

# CHAPTER I

## INTRODUCTION

### 1.1 Background of Study

The knowledge of language can be referred to the linguistic competence of a language such as lexical, grammatical and phonetic competences. In order to master the competences, people need to use and practice the language. They potentially make some errors during that process. In the case of the students' error it can be seen as the surface of the target language phenomenon and also as the students' own effort in mastering the language itself. It emphasizes that errors continuously occur in language use especially in spoken form.

Gan (2012) found some second language students speaking problems, namely: inadequate vocabulary, low grammatical accuracy and imperfectly pronunciation and intonation. About the grammar, this terminology will lead us to comprehend the utterances that produced from people during the communication. Almost all the students mentioned grammar as stumbling block to their spoken English. Thinking about the particular grammar item before uttering a sentence does not always work in terms of speaking.

In the communication, ideally people will deliver their speech by following the rule of the sentence itself. It is hopefully the speaker and the listener will take a part in communication by good understanding and create a good communication. Using a good sentence in speech will give the sense of the good communication. Specifically, people will unconsciously produce the errors while delivering their speech in the communication. The error actually can be seen from various levels such as phonological level, morpheme level, slip of the tongue and syntactical level.

Language use in spoken form in deed is more difficult than the written one. People often speak ungrammatically, but they write something in the accurate grammatical form. Recently, people are considered to use two languages in their communication. This case is claimed as the phenomenon of bilingualism. The phenomenon of bilingualism is seen as the way to enhance the capability of personal quality. Being bilingual means that being able to have the competence in speaking two languages at the time.

In the popular view, Abutelabi and Weekes (2014) explained that a bilingual speaker may be someone with different levels of proficiency in the two languages, using the two languages in different contexts or learning a new language due to educational requirements, immigration, or other business and life demands. This definition, a bilingual individual is not only necessarily someone who has acquired both languages from birth, or early in life, but also one who learns a second language (L2) later in life. Then, Brice (2009) proposes that a bilingual is defined as the ability to speak, listen, read and or write in more than one language with varying degrees of proficiency.

By mastering more than one language in our communication it helps us to understand other languages easier than people who only understand one language in the whole of their communication. this view highly supported by the explanation that explained by Hudson (2007) while he stated that with the use of two languages, students gain the increase of cognitive development as they perform more divergent and creative thinking. More specifically, Fromklin and Hyams (2007) stated that bilinguals also hold a greater awareness of meaning and structure in language because they are familiar with two languages from which

they can make generalizations about the characteristics of languages instead of one. as cited above, bilingualism direct us to understand the language that we use easier because of activation in our cognitive to notice the languages particularly in tem of grammatical level.

Ma'had Al Jami'ah UIN SU, for instance, is the institution which is applied the bilingual program while the languages are English and Arabic language. This Ma'had (boarding school) spoken two languages in their all activities including their teaching class program like studying Tahsin (enhancing) and Tahfidz (memorizing) Quran. The students have to speak English and Arabic in daily communication. Beside, the turn time taking is provided to make students focus in what language they used. They have to speak English and Arabic in certain week. One week for English and one week for Arabic. In the language week, students must speak English and Arabic languages; it depends on the week of language.

In relation to the bilingualism particularly English and Arabic language, Ahmad (2017) found that there was no significantly differences both English and Arabic. The different items can be found in the language transparency, phonology and morphology terms. It is also supported by the findings in Bader and Mustafa (2009) that denoted the position of foreign language can influence our understanding in mastering another foreign language. It is actually two languages are integrated each other. In order to say that students who have their basic in one foreign language actually help their understanding in another foreign language.

In fact, the students in Ma'had Al Jami'ah are mostly from boarding school (Pesantren) so that they have a basic in understanding Arabic language.

Meanwhile, it does not influence to the students in using English well. The students mostly produced the errors in the communication when they speak by using English.

Here are the examples of the preliminary data by the students of bilingual program in Ma'had Al Jami'ah UIN North Sumatra.

Conversation I:

ا: هل نظرت ببيكتنا؟  
 Have you found my book?  
 ب: لا, اين ضعتو .  
 No, I have not. Where did you put it?  
 ا: دَهَبْتُ اِلَى الْجَامِعَةِ وَ هُنَاكَ وَضَعْتُ كِتَابًا عَلَى الْمَكْتَبِ حَقًّا . وَالْآنَ....  
 I went to the class and I put my book on my table. Oh really  
 ب: ممكن في الممكن الاخر يا حبيبتي  
 It could be in other places, dear.

This preliminary data, the students communicate by using Arabic language syntactically since it can be seen from the structure of Arabic language that they used correctly. In order to say that the student rarely produce the errors in speaking Arabic language. In addition, some terminologies of grammatical in English existed in Arabic language. Therefore, the syntactical rules of English also happen in Arabic language such as verb agreement and verb tense case. It can be proved from the conversation above as follows: the word *Dzahabtu* derives from *dzahaba- yadzhabu*, the sign of letter *Ta* is referred to the past tense in Arabic and it is known as the *Fi'il Madhi*. The word of *Satata'allamu* derives from *Ta'allama- Yata'allamu*, the sign of letter *Sa* is referred to the future tense while in Arabic language it is known as the *Fi'il Mudhori'*.

## Conversation II

A: Where my cloth?

B: Where you put?

A: ...I finish take bath, I put my cloth in here. You take it?

B: No, I have many cloth. You look at the other place. I think you forget just now.

A: I think so. Thank you.

