

CHAPTER I

INTRODUCTION

This chapter consists of the background of the research, the research problem, the objectives of the research, the significance of the research, the scope, and limitation of the research, and the definition of key terms.

A. Background of the study

Today, technology plays important role in our life (Raja & Nagasubramani, 2018). It gives a positive impact on human life, such as making several manual tasks to be automated and making work much easier. The development of technology gives a revolution that changes human living for the better. The technological revolution presupposes the free movement of information, goods, people across national boundaries and global computerized networks (Shaqiri, 2015). One of the technologies that have become an important part of human social communication is the Internet. It becomes one of the most remarkable things human beings have ever made. People are easy access the internet through devices such as tablets, cell phones or smartphones, telegraph, and gaming consoles (Naughton, 1999; Crystal, 2011; Ofcom, 2015). Nowadays, people prefer to use smartphones to do online activities than use computers. Smartphones offer people to keep in contact with others through the internet anywhere (Fernandez, O.L, 2018). It means that people prefer to use smartphones because it's more practical and easy to use wherever and whenever than other technology.

In recent years, households in many countries no longer use computers to connect to the Internet. It is because many people prefer to access the Internet using devices such as smartphones or mobile phones (Bogdan-Martin, 2019). The countries that have the largest smartphone ownership are the United States of America followed by the United Kingdom, Germany, France, South Korea, Italy, Russia, China, Vietnam, Iran, Turkey, Japan, and Indonesia (Statista, 2021). Almost entire the world population uses the mobile phone to access the Internet, Europe is the region with the highest Internet usage, while Africa is the region with the lowest Internet usage rates. The highest mobile phone ownership rates are in Europe, with Latin America and between (Bogdan-Martin, 2019).

Moreover, the growth of the internet has been accompanied by the development of applications that connect people worldwide. The internet has changed the style, quality, and speed of communication. These have emerged new ideas of communication, for example, giving access to virtual worlds like online chats, emails, teleconferencing, video conferencing, networking sites, etc (Mahmood, 2017). The Internet also gives an impact on the education field, especially for language learning. The Internet is a massive space for reflections upon language and communication, particularly language practices that are becoming more public and circulate more widely (Barton & Lee, 2013). It provides wide international resources for language learning and enables second language learners to communicate directly with native English speakers through social networking sites.

Besides, social networking sites such as Instagram, Facebook, Twitter, Line, Kakaotalk, Telegram, Youtube, and Whatsapp allow people to do interaction through online easily and practically. Those social networking sites have become the most popular means of communication among current generation (S.M. Feroj Mahmood, 2017). Due to the pandemic of COVID-19 which occurred in this early 2020 have brought significant disruptions to education across Indonesia. People are not allowed to do activities outside their home, and students are not allowed to do personal interaction with teachers in school. The students also are not given the opportunity to complete all the offline learning they would have completed in a typical year due to this pandemic. The pandemic is giving rise to learning losses and increases in inequality. This year of education probably one of the most challenging for teachers, students, and governments in this nation's history

One of the educational challenges faced by teachers and governments because of this pandemic is the lack of personal interaction between teacher and students. The governments and teachers make initiative to find other methods to improve teaching and learning activities. Teachers start to do online distance learning by using platforms or social media. The use of social media become one of important role to do teaching and learning activities. The movement of offline learning to online distance learning make learners use social media to gain more knowledge and practice their English skills. Some EFL learners also use social media to get deep understanding about their target language. Harmandaoglu (2012) stated that social media has become a part of business, social interaction, campaign, and academic discussions. Many social network environments have provided

technology to facilitate language learning, especially foreign language learning (Derakhshan, 2015). Social networks are kinds of social environments that have been made for learners who want to have interaction with people from other countries to learn the language easily (Godwin-Jones, 2008; Sturgeon & Walker, 2009; Derakhshan, 2015).

One of the most popular online social network sites with a microblogging service is Twitter. This social media allow people to share, promote, social interaction and writing short stories. Many people use Twitter with different purposes, such as writing short stories, written story-telling, updating stories, promoting products, campaign, or spamming contents (Benevenuto, Magno, Rodrigues, & Almeida, 2010 as cited in Ramkumar, et.al., 2018). Users also able to use Twitter for learning a language or improving their language skills. For English Foreign Learners a microblogging service like Twitter may be used for sharing their skills with native speakers. Twitter also easy to access and affordable application that make users feel comfortable to use it. It can be used as anonymous or public users. The informations from Twitter are easy to spread amongs users. Users do not need to be a mutuals or followers to do interaction. They also able to do daily chat, sharing informations, promoting product, sharing personal experiences, giving critic, compliment from other users through comment, quotes tweet or in direct message (Boyd et.al, 2010., Harmandaoglu).

