

**AN ANALYSIS OF GRAMMATICAL ERRORS BASED ON FACEBOOK
USER (A STUDY AT THE GROUP OF ENGLISH DEPARTMENT
PROGRAM AT MUHAMMADIYAH UNIVERSITY OF MATARAM IN
ACADEMIC YEAR 2015-2016)**

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ABSTRACT

This study entitled An Analysis of Grammatical Errors Based on Facebook User at the Group of English Department Program at Muhammadiyah University of Mataram in academic year 2015-2016. This research focused of the purpose to investigated kinds of grammatical error made by facebook user. The method used descriptive qualitative method where the instrument employed to collect the data. The total number involve at the group of English Department UMM were 136 members which is consisted of 10 lectures and 126 students. As the result of this study, the researcher found out four kind of errors were classified into : Omission error, Addition error, Misformation error, and Misordering error. The highest rank of their error were Omission and Misformation error (16,4%), the second rank was Addition error (10,8%), the lowest rank was Misordering error (2,8%). These errors were mostly caused the members did not realised the errors of language they have made.

Key Term : Grammar, Error and Facebook

INTRODUCTION

1.1 Background of the Study

Updating status is one of the major activities for Facebook members. When the Indonesian Facebook users want to update English status, sometimes they do not realize the errors of the language they have made. Considering the above issue, the researcher interested in conducting a study to find out the errors made by facebook users in posting English status because the researcher is one of facebook users.

Facebook is a universal phenomenon

and is quite popular with EFL learners, teachers could try to see the potentials of integrating Facebook in their lessons. Facebook is a social network service and website launched in February 2004 that is operated and privately owned by Facebook, Inc. As of July 2010 Facebook has more than 500 million active users. Users may create a personal profile, add other users as friends and exchange messages, including automatic notifications when they update their profile. Additionally, users may join common interest user groups, organized by workplace, school, or college, or other characteristics (Puspasari & Romadon, 2011 : 30). Facebook users in indonesia often updating english status, they do not realize the errors of the

language they have made, especially about grammar. Grammar is the rules for combining words into larger units. The largest unit that is described in grammar is normally the sentence (Greenbaum & Nelson, 2002 : 13). Grammar is often used to refer to the complete set of rules needed to produce all the regular patterns in a given language (Kroeger. 2005 : 5). Based on the explanation above, there are some studies related with this research, they are : First, Puspasari & Romadoan, (2011), Studied about “*Grammatical Errors Made by Facebook Users*”. The result of this study: there were four kinds of errors, omission errors (13.2%), addition errors (10.5%), Misformation errors (72.4%), and misordering errors (3.9%) the highest number of errors that made by the students was misformation errors (72.4%). The lowest number of errors that the students made was misordering errors (3.9%). Second, Subandowo, (2013), studied about “*Grammatical Error Analysis of Students’ Comment Writing Based on Facebook Game in English Intensive Class*”.The result is displayed in words. The research shows that the grammatical errors made by the students in English intensive class are using double auxiliary, confusing to apply nominal or verbal sentence, and making error interrogative form pattern. Third, Abushihab, (2014), studied about “*An Analysis of Grammatical Errors in Writing Using Facebook Made by Turkish Learners of English as a Foreign Language*”. The results show that the participants made 179 grammatical errors of which 27 errors are in tenses, 50 errors in the use of prepositions,52 errors in the use of 3 articles, 17 errors in the use of passive and active voice and 33 were morphological errors. Regarding these phenomena, this research will investigate grammatical errors based on facebook user at the group of English Department Program at Muhammadiyah University of Mataram in academic years 2015 – 2016.

The objectives of the study

This study attempts to analyze kinds of grammatical error based on facebook user at the group of English Department Program at Muhammadiyah University of Mataram in academic year 2015 – 2016.

