of comparison between the errors made in target language and that target language itself. errors found in writing and speaking. Taylor (2007:3) states that ‘error analysis is the study and evaluation of uncertainty in measurement’. It implies that error has

a positive role in language learning since it is the sign that a language learner do not learn the rules of the target language effectively.

As Erdogan (2005:263) emphasizes that ‘error analysis deals with the learners’ performance in terms of the cognitive processes they make use of recognizing or coding the input they receive from the target language. Therefore, a primary focus of error analysis is on the evidence that learners’ error provide with an understanding of the underlying process of second language acquisition.’ Errors analysis emphasizes ‘the significance of errors in learners’ interlanguage system’. (Brown, 2004: 204). Errors analysis is a type of linguistic analysis that focuses on the errors learners make. As the process to observe, analyze, and classify the deviations of the rules of the second language and then to reveal the systems operated by learner.

From the three definitions above, it can be clarified that error analysis is an activity to identify, classify and describe the errors made by learners in speaking or in writing and it is carried out to obtain information on common difficulties faced by someone in speaking or writing English sentences. According to Lee (2004) students expect to get feedback from their teachers and hope that it would be very helpful for them to good writers. So, by analysing the errors, teachers would be able to have knowledge of what areas should be focused on and what kind of materials are emphasized in their teaching. They should be able to develop curriculum design such as remedial teaching, and

select materials that help students' to learn English. Teachers need to know the causes of errors and the reasons behind their occurrences.

3. Error Descriptions

Dulay, Burt, and Krashen (2016: 146-191) propose four descriptive classifications to analyze errors. They are as follows:

1. Error in linguistic taxonomy

Linguistic taxonomy classifies errors according to either or both the language components and the particular linguistic constituent the error affects. Language components include phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style). Constituent includes the elements that comprise each language component. For example, within syntax one may ask whether the error is in the main or subordinate clause, which constituent is affected, e.g. the noun phrase, the auxiliary, the verb phrase, the preposition, the adverb, the adjective, and so forth.

2. Errors in surface strategy taxonomy

Surface strategy taxonomy highlights the ways surface structures are altered. Analyzing errors from a surface strategy perspective holds much promise for researchers concerned with identifying cognitive processes that underlie the learner's reconstruction of the new language.

a. Omission errors

An omission is a type of error which is “characterized by the absence of an item that must appear in a well-formed utterance”. As we know that morphemes or words can be distinguished into two classes: content words and grammatical words. Content words are those that carry the bulk of referential meaning of a sentences such as nouns, verbs, adjectives, adverbs, etc. Grammatical or function words are those little words that play a minor role in carrying the meaning of a sentence. They include noun and verb inflection (-s, ed, ing): the article (a, the, an): verb auxiliaries (is, will, can, may, etc); and preposition (in, on, or, etc). Language learners omit grammatical morphemes much more frequently than content words. Omission of content words, although typical in the early stages of L1 acquisition, is not as common in sequential L2 acquisition where the learner is older and more cognitively mature. If content words are omitted in L2, it is usually caused by lack of vocabulary, and learners usually indicate their awareness of the missing constituent.

e.g.: John is clever student.

There is missing “a” that should be John is a clever student.

b. Addition errors

Addition errors are characterized by the presence of an item which must not appear in a well-formed utterance (Dulay et al 2016:156). It is usually occurred in the later stages of L2 acquisition or learning, when the learner has already acquired some target language rules. There are three types of addition errors:

1) Double markings

This error is caused by the failure to delete certain items which are required in some linguistic construction.

e.g: She didn't went/goed back.

There is double marking that should be "She didn't go back".

2) Regularization

Regularization errors is a type of errors "in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker".

e.g sheeps instead of sheep

There is regularization error in which regular plural marker.

3) Simple addition

Simple addition errors characterize all addition errors. It is the use of an item which should not be appeared in a well-formed utterances.

e.g the fishesdoesn't live in the water.

There is simple addition that should be “ the fish doesn't live in the water”.

c. Misformation errors

Misformation errors are characterized by the use of the wrong form of the morphemes or structure. It is occurred when the learner supplies something although it is incorrect. There are three types of misformation errors:

1) Regularization errors

Regularization errors that fall under the misformation category are those in which a regular marker is used in place of an irregular one. e.g runned instead of run There is regularization errors that should be “run”.

2) Archi-forms

Archi-forms errors are the selection of one number of a class of forms to represent others in the class is common characteristic of all stages of second language acquisition.

e.g I see her yesterday. Herdance with my brother. There is archi-forms error that should be “ I see her yesterday. She dance with my brother”. It is caused when the learner represents the entire class of subject.

3) Alternating forms

Alternating forms error caused by the learners' vocabulary and grammar development. e.g I seenher yesterday. The alternating error that should be “ I saw her yesterday” .

d. Misordering errors

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. It occurs systematically for both L1 and L2 learners in constructions that have already been acquired. e.g. I don't know what is that. There is misordering error that should be “I don't know what that is”.

3. Errors in comparative analysis taxonomy

Comparative taxonomy classifies errors based on comparison between the structure of language learner errors and certain other types of construction. The types of errors are:

a. Intralingual or developmental errors

Intralingual or developmental errors illustrate the learner attempting to build up hypotheses about the English language from his limited experience of it in the classroom of textbook which reflects the general characteristics of rule learning, such as faulty generalization, incomplete application of rules, and failure to learn conditions under which rules apply. e.g I'm boring. There is intralingual error that should be "I'm bored".

b. Interlingual errors

It is often referred to as mother-tongue interference or negative transfer. It reflects native language structure regardless of the internal process or external conditions that spawned them. e.g the man skinny. There is interlingual error that should be "The man is skinny". This sentence is caused by interference of native language sentence (Laki-laki itu kurus).

c. Ambiguous errors

Ambiguous errors are those that could be classified equally well as developmental or interlingual. It is caused when the errors reflect the learner's native language structure and the types found in written works/speech of children acquiring a first language. e.g I happy. This is an ambiguous error that should be "I am happy". It may be caused by the learner's grammar knowledge or

sentences which is produced by children who acquire English as the first language.

d. Unique errors

Since the errors are not similar to those children make during first language development, they must be unique to second language learners and since they are not interlingual, some must be unique reflections of creative construction.

4. Error in communicative effect taxonomy

Communicative effect taxonomy deals with errors from the perspective of their effect on the listener or reader. It focuses on distinguishing between errors that seem to cause miscommunication. This taxonomy classifies errors into:

a. Global errors

Global errors are the misuse of structure and thus damage or breakdown communication. For example conjunction errors, which involve the overall meaning of the sentence and major constituent classes of the sentence or transformations, will seriously influence comprehension of sentences.

e.g.: I saw their department.

Readers or listeners do not know what the sentence means.

b. Local errors

Local errors are referring to error which will not damage communication. Such as lexical errors, noun errors, and adverbs, etc do not usually cause major problems e.g,: A trousers.

Trousers are consider to be plural so the indefinite article 'a' is not needed.

Ellis (2007) maintains that 'classifying errors can help us to diagnose learner's learning problem at any stage of their development and to plot how changes in error patterns occurs over time'. This categorization can be exemplified as follows:

1. Omission

- a. Morphological omission : A strange thing happen to me yesterday.
- b. Syntactical omission : Must also say the names?

2. Addition

- a. In morphology : The books is here.
- b. In syntax : The London.
- c. In lexicon : I stayed there duringfive years ago.

3. Selection

- a. In morphology : My friend is oldestthan me.

- b. In syntax : I want thathe comes here.

4. Ordering

- a. In pronunciation : fignisicantfor 'significant', prulalfor 'plural'
- b. In morphological : get uppingfor 'getting up'
- c. In syntax : he is a dear to me friend.
- d. In lexicon : key car for 'car key'.

4. Sources of Error

James (2008) classifies the sources of errors as:

1. Interlingual errors are caused by the process/mechanism of transfer and borrowing from the learners' LI to L2.
2. Intralingual errors are attributed to the processes/mechanism of some factors:
 - a. False analogy (or overgeneralization),
 - b. Misanalysis, i.e, when the learners are mistakably assumes the singular possessive pronoun "its" as plural because of -s,
 - c. Incomplete rule application (or under-generalization) i.e, when learner fails to use indicative word order "I knew where was he",
 - d. Exploiting redudancy

ommiting grammatical features that do not contribute to the meaning, such as ommiting the third person –s i.e, “John play tennis”

e. Overlooking co-occurrence restriction

i.e, “quick”and “fast”are synonymous, “quick food”instead of “fast food”

f. System simplification

i.e, substituting a single form where the target language uses more than two forms and reducing the burden of learning, like the use of “that” as a ubiquitous relative pronoun “that”.

According to Brown (2004:213-217), the classification of sources is as follows:

1. Interlingual transfer

Learners will make errors as the result of transfer from the native language since they have not been familiar with the second language system. e.g English learner say 'sheep' for 'ship'.

