

GRAMMAR-NAZI ANALYSIS IN ENGLISH LEARNING PROCESS AMONG MILLENNIALS IN INDONESIA

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Abstract

Social media, which was originally used to communicate with other people via online, has begun to be used to exchange knowledge so that it makes it easy for many people to learn with more flexibility and without boundaries. Indonesian people are more motivated to learn and practice English through social media, considering that the ability to speak English is a special value when applying for a job. However, the main function of social media itself, namely the freedom of expression and opinion, is also an inhibiting factor in learning English. Lots of social media users seem to be less wise in their opinions, especially on grammar issues and do not hesitate to criticize grammatical errors in English posts. The term *grammar-nazi* is usually attached to these people who tend to correct the grammar. This is the main focus of the researchers to conduct *grammar-nazi* analysis in the process of learning English among millennials in Indonesia, which is carried out online. This research process includes collecting data through online observation, employing coding techniques for data analysis, doing a synthesis in the result and discussion, drawing conclusion, and providing suggestion. The synthesis in the result and discussion relates findings of the phenomenon to the positive accounts as well as negative accounts from experts. The results of this study are expected to be able to provide a sufficient account on *grammar-nazi* phenomenon in the process of learning English among millennials in Indonesia.

Keywords: Grammar, Grammar-Nazi, Learning, English, Millennial

1. INTRODUCTION

The education system in Indonesia has now entered the 4.0 era. Education is not only obtained through conventional

learning but also digitally. It is easy to gain insights that can be used by almost all Indonesian people. The massive

development of science and technology (IPTEK), especially the internet, makes it easier for people to access information from all directions, including through social media. In this fast-paced and instantaneous era, we are also required to have the ability to support the use of technology, one of which is the ability to speak English. Almost all technological devices used for digital learning use this international language as the default medium of instruction. This shows that the scope of information we can get is broader and easier to obtain in accordance with Munir's opinion (2017) which states that digital learning is a system that can facilitate learners to learn more broadly, more and more differently. In Indonesia, one of the generations participating in the competition in learning English is the Millennial Generation.

Millennial Generation, also known as Generation Y, is a generation born in the ratio of 1980 to 2000. Millennial Generation is a generation that grew up in the internet boom era (Lyons, 2004) so that this Millennial Generation uses a lot of instant communication technology such as social media, SMS, email, etc. The tendency to be open-minded and accept change is one of the characteristics of the Millennial Generation. So that they look very reactive and think critically about the environment that occurs around them. In relation to English, Millennial Generation tends to be responsive in knowing mistakes in research and in interpreting words in English. However, sometimes

the grammar corrections are not done properly and the person who corrects them does not ask for corrections in grammatical errors. This phenomenon is called *Grammar-Nazi*. Grammar-Nazi can give a different impact to different people. There are some who are accepting on being evaluated as well as corrected within their grammatical performance, but many others see it as one of the problems on why they cannot improve their English skills. Even worse, Grammar-Nazi phenomenon can sometimes lead to a personal attack to a particular person. Analysis of Grammar-Nazi among Millennial Generation is needed to know the mindset and behaviors of Grammar-Nazi towards millennial generation. This initial present research is aimed at providing a general picture of the negative and positive aspects of grammar-nazi phenomenon in Indonesia.

2. LITERATURE REVIEW

Grammar-Nazi is a term commonly used to refer to people who like to correct grammatical errors in sentences uttered by other people. The etymology of the term Grammar-Nazi consists of the two words "grammar" and "Nazi". The term Nazi is a hyperbolic form associated with fanaticism in general to describe deliberate uncooperative behavior. Speaking of history, the Nazis tended to kill people for petty offenses but they received no punishment. All kinds of designations associated with "nazi" have the meaning of a deep psychological

