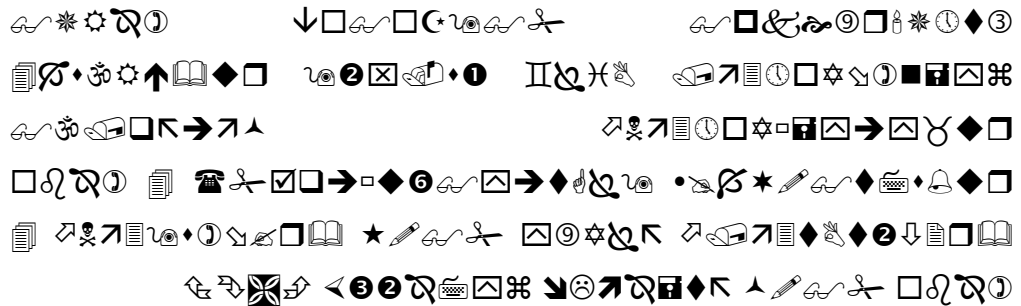


CHAPTER I
INTRODUCTION

A. Background of Study

Every person in the world has a language. Language is important learnt because it is tool of communication certainly, that there are many kinds of nations and tribes in the world, which need a communication tool to know one another. In holy Qur'an (Al-Hujaraat; 13), Allah says:



The verse proofs us that language has a very role among human in every nations and tribe. So, the need of learning a language is very important for us to communicate and know each other.

Communication is a means of connecting people or places. By using communication people not only can exchange information, news, ideas, and feelings but also create and share meaning.

Allah in the Holy Qur'an (Ar-Ruum: 22) has also granted to our capability in communicating and interacting to each other as follows:

learning the language, will not be meaningful without having them arranged in a certain grammatical pattern appropriately. Then, Hariyono, R (2002) also states that grammar is knowledge which is about how to arrange words to be a sentence correctly, or it is said, before you arrange an English sentence, you must study grammar first.

Grammar is very important. Without grammar, meaning nuances can lose or cannot be submitted. It is difficult to create a text, and learning grammar is very important for language learners. It makes students know how to produce good sentences and to express ideas and feelings.

This is why the Indonesian government chooses English as the first foreign language to be taught in schools. In the world of education, English is one of the subjects that are compulsory to be learned in Elementary School, Junior High School, Senior High School, and also in the university.

In Antasari State Institute for Islamic Studies (IAIN) Banjarmasin, there is a language program namely PPB (Language Service Center). It is a program that helps to increase students' foreign language ability, especially English and Arabic.

In the field, it can be seen that students who are still studying in college come from different educational backgrounds or heterogeneous capabilities. For example, students of IAIN who take the PPB program are Senior High School

(SMA), vocational High School (SMK), Islamic High School (MA), and Boarding School graduates. From the difference of educational background will have an impact on the knowledge and experience gained by each student especially for English subject. Number of hours of English subjects among students in SMA, MA, SMK or Islamic Boarding School is the same, which is a two-hour lesson each week. Even so, the curriculum between these four educational background is not same that is the number of subjects that exist in MA, vocational school or boarding school more than the number of subjects in SMA. This will have an impact on the level of absorptive capacity of different students for understanding a number of lessons learned.

As an educator, it is important to know about students' educational background, because it is an aspect that influences teaching and learning process. An educator can know characteristics of students and determine the appropriate methods or strategies process in order to be succeeded in teaching and learning English.

The writer is interested in conducting the research above since considers that students of PBB as learners often have difficulties in learning English, although in previous levels of secondary education they have gained knowledge of English (grammar). It can be caused by the quantity and quality of the experience of learning English which is owned by students who come from SMA, MA, SMK and Boarding School are heterogeneous (different). While the act of learning is given in college is the same.

This research measures the level of grammar mastery of students in PPB from different educational background. From different background so that the grammar mastery of students is different too. Objects in this study are the students who come from General High School (SMA), Islamic Senior High School (MA), Vocational High School (SMK) and Islamic Boarding School. From the four objects above, grammar mastery of students is certainly different.

