

CHAPTER I

INTRODUCTION

1.1 Background of the Study

One of the skills which have a strong effect on grammar is speaking. Speaking is oral communication that is usually used in daily activity. Speaking can be used to give information, ideas, opinions, and feelings to other people. It means that by speaking, the students can communicate with each other to achieve certain goals or to express their opinions, intentions, hopes, and viewpoints. According to Nunan (2005: 47), speaking is important to a child's overall language development, and children who learn English as their first language spend time developing their speaking skills. Speaking is the first mode in which children acquire language, it constitutes the bulk of most people's daily engagement with linguistic activity, and it is the prime motor of language change (Hughes, 2008: 144). It means that speaking is an important skill to help the students in acquiring English as foreign language. They need to speak in developing their language. They can improve their ability by speaking to the other person in transferring information or sharing their ideas.

Grammar is one part of learning English which should get priority especially in the teaching and learning process. Grammar has an important role in English because grammar permeates all language skills like speaking, reading, writing, and listening. According to Dykes (2007: 5), grammar is a language to learn. In the context of the communication of the sentence, Dykes explained that humans in using language cannot be separated from studying grammar, including at the level of vocabulary, sentence patterns, phrases, expressions, and the meanings contained

therein.

Grammar is one aspect which has to be owned by every language. Grammar can be helpful for reading a text, it will be impossible to know the meaning of the text without grammar knowledge. Grammar is defined as a system that organizes words or sentences which when spoken have meaning, Murtini (2013: 15). According to Freeman in Mulyaningsih (2013: 65), Grammar is one of the three interrelated dimensions of language. Being able to use grammatical structures is not just using forms correctly. That means using them meaningfully (semantically) and appropriately (practically). In line with Thornbury, Grammar is traditionally viewed as the study of sentence syntax (arrangement of sentences) and morphology (how words are arranged, Thornbury (2002). Grammar is a branch of the study of language, specifically somewhere between sound and meaning (Mahendra & Thresia, 2016: 55).

It means, learning grammar does not only teach how to form correct sentences. But, grammar also teaches about the sound and meaning of a word or sentence. Therefore, the scope of grammar includes the vocabulary, word formation, sentences formation, spelling which is used meaningfully and appropriately. Dykes (2007), argues that grammar is a language for learning language. In the context of the communication of the sentence, Dykes explained that humans in using language cannot be separated from studying grammar, including at the level of vocabulary, sentence patterns, phrases, expressions, and the meanings contained therein.

It signifies that speaking is the primary action of language. The majority of language activity is oral communication from one speaker to another in the context

of daily living. Clappitt (2016), mentions that speaking is an important part of daily life that should not be taken for granted. Given that English is currently the most widely spoken language in the world, it is without a shadow of a doubt the case that oral communication ability is an essential component of English language proficiency in the modern period. As a result, speaking skills must be prioritized throughout English lessons so that students may use them in everyday situations. Speaking has become one of the primary abilities in learning English in the Indonesian curriculum to make pupils learn it. At school, students study the four English skills including speaking. In order to be able to speak English well, the aspects of speaking must be considered. Students need to consider the accuracy which is the correct use of language related to grammar, vocabulary and pronunciation.

The research that was conducted by Puspa Amelia (2018), in her thesis *The Correlation between students' grammar mastery and students' speaking ability at the Fifth Semester Students of Unismuh Makasar* had concluded that the student should do more exercises about grammar to make them more understand and could construct a good and clear sentence. Based on these findings, this research has scientifically proven that grammar mastery and speaking ability of the fifth semester students of Unismuh Makasar had a significant correlation.

The eleventh-grade students at SMK Pariwisata Kertayasa, there were two types of students in the classroom. Those two types were the students who had good grammar but couldnot speak fluently, and the students who did not have more skills on grammar can speak fluently. From the statement above, grammar and speaking have a relation. Grammar guides the students in constructing English sentences to

communicate with other people. Grammar also helps students to maintain the use of formal language. If the students have better knowledge about grammar, they feel confidence to speak and write. The students can speak well if they have sufficient knowledge of grammatical structure because they know the patterns of English sentences.

