AN ANALYSIS OF GRAMMATICAL ERRORS IN STATUS AND CHATTING AMONG ENGLISH TEACHERS THROUGH WHATSAPP MESSENGER

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Abstract

Internet is the most well-known medium in new digital era, with the technology Web 2.0, allows people to produce a content in the internet. For example, Sosial Networking Sites (SNS) as a new path in building networks with other people allows user to interact each other through the Internet. Among social media users in Indonesia, For messenger or chat applications category of a survey done by *globalwebindex.net*, WhatsApp was on the first position in 2016. The current 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.

Key words: WhatsApp messenger, English teachers, Grammatical error.

A. INTRODUCTION

Internet is the most well-known medium in new media era, with the technology Web 2.0, allows people to produce a content in the internet. For example, Sosial Networking Sites (SNS) as a new path in building networks with other people allows user to interact each other through the Internet. In Indonesia, the user of internet has been increasing every year. From the data of APJII (*Asosiasi Penyelenggara Jaringan Internet Indonesia*), the internet user in year 2016 was 88 millions people of 258 millions population of Indonesian. The internet user has increased rapidly within six years which is in year 2010, the internet user was 30 millions of 242 millions population. It can be concluded that

internet is not the hardest thing to get anymore in developing country, Indonesia. Further, internet might be the cheapest and a must item to have for Indonesians in their daily life since it facilitates many Social Networking Sites.

Social Networking Sites also known as social media. Ewa (2015) defined social media as various kinds of communication technologies that support human interaction and might develop into corporation among people. This sosial media has been popular among all generation especially to young generation. Among social media users in Indonesia, BBM (BlackBerry Messenger) is on the first position for social network category based on globalwebindex's survey in 2016. For messenger or chat applications category of the same survey, WhatsApp was on the first position in 2016. The survey done by *globalwebindex.net* per Januari 2016 found that there were four top active social platform in messenger/chat application category among internet users in Indonesia. They were WhatsApp, Facebook messenger, LINE, and WeChat. The survey data shows that WhatsApp was in the first rank of chat application category (14%) among some other chat applications. Further, in the second rank, there was Facebook messenger (13%).

Top Active Social Platform
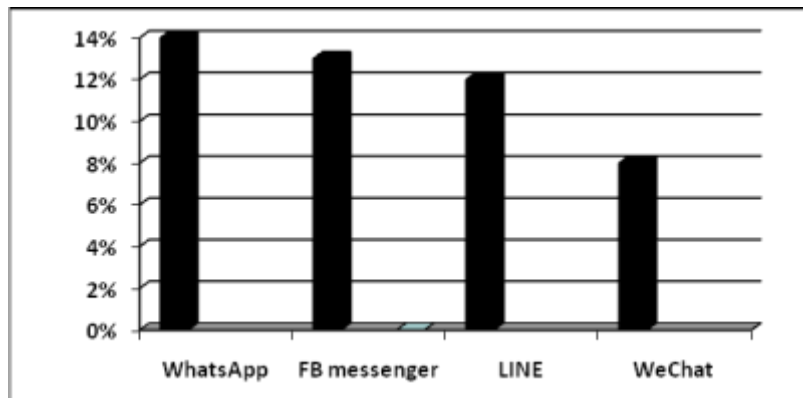
Source: globalwebindex.net

Figure A.1 Top Active Social Platform in Indonesia

The popularity and dominance of WhatsApp among young generations who involving students of higher institutions have spread recently, many stakeholders in the educational site around the world have been greatly concerned about its possible effects on students' learning outcome (Bouhnik, 2013; Yavuz, Alsulami,

Ashiyan & Salehi, Awada, 2016; Ta'amneh, 2017). This is because studies have showed that digital media have both positive and negative effects on EFL students (Lievrouw, 2011; Davis, 2013). In addition, such study which focused on teachers' activity through WhatsApp application in order to interact with their EFL students had been conducted in non native country (Zayed, 2016). However, those researches which were conducted in the Turkey, in the Arab Emirates, and some other countries outside Indonesia have their main research subject was students even the teacher included in the treatment activity through WhatsApp. Therefore, some other possibility or impacts would potentially arise when more researches are done in other countries that have the EFL teachers as the main subject. This study is important because it has English teachers as research subjects who use WhatsApp application to interact among other English teachers. Thus, there are so many opportunities to analyze the activity of English teacher through WhatsApp in order to look for different views.