2. Intralingual transfer

This error is made by learners who have begun to acquire parts of target language but still lack of competence. e.g., She can singing beautifully.

3. Context of learning

Context refers to the classroom with its teacher and its materials, in this case, of school learning activities or the social situation in the case of untutored second language learning. Students make errors because of a misleading explanation provided by the teacher, faulty presentation in a textbook or a memorized pattern that is not contextualized.

4. Communication strategies

The learner's techniques in learning second language can become a source of error. Littlewood (2002) identified in a more straightforward fashion of the following five processes as causing learners language errors:

1. Overgeneralization
2. Transfer (both positive and negative)
3. Simplification (redundancy reduction) by omission
4. The effects of teaching
5. Non-systematic processes (such as communication strategies and performance).

According to Richard (in Johnson, 2001: 67), the causes of errors are:

1. Overgeneralization

It includes where learners create a deviant structure on the basis of his experience of other structures in the target language. e.g He can sings. The learners knows He sings, He wants etc. Putting the –son the verb canis a false over-generalization.

2. Ignorance of rule restrictions

It is the failure to observe the restrictions of existing structures (closely related to over-generalization). e.g I madehim to do it. Here the learner ignores the restriction on make, that it is not followed by to and a verb (unlike, for example, wantin I wanted him to do it.

3. Incomplete application of rules

It is the occurrence of structures whose deviancy represents the degree of development of the rules required to produce acceptable utterances. e.g You read much? The learner clearly asks a question (intonation and/or the context may take this clear), but the correct question form is not used.

4. False concepts hypothesized

It is related to student's faulty comprehension of distinctions in the target language. A learner may come to believe that wasis how past time is marked in English, and produce sentences. e.g One day it washappened.

B. Grammar

1. Definition of Grammar

The study of grammar consists in part of looking at the way these forms are arranged and patterned (Thornbury, 2009: 1). Furthermore, Thornbury explains that traditionally, grammar has been concerned almost exclusively with analysis at the level of sentence. Grammar attempts to explain why the sentence 'We are not at home right now' are acceptable but why the sentence 'Not we are at right home now' are not acceptable.

Actually there has been many definition stated by experts concerning to it as Gerot and Wignel (2004:2) had defined that grammar is a theory of language, of how language is put together and how it works. Cahyono and Widiati (2011:87) had defined also that Grammar is considered the most important as it serves as the foundation for more advanced language learning. Besides, Thornbury (2009:13) states grammar is defined as a description of the rules for forming sentences, including an account of the meanings that these forms convey, and said that grammar adds meanings that are not easily inferable from the immediate context. The kinds of meanings realized by grammar are principally: Representational that is, grammar enables us to use language to describe the world in term of how, when and where thing happen.

Addition from Joyce and Burn (2009: 4) that grammar is essentially about the systems and patterns we use to select and combine words. In order to communicate we must share a common system, which is why people who speak different language cannot understand one another. Thus, people must 'know' about grammar in order to use the language appropriately in social context.

Based on the definition of some expert above, the meaning of message is conveyed by language has to be converted into words put together according to grammatical rules, and these words are conveyed by sound. It is hoped that the rule of this grammar helps the readers, listeners, and the viewers to catch the main means of sentences or utterances that the writer or the speaker produces. In short, grammar means that the basic signals by which a language transmits its meanings. So learning grammar is a must when students are expected to acquire a language.

C. Previous Studies

Some previous studies about grammatical errors have been conducted as follow:

First, study conducted by Fengjie et al (2016) entitled "Grammatical Mistakes in College English Writing: Problem Analysis, Reasons and Solutions." The focus of this investigation is to analyze the grammatical mistakes in English writing, explore the systematic reasons and finally put

forward some corresponding solutions to improve college English writing. By using error analysis, the author finds that the students' mistakes have certain regularities, and the English teachers should adopt some effective teaching strategies in teaching to help students reduce or even avoid mistakes and call on students' attention to cultivating grammar skills. The first thing is to strengthen the guidance of students' learning strategies. One of the important tasks of English courses is to make sure students develop some good writing habits. Teachers should consciously strengthen the guidance of students' learning strategies, let them learn and use English grammar step by step through the learning process. The second is to strengthen the comparison and analysis of the native language and target language, pay attention to guiding students to think in English, make practice for the key sentence patterns, tenses, voices and other major language phenomenon as many times as possible, and this will stimulate students' brain constantly. It is an effective way to overcome Chinese sentence pattern interference. The similarity between this study and current study is the method used which is qualitative method and the object which is grammatical errors. Meanwhile the differences lie on the subject, the previous study investigates grammatical errors in college english writing while this study investigates grammatical errors in whatsapp group chatting. *Second*, a study conducted by Alfiyani (2013) entitled "An Analysis Of Grammatical Errors In Writing Among The Second Semester Students Of English Department Of Yogyakarta State University In The Academic Year

Of 2011/2012.” this research aims at describing the grammatical errors that happen in the final examination of second semester students of Yogyakarta State University. Two research questions are formulated in this study. They are (1) What are grammatical errors in writing made by second semester students of English Department of Yogyakarta State University in the academic year of 2011/2012?, and (2) What are the possible causes or sources of those errors? Based on the analysis of the grammatical errors, four types of errors were found. These four errors are as follows. Omission error was found 281 times, misformation error was committed 119 times, addition error occurred 189 times, and misordering errors 6 times in the analysis. As for the sources of errors, four types of errors affected the occurrence of students' errors. These four errors are as follows. Developmental error was found 302 times, ambiguous error occurred 294 times, interlingual error was produced 191 times, and unique error was found 52 times. Based on the result, it is figured out that the students were creative in constructing English sentences and still have difficulties in learning grammatical structures in writing process. The similarity between this study and current study is the method used which is qualitative method and the object which is grammatical errors. Meanwhile the differences lie on the subject, the previous study investigates grammatical errors in English writing while this study investigates grammatical errors in WhatsApp group chatting.

Third, a study conducted by Corral (2017) entitled “Facebook Posts: Error Analysis On English Grammar And Usage.” This study analyzed writing

errors along grammar and usage of student Facebook users in four (4) selected Grade 8 sections of Sorsogon National High School, S.Y. 2016-2017. The error analysis focused on grammar and usage specifically on Subject-Verb Agreement, prepositions, verb forms and determiners. Findings revealed that most errors were seen within the category of verb tense/ form, followed by subject-verb agreement and the use of prepositions on the second and third ranks consecutively. Other errors committed by the students next in rank were: use of Contraction, use of articles, Pronoun Agreement, use of singular and plural; and use of conjunctions. It was further revealed that the sentences constructed by the learners show that interference from their mother tongue is a source of difficulty in second language learning. Further, the grammatical errors committed by the students in their fb posts are also attributed to Intralanguage. Students tend to commit overgeneralization, incomplete application of rules, and False Hypothesis as they try to produce the language. These in turn impede learners' successful acquisition of the target language. The results of the error analysis imply that although learners have been taught of the rules of the target language repeatedly, they still lack mastery in the identified areas or categories. The similarity between this study and current study is about written text in social media. Meanwhile the differences lie on the subject, the previous study investigates grammatical errors in facebook posts of Grade 8 of Sorsogon National High School, while this study investigates grammatical errors in whatsapp group chatting of IBF.

Fourth, a study conducted by Wulandari (2014) entitled “Grammatical Errors Found In Articles’ Abstracts of Indonesian Scholarly Journals.” This study is aimed to know the grammatical errors found in the articles’ abstracts of scholarly journals published by one of Indonesian Islamic State Colleges in 2008-2010. The theory used to analyze the data in this case study is Burt and Kiparsky’s theory, namely Surface Strategy Taxonomy. This theory divides errors into errors of omission, errors of addition, errors of misformation and errors of misordering. This results of the study show that there are 172 items of grammatical errors. The most frequent type of grammatical error is omission with the total number is 72 items or 41.9%. The second is errors of misformation which consist of 57 items or 33.1%. The next is errors of addition (27 items or 15.7%) and finally is errors of misordering as the least number of errors with 16 items or 9.3%. The similarity between this study and current study is about grammatical errors. Meanwhile the differences lie on the subject, the previous study investigates grammatical errors in in articles’ abstracts of indonesian scholarly journals, while this study investigates grammatical errors in whatsapp group chatting of IBF.

Fifth, a study conducted by Zulbeni (2017) entitled “An Analysis Of Grammatical Errors In Status And Chatting Among English Teachers Through Whatsapp Messenger.” This study will be aimed at identify, classify, analyze, and describe the English teacher grammatical errors during their status and daily conversation in the application, WhatsApp

messenger application, in that up to this present time there is no-publicly work in Indonesia that analyze the grammatical use of EFL teachers whether they are certified or uncertified based on Indonesian teacher's policy, in practicing English on chatting and updating status through WhatsApp. This present study will be conducted to answer one central question: How do English teachers use grammar correctly through WhatsApp messenger application? The objectives of the current study are: to identify and describe the grammatical errors of certified and uncertified English teachers made during updating status, chatting, through WhatsApp messenger and to explore information from English teachers about the grammatical errors that they made while using WhatsApp messenger application. The results show that the grammatical errors are omission, addition, selection, and ordering. The similarity between this study and current study is about written text in social media. Meanwhile the differences lie on the subject, the previous study investigates grammatical errors in in status and chatting among english teachers, while this study investigates grammatical errors in whatsapp group chatting of IBF.