dislike of others who break the rules. The term Grammar-Nazi was first used online in 1990 on a Usenet forum posted by "The Unknown User". The people who are called Grammar-Nazi are obsessed with criticizing or improving the grammar of others. This tendency often makes the person criticized feel uncomfortable, offended, and does not need justification. Grammar-Nazis use improved vocabulary, correct grammar, and constantly correct grammar and spelling mistakes in forums, chat rooms, or social media. The difference between Grammar-Nazi and editors is that the Grammar-Nazi corrects the grammar literally because they think that the standard English is the only proper or valid version of the English language. Grammar-Nazi may also represents classism since they do not acknowledge other Englishes, such as the Black English. Not only found in cyberspace, Grammar-Nazi can also be found in the real world. In fact, Grammar-Nazi has a goal that is beneficial to both parties, both the critic and the people who get criticized. If someone corrects someone else's grammar error this indicates that the person already knows how to use correct grammar and they want people whose grammar is not correct to learn again so as not to make similar mistakes in the future. Spelling mistakes can have multiple meanings as well as misunderstandings and the Grammar-Nazis avoid this. For Grammar-Nazi, the corrections are things that are okay to do and should be in accordance with language rules. However, most of

the people who were criticized by Grammar-Nazi felt annoyed by this.

According to several studies conducted on matters affecting English learning in Indonesia, it is stated that there are several barriers for local residents, especially creating millennials to learn English. The results of research from the EF English Proficiency Index (EPI) in 2018 showed that the level of English proficiency in Indonesia was ranked 13th out of 21 countries in Asia. The things that are the biggest obstacles to the learning process are: 1. Being ridiculed by the surrounding people. 2. Fear of trying or afraid to make mistakes. The term Grammar-Nazi, is a term that is referred to people who love to criticize grammar. Through a psychological study by Julie Holand, a researcher from the University of Michigan explained that the people we call Grammar-Nazi are people who tend to be less open and have a tendency to judge other people's mistakes from the mistakes made. In that case, Boland and asked 83 participants' permission to read the email response which had no errors. Then, individuals give judgments according to their prejudice for intelligence and friendliness, or other things like the way they treat others. After that they come to fill in personality openness (Extrovert and Introvert) and awareness. The results showed that people who have a prejudice that people who have errors in the email have a worse personality than those who do not have errors in the email.

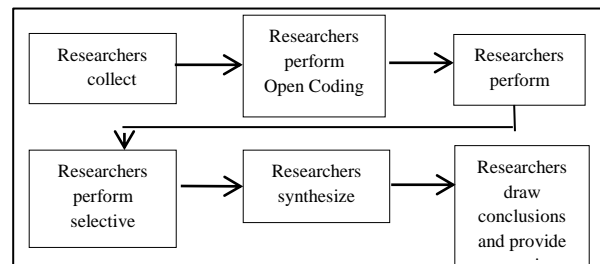
Based on the results of psychological tests in a research journal by Queen and Boland (2016), the group that is included in the Grammar-Nazi category is on average an introverted personality. These people are not very friendly and judge other people's judgments in real life. They were more annoyed and less bothered by grammar mistakes or typos and looked at the people who did them negatively. Unlike the extroverted personality who ignores and does not care about grammar and spelling errors. A person who was less open was shown to be more sensitive to typos and more rapidly emotional to grammar mistakes. Grammar-Nazis who find various errors in grammar or spelling will make corrections by notifying those related to using the right word, whether written or typed. They will be very careful about how the structure is formed before understanding the meaning of an expression.

In the education curriculum in Indonesia, English is one of the foreign language subjects that are widely studied, even at almost all levels of education, both formal and non-formal education. However, teaching English in Indonesia is more on the method of memorizing than understanding. This is considered less supportive in preparing someone to use English in other people's conversations and for academic matters (Randolph, 2006). Learning a foreign language is not easy and full of challenges. One of the obvious challenges in learning English in Indonesia is the

limitations of the learning space environment. It is seldom exposed to things related to English so that students have no other place and opportunity to use English for communicative purposes. This is based on the statement of Mustafa (2001).