Though studies had been done that WhatsApp messenger *does* affect EFL students' learning outcome, there are however conflicting results if the application works alone or the application ran well because of teachers influence. Thus, while a considerable body of study in Indonesia and other parts of the world has found that WhatsApp use increases the English skill of EFL students, others have however found that it does not give significant effects to learning outcome (Hameed, Maqbool, Aslam, Hassan, & Anwar, 2013; Eke, Omekwu & Odoh, 2014; Alkaabi, *no date*).

Similarly, such studies had been conducted to analyze the effect of digital media on Indonesian students while having English learning process but the findings were from students perception only (Barakati, 2013; Kristianto, 2017). Moreover, there are limitted studies done to analyze the grammatical error during social media (BlackBerry Messenger) use was also conducted on university students and senior high school students not on teachers (Supit, 2016). She did an analysis on the students' error in social media, BBM, which is different from this present study that will use social messaging application, WhatsApp to analyze the teachers' error. Those two applications are involved as social networking sites in digital media. On the other sides, there are many studies conducted to analyze Indonesian students' grammatical error in writing skill (Alfiyani, 2013;

Noviyanti, 2013; Runtuwene, 2013; Haryono, 2015). However, those still investigated the students' error not the teachers'. One of the success key in learning language is depended on the teacher's ability. Our government has conducting a certified teacher policy for every teacher in Indonesia; hence, the English teacher in our country is divided into certified and uncertified teacher. Further, in this present study is hoped can investigate the two types of English teachers' grammatical error while using the WhatsApp application.

Such previous studies on students' grammatical error have been conducted in Indonesia. Supit (2016) conducted a qualitative descriptive method study on senior high school students and university students in Manado to analyze their grammatical errors in social media BlackBerry Messenger (BBM). The findings of her study are found three kinds of grammatical errors; omission, misordering, and misinformation. The study explored the grammatical errors while the students updating their status and chatting through BBM. The researcher did not do a depth understanding since the objective of her study was only to identify and classify what types of grammatical errors were found. Thus, the current study was really important because it will explore and describe more than the grammatical errors types and the teachers as its participant. Another different is the social media used for the current study to be explored is not BlackBerry Messenger but WhatsApp messenger.

Furthermore, there are many studies conducted to analyze students' grammatical error in writing descriptive. Noviyanti (2013) discovered that junior high school students made grammatical error on addition (7.6%), misordering (4.7%), selection (57.9%) and omission (29.8%). She also explored the reasons why the junior high school students did grammatical errors during their writing. Based on the previous studies above, it is known that grammatical factors still become the most occuring fact while learning process. Thus, the current study needs to be conducted to identify and describe what types of grammatical errors done by teachers.

Most of the previous studies investigated about the positive effects of WhatsApp media to the students' achievement in English learning process. A need appears to study teachers' ability in using English language through WhatsApp application for future study as well as to explore the teachers' English

grammar usage during the WhatsApp messenger activities. Yet, the present study will not investigate the correct grammar usage but the error grammar usage. The researcher needs to understand better the issues of error grammatical usage involved in and affected by the WhatsApp messenger. An in-depth qualitative study exploring the error grammatical usage of teachers' WhatsApp activities (updating status and chatting) can illuminate certain conceptual understandings. The present study is a qualitative analysis that describes and interprets the teachers' responses to the error grammatical usage in WhatsApp media.

The current study aims to 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 is conducted to answer one central question: How do English teachers use grammar correctly through WhatsApp messenger application? To explore a depth understanding, this study asks four associated sub questions: (1) What are the common errors made by most of English teachers when updating status in WhatsApp messenger? (2) What are the common errors made by most of English teachers when chatting among teachers in WhatsApp messenger group? (3) How are the English teachers aware when they made grammatical errors in updating status and chatting through WhatsApp? (4) How do the English teachers correct the grammatical errors that they made during chatting through WhatsApp messenger?