Sixth, a study conducted by Sari (2015) entitled "Common Errors In EFL Students' Writing On Facebook." This study examines common errors some EFL students made when writing sentences on Facebook. A case study methodology was employed to analyze the causal relationship of the common errors. This study found that students had the greatest problem in verb tense, followed by article, pronoun, preposition, capitalization, sentence

fragment, subject-verb agreement, word order, and spelling. The other types of problems faced by the students were punctuation, word choice, verb, singular/plural, word form, sentence structure, interjection, and subject and verb omission. The result might imply that interlingual or transfer error and intralingual error or developmental errors have caused the errors. Apparently, students were influenced by their first language, Bahasa Indonesia when writing on the target language, English. The similarity between this study and current study is about grammatical error. Meanwhile the differences lie on the subject, the previous study investigates grammatical errors in In EFL Students' Writing On Facebook, while this study investigates grammatical errors in whatsapp group chatting of IBF.

CHAPTER III

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion obtained from the data analysis. The analysis of the data is conducted in line with formulated research questions.

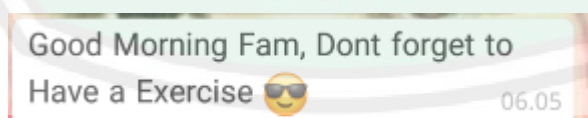
A. Findings

1. Grammatical errors in conversation made by INT'L Badminton

Family members on WhatsApp group chatting

Linguistic taxonomy classifies errors according to either or both the language components and the particular linguistic constituent the error affects. Language components include phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style). There are several grammatical errors found in the conversation classified into several categories as follows:

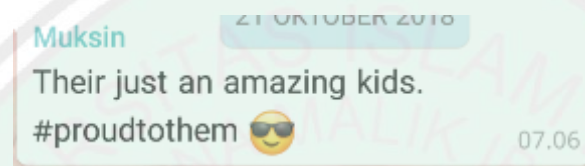
Datum 1



The picture above shows several grammatical errors, the sentence “Good Morning, Fam, Dont forget to have a exercise.” This sentence are wrong in article, the article should be “an” not a, because the following word after the article starts with vowel not consonant. In

addition, after comma, the word Dont is wrong because the apostrophe is omitted, the correct form is “Don’t”, also it is wrong in capitalization, several words that should not be capitalized. Thus, the correct form is “Good morning Fam, don’t forget to have an exercise.”

Datum 2



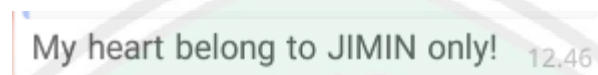
Picture above shows that there is indefinite article incorrect in the sentence “Their just an amazing kids.” “An” article is used to follow words which starts with vowel, it is already correct, but the form of noun is not singular, it is in plural form. In addition, the subject of the sentence, “they” is plural, so inserting *an* before it is incorrect. The correct form is “They are just amazing kids.” In addition, from the picture above, the hashtag used is also wrong because proud followed by to and to followed by them, “to” here should be “of”. Thus the correct form is #proudoftthem.

Datum 3

Hello again everyone! These are
 @Sumairee 🤔 Skripsi. Lets wish
 her goodluck as she has this

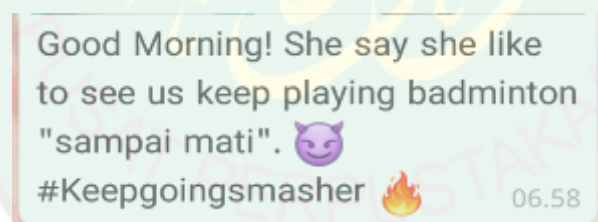
The picture above shows error in possessive case, the writer did not put 's after noun; "These are Sumairee Skripsi," this is an incorrect form. The correct form is; "These are Sumairee's Skripsi."

Datum 4



From the picture above, it can be seen that there is error because of the failure to attach -s. One example of it, is shown in the picture above, in the sentence "My heart belong to Jimin only." That sentence is incorrect because -s is should be attached to the word belong since before the subject is third person singular. Thus, the correct form is "My heart belongs to Jimin only."

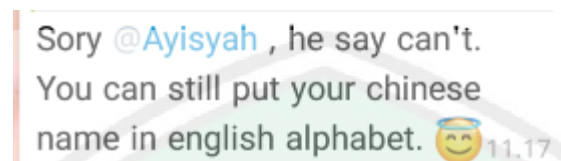
Datum 5



Picture above shows that there is error because of the failure to attach -s in the sentence "She say, she like to see us playing badminton "sampai mati"." That sentence is incorrect because -s is should be attached to the word say since before the subject is third person singular. The subject of the sentence, is she, so it is needed to

attach –s after the verb say and like. The correct form is “She says, she likes to see us playing badminton “sampai mati”.”

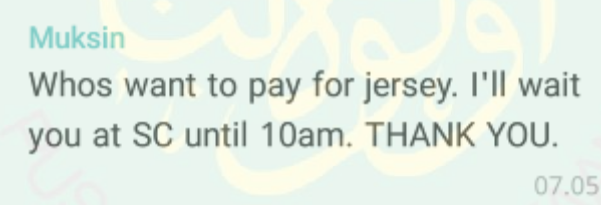
Datum 6



Sory @Ayisyah , he say can't.
You can still put your chinese
name in english alphabet. 😊 11.17

Picture above shows that there is error because of the failure to attach –s in the sentence “He say can’t” That sentence is incorrect because –s is should be attached to the word say since before the subject is third person singular. The subject of the sentence, is He, so it is needed to attach –s after the verb say and miss. The correct form is “He says, he can’t”

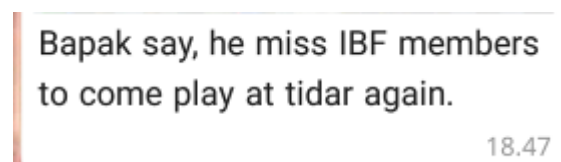
Datum 7



Muksin
Whos want to pay for jersey. I'll wait
you at SC until 10am. THANK YOU.
07.05

Picture above shows that there is error because of the failure to attach –s in the sentence “Whos want to pay for jersey” That sentence is incorrect because –s is should be attached to the word want. The correct form is “Who wants to pay for jeryes?”

Datum 8



Bapak say, he miss IBF members
to come play at tidar again.
18.47

Picture above shows that there is error because of the failure to attach –s in the sentence “Bapak say, he miss IBF members.....” That sentence is incorrect because –s is should be attached to the word say since before the subject is third person singular. The subject of the sentence, is Bapak, so it is needed to attach –s after the verb say and miss. The correct form is “Bapak says, he misses IBF members.....”

Datum 9

Someone getting BADmood
cannot play BADminton today.



11.08

Picture above shows that there is error in the use of pronouns because the subject pronouns is omitted in the sentence “.....,cannot play badminton today” That sentence is incorrect because before the verbs cannot, there is no subject attached. The correct form is “, she cannot play badminton today.”

Datum 10

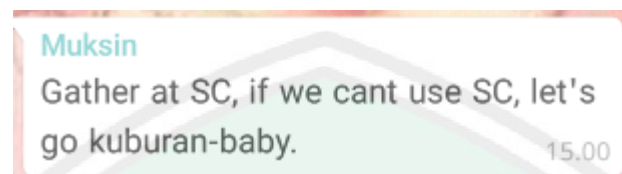
Muksin
Good Morning Smasher! What are
going to do today ? Don't forget to
smash. 😎

07.19

Picture above shows that there is error in the use of pronouns because the subject pronouns is omitted in the sentence “What are going to do today?” That sentence is incorrect because after the auxiliary verb are and before the verb-ing there is no subject attached.

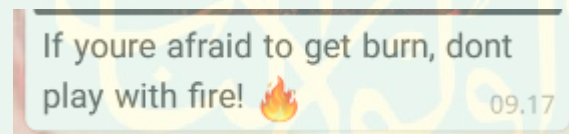
The correct form is “What are we going to do today?” or “What are you going to do today?”