REVIEW OF RELATED LITERATURE

2.1.1 Definition of Error

Error is the process of determining the incidence, nature, causes and consequences of unsuccessful language that argued by James (1998 : 192). The errors usually occur in the productive skills such as; speaking and writing, but to analyze the errors in productive skills in short time is not easy. It takes much time, money, and requires a high ability to analyze. Therefore, this research will conduct to analyze only the students’ grammatical errors based on facebook user. Based on Oxford advanced learner’s dictionary, error means a thing done wrongly (1995:390). According to Yulianti (2007: 9) the definition of error divided into *mistake* is a performance error, which is either a random guess or a slip a failure to utilize a known system correctly. An error is a noticeable deviation from the adult grammar of a native speaker, reflecting the inter language competence of the learner. She also stated that a mistake is a slip that a learner can self correct and error is what a learner cannot self correct (Subandowo, 2013 : 4). Error in this extent is the deviation of the learners from the

grammar of native speaker. However, the students' errors are not supposed to be the ill formed structures of a particular language but rather as the learner's strategies to acquire the target language, especially related to facebook user by the newlearners of english.

2.1.2 Kinds of Error

a. Omission Error

Omission errors are characterized by the absence of an item that must appear in a well formed utterance. Language learners omit grammatical morphemes much more frequently than content words. From the quotation, it informs that omission errors are happened when the speaker or learners omit the grammatical morphemes which must be used in an utterance that they made. As we know that in linguistics a morpheme is the smallest meaningful unit in the grammar of a language (Burt, 2004 : 149). For example: Incorrect : *I am waiting you.* Correct : I am waiting for you.

b. Addition Errors

Addition errors are characterized by the presence of an item which must not appear in a well formed utterance. In this case, addition errors are happened when the speaker or learners add the grammatical morphemes which must not be used in an utterance that they made (Burt, 2004 : 4). For example: Incorrect : *My girl is more beautiful than your's.*

Correct : My girl is more beautiful than yours.

c. Misformation Errors

Misformation errors are characterized by the use of the wrong form of the morphemes or structure. In other word, misformation errors are happened when the speaker or learner used the wrong form of structure in their utterance (Burt, 2004 : 139). For example: Incorrect : *The players is too tired to play football.* Correct : The players are too tired to play football.

d. Misordering Errors

Misordering errors are characterized by the incorrect Misordering errors are characterized by the incorrect placement of a morpheme or group Grammatical of morphemes in an utterance. In a similar way, misordering errors are occurred when the speaker or learner used a grammatical morpheme or group of morpheme in a wrong place of sentence formulation (Burt, 2004 : 139). For example: Incorrect : You do not understand what is my question.

Correct : You do not understand what my question is.

2.3 Concept of Social Media

2.3.1 Definition of Social Media

Social media has taken control of the entire world for the last 10 years. In the field of education - teachers, instructional designers, educational institutions and even organizations have begun to rely heavily on the use of social media for learning in order to promote educational material, share suggestions, information, comments and views on a particular topic (Shylaja, 2014 : 23). Social media is internet and social

network sites bring the possibility for individual or collective users to send their message to the vast universe of the World Wide Web through mass self-communication. They bring the novelty of creating discussions rooted on real-time people's experiences (Castleton, 2014 : 21). Social media is a media online with the users to share information and communication with someone. Social media also can make people easy to get knowledge, business, and distributing data by the users of the website.

2.4 Concept of Facebook

A Brief Preview of Facebook

Facebook as one of the popular social network site was originally called the Facebook, Facebook was founded by former- Harvard student Mark Zuckerberg (while at Harvard) who ran it as one of his hobby projects with some financial help from Eduardo Saverin. 13

Within months, Facebook and its core idea spread across the dorm rooms of Harvard where it was very well received. Soon enough, it was extended to Stanford and Yale where, like Harvard, it was widely endorsed (Mashable, 2010 : 4). Before he knew it, Mark Zuckerberg was joined by two other fellow Harvard students – Dustin Moskovitz and Chris Hughes – to help him grow the site to the next level. Only months later when it was officially a national student network phenomenon, Zuckerberg and Moskovitz dropped out of Harvard to pursue their dreams and run Facebook full time. In August 2005, the Facebook was officially called

Facebook and the domain Facebook.com was purchased for a reported \$200,000 (Mashable, 2010 : 5). Facebook describes itself as a “social utility that helps people connect and share with everyone in their live” (Facebook, 2011).

