

CHAPTER I

INTRODUCTION

A. Background of the Study

In the era of globalization, learning English as international language is very important because language is a tool for communication in expressing idea, feeling, and expectation to other people (Sinaga, Safitri, and Efransyah 2018). If someone want to learn English well, they should know four basic skills. They are receptive skills, listening (understanding the spoken language) and reading (understanding the written language), and productive skills (speaking and writing) (Haycraft 1978).

Speaking is one aspect from the productive skill that must be mastered by the students, because speaking is an interactive process of constructing meaning that concerns producing, receiving and processing information. In speaking activity the speaker uses language to express his or her ideas, feeling, and thought. It means that learners used speaking to achieve the certain goals like express their opinions, intentions, hopes and viewpoints. Learners should know the components of speaking therefore they can speak correctly and fluently. Those components consist of vocabulary, pronunciation and grammar.

Speaking is also the most difficult skill both to master and to teach. There are several factors that underlying it. First, not all students are extrovert; some of them might be introvert who simply cannot get along with the idea of oral

communication. Furthermore, teachers are bound to deal with the large classroom which is not very conducive for teaching speaking. Moreover, there are a number of cultural values adopted by learners in certain countries which seem to inhibit them from speaking freely.

Speaking practice in the classroom is important to do by the students. In order to speak fluently, they must practice their skill in everyday life. Therefore, the teacher should give students opportunity to practice their speaking skill by giving some more chance or exercises that put them into the real practice communication. Barkhuizen in Koizumi states that there are a large number of measures that indicate speaking performance such as “the number of words per minute” for fluency and “the number of errors per word” for Ability (Teaching 2005). According to (Brown 2001) suggest that good fluency represents the main characteristic of natural communication, it should be given more weight in teaching of speaking.

Another criterion of fluency is mastering grammar. Learning English cannot be separated from learning grammar. The meaning of grammar is the set of logical and structural rules that govern the composition of sentences, phrases, and words in any given natural language. Regardless which practical aspect is more important, English teaching in Indonesia seems to devalue fluency as grammar-based teaching is far more prevalent especially in rural areas. (Nguyen 2011) state that English teacher in Indonesia, in many occasions, give lectures dealing with grammar. Students are deliberately directed to learn grammar in order to pass the examinations which basically

derived from typical reading and grammar tests. The impact of this way of teaching is huge. Numerous students are fairly good at resolving grammatical problems or similar issues which require a good mastery of passive English. The meaning will be hardly delivered if the students cannot maintain the flow of the speech.

Several previous studies with the same topic were done by the experts. The first study is conducted by Fahrudin (2010) with the title *The Correlation between Speaking and Grammar Ability of The Sixth Semester Students at English and Literature Department of Adab and Humanities Faculty of UIN Alauddin Makassar*. The value of correlation coefficient obtained 0.920 with significant level 0.05 was 0.378 which is higher than the value of r table and the criteria of correlation of 0.80-1 are considered very high. The results of this study that is significant correlation between the speaking and grammar ability of the sixth semester students at English and Literature department of Adab and Humanities faculty of UIN Alauddin Makassar (Fahrudin 2010).

The second study is done by Hidayatullah, Sarip (2018) with the title *The Correlation between Student's Grammar Matery and Their Speaking Accuracy at The First Semester of The Tenth Grade of SMAN 01 Lemong Pesisir Barat in The Academic Year of 2016/2017*. This study has aimed to know the correlation between student's grammar mastery and their speaking accuracy at the first semester of the tenth grade at SMAN 1 Lemong in the academic year of 2016/2017. The sample was taken from XI class consisted 20 students. The results of the hypothetical test was 0.920 by significance level 0.05 was 0.378

is higher than r value so there is the correlation between two variables or it can be conclude that there is significant correlation between the student's grammar mastery and their speaking accuracy at the tenth grade of SMAN 01 Lemong Pesisir Barat in academic year 2016/2017 (Hidayatullah 2018) .

The latest study was carried out by Gufron, M. Dzokhar (2021) entitled *The Correlation between Student's Grammatical Mastery and Speaking Ability at Grade X SMAN 4 Jambi*. This study was designed to find the relation between student's grammar and student's speaking ability. In this research the average score of grammar mastery test is 81.5000 belongs to the medium/good category. Then the results of speaking ability test with an average score of 76.8750 this data shows that students' speaking ability is in the medium/good category from the sample of 32 students of class X IPA 1. That score indicates that student's grammar mastery is in good category. The correlation coefficient through the product moment correlation test is 0.605, then it is confirmed in the interpretation table the value of r and it classified in the strong category, meaning that students' speaking ability can be determined by the students' grammar mastery. It can be concluded that there is a positive and significant relationship between grammar mastery and speaking ability of class X SMAN 4 Jambi City (Gufron 2021).