Datum 11

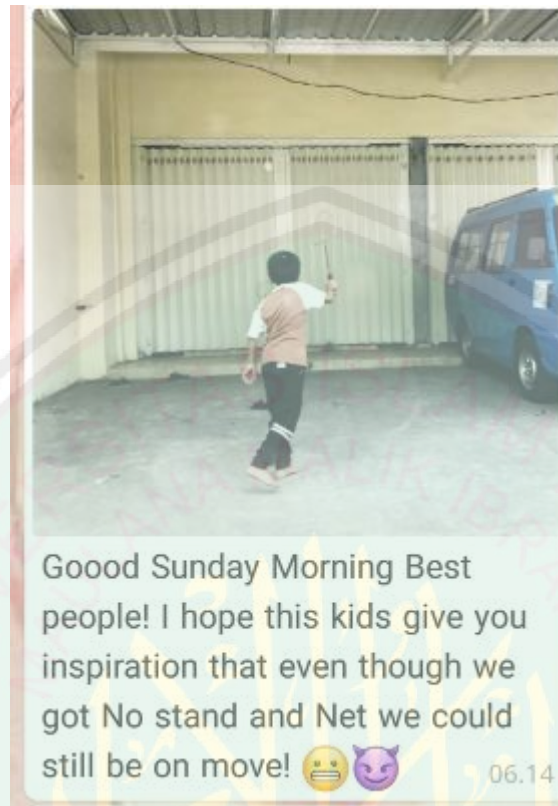


Picture above shows that there is error in the use of preposition because the preposition is omitted in the clause “let’s go kuburan-baby” That sentence is incorrect because after the verb go and before the proper noun of place there is no preposition attached. The correct form is “let’s go to kuburan baby?”

Datum 12



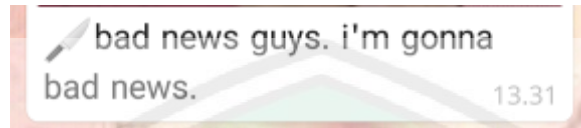
The picture above shows several grammar errors, the sentence “If youre afraid to get burn, dont play with fire” This sentence are wrong because the apostrophes are ommitted, the correct form are “you’re” and “don’t”. Thus, the correct form is “If you’re afraid to get burn, don’t play with fire.”

Datum 13

The picture above shows several grammar errors, the sentence “Goood Sunday Morning Best people! I hope this kids give you inspiration that even though we got No stand and Net we could still be on move!” This sentence is wrong in lexical level, the word “Goood” should be “Good”. In addition, it is not necessary nad not correct to capitalze words after Good, in the clause “Goood Sunday Morning Best people” it should be “Good Sunday morning best people!”. Another error in this sentence is the word this followed by the word kids, which means that this clause wrong in countable noun, the noun is not more than one, so it is should be “kid” not “kids”. Thus, the correct form is “Goood Sunday Morning best people! I hope this kid

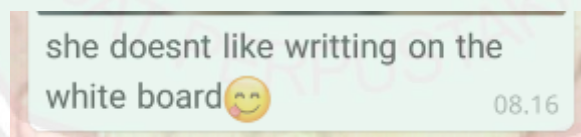
give you inspiration that even though we got No stand and Net we could still be on move!”

Datum 14



The picture above shows grammar error, the sentence “i’m gonna bad news.” This sentence is wrong in capitalization and in lexical level. It is wrong in capitalization because the “I” in the word “I’m” must be always in capital. In addition, it is wrong in lexical level because this sentence used the wrong word, the word “gonna” which is acronym form “going to”, the word “going” is incorrect, the correct one is “got”, “got bad news” not “going to bad news”. Moreover, the word got could not follow the word “I’m” it should not be “I’m” but it should be “I”. Thus, the correct form is “I got bad news.”

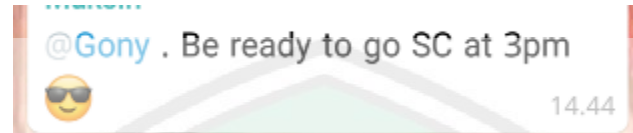
Datum 15



The picture above shows grammar error in the sentence “she doesnt like writting on the white board.” This sentence is wrong in capitalization, in lexical level and it omits apostrophe. It is wrong in capitalization because the beginning should be written in capital. In addition, it is wrong in lexical level because the spelling of the word “writting” is incorrect, the correct form is “writing”. This sentence

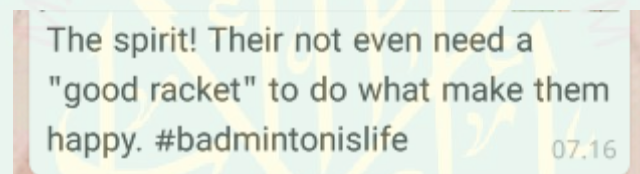
omits apostrophe in the word “doesnt” it should be “doesn’t”. Thus, the correct form is “She doesn’t like writing on the white board.”

Datum 16

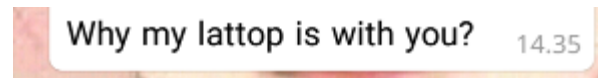


The picture above shows grammar errors in the sentence “Gony. Be ready to go SC at 3pm.” This sentence are wrong in punctuation, capitalization and it omits preposition “to”. Thus, the correct form is “Gony, be ready to go to SC at 3pm.”

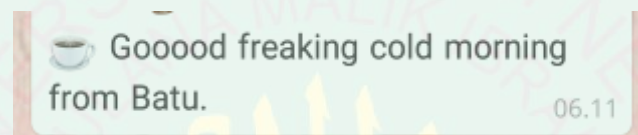
Datum 17



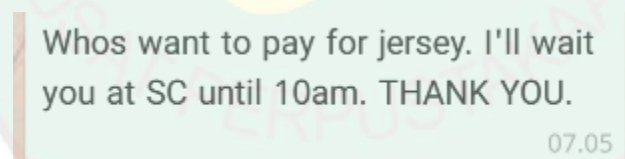
The picture above shows several grammar errors, the sentence “Their not even need a “good racket” to do what make them happy.” This sentence use the wrong pronoun, and it contains error in verb singular “make”. It used the wrong pronoun, it is used possessive pronoun while the correct form is third singular “He”. This sentece is a response from the previous chat when there is kid play bandminton alone. Thus, the correct form is “He don’t even need a “good racket to do what makes him happy.”

Datum 18

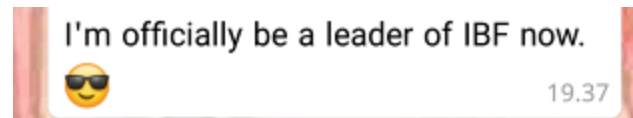
The picture above shows grammar error in the sentence “Why my laptop is with you.” This sentence is wrong in the auxilliary verb placement, the auxilliary verb should be put after the word why. Thus, the correct form is “Why is my laptop with you?”

Datum 19

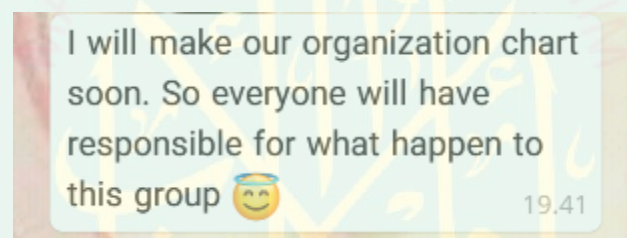
The picture above shows grammar errors in the sentence “Gooood freaking cold morning from Batu.” This sentence is wrong in lexical level, the spelling of the word “good” is incorrect, it is written in “Gooood” with too many “o”, the correct form is “Good”. Thus, the correct form is “Good freaking cold morning from Batu.”

Datum 20

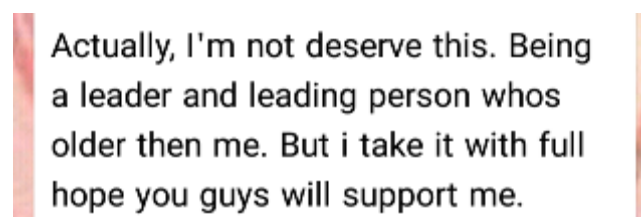
The picture above shows grammar errors in the sentences “Whos want to pay for jersey. I’ll wait you at SC until 10am.” This sentences are wrong, the first sentence is wrong because of the word “Whos” and the second sentence is wrong because after the word “wait” not followed by “for”, it should be “wait for”. Who wants to pay for jersey? I’ll wait for you at SC until 10am.”

Datum 21

The picture above shows grammar errors in the sentence “I’m officially be a leader of IBF now.” This sentence is wrong in syntactic level, it has double auxilliary verbs, the word “I’m” which is acronym for I am and then there is auxilliary verb “be” after am. Therefore, it is wrong because it has double auxilliary verb, the correct form is “Officially, I’m a leader of IBF now.”

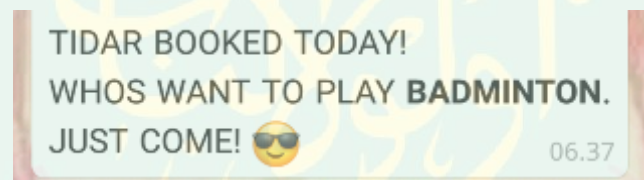
Datum 22

The picture above shows grammar errors in the sentence “So everyone will have responsible for what happen to this group” This sentence is wrong in lexical level because the word have is followed by the word reponsible which is a adjective noun, after the the word have should be a noun. Therefore, the correct form is “So, everyone will have responsibility for what happen to this group.”