The objectives of the current study are:

a) Identifying the grammatical errors of certified and uncertified English teachers made during updating status through WhatsApp messenger

b) Identifying the grammatical errors of certified and uncertified English teachers made during chatting among them through WhatsApp messenger

c) Describing the grammatical errors of certified and uncertified English teachers made during updating status through WhatsApp messenger

d) Describing the grammatical errors of certified and uncertified English teachers made during chatting among them through WhatsApp messenger

e) Exploring information from English teachers about the grammatical errors that they made while using WhatsApp messenger application

This study empirically becomes important since it would give an early input to future research about teachers' grammatical error while using social messaging application which is a part of social media that has been used by over one billion people in the world.

Specifically, this current study is significant for some reasons. First, the findings of this study is important to establish a tight relationship between the development of digital technology and pedagogy since the teachers as the main object of the study are part of pedagogy actors. Second, the study creates awareness to educators especially English teachers about grammatical errors appearing so that they can enhance their ability as EFL teachers. Although the errors do not appear at class, the grammar is an important aspect of communication. When the teachers make such errors in second or foreign language, it will influence the learners' language ability. As Dulay and Burt cited in Brown (2007) stated that an error is a deviation from the native speaker's grammar which reflects the competence of learner's language. Third, for the stakeholders in education section, the study can be one reflection to held more teachers' workshops in order to enhance pedagogical performance and education quality in Indonesia. Fourth, the significance of the study is the possibility of better performance on the cognitive tasks which can lead to successful academic and career opportunities for teachers, learners and researchers.

B. RESEARCH METHODS

This current study is a case study qualitative study method. It will conduct an in-depth exploration which focuses on analysis of English teachers' grammatical error while using WhatsApp. Creswell (2008) described that case study researchers may focus on a program, activity, phenomenon involving individual or a group. The case is unusual issue since the grammatical errors normally made by learners and called as intrinsic case. As Creswell (2008) stated that intrinsic case in a case study is an unusual case which may be pointed for the study and has merit in itself.

The research will be held in 2017. It will be conducted in Riau Province, Sumatera. Meanwhile, the object of this study is English teachers. The population

of this study contains English teachers in all senior high schools in Riau Province which covers Dumai City, Pekanbaru City, Rokan Hulu district, Rokan Hilir district, Indragiri Hulu district, Indragiri Hilir district, Kuantan Singingi district, Pelalawan district, Meranti district, Bengkalis district, Kampar district, Siak Sri Indrapura district.

The sampling is done by *multistage sampling*. Since the quite large amount of districts in Riau Province which make it has many senior high schools whether private and public school, at first stage, it would be conducted by using *random sampling* in choosing the senior high school. All of the Senior High Schools (SMA), either the public or private ones has the same opportunity in being chosen. Second, regarding the quite large amount of the senior school English teachers population, *representative* sampling is definitely required to take certified and uncertified English teachers from each selected senior high schools. As representative for participants of this study, from each selected senior high school in every district will be taken two English teachers, certified and uncertified teachers.

Data Collecting Technique

Data collecting techniques used in this study is interview. The interview will be conducted to the chosen senior high school English teachers that contains open ended questions related to the whole study variables.

Research Instruments

1. Documents

Creswell (2008) said that documents represent a good source for word data for qualitative research. Hence, the current study will document such things, as follow:

- Screenshot of WhatsApp messenger

In order to identify the grammatical errors made by the English teachers while using WhatsApp, the researcher will do screenshot to the status updated from each participant every two hours. For the chatting, the researcher will do it every time when it is necessary.

2. Interview

It is one of popular qualitative forms data according to Creswell (2008). In this study, open-ended questions will be addressed to the participants so that they can

create the options for responding to the questions. The interview protocol consists of twelve questions:

1. How long have you used WhatsApp application actively?

2. How many times you update your status in WhatsApp media in a week?

3. When chatting with your teacher friends, do you prefer using Indonesian or English?

4. What do you think about enhancing your English written communication through WhatsApp messenger?

5. Have you ever concerned about your grammar or your friends' grammar usage when chatting or updating status in WhatsApp media?

