

## CHAPTER I

### INTRODUCTION

This chapter present about introduction that consist of background of study, research problem, research objective, assumption, hypotheses, significant of study, scope and limitation, and definition of key terms.

#### A. Background of Study

The need of communication forces some people to study another language in this world especially for English language. As we know every language has own rules in making sentences or arranging words to make the concept of a communication can understanding. In English, the rules that say how words are combined, arranged or changed to show certain kinds of meaning we call grammar.<sup>1</sup> And communication here refers to speaking. It is not uncommon for learners to give opinion about grammar mastery and speaking skill such as one of student at The Eleventh grade of SMA Tahfidh Putri Al-Amien Prenduan Sumenep. Alifatin Nafida said that grammar mastery is difficult lesson in English learning. Study about grammar need long time to understand the usage. She increases her grammar mastery by study to the teacher. She explain that grammar constitute of the crucial lesson which can make students speaking well.

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<sup>1</sup> Michael Swan, *Practical English Usage: 3<sup>rd</sup> Edition* (Oxford University Press, 2005), 19.

Speaking becomes a scary thing in the students circle especially for the beginner. Nafida said that although in her boarding school obligate to speak English in language regulation and students was usual in hearing English conversation, it still does not expedite in her English knowledge. Over all, she can increase her speaking by daily practice in English week. She added that grammar mastery have relation with speaking.<sup>2</sup> This statement differs from penny's opinion that said we do not to learn grammar, as such, in order to learn a language.<sup>3</sup> Grammar mastery sometimes being a hindrance to speaking skill as such is not necessary for learning to use a language. Some students think the statement is true, perhaps what difficult grammar mastery is.

Grammar is the rules or principles by which language works, it is system or structure.<sup>4</sup> Grammar constitutes a study of the language code that defines the relationship between words. And the relationship between these words is the correct configuration so that it can give meaning in the conversation. Therefore someone can receive and transmit the message. Grammar is necessary in strengthening structures and improving fluency in language. Grammar can make learner language understand the system of language itself. Also, by being a master of English grammar, they are able to discern that an inappropriate use of English is not necessarily it is not systematic. Therefore learner language can know more about speaking knowledge. Speaking constitutes of four integrative

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<sup>2</sup> Interviewed with Alifatin Nafida, student at The Eleventh Grade of SMA Tahfidh Putri Al-Amien Prenduan Sumenep. Monday, 12<sup>nd</sup> April 2021 in Al-Amien Boarding School.

<sup>3</sup> Penny UR, *A Course in Language Teaching* (New York: Cambridge University Press, 1991), 77.

<sup>4</sup> Laurel J. Brinton, *The Structure of Modern English: A Linguistic Introduction Vol.1* (University of British Columbia: John Benjamins Publishing, 2000), 8.

skills in English. They are listening, speaking, reading, and writing. Speaking is all special and probably the one that most language learners hope to mastering and wishing to perfect as soon as possible. Learners are successful when they can use the language productively. We can see when they are talking something or in their speaking. It is a sign that they are successful in learning the language targets.

Speaking is used to express when we have words read, ideas written, and thoughts heard.<sup>5</sup> It means that speaking illustrates what we have known by read, or write, or hear something. Actually when we learn our native language, we usually learn to listen first, then to speak, then to read, and finally to write. All of these abilities to learn the language have their own way to master each it. However, speaking skill gets prime attention in society although speaking not only produce words or any sounds. Because random words could not express any fixed meaning and message that speaker want to say could not deliver clearly even only a simple sentence. Speaker makes conversation not only needs to know vocabularies, but also speaker needs to know how vocabularies become a good sentence to make hearer can be understand clearly. Speaker must know how words are arranged and changed. This is learned in grammar.