Datum 23

The picture above shows grammar errors in the sentence “Actually, I’m not deserve this. Being a leader and leading person whos older then me” This sentence is wrong in syntactic level, it is wrong in because the word I’m not followed by infinitive, it should be followed by verb-ing. However, usually the term that be used is in simple tense not in progressive tense, it is more natural in the form “I don’t deserve this” than “I’m not deserving this.” In addition, the second sentence This sentence omits apostrophe and it contains typo in the word “whos older then me”, it should be “who’s older than me”. Therefore the correct form is “Actually, I don’t deserve this. Being a leader and leads person who’s older than me.”

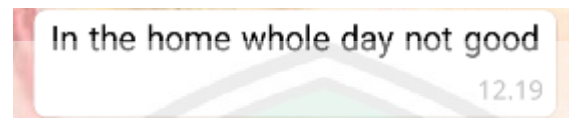
Datum 24



The picture above shows grammar errors in the sentences “TIDAR BOOKED TODAY! WHOS WANT TO PLAY BADMINTON. JUST COME” This sentence is wrong in syntactic level because the subject is not followed by auxilliary verb. This sentence wants to express some message in passive form but the it is grammatically incorrect. In addition, the second sentence This sentence wrong in –s placement and it uses capitalization in every words, the word “WHOS WANT TO PLAY BADMINTON”, should

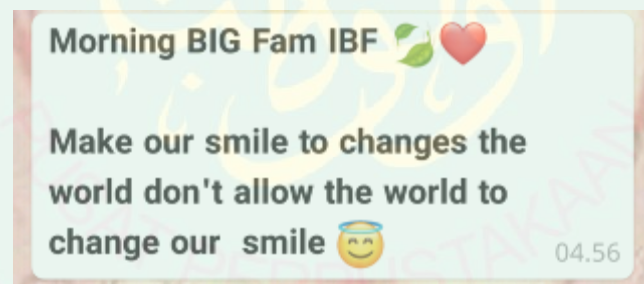
be “Who wants to play badminton”. Therefore, the correct form is “Tidar is booked today! Who wants to play badminton, just come”

Datum 25



The picture above shows grammar errors in the sentence “In the home whole day not good” This sentence is wrong in syntactic level, the structure of the sentences seems very unnatural and little bit strange, it seems as if direct translation from Bahasa Indonesia. In addition, there is no auxilliary verb in that sentence. Therefore, the correct form is “Spending all day long in home is not good.”

Datum 26



The picture above shows grammar errors in the sentence “Make our smile to changes the world don’t allow the world to change our smile” This sentence is wrong in syntactic level because the word “smile” is followed by auxilliary verb “to” then “to” here followed by verb infinitive + s “changes”. After noun phrase “our smile” it should be followed by verb without to. Therefore, the correct

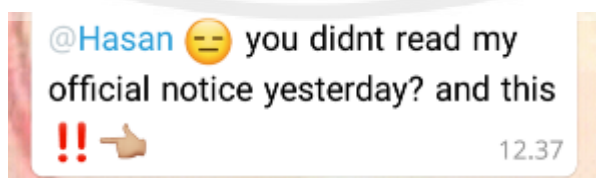
form is “Make our smile change the word, don’t allow the world change our smile.”

Datum 27



The picture above shows grammar errors in the sentence “We looking for this last night. But we can’t get it” This sentence is wrong in syntactic level because it omits auxilliary verb. After the word “We” should be followed by to be to linking the subject with the verb-ing. However, since the event has passed, it should be using past tense. Therefore, the correct form is “We looked for this last night, but we could not get it.”

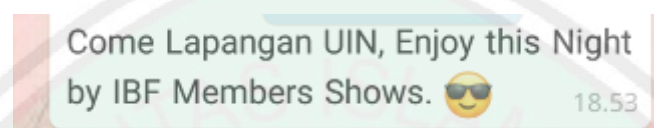
Datum 28



The picture above shows grammar errors in the sentence “Hasan, you didn’t read my official notice yesterday?” This sentence

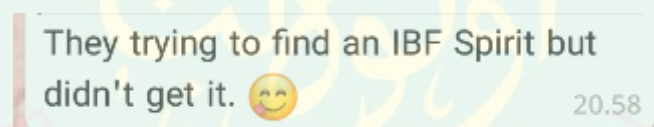
is wrong in syntactic level because it uses the wrong form of interrogative. Here, the interrogative sentence should begin with “Did” not “you”. Therefore, the correct form is “Hasan, did you not read my notice yesterday?.”

Datum 29

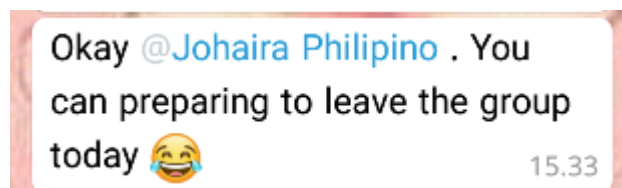


Picture above shows that there is error in the use of preposition because the preposition is omitted in the clause “Come Lapangan UIN” That sentence is incorrect because after the verb “come” and before the proper noun of place there is no preposition attached. The correct form is “Come to Lapangan UIN”

Datum 30



The picture above shows grammar errors in the sentence “They trying to find an IBF Spirit but didn’t get it” This sentence is wrong in syntactic level because it omits auxilliary verb. After the word “They” should be followed by to be to linking the subject with the verb-ing. However, since the event has passed, it should be using past tense. Therefore, the correct form is “They were trying to find an IBF Spirit but didn’t get it.”

Datum 31

The picture above shows grammar errors in the sentence “You can preparing to leave the group today” This sentence is wrong in lexical level because the word can is followed by infinitive verb form not verb-ing form, the word “preparing” is wrong, it should be “prepare”. Therefore, the correct form is “You can prepare to leave the group today.”

2. The causes of grammatical errors

With good understanding of grammar, misunderstanding can be avoided and the conversation can be more effective because it is clear and straight to the point. However, as describe in the section above, the IBF members are often make mistakes in grammar. Based on the interview, the causes of those error is due to several reasons:

First, the IBF members are lack of practice and exposure with English. Even though they do not live in the country, some of them come from countries in Asia and they can master languages other than the language of the country and English, so there are many interactions with others who use Indonesian or Malay. In addition, living in Indonesia and attend university with the majority of students using Indonesian as a daily interaction. In classroom learning, the books used are in Indonesian, so IBF

members are more likely to face Indonesian, which makes them less training and less in touch with English. However, because there are also many members in the group who are new students who cannot speak Indonesia, so the language used in the group is English. In their interactions with citizens in their respective countries, and friends in their native countries, they use their native language, do not use English. For example, Thai students communicate using Thai if talking to other Thai students, as well as other foreign students.

Second, the IBF members are too overloaded with labour. A lot of lectures often make them forget to care about grammar. IBF members consist of students with different majors, each student is carrying a heavy duty burden so there is no time to learn English properly. Even though there are English lessons in class, the material given is too much so that their brains are too busy searching for them and cannot understand all the grammar rules that have been taught in class.

Third, the IBF members like to use one kind of grammar with narrow vocabulary, so that affects to their grammatical mastery. In both native and non-native speakers, the process of learning a new grammar point seems often include a period of over-extending its use. For example, even people who know the Simple Past well will start using the Past Perfect in situations they would have used (correctly) the Simple Past until the day the new tense is studied.

Fourth, the IBF members don't think that grammar point is important. Consciously or subconsciously, native and non-native speakers tend to put a low priority on stopping mistakes with language that does not convey a lot of information. Most of them use the same vocabulary and grammar that are most familiar to their ears. Before saying anything, they never thought about it grammatically correct or not since the most important thing is makes people understand what are they going to say. Thus, IBF members just think about the vocabulary needed and not think about grammar.

Fifth, grammar seems to be easy but in fact it is difficult to practice. English is not as easy as it seems, their mistakes are often connected to their first language, e.g. confusions between different uses of similar forms or grammatical forms that don't have an equivalent in L1. Often their mother tongue has a sentence structure that is much different from English. Learning grammar correctly means that IBF members have to learn a lot of things and comparing them to their mother tongue makes them confused.

Sixth, the IBF members tried to use informal grammar so they do not care about the rules and grammar because grammar seems too strict and too formal. It may be that in their native language grammatical forms are dropped when they are speaking informally, in a similar way to "No way!" or "Long time no see" in English. Common examples that they sometimes reproduce in English include dropping the subject or using a different tense.