Based on the preliminary data above, the students did their conversation Grammatically in Arabic. The case of this conversation mostly seems quite different with the conversation that the students spoke in Arabic language. The errors in this preliminary data ease to find out as follows: *Where my cloth instead of where is my cloth*. The word of using is as the linking verb not existed. By following the term of syntax it should be put in the word of where so that the interrogative sentence in this case will be sentence grammatically. Then, the sentence *where you put instead of where did you put*. The word of using did is as the verb agreement not existed more. By following the term of syntax it should be put in the word after where so that the interrogative sentence in this case will be sentence syntactically. *I finish take bath instead of I have taken bath*. In this case, the student does not aware in using the form of verb phrase. This sentence actually refers to the present perfect tense since it consist of have followed by past participle.

*You take it instead of have you taken it*. In relation to this case, the student does not aware in using the form of verb in producing the interrogative sentence.

The students frequently omit the word of verb agreement in the interrogative sentence. *I have many cloth instead of I have many clothes*. The student does not aware in using singular and plural formation in a sentence. It seems that the pattern in singular and plural is strongly misused in this sentence. *You forget just*

*now instead of you have forgotten.* The student does not aware in using the form of verb phrase. This sentence actually refers to the present perfect tense since it consist of have followed by past participle.

Actually, this issue, speak two languages in Islamic institutional education is not the new trend since it is actually adapted from the system of bilingual program from boarding school (pesantren) that used English and Arabic languages in their daily communication. Since then, There are many researchers which have been conducted in relation to the various case based on grammatical error particularly in bilingual program for instance, Alhazmi (2016) has proven that code switching between Arabic and English is possible and often seems to be acceptable despite the typological differences between them at various levels.

It was observed that there are possibilities for switching at various syntactic and discourse boundaries where the four categories of code switching are allowed: tag-switching, inter- sentential switching, intra-sentential switching, and intra-word switching. It was also found that throughout the switched patterns, there was a significant prevalence of intra-sentential and intra-word switching. At the level of particular syntactic category of Arabic-English code switching, nouns with noun phrases as well as interjections represent the largest number of switched elements in the corpus.

On the other hand, Pervaiz and Khan (2010) this article presents an overview of the errors committed by the students of science subjects. As a result, they fail to concentrate on the other subjects like English which is an integral part of their studies. This research reported that the function of using verb is considered as the contribution in producing the grammatical error.

In line with the case above, Faisyal (2015) explained that the sources of the related to the term of overgeneralization. Hence, the findings of the research show that the students of Daarut Taqwa Islamic boarding school are still confronted with difficulties in morphology and syntax as they still create a lot of errors.

Then, Hananuraga (2015: 68) strongly denoted that the students in third grade students of Madrasah Aliyah (Boarding School) Amanatul Ummah Surabaya produced their syntax error in this study relates to the noun phrase and verb phrase. Noun phrase regards the use of infinitive and gerund, number, pronoun, preposition. Verb phrase includes the use of *to be*, progressive tense, verb-and-verb construction, auxiliary system, word order, and passive sentence. Some factors are indicated as causes of the students' lack understanding in grammar. Those factors possibly include curriculum factor and teacher's factors.

Based on the explanation above, the writer will conduct this study entitled spoken grammatical error by Students In Bilingual Program of Ma'had Al Jami'ah UIN North Sumatra.

## **1.2. The Problems of the Study**

Based on the background of the study, the problems are formulated as the following:

1. What types of spoken grammatical errors are made by students in bilingual program of Ma'had Al Jami'ah UIN North Sumatra?
2. How are the spoken grammatical errors realized by students in bilingual program of Ma'had Al Jami'ah UIN North Sumatra?

3. Why did spoken grammatical errors occur in the ways they do?

### **1.3. The Objectives of the Study**

In relation to the problems of the study, the objectives of this study are formulated as the following:

1. To describe the types of spoken grammatical errors by students in bilingual program of Ma'had Al Jami'ah UIN North Sumatra.
2. To elaborate how the spoken grammatical errors are realized by students in bilingual of in Ma'had Al Jami'ah UIN North Sumatra.
3. To describe the assumed reasons of spoken grammatical errors by students in bilingual program of Ma'had Al Jami'ah UIN North Sumatra.

### **1.4. The Scope of the Study**

This study will be conducted in the university boarding school that focusing on the students' utterances in the conversation by students particularly the Indonesian students who used two languages both English and Arabic language in their daily communication. In line with the case, using English and Arabic languages is the obligation for students because they attend in the bilingual program in Ma'had Al Jami'ah UIN North Sumatra. In addition, the students must speak English and Arabic languages in the certain week.



### **1.5. The Significances of the Study**

Findings of the study are expected to be useful and relevant theoretically and practically.

1. Theoretically, the research findings are expected to give much contribution and insight to applied linguistics particularly in the term of bilingualism which can be used as reference for the future study. In addition, the findings are expected to be the one having more academic in the issue of psycholinguistics field especially in the term of bilingualism.

2. Practically, the findings are expected to give information the spoken grammatical errors by bilingual students in Ma'had Al Jami'ah UIN North Sumatra. This study gave awareness to the teacher of Ma'had Al Jami'ah UIN SU about bilingualism in order to enrich and enhance the students in using English and Arabic language. In addition, the findings would be useful and to be the input for the students, lecturers, educational institutions and to other researchers of psycholinguistics to see the bilingualism especially in the spoken grammatical errors.