

CHAPTER I

INTRODUCTION

1.1 Background of the Study

According to Brown (2004:140) Speaking as one of the language competencies can be filed as an interactive process of constructing meaning that concerns producing, receiving, and processing information. When someone speaks, he or she interacts and uses the language to express his or her ideas, feeling, and thought. It means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes, and view points. Learners should know the components of speaking therefore they can speak correctly and fluently. Those components consist of vocabulary, pronunciation, and grammar.

According to Munro. J (2011:1) the ability to use oral language to communicate effectively is a key foundation for a student's academic success in formal education. Speaking is a crucial part of foreign language learning and teaching because it can be used for the student to express their ideas orally in a foreign language. Brown (2004) says that speaking is a productive skill that can be directly and empirically observed. It requires students or learners to produce words or language to express their idea so rally and used to communicate between one to another by speech or saying.

Meanwhile, Ability is the ability to master a language as a system. There are three conditions they are: pronunciation, learners' ability to pronounce sounds and follow intonation and stress patterns in an acceptable and comprehensible

manner. In vocabulary, learners' ability to produce words in response to an appropriate stimulus, whether the learner has certain words available to him to use in speaking situation. Grammar, learners' ability to produce appropriate and syntactical patterns in gave speech situation. Another criterion that influences speaking is grammar. Learning English cannot be separated from learning grammar.

Grammar is always employed in teaching-learning a language. It also plays important role to support four language competencies. Its have allowable contribution to learners especially on to productive competencies such as speaking and writing skills. In fact, it is impossible for the learners to perform their English well if their grammar mastery is poor. They would be found any difficulties in expressing or mastering their language skills because of having limited grammar. In addition, most students have difficulties in using grammar. They do not understand how to use grammar properly. Consequently, they can't speak correctly and properly with suited to English rule.

In conclusion, speaking without mastering grammar, learners will never be certain of what to speak and how to speak which in the end it will result in a very halting speech because grammatical structures not only have form, they are also used to express meaning in context-appropriate use. Based on the statements above, the researcher is interesting investigating whether there is a significant correlation between students' mastery of grammar and the speaking ability of the eleventh grade students of SMA N 1 Nusa Penida in the academic year of 2020/2021.

1.2 Research Problem

Every student who learns English cannot speak well because they do not have good grammar mastery in order to speak properly. Learners find it difficult to learn grammar because it is a necessary function of language and is taught through rules and structures. Students who have a good mastery of grammar still need guidance to become effective speakers. Mastery of grammar is one component of English that gives effect in speaking to build and use certain structures that make it possible to communicate types of general meaning successfully. Base on the problem above, the researcher asked the following research questions as follows: Is there any significant correlation between the mastery of the grammar of the students and the speaking ability of the eleventh-grade students of SMA N 1 Nusa Penida in the academic year 2020/2021?

1.3 Objective of the Study

The objective of the study is the goal of the researcher. Every researcher should have their own purpose. This purpose becomes important about the variables or assumptions that the researcher wants to achieve. Knowing the purpose of the study will help researchers to process the data in this research. So that, researchers can find answers and solutions to research problems. Based on research problem, the purpose of the research was to figure out whether there is any correlation between the mastery of grammar of the students and the speaking ability of the eleventh grade students of SMA N 1 Nusa Penida in the academic year 2020/2021.

1.4 Significance of the Study

The result of this study are expected to be useful for many people, especially for those who are closely related to English education. It has two major significances i.e theoretically and practically significance:

1. Theoretically Significance

This research study to find out whether or not there is a positive and significant correlation between students grammar mastery and their speaking ability

2. Practically Significance

a) For students

After having known the result of this study hopefully the students will increase their grammar mastery in order to master their speaking ability.

b) For teachers

The result of this study can give suggestions for teachers to know the correlation between students' grammar mastery and their speaking ability.

c) For researcher

For the next researchers, this research could be as the preliminary source for further research in the same field.

1.5 Limitation of the Study

The limitations of this study are very important to make the discussion of the research problem more specific. It can also avoid extensive discussion. speaking and grammar are two very complex aspects. To explain these two

aspects to students will be difficult to explain briefly, because the researcher has limited time. Considering the complexity and breadth of the research problems mentioned above, it is possible to formulate research limitations. In this study, the researcher focused on analyzing the correlation between the mastery of grammar of the students and the speaking ability of the eleventh grade students of SMA 1 Nusa Penida. The writer focuses only in speaking skills of students. And the subject absolutely of the eleventh grade of SMA 1 Nusa Penida.

1.6 Definition of key term

Key terms are important to be defined in order to give clear understanding the topic based on the research variables. These key terms in order to avoid miss understanding and confusion the readers. The focus is finding the correlation between mastery of grammar and speaking ability of the eleventh grade students of SMA N 1 Nusa Penida.

a. Mastery of grammar

In this research, mastery of grammar can be defined as ability to construct a sentence and text to achieve the goal of the eleventh grade students of SMA N 1 Nusa Penida in academic year 2020/2021. Mastery of grammar is the set of structural rules that govern the composition of clauses, phrases, and words in any given natural language.

b. Speaking ability

Speaking ability is the ability to communicate speech sounds to convey messages, report actions/situations, and series of ideas smoothly for daily activities at the beginner level. Operational speaking ability is defined as the

ability of the eleventh grade students of SMA N 1 Nusa Penida in displaying videos/voice recording telling the best experience that they have experienced in their life.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

A scientific study should be supported by some theoretical backgrounds and empirical evidence. In theoretical review, it includes relevant theoretical reviews from many literatures which are related because it is important to support the elaboration of the study. The present study was conducted based on the following theoretical frameworks that were taken from the experts. The theoretical reviews included mastery of grammar and speaking ability which become important parts in theoretical review that could support the presents study.