6. When you noticed your error in written chat via WhatsApp, do you make self correction on that? Why?

7. What is your opinion when you see your teacher friend who using English in chatting via WhatsApp makes grammatical error?

8. As an English teacher, is it important for you to use a correct grammatical usage when chatting via WhatsApp group messenger among your teacher friends? Please clarify your reason.

9. When you did a grammatical error and your friend did correction indirectly on that, to be honest, what is your reaction?

10. Have you gained some knowledge regarding English grammar during using WhatsApp messenger for chatting? If it is yes, what are they?

11. Do you think your chatting language via WhatsApp messenger influence your language while teaching English in class?

12. In your opinion, does your English grammar skill reflect your daily language while chatting in WhatsApp messenger? Please describe your answer.

Data Analysis Technique

The data that had been gathered from interview are organized in sets to build the themes. Before going to the actual writing of the study, the researcher analyzed each data set deeply many times. During analyzing and reading, the researcher takes notes. After the reading, the researcher begins coding the data into themes or topics that emerged. The topics that are developed are:

A. Background information of participants

B. Responses of English teachers about grammatical error done while updating status dan chatting through WhatsApp messenger.

C. RESULT AND DISCUSSION

The use of technology and its effect frequently becomes controversial in social life. An issue about Internet effect on young generation especially on students has become controversial for educational workers and researchers. Some people view that Internet will make young generations have a lower motivation to study. However, many researchers have proved that Internet can help students in learning process. Trend on the internet use has been increasing significantly from year to year, as represented in the following table:

Top 25 Countries, Ranked by Internet Users, 2013-2018
millions

	2013	2014	2015	2016	2017	2018
1. China*	620.7	643.6	669.8	700.1	736.2	777.0
2. US**	246.0	252.9	259.3	264.9	269.7	274.1
3. India	167.2	215.6	252.3	283.8	313.8	346.3
4. Brazil	99.2	107.7	113.7	119.8	123.3	125.9
5. Japan	100.0	102.1	103.6	104.5	105.0	105.4
6. Indonesia	72.8	83.7	93.4	102.8	112.6	123.0
7. Russia	77.5	82.9	87.3	91.4	94.3	96.6
8. Germany	59.5	61.6	62.2	62.5	62.7	62.7
9. Mexico	53.1	59.4	65.1	70.7	75.7	80.4
10. Nigeria	51.8	57.7	63.2	69.1	76.2	84.3
11. UK**	48.8	50.1	51.3	52.4	53.4	54.3
12. France	48.8	49.7	50.5	51.2	51.9	52.5
13. Philippines	42.3	48.0	53.7	59.1	64.5	69.3
14. Turkey	36.6	41.0	44.7	47.7	50.7	53.5
15. Vietnam	36.6	40.5	44.4	48.2	52.1	55.8
16. South Korea	40.1	40.4	40.6	40.7	40.9	41.0
17. Egypt	34.1	36.0	38.3	40.9	43.9	47.4
18. Italy	34.5	35.8	36.2	37.2	37.5	37.7
19. Spain	30.5	31.6	32.3	33.0	33.5	33.9
20. Canada	27.7	28.3	28.8	29.4	29.9	30.4
21. Argentina	25.0	27.1	29.0	29.8	30.5	31.1
22. Colombia	24.2	26.5	28.6	29.4	30.5	31.3
23. Thailand	22.7	24.3	26.0	27.6	29.1	30.6
24. Poland	22.6	22.9	23.3	23.7	24.0	24.3
25. South Africa	20.1	22.7	25.0	27.2	29.2	30.9
Worldwide*	**2,692.9**	**2,892.7**	**3,072.6**	**3,246.3**	**3,419.9**	**3,600.2**

Note: individuals of any age who use the internet from any location via any device at least once per month; *excludes Hong Kong; **forecast from Aug 2014; ***includes countries not listed
Source: eMarketer, Nov 2014