On Facebook, users present themselves to others within a similar although far more extensive framework (Selwyn, 2007). An individual's Facebook page can include a portrait photograph, a 'Status' tag where the user can record their current activity, mood or thoughts, a list of 'Friends' and local 'Networks' with which the user is affiliated, personal contact details including postal address and mobile phone number, as well as a 'Mini-Feed' of recent Facebook activity which is shared with other users (detailing when and how the user has been 14 making alterations or adding content). Elsewhere users can list their favourite music, films, TV shows, activities, interests and quotations, as well as share and tag photographs of each other. A section dedicated to 'Educational Info' allows users to list their 'grad school' and 'college' details and courses. As if these activities did not suffice, users can also exchange virtual 'gifts' between each other, embed one of 7000 mini web applications in their pages and join user-created 'classes' on

particular themes or topics (Selwyn, 2007 : 27). Perhaps the most revealing and most used feature of many students' Facebook page is the Facebook 'wall' (Pew 2007) essentially an asynchronous 'chat' facility owned by each user. Here users can exchange short text messages with their nominated 'friends', with 'wall-to-wall' exchanges then visible to other users. The Wall is perhaps the most conventional computer-mediated-communication feature of Facebook cited in (Syahir, 2011 : 25). Beyond high usage rates and some technological advantages, social networks, such as

Facebook, can provide numerous other pedagogical advantages to both teachers and students. (Munoz and townner, 2009 : 13) Facebook is a network that connects students with other students, indirectly creating a learning community a vital component of student education (Baker, 1999) in (Munoz and Towner, 2009 : 14). Facebook provides instructors opportunities and structures by which students can help and support one another by building their 15 courses atop the community already established by the students themselves. Hamann and Wilson (2002) in (Munoz and Towner, 2009 : 21) found that students who participated in a web-enhanced class outperformed those students in a traditional lecture format. This suggests that Internet based learning modules actively engage students in a manner unique from the traditional class lecture. Facebook promotes global communication, interaction and socialization with people. Facebook with blended learning in higher education seems to be a feasible means for teachers to enhance interest among teens in learning grammar. The instructor can create a closed or an open group to share information, ideas, quizzes, materials, questionnaires, pictures relating to grammar. Students can work out grammar exercises given by the instructor and talk about various course-oriented issues. Facebook serves as a platform for teens to post interesting information relating to the subject. Facebook also provides opportunity for students to assess others' writings and enhance their grammar, structure, content and vocabulary. Thus, online peer assessment enables students to enhance and refine their grammar skills through social interactions in a virtual environment (Shylaja, 2014 : 23). Facebook is one of the most popular social networking sites which allow users to post information, chat with others. When students use Facebook as a tool for their study by spending time browsing profiles, meeting new people, and exploring relationships using the 16 English language, they have greater opportunities to collaborate with a large number of people worldwide and learn the target language. Such a Facebook's property indirectly creates a community of practice an important component of student education in Social media. When students receive comments and suggestions, they can use the information given to improve their language skills. Apart from this, when students discuss on Facebook, they do not have to use their real names. They can avoid face-to-face interaction thus lowering the level. Other than the benefits given to students, Facebook can also provide many pedagogical advantages to teachers. It helps the teacher make a connection with students about assignments, upcoming events, useful links, and samples of work originating from both inside and outside of classrooms.

2.5 Group of English Department Program

Group of English Department Program is the community to share information between lecture and students in this group. In this group consist of 136 members. There are 10 lectures and 126 students. In this group there are second semester, fourth semester, six semester and eight semester in Muhammadiyah University of Mataram. In this group stay up to date with

everything that happens on English Department Program basis, special events in the community, to publish things in the wall and tell them about english. When lectures and students update status or comment should be used English language. The owner Group of English Department Program is secretary of 17 prodi. Facebook made lecture – student and student – student interaction in the form of web communication. Group of English Department Program helps admin to share information to the students about assignments, upcoming events, useful links, and samples of work outside of the classroom. Students can used group of English Department Program to contact classmates about questions regarding class assignments or examinations as well as collaborate on assignments and class projects.

