

CHAPTER I

INTRODUCTION

A. The Background of Study

Brumfit states that “English is an international language and the most widespread medium of communication.”¹ Both are because of the number and geographical areas of its speakers and the large number of non-native speakers whom use it for part of their international contact. Thus, it is not surprising that the teaching of English is carried out in many parts of the world. For example, our country Indonesia treats English as the first foreign language. English has some important roles in the development of Indonesia, such as it is used as an instrument in developing modern science and technology sources. English is one of the international languages used as a means of communication among nations in the world. It is used in international trade, tourism and other important international affairs. Indonesian language is a mother tongue, thus, English language is not used commonly in a daily life by Indonesian people. To consider the important role of English, Indonesian government puts English as the first foreign language. Realizing the importance of English in our country, many people in Indonesia are learning the language.

¹ Christopher Brumfit, *English for International Communication*, (1), (Oxford: Pergamon Press 1982), p 1.

They learn it for many different purposes such as business, science, technology, communication, and education.

In the course of learning English as learning the foreign language, several factors such histories, literatures, arts, habits, customs, and manners influence the language of the country. They can be called as the culture. The language relates to its culture. So when people study a language, they also study a culture. Rahim Uddin says, “Culture is the characteristics of a particular group of people, defined by everything from language, religion, cuisine, social habits, music and arts. Thus culture finds its expression in language; so, learning a new language without familiarity with its culture remains incomplete.”² If people want to study English, they are supposed to study its culture.

Seeing eye to eye with Rahim, on her article in learning English, Kate Wilson wrote that there are at least four reasons why it is a must to study the culture instead of just English:

1. Language is a reflection of culture: Do you know why we have so many expressions and proverbs in English that are related to action, self-reliance and risk-taking? It's because language always reflects culture. If you understand the cultural values in the England, you will be able to speak English more naturally and you will understand why certain phrases are used often.

2. Language is not just verbal: Language is about communication and sometimes non-verbal language is more

² Rahim Uddin Choudhury, “*The Role of Culture in Teaching and Learning of English as a Foreign Language*” Express, an International Journal on Multi Disciplinary, Vol. 1, Issue 4, April 2014 p.1

important than the spoken word. Can you recognize common non-verbal gestures in the England and do you know what they mean? What are the chances of miscommunication if you use English words but you continue using nonverbal gestures from your home culture?

3. Understanding cultural adjustment is key to learning English: Do you remember the last time you felt really confused, disoriented, lonely and misunderstood in the England? Maybe this feeling lasted for a week or a few months. How easy was it for you to focus on learning English during those weeks or months? It helps to know what to expect during cultural transitions and how to handle culture shock.

4. Cultural competence is a valuable and marketable skill: How do people manage time and schedules in the UK and how is that different from your own time management style? How do you build a professional rapport with your British colleagues? What's the best way to hand out a business card in the UK? Can you answer these questions? Your success in your career in the UK will depend on your cultural competence.³

These points raise the strong thesis that the culture roles most parts of its language.

Some people also learned English culture in order to learn its language deeply and comprehensively included students of English Education in Islamic University of Sultan Maulana Hasanuddin Banten. They have the *History of English Development, Introduction to Literature, and Cross Culture Understanding* subjects that learned intensively about English

³ Kate Wilson, “English Culture and Why Learning English Is Not Enough ” <http://www.englishandculture.com/blog/bid/59451/English-and-Culture-Why-Just-Learning-English-Is-Not-Enough>

culture in semester 4 until 6. In *History of English* subject, they not only learned about the origin of English, but also the beginning of England as the kingdom. It is apparently recognized that English language of today reflects many centuries of development. The political and social events that have in the course of English history so profoundly affected the English people in their national life have generally had a recognizable effect on their language.⁴ Meanwhile, in *Cross Culture Understanding* subject, they learned about a few culture of nations such United Kingdom, United States and Australia which most of natives speak English as their first language. These subjects helped them to understand the English culture that influences most of its language.

