CHAPTER I
INTRODUCTION

A. Background of Study

Chomsky (1965) stated that linguistic competence could be achieved with good grammar, but it is refuted by Hymes. Hymes suggested that Chomsky's notion should be replaced. Hymes (1972) coined the term communicative competence to replace linguistic competence. He suggested that mastering language not only about the grammar, but also many factors that influenced in linguistic competence, such as social and referential aspect of the language. Communicative competence is needed to master linguistic competence especially in Second Language Acquisition (SLA), that has a relationship with communicative approach in language learning.

Communicative competence had an expansion since the first time was suggested. According to Jorda (2005) that many linguists gave their ideas about communicative competence, such as Canale and Swain (1980); Bachman (1990); and Celce Murcia et. Al (1995). According to Canale and Swain (1980), communicative competence was divided into three branches, namely: grammatical competence, sociolinguistics competence and strategic competence. In another time, Canale (1983) added one branch, Discourse competence.

In developing of communicative competence, Bachman (1990) distinguished language competence into two, namely: organisational competence and pragmatic competence. Organisational competence was

divided into grammatical competence and textual competence, whereas, pragmatic competence was divided into illucutionary competence and sociolinguistic competence. Besides organitational competence (grammatical and textual competence), speaker should know the pragmatic competence so that communicative competence could be achieved.

In other side, Celce-Murcia *et al* (1995) distinguished the concept into five components. First is linguistic competence would respond to Canale and Swain's (1980) grammatical competence, but it shows the distinction of linguistic system such as sentence pattern, morphological inflection, lexis, phonological and orthographic system. Second is actional component, it related to sociocultural component in Canale and Swain's (1980) and pragmatic competence in Bachman (1990). It refers to the knowledge of language functions and speech acts sets in interpreting and showing speakers' intentions by means of linguistic forms. Third is socioculture competence, it related to Canale's (1983) socioculture competence and to Bachman (1990) sociolinguistic competence. It addresses the issue of expressing messages appropriately according to the cultural and social convention of the context in which it is produced. The subcomponents of discourse competence are cohesion, deixis, coherence, genre structure and conversational structure. This competence is related to the three components described before, all this features are depend on the speakers' knowledge of linguistic system, interpretation and intended meaning in producing a text, and appropriateness of that message to a particular context or situation. And the last is strategic

competence as the knowledge and use of communication strategies. And it shows that all of five components above have interrelated each other.

From the explanation above, Chomsky's notion about linguistic competence that can be achieved with good grammar is not correct. Pragmatic competence is needed in communication. For example (In Home Alone 1 Movie's):

In McCalister's house. Kevin's mother is on the phone, talking to a friend. She packs clothes on the bed, while her husband is in the bathroom. A small boy, KEVIN, walks into the room.

Kevin : "Mom, Uncle Frank won't let me watch the movie. But the big kids can. Why can't I?"
Mom : "Kevin, I'm on the phone."
Kevin : "It's not even rated R. He's just being a jerk."
Mom : "Kevin, if Uncle Frank says no, then it must be really bad."

Grammatically the conversation is correct, but from pragmatic point of view's it is impolite, because Kevin said some words that were not suitable to the social context. It shows in sentence "It's not even rated R. He's just being a *jerk*". The word *jerk* is not suitable, especially form children to adult. Therefore, it is necessary to understand the language appropriately according to the form and the use, because failure may cause users to miss key points that are being communicated or to have their message misunderstood (Eslami-Rasekh: 2005).

Based on Bachman (1990), besides learning organisational competence, learners are also required to learn pragmatic competence. Pragmatic component in Bachman's model is made up of two subcomponents, those are illucutionary and sociolinguistic competence. Illucutionary is defined

in the relationship between the utterences and the speakers' intentions specified in them. Sociolinguistic competence refers to sensitivity to differences in variety and register and to the ability of interpreting cultural references. Pragmatic competence that includes illucutionary and sociolinguistic competence can be mastered by the learners with practices. In the processes of learning language, theory and practice should be balanced. Language without practice just as science and will never be applicable, but language without basis will make language error.

In the context of education in ESL, English is only taught by focusing the grammatical form. However, in daily activities of ESL learners, they are using English language as L2 to communicate. So in ESL context, students do not only learn the basis theory of English language (grammatical) in the school, but also practice in their life. It shows that in ESL, the language ability can be developed naturally. So, English learners in ESL has an input in their study, grammar and pragmatic.