3. RESEARCH METHOD

This research was carried out in the following stages: Observation of social media, data recording, implementation of the coding process, synthesis of research results, and drawing conclusions and suggestions, with the stages of the research which can be summarized in the chart below:



The outputs of the research method based on the aforementioned stages of research are as follows: (1) General research data is obtained for open coding analysis; (2) Obtaining data categories in axial coding; (3) Obtaining the main phenomena in axial coding; (4) Research synthesis based on the results of a 3-step coding analysis; (4) Conclusions are drawn and suggestions are made. The research indicators are as follows: (1) General research data acquisition; (2) Creating data categories; (3) Acquisition of the main research phenomena; (4) Making synthesis; (5) Drawing

conclusions; (6) Providing advice. In this study, the data collection technique used was to make observations. Researchers took data to be studied in the form of captions and comments on someone's social media which indicated that they had a tendency to correct or correct other people's grammar in using English. So that it can be analyzed using the 5W + 1H analysis.

This qualitative research involves data presentation, data identification, data categorization through the interpretation techniques, the results of which are then used for a synthesis in the result and discussion. The synthesis is carried out, before conclusions are drawn. This train of thoughts is in line with data analysis techniques in qualitative research, namely coding techniques, which consist of three steps: open coding, axial coding, and selective coding (Strauss and Corbin, 1990; Holloway, 1997; Bohm, 2004; Jumanto, 2006; Saladana 2012). Open coders are used to present, identify, and separate data into certain concepts. Axial coding brings together the concepts of the data back into categories. Finally, selective coding is used to display the main phenomena selected based on the research objectives and is the main result of research that refers to the formulation of the problem and the research objectives that have been previously proposed.

Data interpretation is carried out by connecting the main phenomena of selective coding with related accounts or theories, especially with the opinions of

experts, for example Queen and Boland (2016), Musthafa (2002), Lauren and Connie (2005), Mohd Amin et al. (2016), Sherman and Jaroslav (2014), James E. Carroll (2016), and Jumanto (2017).

The conclusions of the research results are directed to the following matters: (1) Knowing the Grammar-Nazi aspects; (2) Knowing the location where the Grammar-Nazi occurred; (3) Identifying the influence of Grammar-Nazi; (4) Knowing the effect of Grammar-Nazi on the learning process of English.

4. RESULT AND DISCUSSION

Researchers used coding techniques after conducting qualitative research, namely observation and recording of data obtained through social media Facebook, Instagram, and Twitter. The first coding technique, namely open coding, was carried out by identifying each phenomenon as individual data from August 9, 2020 s.d. August 27, 2020. Data obtained from captions or comments from various social media were analyzed using the 5W + 1H question limitation tool, so that a more detailed explanation could be obtained from the data. In this section, almost all data cannot be known the real identity of the user who posted these comments, so it cannot be ascertained that it was the user of the account who posted the criticism or possibly only a bot account.

Next, the researchers performed axial coding techniques by grouping the results of the open coding analysis to suit

their respective trends. Axial coding work starts from August 30, 2020 s.d. 7 September 2020. The results obtained are arranged in a table based on the error category "Types of Words", namely 24%

verbs, 17% nouns, 6% Pronouns, 7% Articles, Auxiliary Verb (is, am, are) as much as 1%, prepositions as much as 7%, and singular-plural nouns as much as 9%, which is shown in Table 1.

Table 1. The results of axial coding on types of words for the grammar-nazis

Type of words	Occurence in data	Percentage (%)
Verb	#6, #7, #8, #9, #11, #13, #15, #16, #19, #21, #29, #35, #36, #54, #64, #65, #66	24%
Noun	#2, #6, #10, #13, #16, #17, #20, #26, #30, #35, #36, #68	17%
Pronoun	#7, #20, #58, #70	6%
Article	#2, #6, #13, #14, #23	7%
Auxiliary Verb (Is, Am, Are)	#65	1%
Preposition	#5, #16, #37, #63, #67	7%
Singular-Plural Noun	#3, #16, #26, #35, #36, #68	9%