Speaking craves grammar to avoid mistakes in conversation. For instance, to test whether learners can speak, we can see them to actually say something. To do this they must act on knowledge of grammar and vocabulary.<sup>6</sup> In this statement, we know how important grammar. The relation between grammar mastery and speaking skill has strong connection. Without grammar

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<sup>5</sup> Lorena Manaj Sadiku, "The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hou European", Journal of Language and Literature Studies. April 2015. Vol1. Nr.1

<sup>6</sup> Martin Bygate, *Speaking* (Oxford University Press, 1987), 3.

mastery, language learners will find it difficult to arrange vocabularies when they want to speak because English as a foreign language has different rules with mother tongue of Indonesian learners. So grammar mastery that is too need in making a good sentence.

Talking about grammar and speaking, in the real some people do not consider that grammar is very important to make communication in English. They just focus to speak and know vocabulary, whereas improper arrangement of words will result miscommunication each other. Sometimes they also keep away from study grammar although know study grammar is important. Even so study grammar is not the only way to success in mastering English. "Language is acquired, but grammar is learned."<sup>7</sup> People here actually think that only can speaking so they could communicate well in English. It is done in an often listening or imitating native speakers, hence they are not overly concerned with learning grammar.

In this case, grammar mastery can help speaker to speak accurately. According to Hossein Nassaji and Sandra Fotos, grammar is fundamental to language. Without grammar, language does not exist.<sup>8</sup> Language which is the main instrument in speaking must use grammar rules so it does not make an error in communication. This explains that between grammar mastery and speaking skill have correlation although language learners produce utterances that are ungrammatical.

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<sup>7</sup> English Tips For You. New. 15 January 2017 14:43. <https://kumparan.com>. Accessed 29 January 2021

<sup>8</sup> Hossein Nassaji, Sandra Fotos, *Teaching Grammar in Second Language Classrooms* (New York: Taylor and Francis e-library, 2011), 1.

Sarip Hidayatullah in his research *The Correlation between Students' Grammar Mastery 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*. The result of the hypothetical test was 0.920, and then it was consulted to r-critical. The result of r-critical with significance level 0.05 was 0.378. Due to r-observed is higher than r-critical ( $0.920 > 0.378$ ), the conclusion of the research is that there is a correlation between students' grammar mastery and their speaking accuracy at the first semester of tenth grade of SMAN 1 Lemong Pesisir Barat in the academic year of 2016/2017.<sup>9</sup> His research different with this research because this previous study used instrument in the form of oral test in speaking test while this research take speaking skill scores for speaking test from the English teacher. The similarity is giving multiple choice tests for grammar test.

This phenomenon often occurs in learner language. So in this study, the writer wants to know the correlation between students' grammar mastery and students' speaking skill. It is interested to know about the relation between grammar mastery and speaking skill. From the description above, the writer want to express more deeply a research entitle "**The Correlation between Students' Grammar Mastery and Students' Speaking Skill at the Eleventh Grade of SMA Tahfidh Al-Amien Prenduan Sumenep 2020/2021**"

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<sup>9</sup> Sarip Hidayatullah, A Thesis "*The Correlation between Students' Grammar Mastery and Their Speaking Accuracy at The First Semester of The Tenth Grade of SMAN 1 Lemong Pesisir Barat in The Academic Year of 2016/2017*", (Lampung: 2018)

## B. Research Problems

Research problems are the educational issues, concern, or controversy addressed in research that narrows the topic.<sup>10</sup> The research problem that is chosen usually in the form of questions. The research should explain clearly and focus to avoid the reader misunderstanding.

Based on the research problem which has been described, the researcher formulates the problem of study into some questions as follow:

1. Do the more students' understand the grammar the better the speaking skill at the eleventh grade of SMA Tahfidh Putri Al-Amien Prenduan Sumenep?
2. How is the significant correlation between students' grammar mastery and their speaking skill at the eleventh grade of SMA Tahfidh Putri Al-Amien Prenduan Sumenep?

## C. Research Objectives

Research objectives are the purpose of the research.<sup>11</sup> John W. Creswell stated that research objective is a statement of intent used in quantitative research that specifies goals that investigator plans to achieve the study.<sup>12</sup> It is stated to resolve any problem researched or to answer the research problem which has been mentioned before that the researcher plans to achieve this research. Based on the research problem, the research objectives of this research are:

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<sup>10</sup>John W. Creswell, *Educational Research Planning, Conducting, And Evaluating Quantitative And Qualitative Research Educational Research, 4th Ed.* (Boston: Pearson, 2012), 60.

