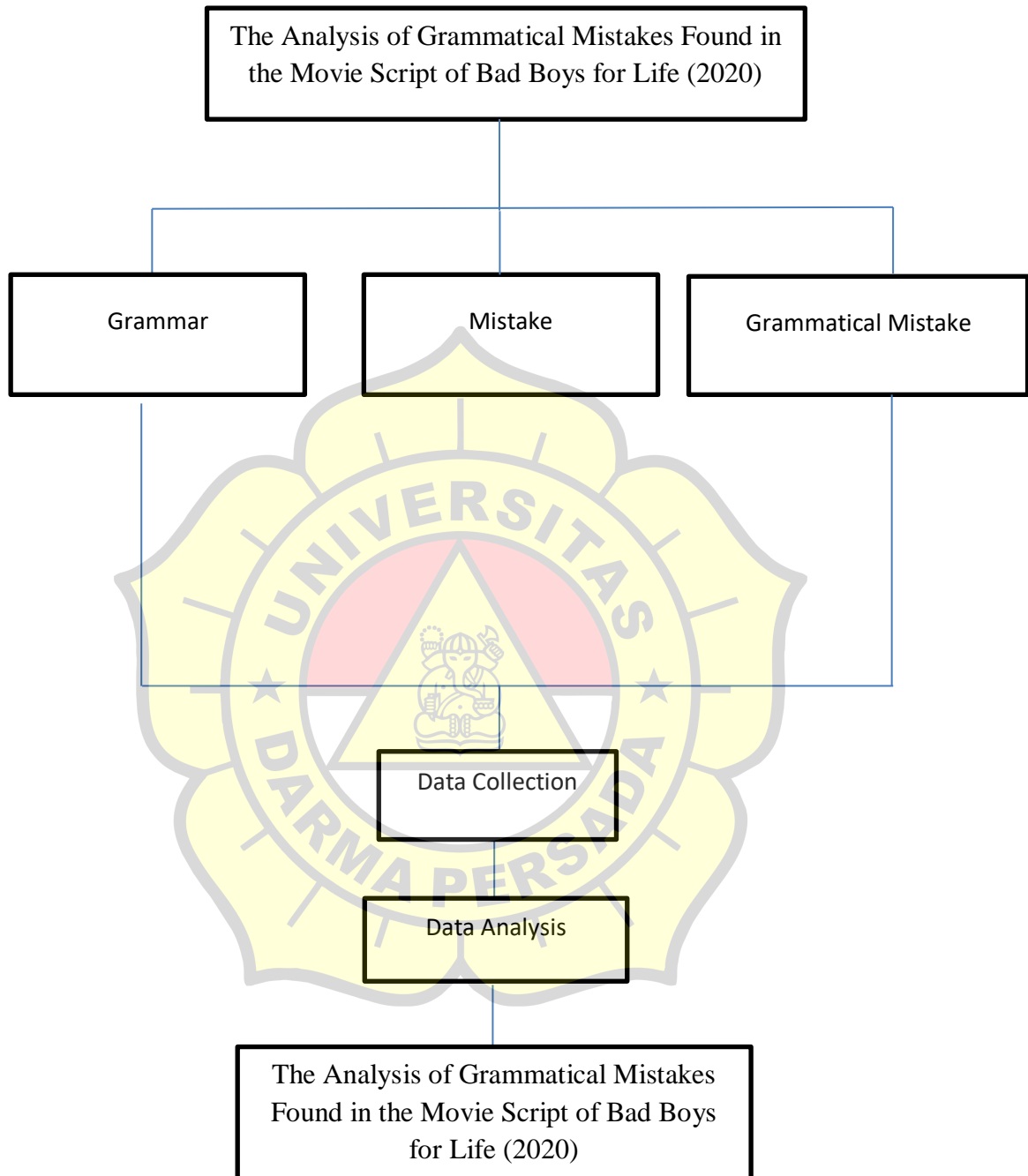



APPENDIX 1
SCHEME OF THE RESEARCH



APPENDIX 2

POSTER OF THE RESEARCH

THE ANALYSIS OF GRAMMATICAL ERRORS FOUND IN THE MOVIE'S SCRIPT OF BAD BOYS FOR LIFE (2020)



BACKGROUND

Learning a language is important. We can learn the language from variety of sources, one of which is movie. Movie is a fun source to learn for example Bad Boys for Life movie

Bad Boys for Life is a film about two detectives investigating related to Mike's past as the main character in this film. There are many speeches that do not match the Grammatical Error contained in this script and I am interested in analyzing the Grammar Error. The error occurred in the words of Mike, Marcus and other characters. I chose this film because the language used in this film tends to be modern and often used by young people.