RESEARCH METHOD

3.1 Research Design

This study used a descriptive qualitative method where the status and comment were the instrument employed to collect the data. Descriptive qualitative method was the effort to observe, notify, analyze, and interpret the condition happening (Sugiyono, 2014 : 284). This study adopts descriptive qualitative method to analyzed grammatical error based on facebook user at the group of English Department Program.

3.2 Research Participant

The total number involve at the group of English Department Program at Muhammadiyah University of Mataram in academic year 2015-2016 are 136 members. consist of 10 lectures and 126 students. It takes all of them in group of English Department Program as the sample.

3.3 Instrument of Data Collection

This study used descriptive qualitative method to analyze grammatical error based on facebook users at the group of English Department Program at Muhammadiyah University of Mataram on February until June in academic year 2015 - 2016. To obtain the data, in this case would be utilize script as an instrument.

3.4 Data Collection Method

This study, the researcher used the descriptive qualitative method. The researcher opened account facebook and search the account facebook 21 22 Group of English Department Program. The researcher read the data, screen shoot the data, and print out the data collection to analyze about grammatical error based on facebook user.

3.5 Data Analysis Procedure

To analysis the data the researcher used this procedure as follows: 1. Collection and print out the data from account facebook group of Prodi English Department. 2. Read the data collection. 3. Analyze the grammatical error based on facebook user. 4. Identifying the types of error. 5. Calculating the members' error to find out the average percentage error of members by looking out the procentage pattern. It can be conducted by using the statistic formula as follow: $P = \frac{X}{N} \times 100\%$

P : procentage the members' error in each aspect

Fx : the total of error

N : the total of members

(Jacobs, 1979 : 149).

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RESEARCH FINDING AND DISCUSSION

4.1 Research Finding

This study, the researcher found some errors that had been made by facebook users at the group of English Department UMM. The researcher conducted a research on february until june 2016 at the group of English Department UMM. The error made by the students were categorized into : Omission, Addition, Misformation, and Misordering.

4.1.2 Analysis of Grammatical Errors Made by Fcebook users

Error analysis is part of applied linguistics which inside of this analysis is concluded some activities, such as finding, analyzing the error, identifying, and calculating.

4.1.3 Percentage of Members' Errors

1. Omission Error

Omission errors are leaving out an item that is required for an utterance to be considered grammatical.

No Categories Total of Error Percentage

1. Omission 23

16,4%

Total 23

f_x

$$P = X 100\%$$

N

23

$$= X 100\%$$

14

$$= 16,4\%$$

The errors in omission show in the highest rank is 16,4s%.

2. Addition Errors

The addition errors are characterized by the presence of an item that must not appear in well form utterance. This error usually in the end of stage of second language learning that caused by use of some rules that is to carefully.

Table 4.5. Total of members' errors and percentage in addition error

No Categories Total of Error Percentage

1. Addition 13 10,8%

Total 13

27

f_x

$$P = X 100\%$$

N

13

$$= X 100\%$$

14

= 10,8%

The errors in addition show in the second rank is 10,8%.

3. Mis-ordering Errors

Mis-ordering error is kinds of error that putting the words in an utterance in the wrong order.

Table 4.6. Total of members' errors and percentage in mis- ordering error

No Categories Total of Error Percentage

1. Mis-ordering 4 2,8%

Total 4

f_x

$P = X 100\%$

N

4

$= X 100\%$

14

= 2,8%

The errors in mis-ordering show in the lowest rank is 2,8%.

4. Mis-formation Errors

Mis-formation error is kinds of error that were used one grammatical form in place of another grammatical form. 28

No Categories Total of Error Percentage

1. Mis-formation 23 16,4%

Total 23

f_x

$P = X 100\%$

N

23

$= X 100\%$

14

= 16,4%

The errors in mis-formation show in the highest rank is 16,4%.

4.2 Discussion

4.2.1 Types of Error

1. Omission Errors

NPS made twelve errors in the sentence. In the sentence the researcher only explain about omission errors. NSP made the sentence “ I want ask all of u, Ho way for getting good scor?

Pliss... giv ur opini”. The sentence oमित (to, yo,w, e, e, yo and an exclamation point (!)). The correct sentence “ I want to ask all of you, how to get good score?