2.1.1 Mastery of Grammar

Grammar mastery is the comprehension of students in understanding the function of grammar, the way in using grammar, and how student can use grammar in every contextual time. According to Woods (2010:25), grammar is sets of standards that must be followed in order to speak and write properly. In order to master grammar, the rules and the standards must be mastered. Besides, grammar is not only about formula, but how grammar build an understanding perception in meaning a written text or someone's speaking. the point of mastering grammar is to deliver proper meaning from the deliver to the receiver.

Lynch & Anderson (2013:4) state that grammar is defined as the rule system of a language, but it is also useful to think that as resource to express meaning. For the example: if students are talking about something which have been passed, they know how to express it by using past tense. In other case, if

students have been done something every day but they want to express it without losing the meaning, they should use present perfect which it indicates that they have done something. Overall, the use of grammar has relationship with meaning. How the grammar is expressed, it will affect the meaning.

Grammar is crucial in writing because it can construct varieties of word into grammatical and systematic sentences. A good sentence needs at least subject and predicate. Without subject and predicate, sentence cannot be completed grammatically. That is why Gelderen (2010:65) state that subject and predicate are needed in every sentence to make grammatically correct sentences. Besides, grammar cannot be separated in creating sentences based on particular meaning. Furthermore, grammar can change the use of the sentences by using formula of the grammar.

The researcher define grammar as the basic rules in constructing sentence related to the context. Students can be helped in creating sentences or text using grammar. Grammar will direct students to determine the meaning of the sentences that they created. Besides, grammar will guide students in using the words which is suitable to be used related to the use of the context. However, it should use the formula which is contains in the grammar. If students are not following the rules of grammar, the meaning of the sentences or text cannot be understood.

2.1.2 Speaking Ability

Speaking is one of the skills that have to be mastered by student in learning English. Speaking is the way to express the ideas or feelings. Many experts define speaking in different ways. According to Widdowson (1978: 58),

speaking is the active production skill and use of oral production. It is the capability of someone to communicate orally with others. In addition Byrne (1976: 8), states that speaking is a means of oral communication, giving ideas or information to others. It is the most essential way in which the speaker can express himself through language. Nematovna (2016:6), defines speaking is an active skill. Speakers think of everything them selves, the ideas, the words, and the grammar. Finally, all of the words and grammar must be pronounced clearly. This is much more difficult than listening. Brown (2001:271) says that speaking skill is always related to communication. Speaking skill itself can be stated as the skill to use the language accurately to express meanings in order to transfer or to get knowledge and information from other people in the whole life situation.

Thornbury (2005:17) state that speaking is interactive and requires the principles of the ability to cooperate in the management of speaking turns. Speaking is the process of building and sharing meaning through the uses of verbal and nonverbal symbol in various contexts. Heaton (1988) defines that speaking ability as the ability to communicate ideas appropriate. In order words, speaking ability is the ability to speak appropriate and effectively in a real communicative situation in order to communicate ideas to others. Derakhshan (2016:178) state that speaking is a part of daily life that everyone should develop in subtle and detailed language. Based on the definition above about speaking, the researcher can conclude that speaking is always related to communication. Speaking is one of the four language skills that should be mastered by the students or the people to communicate orally with the other people.

2.2 Empirical Review

Empirical review is the previous research which related to this study, this previous research helps the researcher for the future research. The focus in this study is to find the correlation between the mastery of grammar and speaking ability of the eleventh grade students of SMA 1 Nusa Penida in academic year 2020/2021. In this present study, the researcher should compare the previous research with this present research to find the weakness of the previous research, so it can be refined in this present research. In this study, the research finds some previous research which related to this research.

The first research is conducted by Silfani (2017). The objective of this research to find out whether or not there is a significant correlation between Students' Mastery of Grammar and The Speaking Ability at the Eleventh Grade Students of SMA Kristen Barana'. In this research, the writer use correlational method in a quantitative design. The population of this research is the eleventh grade students of SMA Kristen Barana's academic year 2017/2018. It consists of five classes. The numbers of the population are 125 students. The writer took 20 students as sample they were chosen using by random sampling technique which took 10 students from exact class and 10students from Social class. The instrument used to take the data was written test and oral test. It was used to find out the students' ability in speaking and to find out the students mastery in grammar.

The second research was conducted by Amelia P. (2018). This study aims to determine the correlation between Mastery of Grammar and Speaking Ability of the eleventh grade students of SMA 1 Makassar. To collect and analyze the data, the researcher used grammar tests and interview tests to support the

collected data. The results of this study indicate that there is an increase in students' speaking ability with correct grammar. This can be seen in the speaking scores of students who have reached the minimum completeness criteria score (KKM).

In addition, the two studies above have been done well by the researchers, the instruments are in accordance with complete data. The samples used by the first researcher was deficient because she used the class which has the same level of intelligence in English. Of course, it affects the results obtained in the research correlation between mastery of grammar and speaking ability.

2.3 Hypothesis

The researcher formulated the hypothesis of this research: there is a correlation between Mastery of grammar and Speaking ability. The statistical hypothesis can be formulated as follows:

1. Alternative Hypothesis (H_a): there is a significant correlation between Mastery of Grammar and speaking ability.
2. Null Hypothesis (H_0): there is no significant correlation between Mastery of Grammar and speaking ability.