The inclusion of these subjects at the university cannot be separated from the crucial of English culture in learning English and therefore the authority of university designed and inserted into the curriculum. English culture affects almost linguistic aspects as well as the grammar. It's proven from Kate Wilson's article that many expressions and proverbs in English that are related to action, self-reliance and risk-taking (see on page 2), which is also fit to learning theory of one of linguistic branch, *Semantics*.

In English learning, we recognize grammar as the branch of linguistics. Grammar is the set of structural rules that govern

⁴Albert C. Baugh and Thomas Cable, *A History of the English Language*, (Fifth Edition), (London: Pearson Education, 2002), p 13.

the composition of clauses, phrases, and words in any given natural language⁵. The expert, Michele Swan says that it is: “The rules that show how words are combined, arranged or changed to show certain kinds of meaning.”⁶ Meanwhile, the writer says that it is the fundamental learning that English learner should learn to master English.

Grammar is the crucial base for learning English, but some people feel quite difficult to learn it. English might be a popular language to learn, but this doesn't necessarily mean it is a simple language to master, there are many challenges people face when learning English and if they are aware of these beforehand they stand a much greater chance of mastering the language. According to Kate Wilson, grammar is the one of five biggest challenges people must face when learning to speak and write English. She also says that:

English Grammar is complex, making it difficult to remember, master and use logically. Ensuring people use the correct grammar can be tricky, especially when you are in conversation with someone and they are speaking at an alarmingly fast pace. Learning grammar is like learning to drive, you can learn all of the theory, rules and regulations, but you won't be good at it unless you practice it and it starts to become second nature to you. Grammar is extremely important, incorrect use of grammar can confuse the person you are speaking to and

⁵ “Grammar (Definition & Explain)”, April 24, 2015
<http://sigipekgo.blogspot.co.id/2015/04/tugas-1-explain-about-grammar.html>

⁶Michael Swan, 2005. *Practical English Usage: 3rd Edition*. Oxford University Press.

even change the meaning of what you are communicating, what's more is native English speakers are hyper aware of grammar and will notice almost immediately if a grammatical error is made, even if this is the smallest of errors, English speakers are incredibly proud of the language and look negatively on it being used incorrectly.⁷

Some facts of English cultures from period to period convenience the writer that there is a relationship between English culture and grammar as the branch of its linguistics. Through the centuries, people and their living practices have evolved, resulting in wide-reaching changes in societal culture. This in turn, has influenced language to be what it is today.

It can be started to take a look at Before English period (Prehistory-500 A.D). The Celts, little or nothing is known about the original hunter-gatherer inhabitants of the British Isles in, had been speculated to influence over the grammatical development of English such as the use of the continuous tense (e.g. “is walking” rather than “walks”), which is not used in other Germanic languages.⁸

From Old English period (c.500 – c.1100), the morphology most closely resembles modern Icelandic, which is among the most conservative of the Germanic languages; to a

⁷ Kate Wilson, “5 biggest challenges of learning English,” <http://www.omniglot.com/language/articles/englishlearningchallenges.html>

⁸ Luke Mastin, “Before English”, http://www.thehistoryofenglish.com/history_before.html#Germanic, 2011.

lesser extent, the Old English inflectional system is similar to that of modern German.

Nouns, pronouns, adjectives and determiners were fully inflected with five grammatical cases.⁹ They must be declined in order to serve a grammatical function. A set of declined forms of the same word pattern is called a declension. As in several other ancient Germanic languages, there are five major cases:

- The **nominative** case indicated the subject of the sentence, for example: *se cyning* means 'the king'. It was also used for direct address. Adjectives in the predicate (qualifying a noun on the other side of 'to be') were also in the nominative.
- The **accusative** case indicated the direct object of the sentence, for example: *Æþelbald lufode þone cyning* means "Æþelbald loved the king", where Æþelbald is the subject and the king is the object. Already the accusative had begun to merge with the nominative; it was never distinguished in the plural, or in a neuter noun.
- The **genitive** case indicated possession, for example: the *þæs cyninges scip* is "the ship of the king" or "the king's ship". It also indicated partitive nouns.