The easiest access of Twitter in giving comments and send personal message can be used by users to give compliment, advice, insult, or even criticizing the use of language. The language learners can use this chance to practice their

language skills such as constructing proper language with the purpose of receiving feedback from other users, especially from native speakers. During practicing their language skills, users may receive feedback and criticism of their actions on social media by some certain people who think their language skills are much better or who are obsessed with criticizing or correcting other's grammar.

There are some people who are likely and obsessed with correcting other's grammar or language errors well-known as Grammar-Nazi. The self-identifying term as Grammar Nazi may not be very well known by some people because some of the group people labelled them as *Grammar police*, or *Spelling-Nazi*. The existence of Grammar Nazi on social networking sites such as Twitter can contribute to the learning of language, grammar or even improving second language or foreign language. It may be helpful for English Foreign Learners who need feedback from native speakers who use the same social media. On the other hand, to whom it is uneasy in receiving feedback from others may feel being insulted by Grammar Nazi because they criticize other's minor mistakes in using language. For those who are aware and who need other strategies in learning language will use this phenomenon as their new learning strategies or methods. It depends on the learners' perception and their purposes in using social media.

This study will use five previous studies as references to conduct this study. Most of the previous studies were conducted from abroad since 2014. In the support of the normal deed of the Grammar Nazi phenomenon, Bayer (2014) explains that most Grammar Nazis corrected others with a tendency to judge them negatively. Moreover, Švelch and Sherman (2017) found that the adoption of Grammar Nazi on

two different Facebook pages indicates criticism of other people's grammar, even containing humor or jokes. The same thing was found by Soehendro et.al (2021) Grammar Nazis were using a type of insults with or without derisions for grammatical errors. Also, Grammar Nazis give a negative effect in which reduces interest in learning English. On the other hand, several other studies also show results that contradict the previous description. Baladjay (2014) found that most students stated that being a grammar nazi helps them in increasing self-esteem, even though students rarely know about the term Grammar nazi was. The same thing was found by Amin et.al (2016) the majority of students feel motivated to be updated more statuses on Facebook after being corrected by their Facebook friends who act as Grammar nazis. From previous studies' findings, Grammar Nazi has different effects on different people. For some people, it may label as having a negative connotation and has a negative effect on them. On the other hand, for other people may have a positive impact in which to help them in learning such as building self-esteem.

Based on those previous studies above, each of them have similarities and differences in terms of subject, purpose, and result of the research. The similarity of these previous studies are mostly defined the Grammar Nazi phenomenon on social networking sites. The difference are in the purpose of what they want to examine about Grammar Nazi phenomenon, and also their subject in their research. Most of the previous studies are examined Grammar Nazi who used social media Facebook, while this study will focus on Indonesian EFL learners who use Twitter and ever being corrected by Grammar Nazi on social media Twitter. It also examine

the goodness and badness of Grammar Nazi's practice toward Indonesian EFL learners. Those previous studies mostly investigated ESL learners from abroad countries such as Malaysia, Czech, Philippines, while this study will focus on Indonesian EFL learners who use Twitter. There is limited study that views perception of Indonesian EFL learners toward the practice of Grammar Nazi on social media Twitter, and the goodness and badness from Grammar Nazi. One of the reasons this study choose Indonesian EFL learners is based on a case that happens on December 30, 2020.

On December 30, 2020, there was a case about someone being criticized for using English on social media TikTok and becoming viral that makes internet users join to discuss and give comments about this topic on Twitter. A Twitter user shared a video of an uncertified English instructor and Indonesian English speaker who labeled herself as an English native speaker who debate about using the correct English language purpose to teach other users, and after reading some of the comments, most of the commenters were thought that as non-native speakers it did not matter to make errors in using English as long as speakers and listener both understand what they were talking about. Based on the comments from Twitter users, it can be concluded that people think disagree, feel humiliated, insecure if they get a correction in using English. Many users thought that it doesn't matter for people to fail in using grammatical rules and give critic just make people feel ashamed. So that, the researcher sees that every people may have a different perspective about this topic. Users give such negative comments may because they took on side of the speakers which one of the speakers is a well-known TikTok user,

while the others who give critics are common people who use English as their first language.