Please give your opini!”. The researcher added “to” after verb “want” because want collocation with to, it should be “want to”. Then the researcher added letter “w” of the word “ho” because without letter “w” the word didn’t have meaning, if added letter “w” become “how” the word become have meaning. The researcher added “yo” of the letter “u” become 29 “you” the word become have meaning. the word “giv” the researcher added letter “e” become “give” the word become have meaning. The word “scor” the researcher added letter “e” become “score” the word become have meaning. The word “ur” the researcher added “yo” become “your” the word become have meaning. NSP omitted an exclamation point “!” in the sentence. It should be “ please give your opini! “ because the sentece is imperative sentence.

2. Addition Errors

AMD made four errors in the sentence. In the sentence the researcher only explain about addition error. AMD made the sentence “ what about me? Do you have see my score sir??. The correct sentence “ what about me? Have you seen my score sir?. AMD added auxaliary “do” in the sentence, while the researcher omitted auxaliary “do” because the sentence present perfect tense not used auxaliary “do” to made interrogative sentence. The sentence should be used “have” to made interrogative sentence. NS made two errors in the sentence. in the sentence the researcher only explain about addition error. NS made the sentence “ but are you have still in the campus now sir??”. The correct sentence “ but are you still in the campus now sir??. NS added word “have” in the sentence, while the researcher omitted word “have” because in the sentence didn’t have meaning. NS added 30 double question mark (?) in the sentence, while the researcher omitted question mark (?).

3. Misformation Errors

EQ made twelve errors in the sentence. In the sentence the researcher only explain about misformation error. EQ made the sentence “ Yes.. im serious to you..and i don.t see score you friends... and via get score A”. The correct sentence “ Yes, I’m serious. I don’t see your friend’s score and Via got A”. EQ misformation of word (don.t, via, get, you, i, dot(..)). EQ misformation word “don.t” it should be “don’t” because word don.t not used dot(.) it should be used apostrof (’). The word “via” it should be “Via” because for the name should be used capitalize in the first letter. The word “get” the researcher change with “got” because the sentence past tense. Symbol dot(..) after word yes the researcher change with symbol coma(.). The subject “you” the researcher change with pronoun “your” because possessive pronoun “you” is “your”.

4. Misordering Errors

AMD made four errors in the sentence. In the sentence the researcher only explain about misordering error. AMD made the sentence “ what about me? Do you have see my score sir??. The correct sentence “ what about me? Have you seen my score sir?. AMD made misordering of word (have, you). The sentence of 31 word “have”

before subject “you” and subject “you” after “have” because the sentence present perfect tense. This table are the percentage all of the members’ error category. There were in omission error, addition error, misformation error, mis-ordering error.

No Error Categories Total Error Percentage

- 1. Omission 23 16,4%
 - 2. Addition 13 10,8%
 - 3. Mis-formation 23 16,4%
 - 4. Mis-ordering 4 2,8%
- Total 63 45%

$$\begin{aligned}
 &fx \\
 P &= \frac{X}{N} 100\% \\
 &= \frac{23}{63} 100\% \\
 &= 36,5\%
 \end{aligned}$$

From the table above show that the classified into four kinds of error made by facebook user at the group of English Department UMM. There were omission error, addition error, misformation error, and misordering error. Omission and misformation errors placed the highest rank (16,4%), addition error placed the second rank (10,8%), misordering error placed the lowest rank (2,8%). 32

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the description and analysis in this study, can be made conclusion as follows. The facebook users at the group of English Department UMM still have some problem in using English, especially in using appropriate grammar in updating status or comments. These statements are beside on the analysis of status and comments made by facebook users. The data show that the error made by facebook users can be devide into error related to omission 16,4%, addition 10,8% , misformation 16,4%, and misordering 2,8%. The highest rank is omission and misformation errors 16,4% . While the lowest rank is misordering error 2,8% .

5.2 Suggestion

The facebook users at group of English Department UMM should be learn more about the rule of the English Grammar. The facebook users encourage themselves to learn more in learning process. If we failed in learning we should be realize we can learn a lot from failure that we have made. 32 33

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