181948   www.eMarketer.com

Table C.1 Top Internet Countries in the World

Indonesian internet user is on the sixth place among countries in the world after Japan which has a slower internet user enhancement from year to year according to the data from *e*-marketer. From the survey done by e-marketer during 2016, total number of Indonesian internet users in 2016 was 132 million people. This

number has increased 51.8 percent from the number of internet users 2014 which was only 88 million people. However, the majority internet users in Indonesia are the people who stay in Java Island. It is about 65 percent of the total number Indonesian internet users or 86.3 million people. The rest of internet users in Indonesia spread to other islands, which can be seen from the survey data done by APJII (Asosiasi Penyelenggara Jaringan Internet Indonesia) through multistep random sampling on 1-11th June 2016, below:

Island	Total number (Million)	Percentage (%) of the whole internet users in Indonesia
Java	86.3	65
Sumatera	20.7	15.7
Sulawesi	8.4	6.3
Kalimantan	7.6	5.8
Bali and NTB	6.1	4.7
Maluku and Papua	3.3	2.5

Table C.2 Indonesian Internet users in 2016

From the data 2016, Sumatera Island was the second largest number of internet users. This can be predicted that internet is not a rare tool among young generation in Kota Pekanbaru as the capital city of Riau Province. On the other word, smart phone and any devices with internet connection facility are the easiest thing to see. By using the same sampling, APJII also did survey on how Indonesians access the internet. The result shows that 63.1 million people or 47.6 percent of total population in Indonesia access the internet by using smart phone. There were only 2.2 million people or 1.7 percent of total Indonesian access it from computer.

It does not only have internet access, but smart phone also has voice and text messaging, and voice recording as its facility. For learning foreign or non native language such as English, all those facilities might support EFL learners in communication skill, reading comprehension skill, and some other skills. One of the facilities in the smart phone is WhatsApp messenger.

WhatsApp Messenger is a free software, social platform and end-to-end encrypted instant messaging application for smartphones (http: en.wikipedia.org). WhatsApp was founded in 2009 by the two former employees of Yahoo incorporation. They are Jan Koum and Brian Acton. Koum and Acton resigned from Yahoo and then tried to apply in Facebook incorporation, unfortunately they were rejected. Finally, they were collaborated with Russian developer and built WhatsApp incorporation. At first, WhatsApp only has a messanging content and after that a content to send photo was added to WhatsApp. The WhatsApp application was for iPhone. It was one of the top 20 apps in Apple's United States App Store by early 2011 even it was a paid software. Then, Koum developed WhatsApp for Blackberry version.

In 2014, Facebook founder announced that he acquired the WhatsApp application. Now, subsequently Koum developed WhatsApp for Symbian OS in May 2010 and for Android OS in August 2010. In August 2011, WhatsApp was added a beta for Nokia's non-smartphone OS Series 40. A few month later, it supported for Windows Phone. WhatsApp uses the Internet to make voice calls, one to one video calls; send text messages, photos, videos, documents, user location, audio files, phone contacts and voice notes to other users using standard cellular mobile numbers with free. WhatsApp also adds a feature called Status, which allows users to upload photos and videos to a 24-hours-lifetime feed that, by default, all contacts can see it; same with Snapchat, Facebook and Instagram Stories. By February 2016, WhatsApp was the most popular messaging application at the time which had over one billion users. In the world, India is the highest number of WhatsApp active user. There are 160 million active users use WhatsApp for sending text, photos, video, and doing voice call or video call. Since it is a famous application in smart phone and has many users, WhatsApp is not a new tool in educational world for stakeholders of educational work to be explored and to be used in teaching and learning process.