There are several comments state that as long as speakers and listeners understand what they are talking about when using English means they are correct in using English. It does not matter even if their grammar is wrong. Some of the users also said that mostly Indonesian users who concern about grammatical errors. On other hand, a commenter stated that native speakers never corrected her in using English. It was based on her experience working four years with a native speaker. Also, a commenter said that there is no regulation to using grammar on social media. Whoever can post anything they want with their language skills.

In addition, some of them state that correcting someone's errors in using English makes others feel insecure and less interested in improving their English skills. From those comments, the researcher concluded that some people are still unaware of getting corrections about using the English language which includes (spelling, punctuation, grammar structure, etc) in public especially on social media. There are also people who accept being corrected by others to improve their English skills. From bringing this topic, the researcher wants to explore more about Indonesian EFL learners'

This study is intended to examine the practices of Grammar Nazi on social networking sites Twitter. It also describe the perception of Indonesian EFL learners who are Twitter users and ever being corrected by Grammar Nazi on social networking sites Twitter. It also discover the goodness and badness of the Grammar

Nazis practices Indonesian EFL learners' learning interest and English use on social media. Each of Indonesian learners have their perception toward this phenomenon, and it may influenced by their personality, situational and etc that can give variety of perception.

B. Research Problem

Based on the background of the study, the researcher formulates the research problems as follow:

1. How is Indonesian EFL learners' perception of Grammar Nazis practices?
2. How are the goodness and badness of Grammar Nazis' practice dealing with learning interest and the use of English on social media?

C. The Objectives of the Study

1. To poetry the perception of Indonesian EFL learners' on Grammar Nazis practices.
2. To discover the goodness and badness of the Grammar Nazis practice on Indonesian EFL learners' learning interest and English use on social media.

D. Significance of the study

1. For learners

It will give benefit the learners by creating a sense of awareness through insights into their correct usage of English grammar and

orthographic. It also will encourage them to be more reflective, selective, aware of their grammar and orthographic usages.

2. For teachers

It will inspire and help the teacher to adjust their teaching strategy to address the needs of the learners. They can use this to make the learning context more interesting and motivating. So, the learning performance and achievement of English language learning are possible to attain.

3. For readers

It will give inspiration to the readers who want to research the Grammar Nazis phenomenon.

4. For research future development

It will inspire future research development to seek more the phenomenon with a different theme, subject or add various social media to get deep and more knowledge from the phenomenon.

E. Scope and Limitation of the Study

The scope of this study is limited to the subject and object that is investigated. The subject of this study is Indonesian EFL learners who receive feedback from Grammar Nazis. The object is Indonesian EFL learners' perception towards Grammar Nazis practices on social media Twitter.

F. Definition of Key Terms

In this study, the researchers would like to study Grammar Nazis practices on social media Twitter, and EFL learners' perception toward them. The researchers used terms in discussing this paper. The following are the terms in alphabetical order:

1. Grammar Nazis

The word Grammar Nazis means someone who believes their duty to attempt or correct any grammar and spelling mistakes of someone who uses a language. It also defines that Grammar Nazis corrects others' usage and spelling and imposes their point views on them.

2. Language learning on social media

Language learning is defined by place and time. The location of language learning can be scheduled in advance or can be bolstered by an unexpected period of free time to pursue a learning goal. Learners can do language learning in regular patterns way.

3. Grammar Nazis practices

It refers to the practices of Grammar Nazis in correcting, criticizing others' grammatical errors and orthography mistakes on social media Twitter.

4. Indonesian EFL learners' Perception

Perception is the process of how people think, feel, understand stimuli/something such as an object, situation, person, and events. Different people give different interpretations of the same stimulus

(Samovar et al., 2000). In this study, perception is about how Indonesian EFL learners give meaning, interpret, and express the ideas that come to their minds when experienced by being corrected by Grammar Nazi on social media. The result may involve negative and positive perceptions about the phenomenon. Also, it is about what impact they receive from the phenomenon on their interest in learning English. So, learners can take benefit from this phenomenon to build confidence, or improve their English skills.

5. Twitter

Twitter is a micro-blogging social network that allows for self-documentation, information sharing, social interaction, entertainment, daily chat, and reporting news. It also allows the massive public to reply or re-tweeting the message of one user. In this study, Twitter application as a media which the EFL learners experience in receiving corrective feedback from Grammar Nazi