BENEFITS

I hope that the results of this study are are useful in language development research, especially in the grammar aspect. I also hope that the results of this study can be a proper improvement for those who want to expand research about Grammatical Error in utterances. This research is hopefully available to be reference for further research with the same topic but different research object, for example different movie or different script.

METHOD

In this research, I use Descriptive Qualitative Method to analyze the grammatical errors of some sentences from Bad Boys for Life movie script.

I choose Descriptive Qualitative because the purpose of this study is to describe the analysis of Grammatical Errors of some sentences based on the theory of Dulay, Burt, and Krashen.

RESEARCH FINDINGS

This research can give us something that we can learn in our lives. For example learning language from movie script. We also know some theories about grammar and types of grammatical error. I use theory from Dulay, Burt and Krashen. The primary data of this research is Movie's script of Bad Boys for Life

CONCLUSION

The result of the total of error-analysis shows that there are 69 errors. Which include 51 or 77.2% errors of Omission, 16 or 24.2% errors of Misformation, and 2 or 3.03% errors of Misordering. From these results, it can be seen that the tendency for the most errors is in the Omission error. This Omission error resulted from 24 sentences by Mike, 19 sentences by Marcus, and 8 sentences by other characters

**RADHINA PRADNYA
PARAMITHA**
2018130091
**STRATA ONE (S-1) ENGLISH
LANGUAGE AND CULTURE**
**DARMA PERSADA
UNIVERSITY**

APPENDIX 3

PRESENTATION SLIDES



THE ANALYSIS OF GRAMMATICAL ERRORS FOUND IN THE
MOVIE'S SCRIPT OF BAD BOYS FOR LIFE (2020)



Radhina Pradya paramitha

2018130091

ENGLISH LANGUAGE AND CULTURE DEPARTMENT PROGRAM

DARMA PERSADA UNIVERSITY

JAKARTA 2022

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Advisor
Juliansyah, M.Pd

Examiner
Endolmi, S.S., M.Hum

The Head of Board Examiner
Nurul Fikriani, S.S., M.Hum

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BACKGROUND OF THE PROBLEM

Learning a language is important. We can learn the language from variety of sources, one of which is movie. Film provides us with examples of the use of English in real contexts in every utterance in the movie. In spite of that There are some utterances uttered by the character that do not follow the English grammatical rules. For example, from *Bad Boys for Life* movie script, the utterance **Hey, even the Batmobile don't hold the road like this bitch** contains grammatical error because the subject Batmobile does not match with negative verb **don't**. This is an example of an expression that does not comply with the grammar rules. This is usually called grammatical error. I chose this film because the language used in this film tends to be modern and often used by young people.

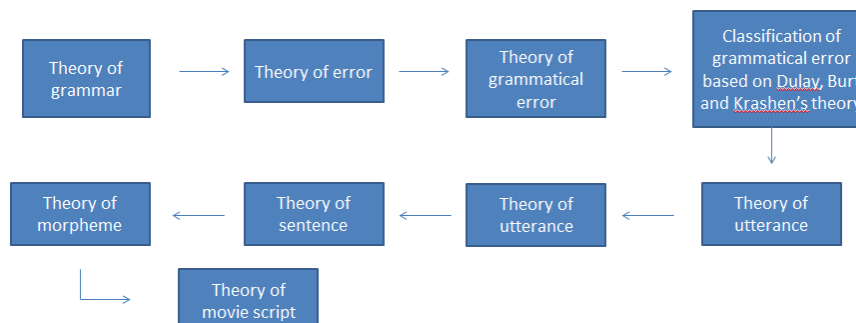
IDENTIFICATION OF THE PROBLEM

Grammatical errors that appear in movie's script can have potential "danger" for English language learners and non English native speaker.

FORMULATION OF THE PROBLEM

I only focus on my research on the errors in the sentences or utterances uttered by Mike and Marcus as the main characters in the film. I also focus on the errors in the sentence or utterances uttered by other characters. In addition, I also limit the analysis of Grammatical Errors based on the classification of errors expressed by Dulay, Burt, and Krashen (1982).

