

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Before the 20th century, English is exclusively used by the English people. However, in the 20th century, English has already become an international language because of the growing condition of human relations and the improvements in communication technology. It is proved by Komin (1998:265) who states that English is the most essential international language for doing international business. Furthermore, Talebinezhad and Aliakbari (2001) state that English as an international language is one of the most important means for acquiring access to the world's intellectual and technical resources. In 20th century, people all over the world have relation to each other in many fields such as economy, politic, social, etc. People have realized that having international relationships have become a necessity nowadays as they give people a lot of advantages such as more income, more knowledge, etc.

On September 1st, 1962, Widya Mandala Catholic University Surabaya opened the Faculty of Teacher Training and Education. One of the Departments of the Faculty is the English Department. The university hopes that all of the English Department graduates will become qualified English teachers in the society. To fulfill this goal, the English Department students must master English all of the four language skills listening, reading, writing, and speaking, and English language components such as English grammar, pronunciation, and vocabulary.

Therefore, since 2001, all of the new students of the English Department have to do TOEFL, which is intended to inform the Department about the level of English mastery of each student. From the result of the test, the faculty will be able to help the students improve their levels of English mastery. And then, after at least six semester of studying, the English Department students have to do TOEFL again to evaluate the students' English mastery. It is because the seventh semester students of the English Department have to join an obligatory program called the Teaching Practice Program or PPL (Praktek Pengenalan Lapangan), which is done in schools for at least 24 days.

From the result of TOEFL that is done by the new students, the Department knows the English mastery of its new students while from the result of TOEFL that is done after the students study for at least six semesters, the Department sees the improvements that have been achieved by the students. When the result of the TOEFL test taken by the students as new students is compared to the result of the TOEFL test taken after their six semester study, the Department is able to know about the improvements of the English mastery of the students. However, the Department never does it, which makes people curious about the improvements of the English mastery of the students. Since the Department does not allow anyone except the lecturers to look at the problem sheets of the TOEFL test that are used during the tests because of the concerns about the secrecy of the test, no one ever makes any kind of study to the TOEFL results of the students. Therefore, the writer wants to do this study by giving TOEFL test to the students so that the

result of this study can reveal the English mastery of the English Department students.

TOEFL itself consists of three sections – the section of structure and written expression, the section of reading comprehension, and the section of listening. Each section consists of some items. For example, the section of structure and written expression consists of tenses, phrases, etc. Each section is scored individually and the result of TOEFL is actually the total results of the three sections. It means that the result of TOEFL shows only the general ability of the person. However, generalizing something can sometimes be misleading because everyone has his or her own positives and negatives. That is why sometimes it is necessary to take a closer look to the aspects of the generalization. By taking a closer look to the items of the TOEFL sections, the one who has an interest in the result of TOEFL can get some benefits. For example, the English Department can make some improvements in the grammar items taught after the Department finds out which items of the grammar items taught that need to be improved.

This study, in general, is intended to find out the grammar mastery of the English Department students of Widya Mandala Catholic University Surabaya by making use of TOEFL. The objective of this study is chosen by the writer because the English Department students of Widya Mandala Catholic University Surabaya are expected to graduate as qualified English teachers. Becoming qualified English teachers is not an easy task because the students have to master all of the English language skills and components. To make sure that the English Department students of Widya Mandala Catholic University Surabaya have

mastered all of the English language skills and components, the Department requires the students to take TOEFL. Moreover, the writer chooses to do this study because no one really knows the level of grammar mastery of the English Department students of Widya Mandala Catholic University Surabaya. However, the level of grammar mastery being studied is not the general level of grammar mastery but the level of every item of grammar mastery such as the level mastery of tenses, etc.

1.2 Statements of the Problems

With reference to the reason for choosing the topic, the statement of the major problem under study is formulated as “How well do the English Department students master grammar based on TOEFL?”

From the major problem under study, the minor problem is “How well do the English Department students master the items concerning:”

1. Sentences with one clause?
2. Connectors?
3. Subjects and verbs?
4. Verbs?
5. Nouns?
6. Adjectives and adverbs?
7. Parallel structure?
8. Clauses?
9. Pronouns?

10. Determiners?

1.3 Objectives of the Study

Derived directly from the formulated problems above, the objective of the study is to see how well the English Department students master the items concerning:

1. Sentences with one clause.
2. Connectors.
3. Subjects and verbs.
4. Verbs.
5. Nouns.
6. Adjectives and adverbs.
7. Parallel structure.
8. Clauses.
9. Pronouns.
10. Determiners.

1.4 Significance of the Study

The result of this study is expected to give a contribution in improving the teaching and learning of English grammar in the English Department of Widya Mandala Catholic University Surabaya. It is also hoped that the result of this study can contribute some information for syllabus making at the English Department of Widya Mandala Catholic University Surabaya. It is because the result of this

study reveal which grammar items need to be learnt more and which grammar items that have been mastered by the students.

1.5 Assumptions

This study is based on the assumption that the grammar mastery of the English Department students of Widya Mandala Catholic University Surabaya can be measured by using TOEFL.

1.6 Scope and Limitation

The study is limited to the study of the grammar mastery of the English Department students of Widya Mandala Catholic University Surabaya according to the result of TOEFL. The writer decides to use TOEFL because the English Department students of Widya Mandala Catholic University Surabaya also use TOEFL to measure the students' improvements.

1.7 Theoretical Framework

This study is based on the theory of language testing. It also includes some information about TOEFL, the syllabus of Structure classes, and some previous studies. The theory of language testing is important because the writer wants to know about the grammar mastery of the English Department students of Widya Mandala catholic University Surabaya. Information about TOEFL is gathered from some experts who have written article about TOEFL and various practice materials for TOEFL preparation.

1.8 Organization of the Study

This study consists of five chapters. Chapter One discusses Background of the Study, Statements of the Problems, Objectives of the Study, Significance of the Study, Assumptions, Scope and Limitation, Theoretical Framework, and Organization of the Study. In Chapter Two, the writer discusses Language Testing, TOEFL, Structure Classes Syllabus, and Previous Studies. The writer discusses the Research Method in Chapter Three. In Chapter Four, the writer discusses Data Analysis, the Findings of the Study, and the Interpretation of the Findings. Chapter Five discusses the Conclusion of the Study and Suggestion.