Seventh, the IBF members just have kind of personality that are pay no attention to the structure of words that they just said. Just as it is no surprise when some perfectionists become obsessive about getting their sentences right, there are some people whose outgoing nature, slapdash character or hyperactive speaking style just seems to make it difficult for them to stop for a minute and pay attention to their utterances. It also happens in their chat in WhatsApp, as long as the meaning can be expressed, they did not much care about absurdity of words structure. IBF members write the chat first, then after it is done, that they just realize how the words sound.

B. Discussions

Grammar is considered the most important as it serves as the foundation for more advanced language learning. Besides, Thornbury (2009:13) states grammar is defined as a description of the rules for forming sentences, including an account of the meanings that these forms convey, and said that grammar adds meanings that are not easily inferable from the immediate context. The kinds of meanings realized by grammar are principally: Representational that is, grammar enables us to use language to describe the world in term of how, when and where thing happen.

Language learning is a process to develop the language skills, both oral and written. In developing the skills, learners are often making mistakes and errors. Learners usually commit errors when they lack of knowledge about

grammar rules, appropriate words or sentences. When they make mistakes, correct or error sentences and free utterances, it may tell about what is going on in their minds. Thus, making errors is an important aspect to get information whether it is caused by the grammatical errors or slip of the tongue either in spoken or written language. As Davis and Pearce (2002: 103) state that 'errors are integral part of language learning and not evidence of failure to learn'. Those errors should be analyzed because they give a contribution in understanding the process of language learning. From their errors, learners can get feedback which can be used to find new attempts to achieve the goal of learning. It contains information on strategies that learners use to acquire language and can play an important role in the study of foreign language.

Based on the analysis results, most commonly mistakes of grammatical error made by IBF members are syntactical and lexical grammar. These errors are in line with theory of error analysis by Dulay, Burt and Karshen (1982) which categorized errors analysis in four types, one of which is error in linguistics taxonomy. Linguistic taxonomy classifies errors according to either or both the language components and the particular linguistic constituent the error affects. Language components include phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style). Constituent includes the elements that comprise each language component. For example, within syntax one may ask whether the error is in the main or subordinate clause,

which constituent is affected, e.g. the noun phrase, the auxiliary, the verb phrase, the preposition, the adverb, the adjective, and so forth. From the findings, it can be seen that there are many syntactical and lexical grammar errors. In syntactical, it is found that IBF members usually forget to add proposition, add auxiliary, place the wrong auxiliary, and omits apostrophes. While in lexical usually IBF members use inappropriate word, inappropriate verb form and misspelling.

Based on the findings, it can be seen the causes of the errors. The causes of grammatical errors IBF members made are because of several reasons. IBF members are lack of practice and poor exposure with English. In classroom learning, the books used are in Indonesian, so IBF members are more likely to face Indonesian, which makes them less training and less in touch with English. This is in line with the research results from Fegjie et al (2016) which stated that students' poor grammar caused because students are not accustomed to use proper English. This results also supported by research result from Alfiyani (2013) which stated that grammatical errors made by students one of the reasons is because students less exposure with English since students in Indonesian use Bahasa in their everyday lives. Another cause is IBF members are too busy with their lectures. In addition, IBF members like to use one kind of grammar with narrow vocabulary, so that affects to their grammatical mastery. IBF members do not think that grammar point is important. For them, grammar is a lot more difficult to practice than

it seems. In some occasion, IBF members feel that grammar is strict and better to be informal by ignoring grammatical rules.



CHAPTER IV

CONCLUSION AND SUGGESTION

This chapter deals with two parts namely, conclusion and suggestion. The first part presents the conclusions derived from the study. The second part presents suggestions intended for the students, and further researchers.

A. Conclusion

Most commonly mistakes of grammatical error made by IBF members are syntactical and lexical grammar. In syntactical, it is found that IBF members usually forget to add proposition, add auxiliary, place the wrong auxiliary, and omits apostrophes. While in lexical usually IBF members use inappropriate word, inappropriate verb form and misspelling.

The causes of grammatical errors IBF members made are because of several reasons. IBF members are lack of practice and poor exposure with English. IBF members are too busy with their lectures. In addition, IBF members like to use one kind of grammar with narrow vocabulary, so that affects to their grammatical mastery. IBF members do not think that grammar point is important. For them, grammar is a lot more difficult to practice than it seems. In some occasion, IBF members feel that grammar is strict and better to be informal by ignoring grammatical rules.

B. Suggestion

There are several suggestions the researcher wants to give for English learners and for the next researchers. For English learners, the result of the study will show the learners in what aspect in grammar which is difficult for them so that learners can learn from students' mistakes contain in this research. By paying more attention, the learners are expected to increase their knowledge on the English grammar. This results of study may help the learners to develop their grammatical mastery by eliminating or at least reduce those errors.

For the next researcher there are still many aspects from grammatical errors and related topics that can be analyzed. This research is expected that the result of the study may give an informative input about grammatical error analysis or other topics related to errors. The researcher believes that there are still many phenomena that can be revealed in this research study. The researcher expects that this result of study can inspire other researchers to conduct the research related to grammatical errors analysis to enrich the existing study.

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APPENDIXS

QUESTIONNAIRES FOR INTERNATIONAL BADMINTON

FAMILY (IBF) MEMBERS

Mastering English cannot be separated from Grammar since grammar is the heart of English. Grammar is an essential part of language process, both in spoken and written languages. However, for many people grammar is something difficult to be learnt. Many people view that communication can be done without using grammar. That makes many people doing grammatical errors in their writing without being aware of it.

Menguasai Bahasa Inggris tidak dapat dipisahkan dari grammar (tata bahasa) karena grammar adalah jantung bahasa Inggris. Grammar adalah bagian penting dari proses bahasa, baik dalam bahasa lisan maupun tulisan. Namun, bagi banyak orang grammar adalah sesuatu yang sulit dipelajari. Banyak orang memandang bahwa komunikasi dapat dilakukan tanpa menggunakan grammar yang baik. Itu membuat banyak orang melakukan kesalahan grammar dalam tulisan mereka tanpa mereka sadari.

Please answer the questionnaires below!

1. Do you aware when you make grammar error in your writing? Why?
(Apakah Anda sadar ketika Anda membuat kesalahan grammar dalam tulisan Anda? Mengapa?)

Answer:

2. Before writing anything have you ever thought whether your writing grammatically correct or not? Why? (Sebelum menulis sesuatu pernahkah Anda berpikir apakah grammar dalam tulisan Anda benar atau salah?)

Answer:

3. Do you think grammatical error is natural? Why? (Apakah menurut kalian kesalahan grammar itu wajar? Mengapa?)

Answer:

4. Do you think grammatical error affect the meaning of the sentences? Why? (Apakah menurut Anda kesalahan grammar mempengaruhi arti kalimat? Mengapa?)

Answer:

5. In what aspects do you often make grammatical mistakes? Why? (Pada aspek apa Anda sering melakukan kesalahan grammar? Mengapa?)

Answer:

6. When your friends make grammatical error in WhatsApp chat, does it affect you? (Apakah pelafalan yang salah pada teman kalian dapat mempengaruhi kalian?)

- a. Yes (benar)
- b. No (tidak)
- c. Exactly no(tidak sama sekali)

7. Have you ever learned grammar properly? (Apakah Anda sudah pernah belajar grammar dengan baik?)

- a. Yes (benar)

- b. No (tidak)
 - c. Exactly no (tidak sama sekali)
8. Does your busy life cause you not to have time to learn English properly?
(Apakah kesibukan Anda menyebabkan Anda tidak mempunyai waktu untuk belajar bahasa Inggris dengan benar?)
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- a. Excellent (Luar biasa baik)
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(Apakah Anda sering menggunakan tenses atau kosakata yang sama berulang-ulang?)
- a. Yes (benar)
 - b. No (tidak)
 - c. Sometimes (kadang-kadang)
 - a. Exactly no (tidak sama sekali)

THANKS FOR YOUR ANSWER ☺

QUESTIONNAIRES FOR INTERNATIONAL BADMINTON FAMILY (IBF)

MEMBERS

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Please answer the questionnaires below!

1. Do you aware when you make grammar error in your writing? Why? (Apakah Anda sadar ketika Anda membuat kesalahan grammar dalam tulisan Anda? Mengapa?)

Answer: Yes, but I thought it not so important.

2. Before writing anything have you ever thought whether your writing grammatically correct or not? Why? (Sebelum menulis sesuatu pernahkah Anda berpikir apakah grammar dalam tulisan Anda benar atau salah?)

Answer: No, because as people can understand what I'm writing. It's okay.

3. Do you think grammatical error is natural? Why? (Apakah menurut kalian kesalahan grammar itu wajar? Mengapa?)

Answer: Yes, because grammar is hard to mastery it.

4. Do you think grammatical error affect the meaning of the sentences? Why? (Apakah menurut Anda kesalahan grammar mempengaruhi arti kalimat? Mengapa?)

Answer: *Yes while you make a formal letter.*

5. In what aspects do you often make grammatical mistakes? Why? (Pada aspek apa Anda sering melakukan kesalahan grammar? Mengapa?)