FRAMEWORK OF THE THEORIES



Review of Previous Study

Erna Safitri (Islamic State University Of Ar-Raniry, Darussalam - Banda Aceh, 2019)

The first research is conducted by Safitri. Her article entitled "Analysis of Students' Grammatical Errors in Writing Narrative Text" discusses types of common errors made by the students in writing narrative text.

Erna Safitri (Islamic State University Of Ar-Raniry, Darussalam - Banda Aceh, 2019)

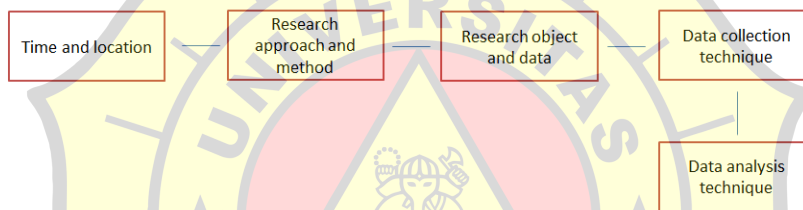
The second research is conducted by Umi Afifa. Her article entitled "Error Analysis on Using Action Verb in Writing Recount Text of the Eight Grade Students at the First Semester of SMPN 1 Sumberejo in the Academic Year of 2018/2019"

Erna Safitri (Islamic State University Of Ar-Raniry, Darussalam - Banda Aceh, 2019)

The third research is conducted by Sariyanti Daok. Her article entitled "An Analysis of Grammatical Error in Writing Recount Text Produced by the Fifth Semester Students of English Education Department in Makassar Muhammadiyah University

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METHOD OF THE RESEARCH



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Research Finding and Analysis



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DATA ANALYSIS

Sentences Containing Errors	Analysis/Discussion	Types of Error
Hey, even the Batmobile <u>don't</u> hold the road like this bitch.	In this sentence, word 'don't' is not correct. 'Don't' should be 'doesn't' because the subject is 'batmobile' which is singular.	Misformation

Sentences	Analysis/discussion	Types of Error
How long you been married?	This sentence is not correct because missing of word 'have should be placed before 'you'.	Omission

Sentences	Analysis/discussion	Types of Error
You're saying that you actually outran me?	This sentence is not correct because misplacement of the word 'are' should be placed before 'you'.	Misordering

CONCLUSION



1. **Errors spoken by Mike**
Analysis of sentence errors spoken by Mike shows that there are 32 sentences that contain errors. Of the 32 sentences containing the error are classified into errors of Omission 24 sentences, errors of Misformation 6 sentence and errors of Misordering 2 sentences (none of the errors from Addition).
2. **Errors spoken by Marcus**
Analysis of sentence errors spoken by Marcus shows that there are 26 sentences that contain errors. Of the 26 sentences containing the error are classified into errors of Omission 19 sentences and errors of Misformation 7 sentence (none of the errors from Addition and Misordering).

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CONCLUSION



3. **Errors spoken by other characters**
Analysis of sentence errors spoken by other characters shows that there are 11 sentences that contain errors. Of the 11 sentences containing the error are classified into errors of Omission 8 sentences and errors of Misformation 3 sentence (none of the errors from Addition and Misordering).
4. **Total of errors**
The total errors pronounced by Mike, Marcus and other characters amounted to 51 or 77,2% errors of omission, 16 or 24,2% errors of Misformation and 2 or 3,03% errors of Misordering.

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APPENDIX 4

TOEIC CERTIFICATE

ETS TOEIC LISTENING AND READING OFFICIAL INSTITUTIONAL SCORE REPORT

Radhina Pradnya Paramitha

Name: _____

Identification Number: **3275035112990013** Date of Birth: **1999/12/11**

Test Date: **2022/01/15** Valid Until: **2024/01/15**

LISTENING
Your score: **430** (Scale: 5 to 495)

READING
Your score: **275** (Scale: 5 to 495)

TOTAL SCORE
705

Client/Institution Name: **Putra Pratama Raya, PT**

PT International Test Center, Plaza Sentral, 17th Floor, Jl. Jend. Sudirman, Kay 47, Jakarta, Indonesia, 12930

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LISTENING

Your scaled score is between 400 and 495. Test takers who score around 400 typically have the following strengths:

- They can infer the central idea, purpose, and basic context of short spoken exchanges across a broad range of vocabulary, even when conversational responses are indirect or not easy to predict.
- They can infer the central idea, purpose, and basic context of extended spoken texts across a broad range of vocabulary. They can do this even when the information is not supported by repetition or paraphrase and when it is necessary to connect information across the text.
- They can understand details in short spoken exchanges, even when negative constructions are present, when the language is syntactically complex, or when difficult vocabulary is used.
- They can understand details in extended spoken texts, even when it is necessary to connect information across the text and when the information is not supported by repetition. They can understand details when the information is paraphrased or when negative constructions are present.