From some previous study above, it reinforced by the opinion from (Fromkin, Rodman, and Hyams 2003) said that to understand the nature of language we must understand the nature of grammar. Grammar is a sciences of rules that governs the order of sentences, phrase, and words to show meaning.

As we know if the students mastering on grammar, it would be able to speak with accuracy and fluency in communication especially in English language because every language has own grammatical rules. The grammatical competence helps the speakers to use and understand English language structures accurately and immediately. So it can be concluded that grammar was very important and cannot be separated from speaking ability.

The conclusion from the several previous studies above was that the students' grammar mastery has significant correlation with the students' speaking ability. From those previous studies, the writer tries to improve the research about the correlation between students' grammar mastery with their speaking ability. The writers use different object of analysis in this research, since the object of the first study is the sixth semester students at English and literature department of Adab and Humanities faculty of UIN Alauddin Makassar, then the objects of two previous studies are the students in senior high school. The differences with this research is on students' level, the writer chooses seventh grade students at junior high school.

Those previous studies give much input in conducting the research because they have the same topic so that the writer able to improve the research about the correlation between students' grammar mastery and their speaking ability. So this research was aimed to find out the correlation between students' grammar mastery and their speaking ability specifically of the seventh grade students at MTsN 2 Tulungagung.

B. Formulation of Research Problem

Based on the background of the study that had been explained, the research question can be formulated as follows “Is there any correlation between student’s grammar mastery and their speaking ability of the seventh grade students at MTsN 2 Tulungagung?”

C. Purpose of The Study

Based on the formulation of research question, the main objective of this study is to know the correlation between students’ grammar mastery and their speaking ability of the seventh grade students at MTsN 2 Tulungagung.

D. Formulation of Hypothesis

There are two kind of hypothesis that would be used in this research:

1. The null hypothesis (H_0)

There is no correlation between student’s grammar mastery and student’s speaking ability of the seventh grade students at MTsN 2 Tulungagung.

2. The alternative hypothesis (H_a)

There is a correlation between student’s grammar mastery and student’s speaking ability of the seventh grade students at MTsN 2 Tulungagung.

E. Significant of The Study

The result of this study is expected to provide some significances to the following reasons:

1. Theoretically, it can be used by the researcher to practice the knowledge in field of the research.
2. Practically, this finding of the present research is expected to give some scientific contribution for the students, teachers and the other researcher.

- a. Students

The finding it can be used by students to help them measure their grammar mastery and motivate them to improve their speaking ability.

- b. Teachers

By doing this research, the writer hopes that the results of the study would be useful to give knowledge to all English teacher about correlation between student's grammar mastery and student's speaking ability.

- c. Other researcher

The researcher hopes that the results of this research can give advantages to other researcher and become appropriate references for them who will conduct a research.

F. Scope and Limitation

In this research, the researcher would focus on correlation between how the student's grammar mastery and student's speaking ability affect each other at 7th grade students of MTsN 2 Tulungagung.

G. Definition of Key Term

The key terms include definition as follows:

1. Correlation

Correlation is an association between two variables. It is derived from the word “correlate” meaning a connection between two things in which one thing changes as the other. Correlation is the one intended to predict the relationship between or among variables. Correlation in this research is the association or connection between students’ grammar mastery and their speaking ability.

2. Grammar Mastery

Grammar mastery is defined as understanding of, and capability to use, the grammatical resources of a language. It is ability to understand and express meaning through generations and recognition of well-formed sentences in accordance with these principles (as opposed to memorization and reproduction them as fixed formulae). Learning grammar make someone would be able improve their speaking skill indirectly because they can form sentences in accordance with the principles.

3. Speaking Ability

Speaking is tool to share information and idea. Speaking fluency as the ability to speak for a long time with several intervals can create coherent, justified and semantic sentences, have appropriate expression in different contexts, language use should be creative and imaginative.

If someone mastered in speaking, it would very easy to make conversation with other. It means that we have to know the grammatical rules or mastering grammar to increase the spoken language especially speaking ability.