In the context English as Foreign language, like it is in Indonesia. English has studied only at schools. Practice by using English language in real communication is very rare. In other words, in EFL context English language viewed as a science. In EFL, education institutes mostly focus on the teaching of grammar and reading comprehension, because grammar has viewed as basis on English language, although there are many competences that should be achieved by the learners to master the language as well. So, it has impact to learners in EFL that they more aware in grammar than the pragmatic. Finally,

the input of EFL learners' only grammar and there is no input about the pragmatic awareness. Different from ESL setting where language is learnt as a science and as real communication tool in their life. In ESL, English language is more applicable than it is in EFL context and ESL learners tend to be more aware the pragmatic than the grammar, so the pragmatic input in ESL is great for learner. With pragmatic competence, the learners will learn grammar and pragmatic ability naturally.

Students in EFL context got very limited pragmatic input, so they are commonly were more aware the grammar error than pragmatic error. In fact, pragmatic r in EFL learners are not usefull. For example, EFL learners especially in Indonesia, use Indonesian language and local language in their communication. It is rare to use English language in the real communication. Learners use English language only when they studied the English language in the school. English language in EFL is not applicable. So here, in the context of EFL learners grammar is disadvantage and viewed as the knowledge.

Bardovi-Harlig and Dornyei (in Wijayanto, 2011), reported that EFL learners were more aware of grammatical errors than pragmatic error. Niezgoda and Rover (in Wijayanto, 2011), also reported that EFL students judged grammatical and pragmatic errors more seriously than the ESL sample did. However low-proficiency learners in both EFL and ESL groups recognized more pragmatic than grammatical errors, whereas high proficiency learners showed the opposite tendency. Schauer (2006) reporeted that from the daa (53 participants: 16 German students studying at a British University, 17 German

students enrolled in a hifher education institution in Germany, and 20 British English native-speaking control) show that the German EFL participants were less aware of pragmatics infelicities than the ESL group and that the ESL learners increased their pragmatic awareness significantly during their stay in Great Bitanian. Layla Hasbun (2001) indicate that while NS teachers ranked pragmatic errors as more serious than grammatical errors, NNS teachers showed the opposite pattern. This finding is consistent with Bardovi-Harlig and Dörnyei's conclusions.

The previous stud ies above, explained that EFL learners were more aware in grammatical than pragmatic errors. This research is meant to continue the previous research by investigating whether the Indonesian EFL students aware the grammar or the pragmatic. Because the respondences is adult students, naturally they will search the information about the things that they don't know. As the first researcher in Indonesia, the researcher wants to prove whether the finding of previous studies is true in Indonesian EFL learners. Here, this research would try to continue the previous research about pragmatic awarenesss and also fill the gab of the research in .

B. Problem statement

1. How do Indonesian EFL learners understand grammar and pragmatic errors?

2. Do the lengths of study influence their understanding of grammar and pragmatic errors?

3. What are the reasons provided by the learners relating to either grammar or pragmatic errors?

C. Objective of the Study

The objective of study based on the problem statement above are as follows:

1. To analyze the Indonesian EFL learner's comprehension towards the grammar and pragmatic errors.

2. To identify whether the length of study gives influence to the learners in comprehension of grammar and pragmatic errors.

3. To know the reason of learners relating to either grammar and pragmatic errors.

D. Scope of The Study

In this research, the writer limits the problem on understanding of grammar and pragmatic errors by Indonesian EFL learners. The subject of this study is Indonesian EFL Learners. The subject is active students in English Education Department University of Muhammadiyah Surakarta. The

students were divided into three groups that base on the length of their studied English language. The first group is students who have been studying for one year (second semester), the second group is students who have been studying for two years (fourth semester) and the other group is students that have been studying for three years (sixth semester).

E. The Benefit of the Study

From this research there are two benefit that the researcher purposed, there are theoritical benefit and practical benefit. Theoritical Benefit have some specific purpose,there are the result of the study may become additional reference in considerable study especially in study of pragmatic awareness.

The second is Practical Benefit. The result of this study may give benefit: The result of this studi can be useful to develop the lesson especially in study of pragmatic awareness and can help the students to increase their comprehension in pragmatic's study; can be useful and become the orientation or reference to the school or university to create an easy way to understand the pragmatic's study; and the researcher also hopethat the result of this study can be useful for all people and the writer receive built's critics for the perfectly this research.

F. **Research Paper Organization**

In this research, the researcher create an formula in five chapter, namely:

Chapter I is introduction, that includes the background of the research, problem statements, objective of the study, scope ofthe study and the benefit of the study. **Chapter II** is underlying theory that explains about pragmatics, pragmatic competence and EFL learners, Interlanguage pragmatic, grammar error Vs pragmatic error and previous study. **Chapter III** is research method, it consists of the research type, the research object, data and data source, method of data collection, and technique of data analysis. **Chapter IV** is data analysis and discussion, it elaborates the step in analyzing the understanding of grammar and pragmatic errors in Indonesian EFL learners. **Chapter V** is conclusion and suggestion, explain about the conclusion and suggestion to the researcher.