

CHAPTER I

INTRODUCTION

This chapter presents: (1) background, (2) research problems, (3) research objectives, and (4) significance of the study

1.1 Background

Nowadays, English as a global language has some advantages to people around the world. English is used as a language to communicate across national borders. Using English to communicate may also help people to know, understand and respect each other particularly those who have different backgrounds such as languages, cultures and ethnic (Mukminin, Ali & Ashari, 2015). Besides, it is as a bridge to solve differences such as conflicts across the country globally, these conflicts are mostly avoidable with mediation and negotiation through English as a medium of communication (Pandarangga, 2015). Thus, English as a global language has united and connected all the people worldwide in term of communication and it solve differences.

In Indonesia, the role of English is considered a foreign language. English is regarded as one of the most popular foreign languages (Abrar et al., 2018). In addition, Marzulina et al., (2018) state that English is one of the compulsory subjects in Indonesia's educational system. Besides, the law 2003 on the curriculum of higher education included foreign language, especially English as a subject and it is an elective to be master. In brief, English as foreign language in Indonesia and it is become a compulsory subject for the student to be master.

Furthermore, there are four skills in English that should be mastered by student. They are listening, speaking, reading, and writing. Harmer (2007) states

that learning integrated English skills can make students easily to learn the language, because the four skills (writing, reading, listening, and speaking) are related to each other in learning language. In addition, integration of the four skills of the English language in fact influences the students' performance (Batias, Sepulveda, Munoz & Lorena, 2011). Therefore, the students should learn about all of the skills to master English well.

In studying English, English grammar occupies a central position because it is one of the elements of language which should be mastered. Mastering grammar of language will affect the mastery of language skills; listening, speaking, reading and writing (Effendy, Rokhyati, Rahman, Rakhmawati & Pertiwi (2017). Moreover, grammar is beneficial for English learners to master grammar that is to be competent in the four language skills, it is because incorrect use or lack of understanding of grammar might hinder communication either in speaking, writing, listening, or reading (Savage, Bitterlin & Price, 2010). Thus, grammar has the important role in English should master in order to enhance students become effective speakers.

Considering the main goal of English grammar learning, some researchers believe that enhancing learner's grammatical awareness leads to several functions. English students require a good grasp of grammatical awareness to help them develop the target language (Shuib, 2009). Then, Awareness and understanding how a structure works helps many students formulate how to say what they mean and helps lead to successful communication (Azar, 2007). It can be concluded that having a grammatical awareness plays a pivotal role in English grammar learning.

Despite the high importance of having grammatical awareness among English learners, in fact, many students still have lack of grammatical awareness in learning English. It can be supported by Han and Kim (2017) who claim that EFL learners have lack of grammatical awareness and they have low proficiency level. Some students did not the correct grammatical features due to lack and grammatical competency (Refnita, 2014). Then, Andrews (1994) reveals that more than 50% trainees having inadequate grammatical awareness/ knowledge. Thus, many studies reveal that student's still lack grammatical awareness.

Furthermore, based on informal interview with some student teachers of UIN Raden Fatah who have taken all the grammar courses, there was some information gained. First, the student teachers said sometimes were not satisfied with their grammar score. Second, they confused about tenses. As English student teachers, they also struggle in constructs sentences by using correct grammatical rules. They have to be careful in constructs sentences because if they make a mistake in tenses, the meaning of the sentence will be different. In brief, student teachers' problems in grammar may inadequate of grammatical awareness.

Some researchers have already conducted the studies having a close relationship with my current study. The first, Han and Kim (2017) found that there was significant difference in score of tense, article, and voice for grammatical awareness between high level and low-level group. Both of groups scored high for category of voice while they received low scores for vocabulary and morphology and perceived difficulties of articles and voice. The second, the study which was done by Shuib (2009) who showed that whole participants did not perform well in test indicating low level of awareness of grammatical

knowledge. The last, Andrews (1994), found that more than 50% of such a trainees having inadequate grammatical awareness/ knowledge.

Considering the background above, I am interested in conducting the research entitled; The Grammatical Awareness of Student Teachers of English Education Study Program at State Islamic University of Raden Fatah Palembang.

1.2 Research Problems

Based on the background above, the problem of this research is as follows:

1. How is the grammatical awareness of student teachers of UIN Raden Fatah Palembang?
2. What are the perceptions of student teachers of UIN Raden Fatah Palembang towards their grammatical awareness?

1.3 Research Objectives

In accordance with the problems above, the objectives of this research are:

1. To know the grammatical awareness of student teachers of UIN Raden Fatah Palembang.
2. To know the perceptions of student teachers of UIN Raden Fatah Palembang towards their grammatical awareness.

1.4 Significance of the Study

The findings of this study will provide additional information for lecturer, learners and further researcher. The first is for lecturer, this study can be helpful for lecturer who teach grammar course to give them references about the student teacher's grammatical awareness in general. The more efforts need to be made at teacher training institutions to promote grammatical awareness among aspiring

teachers. It was also important for the lecturer to teach the students in using correct tenses in the grammar class.

Besides, I hope that results of this study will become input to English grammar learning. The student will know whether grammatical awareness will help them much or not to be competent in language skills. The last, for further researcher who interest conduct same filed. They can get basic information from this research. Thus, they can do their research deeper than this research.