In educational world, WhatsApp application can be used to chat among teachers, specifically English teachers. From that, it can explore and analysis the errors which made by those teachers grammatically. Ellis (1997) declares that classifying errors can help us to diagnose learners' learning difficulty at any stage

of their enhancement and to plot how changes in error patterns appear. The category of errors is classified as follows:

a. Omission

     i. Morphological omission   : *A strange thing **happen** to him last night.*

     ii. Syntactical omission   : *Should also tell the names?*

b. Addition

     i. In morphology   : *The car**s is** there.*

     ii. In syntax   : ***The** Paris.*

     iii. In lexicon   : *I lived here **during** three years ago.*

c. Selection

     i. In morphology   : *My sister is olde**st** than her.*

     ii. In syntax   : *I hope **that** he stays here.*

d. Ordering

     i. In pronunciation   : *borther* for '*bother*', *awsome* for '*awesome*'

     ii. In morphological   : *warm upping* for '*warming up*'

     iii. In syntax   : *She is a dear to me friend.*

     iv. In lexicon   : *Lake Toba for 'Toba Lake'.*

There are many studies invetsigated about learners ability but there are only small number investigation of teachers activity. Thus, Zayed (2016) can be one of them which built such special activities for teachers to be transfered to the students through WhatsApp mesenger group. The reseacrher purposed to make special activities to get the students' focus back while learning process in the class so he wanted the teachers to apply fifteen activities which had been designed via WhatsApp application then the researcher acted as a facilitator in this case. The teacher asked the students to download and install WhatsApp and join to the class group for specific subject in order to gain the students' participation on the special activities. The study was for intermediate level students and didnot tend to see the result on the specific English language skill because the activities designed must be varied. Since the subjectof this studywas teachers,it is useful for my research because the main focus of mine is English teachers. The main limitation of this study is there was no specific finding whether the students can regain the attention

to the learning back or not after getting the special activities through WhatsApp. In sum, the researcher only designed activities and neglected the effect.

The teachers' ability which will be explored in this study would be monitored while they use a messaging application. Computer and mobile applications are not the newest thing anymore in learning process. Alsulami (2016) explored the impact of such digital technologies to the female learners on learning English. She did surveys to see whether multimedia technologies (computer, youtube) and social networks (facebook, twitter, WhatsApp) gave benefit to the female students. Her study findings can support my topic about the use of WhatsApp because it is one of online mobile application technologies. The single participants in this study, female only, and only seeing positive effect of technology on students' language ability enhancement become this research limitation. Further, next studies regarding technologies' effect on female students can be investigated on negative side also. Moreover, the participants should be included both genders.

Another study related to my future research regarding the use of WhatsApp application in learning process but in different area of population, sample, and language skill had been conducted. Ashiyan and Salehi (2016) wanted to explore and investigate about the mobile application and its benefits to the students' achievement regarding collocation. The researchers did an experimental study to find out the effect of using mobile application, WhatsApp, on the students'collocation comprehension in Iran. They collected data from 80 bachelor degree learners by administering pre and post test which had been divided into control and experimental group. The experimental group participants had WhatsApp application treatment on their school work while the control group didnot. The study focused on the collocation acquisition only through WhatsApp in order to enhance the Iranian learners' ability in mastering English language. The journal might give usefulness to my research topic since the researchers' had proved some good effects which are related to the use WhatsApp on learning. This research was limited in investigating the impact of WhatsApp on students' English task in the classroom. Hence, the researchers stated that more studies need to be done to search and explore the effect of WhatsApp application after class meeting and what its impact to EFL learners' English acquisition.

Furthermore, Ta'amneh (2017) investigated the usefullness of WhatsApp messenger method teaching in EFL students' outcome. He wanted to compare between the impact of traditional teaching technique in the classroom and the impact of teaching technique combination (traditional and WhatsApp method) on university students' language achievement through an experimental study with pre and post test. There was a learning meeting in the class in 50 minutes during ten weeks to implement the treatment to the experimental group in order to see the effect of WhatsApp to the students' outcome. The study didnot focus on one language skill but it took the whole English language skill with using only one English book during the experiment to delivere the same test for both control and experiment group. However, this research is connected to my upcoming study because it found the impact of using WhatsApp teaching method to the students' English ability. Its limitation is the discussion about the study finding, which was limited to the effect of WhatsApp method to the class whereas the traditional teaching method also gave improvement to the students' achievement even it was not significantly. Further, a dept investigation about the comparison between the significant of traditional teaching method and the reason why some learners may not give such enhancement after using WhatsApp is needed. This previous study did not really focus on one language skill, thus the findings cannot be applied directly to a certain English language skill.