Based on the background of problems above, so the writer interested to do this study entitle: “THE INFLUENCE OF STUDENTS’ EDUCATIONAL BACKGROUND ON GRAMMAR MASTERY AT LANGUAGE SERVICE CENTER (PPB) IAIN ANTASARI BANJARMASIN ACADEMIC YEAR 2012-2013”

B. Statements of Problem

Based in the reason of the study above, the statements of the problem as follows:

1. How is students’ grammar mastery of Senior High School (SMA), Islamic High School (MA), Vocational High School (SMK) and Islamic Boarding School (Ponpes) graduates at Language Service Center (PPB) IAIN Antasari Banjarmasin?

2. Is there any significant difference on grammar mastery between the students of Senior High School (SMA), Islamic High School (MA), Vocational High School (SMK) and Islamic Boarding School (Ponpes) graduates at Language Service Center (PPB) IAIN Antasari Banjarmasin?

C. Objective of Study

The objectives of study are:

1. To obtain students' grammar mastery of Senior High School (SMA), Islamic High School (MA), Vocational High School (SMK) and Islamic Boarding School (Ponpes) graduates at Language Service Center (PPB) IAIN Antasari Banjarmasin.
2. To know any significant difference on grammar mastery between the students of Senior High School (SMA), Islamic High School (MA), Vocational High School (SMK) and Islamic Boarding School (Ponpes) graduates at Language Service Center (PPB) IAIN Antasari Banjarmasin.

D. Assumptions

1. Students' educational background influences their grammar mastery.
2. The students' educational background in Language Service Center (PPB) IAIN Antasari Banjarmasin is different to each other.
3. Every student in Language Service Center (PPB) IAIN Antasari Banjarmasin has different grammar mastery.

E. Hypotheses

It is necessary for the writer to formulate the hypothesis of the study as follows:

1. Alternative Hypothesis (H_a)

There is significant difference on grammar mastery between the students of Senior High School (SMA), Islamic High School (MA), Vocational High School (SMK) and Islamic Boarding School (Ponpes) graduates at Language Service Center (PPB) IAIN Antasari Banjarmasin.

2. Null Hypothesis (H_o)

There is no significant difference on grammar mastery between the students of Senior High School (SMA), Islamic High School (MA), Vocational High School (SMK) and Islamic Boarding School (Ponpes) graduates at Language Service Center (PPB) IAIN Antasari Banjarmasin.

F. Significance of Study

The result of this research is expected to:

1. Give information for English lecturers, especially English lecturers at Language Service Center (PPB) and educators to take appropriate strategies in constructing and improving students' interest in English. It will be useful as an additional reference.

2. Give information about how does educational background influence grammar mastery of students.
3. Give basic information for other researcher who wants to do the research but in more detailed one.
4. Enrich literary source of IAIN Antasari library.

G. Definition of Key Terms

1. Influence : a person or thing that has an effect on someone or something (Macmillan English Dictionary for Advanced Learners, p. 735). In addition, according to Hornby (1995: 611) that influence is the power to effect or change the way something functions or develops.
2. Educational : it is derived from the word “education”, it means the process of learning in a school or other program study (Longman Dictionary of American English, 2007: 284). Then, according to Hasbullah (2006) that education is the effort of human to develop personality appropriate with moral value in society and culture.
3. Background : a part of scene behind the main things or people, conditions or events that influence something.
4. Grammar : grammar is explanation that describes the rules for forming words and making sentences (Oxford Dictionary, 2005); sentence is a group of words that creates complete meaning or sense. In this chapter, the writer will discuss about some familiar grammar, which are consist of past tense,

used to, adverb of quantity, indirect questions from *Wh*-questions, evaluations and comparisons, and present perfect. These topics have been taught to students when in high school and in the PPB B program.

5. Mastery : to gain control of something; to overcome something, able to control other, dominating, very skilful, great skill (Hornby,1995:721).