⁹ Peter S. Baker. "Pronouns". *The Electronic Introduction to Old English*. Oxford: Blackwell. Archived from the original on September 11, 2015.

- The **dative** case indicated the indirect object of the sentence; *To whom* or *for whom* the object was meant. For example: *hringas þæm cyninge* means "rings for the king" or "rings to the king". Here, the word *cyning* is in its dative form: *cyninge*. There were also several verbs that took direct objects in the dative.
- The **instrumental** case indicated an instrument used to achieve something, for example: *lifde sweorde*, "he lived by the sword", where *sweorde* is the instrumental form of *sweord*. During the Old English period, the instrumental was falling out of use, having largely merged with the dative. Only pronouns and strong adjectives retained separate forms for the instrumental.¹⁰

A little step forward to Middle English period (c.1100 – c.1500), The Normans bequeathed over 10,000 words to English (about three-quarters of which are still in use today), including a huge number of abstract nouns ending in the suffixes “-age”, “-ance/-ence”, “-ant/-ent”, “-ment”, “-ity” and “-tion”, or starting with the prefixes “con-”, “de-”, “ex-”, “trans-” and “pre-”. Perhaps predictably, many of them related to matters of crown and nobility (e.g. *crown, castle, prince, count, duke, viscount, baron, noble, sovereign, heraldry*); of government and administration (e.g. *parliament, government, governor, city*); of

¹⁰ Wikipedia, *Old English Grammar*, https://en.wikipedia.org/wiki/Old_English_grammar, April 23, 2017.

court and law (e.g. *court, judge, justice, accuse, arrest, sentence, appeal, condemn, plaintiff, bailiff, jury, felony, verdict, traitor, contract, damage, prison*); of war and combat (e.g. *army, armour, archer, battle, soldier, guard, courage, peace, enemy, destroy*); of authority and control (e.g. *authority, obedience, servant, peasant, vassal, serf, labourer, charity*); of fashion and high living (e.g. *mansion, money, gown, boot, beauty, mirror, jewel, appetite, banquet, herb, spice, sauce, roast, biscuit*); and of art and literature (e.g. *art, colour, language, literature, poet, chapter, question*). Curiously, though, the Anglo-Saxon words *cyning* (king), *cwene* (queen), *erl* (earl), *cniht* (knight), *ladi* (lady) and *lord* persisted.¹¹ That is it how English culture affected its grammar from period to period, not to mention Early Modern English period, Late Modern English period, until what we know for English today. Over time, languages borrowed sounds, grammar and vocabulary from one another.

Referring to the facts above, the writer conducted short observation to sixth semester students of English Education of State Islamic University ‘Sultan Maulana Hasanuddin Banten’ in order to prove the correlation between learning and understanding the English culture and grammar ability. The writer asked the final score of the English culture and grammar subjects of 44

¹¹ Luke Mastin, “Middle English”, http://www.thehistoryofenglish.com/history_middle.html, 2011.

students and it showed that there is a positive correlation between English culture and grammar ability. By means of understanding the culture, the student learned how, why and where the words origin, so they will not feel a bit of difficulties when they learn grammar. It eventually eased them to master English.

The writer takes the sixth semester students in 2016/2017 academic year because the students have already learned the English culture and advanced grammar. It means they are qualified enough to be examined in this research. To strengthen his hypothesis, the writer will conduct the research entitled “**The Correlation Between English Culture Understanding and Grammar Ability**” (A correlational research at sixth semester of English Education students of Islamic University Sultan Maulana Hasanuddin Banten in academic year 2016/2017).

B. The Limitation Study

The scopes of the study are limited to the subject and object investigated.

- a. Subject. The subject of this study is the sixth semester of English Education students of Islamic State University Sultan Maulana Hasanuddin Banten in academic year 2016/2017.

- b. Object. The object of this study is the correlation between English culture understanding and grammar ability.

C. The Problem Statement

The problems stated in this thesis are:

- a. Is there any correlation between English culture understanding and grammar ability of sixth semester of English Education students of Islamic State University Sultan Maulana Hasanuddin Banten?