To see weaknesses typical of test takers who score around 400, see the *Proficiency Description Table.

READING

Your scaled score is close to 250. Test takers who score around 250 typically have the following strengths:

- They can make simple inferences based on a limited amount of text.
- They can locate the correct answer to a factual question when the language of the text matches the information that is required. They can sometimes answer a factual question when the answer is a simple paraphrase of the information in the text.
- They can sometimes connect information within one or two sentences.
- They can understand easy vocabulary, and they can sometimes understand medium-level vocabulary.
- They can understand common, rule-based grammatical structures. They can make correct grammatical choices, even when other features of language, such as difficult vocabulary or the need to connect information, are present.

To see weaknesses typical of test takers who score around 250, see the *Proficiency Description Table.

ABILITIES MEASURED

PERCENT CORRECT OF ABILITIES MEASURED

Your Percentage: _____ (Scale: 0% to 100%)

ABILITIES MEASURED

PERCENT CORRECT OF ABILITIES MEASURED

Your Percentage: _____ (Scale: 0% to 100%)

Can infer gist purpose and basic context based on information that is explicitly stated in short spoken texts	0% 100%	86	Can make inferences based on information in written texts	0% 100%	62
Can infer gist purpose and basic context based on information that is explicitly stated in extended spoken texts	0% 100%	85	Can locate and understand specific information in written texts	0% 100%	57
Can understand details in short spoken texts	0% 100%	100	Can connect information across multiple sentences in a single written text and across texts	0% 100%	72
Can understand details in extended spoken texts	0% 100%	81	Can understand vocabulary in written texts	0% 100%	66
			Can understand grammar in written texts	0% 100%	58

* Proficiency Description Table can be found on our web site, www.ets.org/toeic

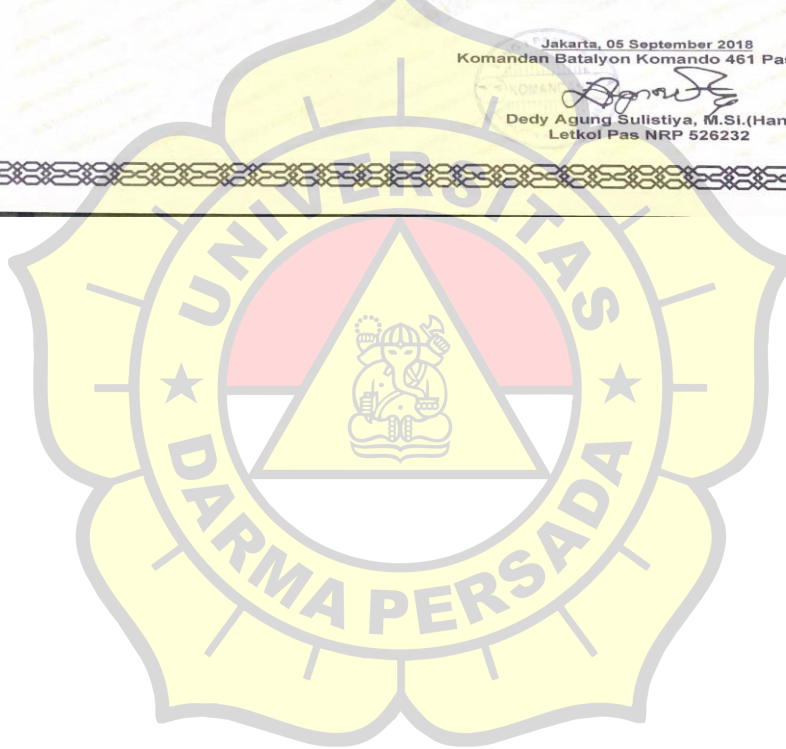
HOW TO READ YOUR SCORE REPORT:

Percent Correct of Abilities Measured:

Percentage of items you answered correctly on this test form for each one of the Abilities Measured. Your performance on questions testing these abilities cannot be compared to the performance of test-takers who take other forms or to your own performance on other test forms.

