

BAB I

INTRODUCTION

This chapter explains the research background on the Correlation Between Students' Grammar Mastery and Speaking Achievement In Class VII Students Of MTSN 1 Kota Blitar, explains the problems of research, the objective of research, hypothesis of research, significance of research, the scope and limitations of research, and the definition of key terms. The explanation in the passage below as follows.

A. Research Background

The influence of globalization in the rapidly developing information age has significantly expanded opportunities for international communication. Across the globe, English serves as a common means for people to share and exchange ideas, both in written and spoken forms. This underscores the role of language as a tool to navigate the rapidly progressing world in various dimensions—be it spoken, symbolic, or written language. Naturally, the teaching of English has undergone changes in response to the demands of the globalized world. With globalization, an increasing number of students are engaging in the study of foreign languages, whether it be English or other languages (Appadurai, 2001) .

In the process of learning English, a fundamental aspect is the understanding of correct grammatical structures. Grammar encompasses various aspects of language learning, including the meanings of words, sentence

structures, forms, and sounds. Proficiency in grammar involves grasping sentence structures, understanding sentence elements, and navigating both simple and complex clauses. According to Harmer, grammar is a description of the ways in which words can change form and be combined into sentences in a particular language (Jayanti, 2019). (Malova et al., 2016) emphasizes the significance of grammar knowledge for competent language users. In essence, learners must acquire grammar skills to organize words and messages effectively, imparting meaning to their communication. A solid grasp of grammar facilitates the construction of well-formed sentences by using the appropriate words. It is evident that grammar plays a vital role in ensuring the correctness and acceptability of sentences in communication. The study of grammar extends beyond mere correctness; it aids learners in honing all four essential language skills—listening, speaking, reading, and writing (Kim et al., 2018).

Grammar can assist speakers and listeners in their conversations. It serves as a model for the linguistic abilities of native speakers, enabling them to communicate fluently (Sapan et al., 2016) . In this context, the grammatical competence of native speakers is reflected in the language they use, representing the conventions held by speakers within their community. Recognizing that grammar plays an inevitable role in the process of communication, particularly in speaking, educators, especially teachers, can encourage students to check for grammatical errors in their speech. Even if students have a solid grasp of grammatical concepts, providing guidance on effective speaking remains

crucial. Effective grammar teaching begins by leveraging what students already know about grammar, helping them apply this knowledge while speaking. Speaking, defined as the ability to articulate sounds or words to express thoughts, feelings, or ideas, underscores the importance of clear and grammatically correct communication.

Several prior studies on the same topic have been conducted by various experts. One such study was undertaken by (Amelia et al., 2019) titled "The Relationship between Student Grammar Mastery and Speaking Ability in Fifth Semester Students at Unismuh Makassar." The primary objective of this research was to investigate the correlation between students' mastery of grammar and their proficiency in spoken English. The study employed a correlational research design, utilizing random sampling as the chosen technique. To assess grammar knowledge and fluency in spoken English, the researchers employed grammar tests and speaking tests. Data were collected through a variety of methods, including tests, observations, interviews, and documentation.

The second study, conducted by (Ilam et al., 2022) and titled "The Correlation Between Grammar Mastery and Speaking Ability of Eighth-Grade Students," aimed to explore the relationship between grammar mastery and speaking ability. Employing a correlational research design, the study utilized simple random sampling with a lottery system. The research instruments included grammar tests and speaking ability tests, with data collected through these assessments. The results of the study revealed a significant correlation

between grammar mastery and students' speaking ability, with a coefficient of 0.423.

Thirdly,(Zam et al., 2021)conducted a study titled "The Correlation Between Grammar and Speaking Skill of Undergraduate Students." The primary objective of this research was to investigate the relationship between grammar proficiency and English speaking skills. Employing a correlational research design, the study utilized purposive sampling to select participants. The research instruments included simple present-tense and simple past-tense multiple-choice tests, along with interview tests. Data were collected through a combination of tests and interviews. The findings of this study revealed a positive correlation between students' grammar proficiency and their English speaking skills.

Based on several previous studies, it can be concluded that there are two variables, namely grammar skills and English skills, but there are differences in the material to be studied. Researchers in this study used simple present-tense material. because in grade 7 according to the order of KI and KD and in their textbook modules. their first basic grammar material is still learning simple present tenses so it can be said that it is an easy tense to learn and in its use is still related to activities carried out daily.Researchers also used the same type of research as previous research it was correlational research. The instruments used in this study as well as in previous research were grammar tests and English speaking achievement test sheets. In addition, the data collection technique used in this study is by using tests and interviews. The novelty in this research is in the use of research samples, namely utilizing grade 7 which is still new to the

transfer from elementary school to junior high school so that they may not necessarily be able to immediately understand the tenses even though when they were in elementary school their teachers had taught them, but of course in terms of understanding not all students understand or some still do not understand.