Table 2. Type of insults by the grammar-nazis for grammatical errors

Type of insults	Occurence in data	Percentage (%)
With derisions for grammatical errors	#1, #3, #12, #13, #14, #17, #20, #25, #26, #27, #28, #29, #30, #33, #37, #39, #40, #41, #42, #43, #44, #45, #46, #47, #48, #49, #57, #59, #66	40%
Without derisions for grammatical errors	#2, #4, #5, #6, #7, #8, #9, #10, #11, #15, #16, #18, #19, #21, #22, #23, #24, #31, #32, #34, #35, #36, #38, #50, #51, #54, #56, #58, #60, #61, #62, #63, #64, #65, #67, #68, #69,	50%

Meanwhile, for the next category in this research, grammar-nazis insults' on grammatical errors, it was found that 40% of the data contained the word derision for grammatical errors, and 50% did not find ridicule for grammatical errors, as can be seen in Table 2. The other 10% of the data are not very clear of their sides, neither negative derisions nor positive supports on grammatical errors.

This coding technique is sufficiently to provide maximum results because of the various data that researchers have found, most of them contain negative comments or in the form of criticisms that are not constructive. From these results, it also obtained characteristics that represented the millennial generation at large, especially for social media users.

The last coding stage is selective coding, which is selecting the results of the axial coding analysis and displaying the phenomena that will answer questions from the objectives and problem formulations. A total of 70 data have explained and provided an overview related to the characteristics of the Grammar-Nazi phenomenon. The results of this coding stage are then synthesized using supporting theories by experts within their accounts. In support to the normal deed of grammar-nazi phenomenon, Lauren & Connie (2005) explain that although some social media already have spell-checker facilities, errors in sentence structure are still the fault of the original author. Hence, author bears the comments as well as opinions from the grammar-nazi. Furthermore, based on the questionnaire test in the research journal by Mohd Amin et al. (2016), the majority of respondents agreed with the feedback given by Facebook friends in correcting wrong grammar. Moreover, according to Scott et al. (2014) the use of grammar does not affect a person's attractiveness, but someone who applies the correct grammar is seen as a smart, competent, and employable individual. This also relates to the credibility and professionalism of an employee who is judged by his neatness in using grammar and composing sentences properly. This direction seems positive, but authors may not see this while their feeling may get hurt. The same thing was stated by Suprayitno (2019), namely Grammar-

Nazi is an example of promoting a form of love for the Indonesian language, especially in the role of an archivist.

On the other hand, Sherman & Jaroslav (2014) found that the Grammar-Nazi phenomenon in a post on one of social media, namely Facebook indicates that a form of criticism of other people's grammar also occurs in posts containing humor or jokes so that other users will comment on these grammatical errors. Several other studies also show results that contradict the previous description. According to James E. Carroll (2016), mistakes in grammar do not then eliminate the meaning of what is being conveyed from the speaker to another. The results of research conducted by Baladjay et al. (2014) also showed that as many as 10% of respondents in their research did not agree with the grammar-nazi phenomenon. The researchers also believe that grammar, and hence, grammar nazi phenomenon, is not very essential in the process of English language learning, as there are always the so-called learning styles besides the learners' factors and the teaching methods (Jumanto, 2017). Learners should be free in the way they are learning English, so they will be more encouraged to learn English according to their respective learning styles. In this sense, learning English with grammatical errors is part of the efforts for mastering the English language.

5. CONCLUSION

Grammar-Nazi phenomenon occurs a lot in social media, as a netizen has the freedom to express their own opinions. Some think that this criticism is a form of encouraging others in their learning English, while some others think that this method actually discourages them in learning and using English due to their fear of being ridiculed and embarrassed by others within their errors in grammar. Millennials are the main Grammar-Nazis who are often found on social media. This is because the increasing number of social media users is that of millennials who are very active in expression. This phenomenon also has a negative effect, one of which reduces interests in learning English because it creates a patronizing impression when someone criticizes it, especially with ridicules. Meanwhile, the positive effect of this phenomenon is to help us compile the right expressions or sentences before posting to social media.

From the results of the study, the researcher provided suggestions to related parties based on the problems that occurred, as follows:

1. Further research development should provide more samples from other social media.
2. Further studies should also be related to references or journals that take the topic of Grammar-Nazi.
3. Students' understanding in lectures related to this phenomenon should be

encouraged, especially within higher-education context in Indonesia.

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