Answer: *Spelling*

6. When your friends make grammatical error in WhatsApp chat, does it affect you? (Apakah pelafalan yang salah pada teman kalian dapat mempengaruhi kalian?)

- a. Yes (benar)
- ☒ b. No (tidak)
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- a. Yes (benar)
- b. No (tidak)
- ☒ c. Sometimes (kadang-kadang)
- a. Exactly no (tidak sama sekali)

THANKS FOUR YOUR ANSWER ☺

Malaysia Punya ☺

QUESTIONNAIRES FOR INTERNATIONAL BADMINTON FAMILY (IBF)

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Please answer the questionnaires below!

1. Do you aware when you make grammar error in your writing? Why? (Apakah Anda sadar ketika Anda membuat kesalahan grammar dalam tulisan Anda? Mengapa?)

Answer: *Yes, but not at all*

2. Before writing anything have you ever thought whether your writing grammatically correct or not? Why? (Sebelum menulis sesuatu pernahkah Anda berpikir apakah grammar dalam tulisan Anda benar atau salah?)

Answer: *Yes, because I always wanted to writing english sentences correctly.*

3. Do you think grammatical error is natural? Why? (Apakah menurut kalian kesalahan grammar itu wajar? Mengapa?)

Answer: *Yes, because grammar is a lot to learn and hard to mastery it.*

4. Do you think grammatical error affect the meaning of the sentences? Why? (Apakah menurut Anda kesalahan grammar mempengaruhi arti kalimat? Mengapa?)

Answer: *Yes, it can make people misunderstanding what we want to say.*

5. In what aspects do you often make grammatical mistakes? Why? (Pada aspek apa Anda sering melakukan kesalahan grammar? Mengapa?)

Answer: *Spelling of word*

6. When your friends make grammatical error in WhatsApp chat, does it affect you? (Apakah pelafalan yang salah pada teman kalian dapat mempengaruhi kalian?)

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a. Yes (benar)

b. No (tidak)

~~c.~~ Sometimes (kadang-kadang)

a. Exactly no (tidak sama sekali)

THANKS FOR YOUR ANSWER ☺

Cambodian.

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Please answer the questionnaires below!

1. Do you aware when you make grammar error in your writing? Why? (Apakah Anda sadar ketika Anda membuat kesalahan grammar dalam tulisan Anda? Mengapa?)

Answer: *No. Because I already have courses about it*

2. Before writing anything have you ever thought whether your writing grammatically correct or not? Why? (Sebelum menulis sesuatu pernahkah Anda berpikir apakah grammar dalam tulisan Anda benar atau salah?)

Answer: *Yes, Because I understand my mistakes*

3. Do you think grammatical error is natural? Why? (Apakah menurut kalian kesalahan grammar itu wajar? Mengapa?)

Answer: *No. This depend on the person who writing or speaking.*

4. Do you think grammatical error affect the meaning of the sentences? Why? (Apakah menurut Anda kesalahan grammar mempengaruhi arti kalimat? Mengapa?)

Answer: *No. Not all sentences depend on grammar*

5. In what aspects do you often make grammatical mistakes? Why? (Pada aspek apa Anda sering melakukan kesalahan grammar? Mengapa?)

Answer: *Vocabulary*

6. When your friends make grammatical error in WhatsApp chat, does it affect you? (Apakah pelafalan yang salah pada teman kalian dapat mempengaruhi kalian?)

- a. Yes (benar)
- b. No (tidak)
- ☒ Exactly no (tidak sama sekali)

7. Have you ever learned grammar properly? (Apakah Anda sudah pernah belajar grammar dengan baik?)

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10. Do you often use tenses or the same vocabulary over and over again? (Apakah Anda sering menggunakan tenses atau kosakata yang sama berulang-ulang?)


a. Yes (benar)

b. No (tidak)

☒ Sometimes (kadang-kadang)

a. Exactly no (tidak sama sekali)

THANKS FOR YOUR ANSWER ☺

M. Farid & Syam


QUESTIONNAIRES FOR INTERNATIONAL BADMINTON FAMILY (IBF)

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Please answer the questionnaires below!

1. Do you aware when you make grammar error in your writing? Why? (Apakah Anda sadar ketika Anda membuat kesalahan grammar dalam tulisan Anda? Mengapa?)

Answer: Yes, because I never care about what I'm writing.

2. Before writing anything have you ever thought whether your writing grammatically correct or not? Why? (Sebelum menulis sesuatu pernahkah Anda berpikir apakah grammar dalam tulisan Anda benar atau salah?)

Answer: Yes, but I thought it not so important for me.

3. Do you think grammatical error is natural? Why? (Apakah menurut kalian kesalahan grammar itu wajar? Mengapa?)

Answer: Yes, because we know grammar in english so difficult to mastery.

4. Do you think grammatical error affect the meaning of the sentences? Why? (Apakah menurut Anda kesalahan grammar mempengaruhi arti kalimat? Mengapa?)

Answer: *Yes actually, but in our group as people can understand, we are okay.*

5. In what aspects do you often make grammatical mistakes? Why? (Pada aspek apa Anda sering melakukan kesalahan grammar? Mengapa?)

Answer: *Vocabulary, dan*

6. When your friends make grammatical error in WhatsApp chat, does it affect you? (Apakah pelafalan yang salah pada teman kalian dapat mempengaruhi kalian?)

- ☒ a. Yes (benar)
b. No (tidak)
c. Exactly no (tidak sama sekali)

7. Have you ever learned grammar properly? (Apakah Anda sudah pernah belajar grammar dengan baik?)

- ☒ a. Yes (benar)
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8. Does your busy life cause you not to have time to learn English properly? (Apakah kesibukan Anda menyebabkan Anda tidak mempunyai waktu untuk belajar bahasa Inggris dengan benar?)

- ☒ a. Yes (benar)
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a. Yes (benar)

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THANKS FOUR YOUR ANSWER ☺

Cambodia !! punya

QUESTIONNAIRES FOR INTERNATIONAL BADMINTON FAMILY (IBF)

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Please answer the questionnaires below!

1. Do you aware when you make grammar error in your writing? Why? (Apakah Anda sadar ketika Anda membuat kesalahan grammar dalam tulisan Anda? Mengapa?)

Answer: yes, because speaking is english easier when I just speak, and not correct for the grammar.

2. Before writing anything have you ever thought whether your writing grammatically correct or not? Why? (Sebelum menulis sesuatu pernahkah Anda berpikir apakah grammar dalam tulisan Anda benar atau salah?)

Answer: yes, grammatical error are common in writing, if we want to fix it, just checked in a internet

3. Do you think grammatical error is natural? Why? (Apakah menurut kalian kesalahan grammar itu wajar? Mengapa?)

Answer: yes, because every human has error moreover in write sentence in ~~their~~ language that is not their mother language

4. Do you think grammatical error affect the meaning of the sentences? Why? (Apakah menurut Anda kesalahan grammar mempengaruhi arti kalimat? Mengapa?)

Answer: *yes, sometimes, because grammar have many rules that we cannot practice it all.*

5. In what aspects do you often make grammatical mistakes? Why? (Pada aspek apa Anda sering melakukan kesalahan grammar? Mengapa?)

Answer: *in writing essay, because writing essay is difficult*

6. When your friends make grammatical error in WhatsApp chat, does it affect you? (Apakah pelafalan yang salah pada teman kalian dapat mempengaruhi kalian?)

a. Yes (benar)

☒ b. No (tidak)

c. Exactly no (tidak sama sekali)

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THANKS FOR YOUR ANSWER ☺

Indonesia
Jenily Agos

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Please answer the questionnaires below!

1. Do you aware when you make grammar error in your writing? Why? (Apakah Anda sadar ketika Anda membuat kesalahan grammar dalam tulisan Anda? Mengapa?)

Answer: ~~sadar~~ tetapi I know's my grammap was error, but ^{easy} to talk anybody's can understand it.

2. Before writing anything have you ever thought whether your writing grammatically correct or not? Why? (Sebelum menulis sesuatu pernahkah Anda berpikir apakah grammar dalam tulisan Anda benar atau salah?)

Answer: of course, because that very important to ^{who} else read.

3. Do you think grammatical error is natural? Why? (Apakah menurut kalian kesalahan grammar itu wajar? Mengapa?)

Answer: yes, ^{error} grammar so natural because everyone in the world not using english properly.

4. Do you think grammatical error affect the meaning of the sentences? Why? (Apakah menurut Anda kesalahan grammar mempengaruhi arti kalimat? Mengapa?)

Answer: *not all can effect grammar*

5. In what aspects do you often make grammatical mistakes? Why? (Pada aspek apa Anda sering melakukan kesalahan grammar? Mengapa?)

Answer: *when i was conversation*

6. When your friends make grammatical error in WhatsApp chat, does it affect you? (Apakah pelafalan yang salah pada teman kalian dapat mempengaruhi kalian?)