Note: TOEIC scores more than two years old cannot be reported or validated.

APPENDIX 5
CERTIFICATES



UNIVERSITAS DARMA PERSADA



SERTIFIKAT

Diberikan kepada

RADHINA PRADNYA PARAMITHA
2018130091

Sebagai Peserta

*Dalam Kegiatan Pengenalan Kehidupan Kampus Mahasiswa Baru (PKKMB)
Universitas Darma Persada, pada 3-7 September 2018*

Rektor,

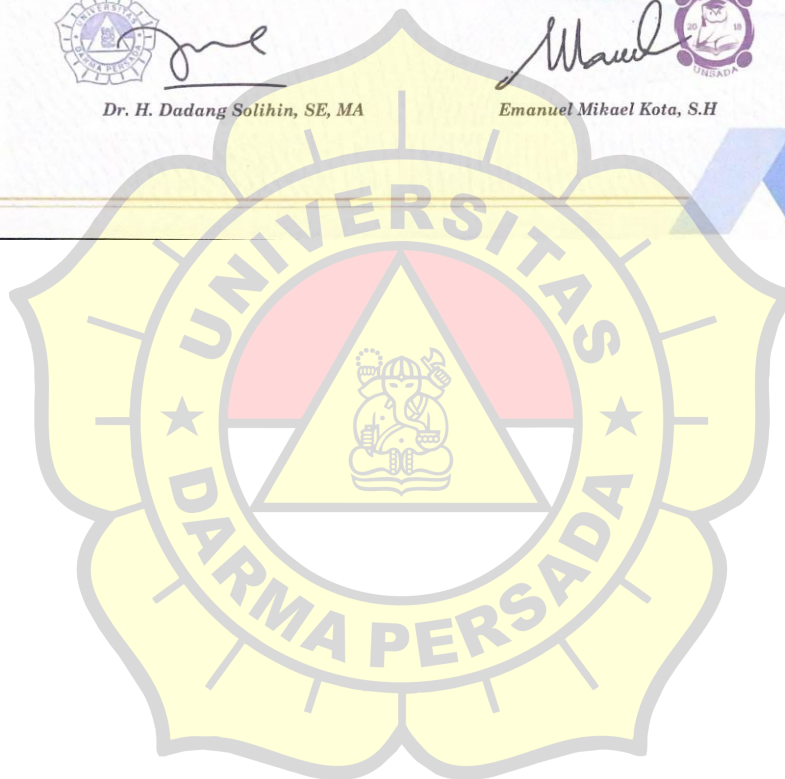


Dr. H. Dadang Solihin, SE, MA

Ketua Panitia



Emanuel Mikael Kota, S.H



APPENDIX 5
CERTIFICATES



The certificate features a light blue background with decorative elements. On the top left is the logo of Universitas Darma Persada, and on the top right is the HIMASINDA logo, which includes a Union Jack flag. The title 'E-SERTIFIKAT' is prominently displayed in the center. Below it, the recipient's name 'Radhina Pradnya Paramitha' is written in a stylized font. The certificate specifies the recipient's role as a participant in the 'Sabtu Bersama Alumni : JENJANG KARIR MULTINASIONAL' event held in Jakarta on July 2, 2022. Three signatures are present: Hafizh Baihaqi (Chairman of HIMASINDA), Dr. Yoga Pratama, M.Pd (Chairman of the English Language and Culture Program), and Felix Apta Chandra (Executive Chairman). A large, faint watermark of the Universitas Darma Persada logo is visible in the background.

E-SERTIFIKAT

Diberikan Kepada:

Radhina Pradnya Paramitha

Sebagai PESERTA Acara
Sabtu Bersama Alumni : JENJANG KARIR MULTINASIONAL
Jakarta, Sabtu, 2 Juli 2022

Hafizh
Hafizh Baihaqi
Ketua HIMASINDA

Dr. Yoga Pratama
Dr. Yoga Pratama, M.Pd
Ketua Prodi Bahasa &
Kebudayaan Inggris

Felix
Felix Apta Chandra
Ketua Pelaksana

APPENDIX 6

TERM-PAPER COUNSELING FORM

APPENDIX 6

TERM-PAPER COUNSELING FORM




Nama Mahasiswa : Radhina Pradnya Paramitha

Dosen Pembimbing: Juliansyah, M.Pd.