D. The Study Purpose

- a. To figure out any correlation between English culture understanding and grammar ability.

E. The Previous Study

A number of studies had been conducted in similar case. Most researchers studied the influence of English culture to the learning of English as foreign language. Those are:

“The Role of Culture in Teaching and Learning of English as a Foreign Language.”

(Jazan University, Kingdom of Saudi Arabia)¹²

In this research, the researcher showed that culture and language are intricately interwoven for sure. One cannot separate the two without losing the significance of either language or culture. If any one of them is separated the other remains incomplete. In EFL or ESL class room the students should be taught English with the culture associated with it so that the students can acquire the target language with cultural background and correspond in real life situations. It is observed that many students, who have excellent academic performance in English subject, sometimes, find it very difficult to correspond with native speakers or in real life situations. This might be the result of learning English without proper awareness of its culture. Therefore, the role of culture that plays in teaching and learning of English as a foreign/ second language can't be avoided while designing course for EFL/ ESL students and in the class room situations. The teachers should keep in mind the importance of culture and must have a prior knowledge of the cultural knowledge of the chapter or lesson he is going to teach the students.

¹² Rahim Uddin Choudhury, “The Role of Culture in Teaching and Learning of English as a Foreign Language” Express, an International Journal on Multi Disciplinary, Vol. 1, Issue 4, April 2014

“Linguistics Across Cultures: The Impact of Culture on Second Language Learning.”

(Wenzao Ursuline College of Languages and A&M University)¹³

The purpose of this article is to discuss the inseparable relation between culture and language and to purpose ways to implement instructional strategies for teaching second language through culture to enhance student’s linguistic comprehension. Cultural learning helps us to discover that there are multitude ways of viewing the world. Understanding the relationship between culture and linguistics will help us to develop instructional strategies and pedagogies for teaching second languages. In the information driven world, language ability gradually becomes an essential skill. According to Kramsch, culture in language learning is not an expendable skill. For achieving true linguistic comprehension, culture and language should be learned together. After all, the more cultural concepts we learn, the more language abilities we gain; he more language we gain, the more competitiveness we have.

Unlike both previous studies above, the difference of this research lies on the correlation between the culture and its grammar. The writer hopes to find the significant correlation

¹³ Ming-Mu Kuo and Cheng-Chieh Lai, “Linguistics Across Cultures: The Impact of Culture on Second Language Learning.” *Journal of Foreign Language Instruction*.

between them so that it will be the beneficial reference to the next similar research for others.

F. Hypothesis

Based on the conceptual framework made by the writer in this research, he hypothesizes that there is the positive or significant correlation between English culture understanding and grammar learning.

H₀: There is no significant correlation between English Culture Understanding and Grammar Learning in Sixth Semester English Education students of State Islamic University Sultan Maulana Hasanuddin Banten.

H_a: There is positive or significant correlation between English Culture Understanding and Grammar Ability in Sixth Semester English Education students of State Islamic University Sultan Maulana Hasanuddin Banten.

G. The Organization of Writing

CHAPTER I: INTRODUCTION consist of Background of the Study, The Scope and Limitation of the Study, The

Statements of the Problem, The Purpose of the Study, The Previous Similar Study, Hypothesis, and the Organization of Writing.

CHAPTER II THEORETICAL REVIEW consists of English Culture, the English Culture Understanding, Student's English Culture Understanding, English Grammar, Grammar Ability, and Student's Grammar Ability.

CHAPTER III METHOD OF THE RESEARCH consists of Research Method, Variables, Research Site, Population and Sample, Method of data Collection, Research Instrument, and Data Processing.

CHAPTER IV THE RESULT AND DISCUSSION consists of the result of data, analysis of product moment and limitations of research.

CHAPTER V CONCLUSION AND SUGGESTIONS consist of conclusions and suggestions that relevance to the existing problems.

The final part of this paper consists of a list of references, necessary attachments to improve the validity of the content of the thesis and the final list biography of the thesis author.