<sup>11</sup>*Pedoman Penulisan Karya Ilmiah.* (Pamekasan: Stain Pamekasan Press), 18.

<sup>12</sup> John W. Creswell, *Educational Research Planning, Conducting, And Evaluating Quantitative And Qualitative Research Educational Research, 4th Ed.* (Boston: Pearson, 2012), 111.

1. To test the more students' understand the grammar the better the speaking skill at the eleventh grade of SMA Tahfidh Putri Al-Amien Prenduan Sumenep.
2. To measure how significant correlation between students' grammar mastery and students' speaking skill at the eleventh grade of SMA Tahfidh Putri Al-Amien Prenduan Sumenep.

#### **D. Assumption**

Research assumption is a belief which as a requisite of the researcher to decide in the research.<sup>13</sup> The researcher should believe that this assumption will exist and can be discovered. The researcher has an assumption that the more students' understand grammar the better the speaking skill and how significant correlation between them.

#### **E. Hypothesis**

Hypothesis is statements in quantitative research in which the investigator makes a prediction or a conjecture about the outcome of a relationship among attributes or characteristics.<sup>14</sup> There are two types of hypothesis.

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<sup>13</sup> Mohammad Adnan Latief, *Research Method on Language Learning an Introduction* (Malang: UM Press, 2015), 54.

<sup>14</sup> John W. Creswell, *Educational Research Planning, Conducting, And Evaluating Quantitative And Qualitative Research Educational Research*, 4th Ed. (Boston: Pearson, 2012), 111.

1. Null Hypothesis (Ho): the more students' understand grammar is not the better the speaking skill at the eleventh grade of SMA Tahfidh Putri Al-Amien Prenduan Sumenep.
2. Alternative Hypothesis (Ha): the more students' understand grammar the better the speaking skill at the eleventh grade of SMA Tahfidh Putri Al-Amien Prenduan Sumenep.

In this study, the researcher uses alternative hypothesis (Ha): the more students' understand grammar the better the speaking skill at the eleventh grade of SMA Tahfidh Putri Al-Amien Prenduan Sumenep. So, the students who have better grammar mastery would help them in their speaking skill and they can speak based on sentences structure correctly. They also can know that grammar mastery and speaking skill have significance correlation.

## **F. Significant of Study**

### **1. Theoretical Significant**

The researcher expects that the result of this study can give any contribution information and how important to know about the higher of students' grammar mastery makes students' speaking skill greater or not. It also can give beneficial to improve quality of English learning especially on students' grammar mastery towards students' speaking skill.



## 2. Practical Significant

### a. The Other Researchers

This research is hoped to be learning how to identify problems in teaching learning process exactly in grammar used to help speaking skill development.

### b. The Readers

This research is an expectation that can inform people about relationship between students' grammar mastery and students' speaking skill so that they know how important grammar in speaking is.

### c. The Teacher

This research will be a motivation that can make the teacher tries to increase their students' grammar mastery better than before till their students able to speak English well.

### d. The Students

This research can be more knowledge in order to the students will be industriously to study grammar and improve their speaking skill.

## **G. Scope and Limitation of Study**

In this study, the researcher has a scope on students' grammar mastery and students' speaking skill. While the limitation of this study at the eleventh grade of SMA Tahfidh Putri Al-Amien Prenduan Sumenep. The material for grammar mastery test will take from cause and effect lesson and also passive voice consist of all of tenses in this material. And for speaking skill test, the researcher only ask for students' speaking score to the speaking teacher.

## **H. Definition of Key Terms**

1. Students' grammar mastery: it is students' capability which helps student in following rules, especially understanding about cause and effect and also passive voice consist of all of tenses.
2. Students' speaking skill: it is students' capability which used to express though, ideas or feeling orally in communication to convey information.