- a. Yes (benar)
- b. No (tidak)
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a. Yes (benar)

b. No (tidak)

☒ c. Sometimes (kadang-kadang)

a. Exactly no (tidak sama sekali)

THANKS FOUR YOUR ANSWER ☺

Muhammad Anil/080812

Malaysia

Yak.

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Please answer the questionnaires below!

1. Do you aware when you make grammar error in your writing? Why? (Apakah Anda sadar ketika Anda membuat kesalahan grammar dalam tulisan Anda? Mengapa?)
Answer: *Not at all. Because I didn't study grammar.*
2. Before writing anything have you ever thought whether your writing grammatically correct or not? Why? (Sebelum menulis sesuatu pernahkah Anda berpikir apakah grammar dalam tulisan Anda benar atau salah?)
Answer: *No. I usually write however I want to say it.*
3. Do you think grammatical error is natural? Why? (Apakah menurut kalian kesalahan grammar itu wajar? Mengapa?)

Answer: *Yes, No one is perfect*

4. Do you think grammatical error affect the meaning of the sentences? Why? (Apakah menurut Anda kesalahan grammar mempengaruhi arti kalimat? Mengapa?)

Answer: *Yes, Sure, Grammar is important for understanding what it needs to say.*

5. In what aspects do you often make grammatical mistakes? Why? (Pada aspek apa Anda sering melakukan kesalahan grammar? Mengapa?)

Answer: *Usually spelling only*

6. When your friends make grammatical error in WhatsApp chat, does it affect you? (Apakah pelafalan yang salah pada teman kalian dapat mempengaruhi kalian?)

- ☒ a. Yes (benar)
b. No (tidak)
c. Exactly no (tidak sama sekali)

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- a. Yes (benar)
- b. No (tidak)
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- a. Exactly no (tidak sama sekali)

THANKS FOR YOUR ANSWER ☺

Philippines ^?

QUESTIONNAIRES FOR INTERNATIONAL BADMINTON FAMILY (IBF)

MEMBERS

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Menguasai Bahasa Inggris tidak dapat dipisahkan dari grammar (tata bahasa) karena grammar adalah jantung bahasa Inggris. Grammar adalah bagian penting dari proses bahasa, baik dalam bahasa lisan maupun tulisan. Namun, bagi banyak orang grammar adalah sesuatu yang sulit dipelajari. Banyak orang memandang bahwa komunikasi dapat dilakukan tanpa menggunakan grammar yang baik. Itu membuat banyak orang melakukan kesalahan grammar dalam tulisan mereka tanpa mereka sadari.

Please answer the questionnaires below!

1. Do you aware when you make grammar error in your writing? Why? (Apakah Anda sadar ketika Anda membuat kesalahan grammar dalam tulisan Anda? Mengapa?)

Answer: Yes I do

2. Before writing anything have you ever thought whether your writing grammatically correct or not? Why? (Sebelum menulis sesuatu pernahkah Anda berpikir apakah grammar dalam tulisan Anda benar atau salah?)

Answer: Yes, i ever but i don't always think about that

3. Do you think grammatical error is natural? Why? (Apakah menurut kalian kesalahan grammar itu wajar? Mengapa?)

Answer: Yes, it is

4. Do you think grammatical error affect the meaning of the sentences? Why? (Apakah menurut Anda kesalahan grammar mempengaruhi arti kalimat? Mengapa?)

Answer: *Yes, of course*

5. In what aspects do you often make grammatical mistakes? Why? (Pada aspek apa Anda sering melakukan kesalahan grammar? Mengapa?)

Answer: *Yes, When I using tences*

6. When your friends make grammatical error in WhatsApp chat, does it affect you? (Apakah pelafalan yang salah pada teman kalian dapat mempengaruhi kalian?)

☒ a. Yes (benar)

b. No (tidak)

c. Exactly no (tidak sama sekali)

7. Have you ever learned grammar properly? (Apakah Anda sudah pernah belajar grammar dengan baik?)

☒ a. Yes (benar)

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8. Does your busy life cause you not to have time to learn English properly? (Apakah kesibukan Anda menyebabkan Anda tidak mempunyai waktu untuk belajar bahasa Inggris dengan benar?)

a. Yes (benar)

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9. How good do you think your English are? (Menurut Anda seberapa bagus kemampuan bahasa Inggris Anda?)

a. Excellent (Luar biasa baik)

b. Very Good (Sangat Baik)

c. Good (Baik)

☒ d. Not really Good (Kurang baik)

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10. Do you often use tenses or the same vocabulary over and over again? (Apakah Anda sering menggunakan tenses atau kosakata yang sama berulang-ulang?)

a. Yes (benar)

b. No (tidak)

☒ c. Sometimes (kadang-kadang)

d. Exactly no (tidak sama sekali)

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I am chinese 中国

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Please answer the questionnaires below!

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Answer: No, because I never feel it important now.

2. Before writing anything have you ever thought whether your writing grammatically correct or not? Why? (Sebelum menulis sesuatu pernahkah Anda berpikir apakah grammar dalam tulisan Anda benar atau salah?)

Answer: Yes, sometimes

3. Do you think grammatical error is natural? Why? (Apakah menurut kalian kesalahan grammar itu wajar? Mengapa?)

Answer: I think everyone make mistake

4. Do you think grammatical error affect the meaning of the sentences? Why? (Apakah menurut Anda kesalahan grammar mempengaruhi arti kalimat? Mengapa?)

Answer: Yes, of course

5. In what aspects do you often make grammatical mistakes? Why? (Pada aspek apa Anda sering melakukan kesalahan grammar? Mengapa?)

Answer: In the sentences

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THANKS FOR YOUR ANSWER ☺

I'm Russian 😊

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Please answer the questionnaires below!

1. Do you aware when you make grammar error in your writing? Why? (Apakah Anda sadar ketika Anda membuat kesalahan grammar dalam tulisan Anda? Mengapa?)

Answer: Yes. Because I'm ~~confuse~~ confuse how to use it

2. Before writing anything have you ever thought whether your writing grammatically correct or not? Why? (Sebelum menulis sesuatu pernahkah Anda berpikir apakah grammar dalam tulisan Anda benar atau salah?)

Answer: Yes. Because my sentences sounds weird

3. Do you think grammatical error is natural? Why? (Apakah menurut kalian kesalahan grammar itu wajar? Mengapa?)

Answer: Yes. Because study grammar is not easy even people who speak english as his or her mother tongue still ~~make~~ have grammatical error.

4. Do you think grammatical error affect the meaning of the sentences? Why? (Apakah menurut Anda kesalahan grammar mempengaruhi arti kalimat? Mengapa?)

Answer: *Yes. Because the actual meaning will different from the meaning of the sentence that have grammatical error.*

5. In what aspects do you often make grammatical mistakes? Why? (Pada aspek apa

Anda sering melakukan kesalahan grammar? Mengapa?)

Answer:

6. When your friends make grammatical error in WhatsApp chat, does it affect you?

(Apakah pelafalan yang salah pada teman kalian dapat mempengaruhi kalian?)

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Answer: yes, I dont have deep knowledge in proper grammer

2. Before writing anything have you ever thought whether your writing grammatically correct or not? Why? (Sebelum menulis sesuatu pernahkah Anda berpikir apakah grammar dalam tulisan Anda benar atau salah?)

Answer: I write English in conversation. ~~yes~~ No. Usually

3. Do you think grammatical error is natural? Why? (Apakah menurut kalian kesalahan grammar itu wajar? Mengapa?)

Answer:

yes. We used english within our friend and not professional. so, as long as all of us understand.

4. Do you think grammatical error affect the meaning of the sentences? Why? (Apakah menurut Anda kesalahan grammar mempengaruhi arti kalimat? Mengapa?)

Answer: *Yes. Such as the usage of past tense.*

5. In what aspects do you often make grammatical mistakes? Why? (Pada aspek apa Anda sering melakukan kesalahan grammar? Mengapa?)

Answer: *Yes. Nouns.*

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Answer: *yes, because when I read the sentences again there are something wrong with the sentences.*

2. Before writing anything have you ever thought whether your writing grammatically correct or not? Why? (Sebelum menulis sesuatu pernahkah Anda berpikir apakah grammar dalam tulisan Anda benar atau salah?)

Answer: *Yes -*

3. Do you think grammatical error is natural? Why? (Apakah menurut kalian kesalahan grammar itu wajar? Mengapa?)

Answer: *yes, because not everyone can use grammar properly.*

4. Do you think grammatical error affect the meaning of the sentences? Why? (Apakah menurut Anda kesalahan grammar mempengaruhi arti kalimat? Mengapa?)

Answer: *yes, because if grammatical error can change the meaning of sentences.*

5. In what aspects do you often make grammatical mistakes? Why? (Pada aspek apa Anda sering melakukan kesalahan grammar? Mengapa?)

Answer: *Past tense and preposition because I can't use it right.*

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DOCUMENTATION

