

CHAPTER II

THEORETICAL REVIEW

A. English Culture Understanding

1. English Culture

Before to know the essence of English culture, there is the term first used by the pioneer English Anthropologist Edward B. Tylor in his book, *Primitive Culture*, published in 1871. Tylor said that culture is "that complex whole which includes knowledge, belief, art, law, morals, custom, and any other capabilities and habits acquired by man as a member of society."¹

Also, not far from the previous thought, Novi states on her article that "culture is made up of many complex elements, including religious and political system, customs, languages, tools, clothing, buildings, as well as culture, an integral part of human beings, so many people tend to think inherited genetically."²

Meanwhile, the culture of England is defined by the idiosyncratic cultural norms of England and the English people. Owing to England's influential position within the United

¹ Edward Tylor, *Primitive Culture*, New York: J. P. Putnam's Sons 1920 [1871], Volume 1, page 1

² Novita, *Understanding The Culture According to The Experts*, <http://sbm.binus.ac.id/2016/03/16/understanding-the-culture-according-to-the-experts/>, March 16, 2016.

Kingdom it can sometimes be difficult to differentiate English culture from the culture of the United Kingdom as a whole. However, since Anglo-Saxon times, England has had its own unique culture, apart from Welsh, Scottish or Irish culture.³

The name of the country and the term "English" derive from the Old English word for one of the three Germanic peoples that invaded the British Isles in the fifth century C . E ., the Angles. "Britain" and "British" derive from a Roman term for the inhabitant's language of the British Isles, called "Brythonic" or p-Celtic.

Englishness is highly regionalized. The most important regional divide is between the south and the north. The south, chiefly represented by the regions of the southeast, southwest, East Anglia, and the Midlands, now contains the economically most dynamic sectors of the country, including the City (the chief financial center of the United Kingdom) and the seat of the national government, both in London. The north, the cradle of industrialization and the site of traditional smokestack industries, includes Yorkshire, Lancashire, Northumberland, Cumbria, Durham, Merseyside, and Cheshire. Especially in the last decades of the twentieth century, the north has experienced deindustrialization, severe economic hardship, and cultural

³ Wikipedia, *Culture of England*, https://en.wikipedia.org/wiki/Culture_of_England, February 7, 2017.

balkanization. England is also a culture of many smaller regionalisms, still centered on the old governmental unit of the county and the local villages and towns. Local products, such as ale, and regional rituals and art forms, such as Morris dancing and folk music, many of which date back to the preindustrial era, allow people to shape their attachments to their communities and the nation. Merged with the north–south divide and regionalism are notions of working class, middle class, and upper class as well as rich versus poor.

England's role as a destination for migration also has influenced conceptions of Englishness. Historically, the most prominent immigrant group has been the Irish, who came in two major waves in the modern era: 1847 and 1848 after the potato famine, and during and after World War II. Scots were present in England by the 1700s and settled in England in large numbers during the nineteenth and twentieth centuries, often for economic reasons. Welsh in-migration came to prominence when deindustrialization began in Wales in the 1920s. This immigration has brought the so-called Celtic fringe into English culture in a host of ways. There has also been the impact of Jewish, Flemish, Dutch, French Huguenot, German, Italian, Polish, Turkish, Cypriot, and Chinese cultures since the twelfth century. The loss of Britain's colonies has brought Afro-Caribbeans, Bangladeshis, Pakistanis, Indians, and migrants from northwestern and eastern Africa in significant numbers.

Judgments of whether England's newcomers feel themselves to be "English" vary by group and even by individual.⁴

To sum up, the writer thinks the English culture is the complex whole, that it contains the history, literature, law, religion, music, art, food, and manner of British (England).

2. English Culture Understanding

‘Understanding’ is a *gerund* from word of ‘understand’, which means 1) know or realize the meaning of words, a language, somebody says; (2) know or realize why or how something happens, works; (3) know somebody’s character well; (4) have been told. According to Oxford dictionary, understanding means (1) (*noun*) knowledge; (2) (*countable*) informal agreement; (3) (*uncountable*) sympathy (4) (*adjective*) sympathy or willing to forgive others.⁵

From explanation above, the writer could conclude that English culture understanding is the comprehensive knowledge of English culture. If somebody learns the arts, music, religions, literatures, histories, foods, and cuisines of English, it indicates that he learns the English culture, because they are the product of cultures. So we can assess the English culture understanding’s somebody by his knowledge of English culture.

⁴ Culture of England, <http://www.everyculture.com/Cr-Ga/England.html>

⁵ Oxford (Edited by: Victoria Bull), *Oxford: Learner’s Pocket Dictionary 4th Edition*, Great Calendon Street: Oxford University Press 2008, page 483.