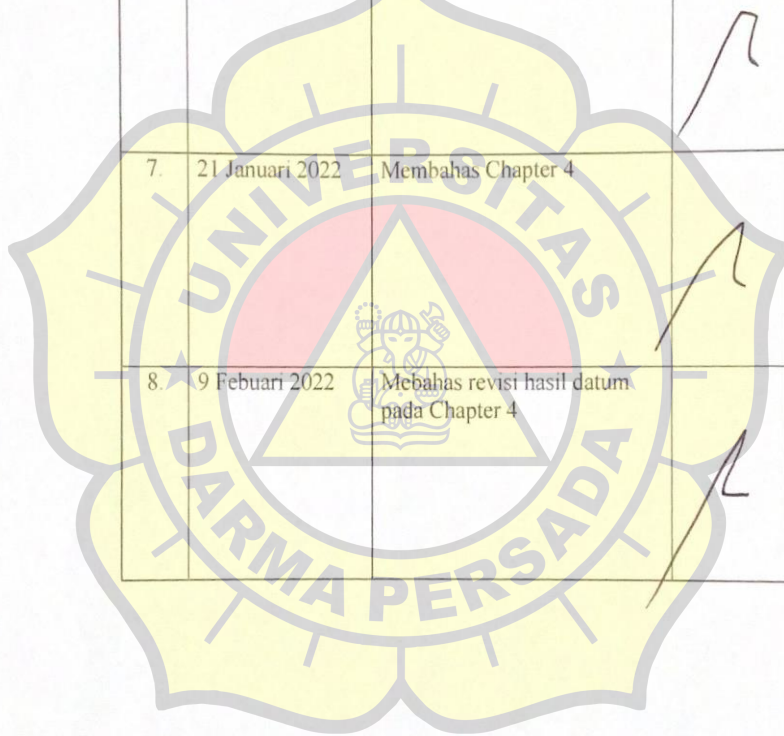
Judul Skripsi : The analysis of Grammatical Errors Found in
Movie's Script of Bad Boys for Life (2020)

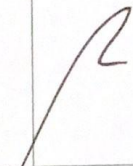
Mulai Bimbingan : 25 Maret 2021

Tahun Akademik : 2018

No.	Hari & Tanggal	Catatan Pembimbing	Paraf
1.	31 Maret 2021	Konseling menentukan judul skripsi	
2.	6 April 2021	Membahas Chapter 1 introduction	
3.	19 May 2021	Membahas Chapter 2 Theoretical Framework	

4.	10 Juni 2021	Membahas revisi pada Chapter 2	
5.	24 Juni 2021	Membahas Chapter 3	
6.	22 Juli 2021	Membahas revisi pada Chapter 3	
7.	21 Januari 2022	Membahas Chapter 4	
8.	9 Febuari 2022	Mebahas revisi hasil datum pada Chapter 4	



9.	24 Juni 2022	Membahas Chapter 5 conclusion	
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Jakarta,
18 Juli 2022

Menyetujui:

Dosen Pembimbing



(Juliansyah, M.Pd.)

Mengetahui:

Pembimbing Akademik



(Dra. Widiastuti, MM.)

Ketua Program Studi

S-1 Bahasa dan Kebudayaan Inggris



(Dr. Yoga Pratama, M.Pd.)



APPENDIX 7

CURRICULUM VITAE

RADHINA PRADNYA PARAMITHA

ENGLISH LANGUAGE AND CULTURE



A motivated person. Study is the highest priority in my life. I will apply myself to achieve my goals.

PROFILE

NAME : RADHINA PRADNYA PARAMITHA
PLACE / DATE OF BIRTH : JAKARTA, 11 DESEMBER 1999
RELIGION : ISLAM
SEX : FEMALE

Hobby

Membaca, Menulis, Travelling

+62895326581121
radhinaparmith@gmail.com
instagram.com/radhinaa

Education

2018-2022
DARMA PERSADA UNIVERSITY
Linguistics and Culture Bachelor Degree

2011-2014
VOCATIONAL HIGHSCHOOL NUMBER 5 BEKASI
Chemical Analysis

SKILLS

- Initiator
- Multi-tasking
- Teamwork
- Good time management

Organization Experience

HIMPUNAN MAHASISWA SASTRA INGGRIS UNIVERSITAS DARMA PERSADA