Another research about the effect of WhatsApp, Awada (2016) investigated whether the WhatsApp application could improve the students' writing skill. The researcher made an experimental study on 52 students divided into control and experimental group in rhetoric class, focusing on critique writing course, with WhatsApp media for experimental group and. She did qualitative (questionnaires) and quantitative (pre and post test) data collection technique. The study found that using WhatsApp media is more effective than old teaching method in writing critique. The limitation of the study is the specific writing skill which cannot be generalized to all kinds of writing subject.

In term of gender, the study done by Zahra et al (2017) compared between male and female's collocation knowledge after receiving the WhatsApp messenger treatment. To know the comparison, the researchers used *t*-test but in the posttest result showed an unclear significant difference between male and

female from both groups; the male in experimental group had 21.06 for mean score, and female had 17.28, the control group for male is 17.38 and for female is 16.00 in the mean score. Hence, the researchers conducted *ANOVA* (a one way analysis of variance) to compare the achievements of both genders. The finding of *One-Way ANOVA statistics* shows that both males and females from experimental and control groups are not significantly different. On the other word, using WhatsApp to learn collocation is not gender specific but it is an effective way for enhancing the collocation knowledge. The null hypothesis was accepted. The main limitation of the article is that the study was limited on gender and still focused on learners as the main object of the study. The future study needs to discover on teachers side after they use WhatsApp.

There was a qualitative study conducted to acquire knowledge and better understanding of what social issues affect student motivation in UAE (the United Arab Emirates) education but unfortunately the study did not focus on specific Social Network such as WhatsApp or BBM. It was a qualitative descriptive study which resulted two sections after administering the survey; 1. An Social Network (SN) use section, 2. An Social Network (SN) impact section. The focus of the study is only on male students' experience and male students' Social Network (SN) addiction influenced their study. Their research focuses on students' motivation. As the result of social network. The research is useful to my research topic. Furthermore, the frequent accessing of those SNs gives positive and negatives impacts to the male students' learning outcome. From the survey, the positive impacts of SNs accessed by the male students in UAE are learning new words, accessing news and entertainment. On the other side, the negative impacts of that are Social Network (SN) addiction, lower motivation, improper time organization, lower motivation to learn, and weak academic outcomes. The main limitation of this article is that the survey was limited to male students only.

In this previous research, the researchers showed us a controversial result. The participants of this study were first year students of Balikesir University, Turkey. They were taking English major. The study aimed to find the use of WhatsApp messenger and investigate its effects on student success in the EFL context, focused on Listening and pronunciation subject. The researcher divided the students into two groups, Group A (23 students) and Group B (22 students).

Group A (as experimental group) was given the treatment, which was using WhatsApp Messenger group, and Group B (as control group) was taught traditionally without interaction after the classroom ends. The finding of the study showed that there is a significant effect on the student's score in the control group after receiving the traditional teaching technique without installing and joining the WhatsApp messenger application. In summary, the use of WhatsApp messenger application and traditional teaching technique had similar progress to enhance the student's listening skill.

On the other side, Bouhnik (2013) also carried out a study which proved the teaching with WhatsApp technique gives a significant effect to learners. The researchers purposed to know that WhatsApp is able to enhance communication within a group. WhatsApp is not yet researched comprehensively. Hence, the researcher has chosen to carry an explanatory research project that will use a qualitative method. The WhatsApp group are used for four main purposes; communicating with students; nurturing the social atmosphere; creating dialogue and encouraging sharing among students that had a positive influence upon the manner of conversation. The main limitation of the article is that the survey sample was still restricted to students. Therefore, there is a chance to carry a research that involves teachers as the sample since the previous study proved that WhatsApp can increase communication ability within a group.

D. CONCLUSION

The previous studies found that using WhatsApp media is more effective than old teaching method in classroom. There is no published scientific writing which investigate about the use of WhatsApp messenger for teachers community. This research was limited in investigating the grammatical errors made by English teachers during they use WhatsApp application to communicate and to update status. It explores the certified and uncertified English teachers ability when using WhatsApp messenger to communicate.

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