3. Student's English Culture Understanding

In English department of State Islamic University 'Sultan Maulana Hasanuddin' Banten, English culture is taught at sixth semester through *Cross Cultural Understanding* subject. It studied not only English culture, but also some English native countries such Australia and United States.

They also studied the *History of English Development* and *Introduction to Literature* subject at fourth semester. Both study about the development of arts, religions, foods, cuisines, words and its transliteration from period to period. Even in *Introduction to Literature*, they learned the renowned and influenced figures that influenced most of English development. These three subjects become the benchmark of how far English culture understanding of the sixth semester students.

Even though they learned about English culture through these subjects, some culture products such arts and cuisines are not learned. In *Cross Cultural Understanding*, they only learned about the culture and style, education, social profile, the system of government and politics. In *History of English Development*, they only learned the history, religion, and languages origin. The whole culture products are not learned in these subjects, not to mention *Introduction to Literature*. The syllabus of the subjects can be seen on appendix.

B. Grammar Ability

1. English Grammar

Jeffrey Coghill and Stacy Magendanz, two founders of Library and McNeese State University in Lake Charles, Los Angeles defines grammar as “The grammar of a language is the set of rules that govern its structure. Grammar determines how words are arranged to form meaningful units.”⁶

Similar to the definition above, Michael Swan, a linguist who tended to engage in British English, says that: “The rules that show how words are combined, arranged or changed to show certain kinds of meaning.”⁷

Besides the general definition above, a few of linguist define the grammar with different styles. One of them is Leech. Leech defines grammar as “Grammar is a mechanism for putting words together, but we have said little about sound of meaning.”⁸

More extreme, a renowned expert of grammar, Greenbaum interprets grammar as follow:

⁶ Jeffrey Coghill and Magendanz Stacy, *English Grammar*, New York: Wiley Publishing, Inc 2003.

⁷ Michael Swan, *Practical English Usage: 3rd Edition*, Oxford University Press 2008.

⁸ Geoffrey Leech et all, *English Grammar for Today*, London: The Macmillan Press Ltd 1982.

In the concrete sense of the word *grammar*, a grammar is a book of one or more volumes. People of course also use *grammar* for the contents of the book. When people compare grammars for their coverage and accuracy, we are referring to the contents of the book: a grammar is a book on grammar, just as a history is a book on history.⁹

In brief, the writer would say that English grammar is the way in which meanings are encoded into wordings in the English language. This includes the structure of words, phrases, clauses, and sentences, right up to the structure of whole texts.

There are historical, social, cultural and regional variations of English. Divergences from the grammar described here occur in some dialects of English. This describes a generalized present-day Standard English, the form of speech and writing found in types of public discourse including broadcasting, education, entertainment, government, and news including both formal and informal speech.¹⁰

⁹ Sidney Greenbaum, *English Grammar*, Oxford University Press 1966.

¹⁰ Wikipedia, *English Grammar*:
https://en.wikipedia.org/wiki/English_grammar, May 14 2017.

2. Grammar Ability

Ability means skill or power in Oxford Dictionary.¹¹ Meanwhile in Cambridge English Dictionary, it means the physical or mental power or skill needed to do something.¹² We can infer from the definition that grammar ability is the skill or physical and mental power ability to recognize and produce the distinctive grammatical structures of a language and to use them effectively in communication.

Somebody's grammar ability of English is indicated by how competence he is able to use the structure of words, phrases, and sentences, right up to the structure of whole texts and communications.

3. Student's Grammar Ability

Starting with first semester, the sixth semester English education students of State Islamic University 'Sultan Mulana Hasanuddin' Banten were taught the Structure I subject, which studies about the grammar on beginning level. Then they continued to study Structure II on second semester, which is equal to Pre-Intermediate level of grammar learning and studied

¹¹ Oxford (Edited by: Victoria Bull), *Oxford: Learner's Pocket Dictionary 4th Edition*, Great Calendon Street: Oxford University Press 2008, page 1.

¹² Cambridge University, *Cambridge Dictionary: Ability* <http://dictionary.cambridge.org/dictionary/english/ability>, Oxford University Press 20017.

Structure III on third semester, which suits as well as Intermediate level of grammar learning. On fourth semester, they finally finished the Structure subject, which is Structure IV and on a par with Upper-Intermediate level of grammar learning. At the last, they studied Advanced English subject on sixth semester and it equals to Advance level of grammar learning.

The writer infers that the grammar ability of sixth semester students is equal to advanced level of grammar. They are able to use grammar proficiency to apply into English using orally or written.