In this case, by linking mastery of grammatical concepts with speaking strategies, students can see that grammatical concepts influence the ability to speak effectively (Rahawi, 2021). It can be concluded that students still lack confidence when speaking. Students are still afraid if they make mistakes in speaking in front of the class and when asked by the teacher students are still not confident in answering them. According to Pollard, in learning a language, especially in the linguistic aspect, most students admit that they still experience difficulties (Rahawi, 2021).

The problem in the above passage occurred in all circles, especially in junior high schools or MTs in English subjects. The reason can come from an unsupportive environment that causes foreign language skills to be practiced. There are still many students who experience various difficulties in expressing ideas, especially in speaking skills. The problems found at MTSN 1 Kota Blitar. According to one of the English teachers at MTSN 1 Kota Blitar, the reason why students still find it difficult to express ideas in speaking English is that the first factor is that students are still not good at communicating because they do not know

The reasons for the part of the speech that will be conveyed, as a result, students become unable to maintain the interaction of the two students could not speak properly because they did not have grammar understanding. Therefore, as a result, students lack of confidence in speaking fluently and accurately. However, it will be useful if students are able to master grammar when speaking because both are closely related to the foreign language being studied. The development of students in language will be hampered if they are not owned and studied properly.

The research background indicates a keen interest in exploring the potential relationship between grammar mastery and speaking achievement. Notably, many students encounter challenges in expressing ideas, particularly in the domain of speaking skills. The study is set against the backdrop of observed difficulties in MTsN 1 Blitar City. Among the identified issues are, firstly, students' communication skills are hindered by an unsupportive environment. Secondly, there exists a relatively low interest among students in communicating in English. Thirdly, students face challenges in understanding parts of speech and applying grammatical structures, resulting in a lack of interaction and diminished confidence in speaking fluently and appropriately.

Understanding the intricacies of grammar becomes crucial for students, especially in the context of foreign language learning. The identified challenges underscore the importance of students mastering grammar when speaking, as these aspects are intricately linked. Failure to grasp grammar knowledge

adequately may impede students' language development, leading to delays in their overall linguistic proficiency.

Therefore the researcher is interested in taking the title, "*Correlation Between Students' Grammar Mastery and Speaking Skills in Class VII Students of MTSN 1 Kota Blitar*".

B. Problems of Research

On the background stated above, the researcher formulated a research question, is there a significant correlation between students' mastery of grammar and speaking achievement in seventh-grade students of MTSN 1 Kota Blitar?

C. Objectives of Research

Based on the formulation of the research questions, the main objective of this study was to determine the correlation between students' mastery of grammar and speaking achievement in seventh-grade students of MTSN 1 Kota Blitar.

D. Hypothesis of Research

There are two kinds of hypotheses that will be used in this study namely, the Null Hypothesis and Alternative Hypothesis.

a. Null Hypothesis (Ho)

There is no correlation between students' mastery of grammar and speaking achievement of class VII students of MTSN 1 Kota Blitar.

b. Alternative Hypothesis (Ha)

There is a correlation between students' mastery of grammar and speaking achievement of class VII students of MTSN 1 Kota Blitar.

E. Significances of Research

The results of this study are expected to provide some significance for the following reasons.

1. Theoretical it can be used by researchers to practice their knowledge in the research field.
2. Practically, the findings of this study are expected to make a scientific contribution to students, teachers, and other researchers.

a. Student

The findings can be used by students to help them measure their grammar mastery and motivate them to improve their speaking achievement

b. Teachers

By conducting this research, the researcher hope that the results of this research will be useful to provide knowledge to all English teachers about the correlation between students' grammar mastery and students' speaking achievement.

c. Future researchers

Researchers hope that the results of this study can provide benefits to other researchers and become the right reference for those who will conduct research.

F. Scope and Limitations of Research

There are the scope and limitations to the research as follows.

1. Scope

The research conducted will focus on the correlation between how students' speaking skills influence each other in class VII MTSN 1 Kota Blitar which is based on the *Kurikulum Merdeka* Phase D English language material in the "I Go There Every Day" teaching module. This teaching module has learning objectives to identify, apply, tell, use and compose simple present tense sentences in daily life.

2. Limitations

This research has limitations until there is sufficient research data to find an analysis of conclusions that can answer the hypothesis properly and correctly by using simple present tenses material as a limitation because the material has been taught by their teacher.

G. Definition of Key Terms

Key terms include the following definitions:

1. Correlation

Correlation is a form of research that seeks the influence of linking grammar mastery to speaking achievement of Grade VII Student in MTSN 1 Kota Blitar.

2. Grammar Mastery

Mastery of grammar is mastery of formal rules regarding word forms and the application of words in making correct and meaningful sentences. Mastery of grammar is an understanding of sentence structure, sentence elements, and includes an understanding of simple clauses, also complex clauses.

3. Speaking Achievement

Speaking Achievement is the ability of students to use English in speaking which as interactive process of oral communication in expressing ideas, feelings and sharing information to others.