From the statement above, we can conclude that grammar and speaking have a relation. Grammar guides the students in constructing English sentences to communicate with other people. If the students have better knowledge about grammar, they feel confidence to speak and write. The students can speak well if they have sufficient knowledge of grammatical structure because they know the patterns of English sentences. In the other case when students perform speaking, grammar is usually neglected. Some students think that grammar can impede their speaking. Speak by considering grammar rules will make their speaking limited. It causes them to think about grammar's rule because they are afraid to produce a wrong sentence. Furthermore, de Jong et al. (2008), also state that good grammar ability may lead to higher articulation rate and better fluency. The researcher is interested to find out whether there is a correlation between students' English grammar competence and their speaking fluency. Based on the case and explanation above, the researcher was interested to figure out the correlation between the students' grammar mastery and speaking ability. Therefore, the researcher conducted research titled "The Correlation Between Grammar Mastery and Speaking Ability of The Eleventh Grade Students of SMK Pariwisata Kertayasa in Academic Year 2022/2023".

1.2 Research Problem

The most important aspect in conducting research is formulating the research problem. Concerning the description in the background of the study above, the researcher will hold research on the correlation between grammar mastery and speaking ability of the eleventh-grade students of Smk Pariwisata Kertayasa. The researcher should decide on a specific and correct question to be answered. Moreover, the researcher is interested in finding out the significant correlation between grammar mastery and speaking ability of vocational high school students. Therefore, the researcher formulated the following research questions as follows: Is there any significant correlation between grammar mastery and speaking ability of the eleventh-grade students of SMK Pariwisata Kertayasa in academic year 2022/2023?

1.3 Objective of the Study

The most important aspect in conducting research is for the research objective to describe concisely what the research is trying to achieve. So, every research has its objective. A scientific solution to the research problem is expected to be provided in a particular investigation. Furthermore, the objective of the study should be in line with the background and the research problem that has already been formulated for the study. Based on the research problem in the background, the objective of the study is as follows: To find out the correlation between grammar mastery and students' speaking ability of the eleventh-grade student at SMK Pariwisata Kertayasa.

1.4 Limitation of the Study

To avoid overlapping and confusion, the limitation of the study were made more specific. Considering the complexity and broadness of the problem that had been discussed above, formulating the limitation of the study is important. In the present study, the researcher was focusing on investigating the correlation between grammar mastery and speaking ability of this research using a descriptive research method. In this research, the researcher focused on the correlation between grammar mastery and speaking ability of the eleventh-grade student of SMK Pariwisata Kertayasa. To avoid misunderstanding about this research later, the researcher limited English grammar mastery that only focused on tenses (simple present tense, simple past tense, and simple future tense) and speaking ability focused on grammar, fluency, and comprehension.

1.5 Significance of the Study

The researcher is investigating the correlation between grammar mastery and speaking ability of the eleventh-grade student of SMK Pariwisata Kertayasa in academic year 2022/2023. One of the principles and practical reflections which is considered in undertaking the present investigation is the significance of the expected research findings. The findings of the study are extended to be both theoretical and practical significance to teaching and learning English. It means that it is will not only able to use as references or sources, but it can also be implemented in the real situation or context:

Theoretically, how the finding can be used to support or strengthen the theories used in this present study as it will be being discussed such as grammar. The result of this study is expected to be able to widen the skill of students in

mastering grammar in order to improve their speaking ability. As a reference to other researchers who want to master grammar more intensively in teaching speaking.

Practically , the result of this study is intended as valuable informative feedback to the English teacher, students, school of SMK Pariwisata Kertayasa, and it is expected to give a beneficial contribution for teachers and students. The result of this study is to apply grammar mastery to increase the students' competence in speaking ability. The use of grammar mastery in speaking ability can make the students more enjoyable in doing their tests associated with the grammar materials.

1.6 Definition of the Key Terms

Key terms are important to be defined to give a clear understanding and interpretation of the topic that is being investigated. In order to avoid misunderstanding the reader in comprehending this research, the researcher provides two important key terms that were operationally defined to make this research clearer. It is important for describing some terms being used in this study. Grammar mastery and Speaking ability are the term were described as follows:

- 1.6.1 In this research, grammar mastery can be defined as ability to construct a sentence and text to achieve the goal of the eleventh-grade students of SMK Pariwisata Kertayasa in academic year 2021/2022. Grammas mastery is the set of structural rules that govern the composition of clauses, phrases, and words in any given natural language.
- 1.6.2 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 SMK Pariwisata Kertayasa in understand speaking measurement containing several components that are described from students' skills including their grammar mastery.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review is a review component in scientific research and it brought a vital contribution to the research itself. Theoretical review discusses both knowledge and its concept of theories. The purpose is to provide information on knowledge towards variables. Theoretical review contains a theoretical framework to strengthen the discussion from the present study as it is a summary of the literature. Therefore, the present study is based on the following theoretical framework.

2.1.1 Grammar Mastery

Grammar is one part of learning English which needs to get priority especially in teaching and learning process. Grammar has an important role in English because grammar permeates all language skills like speaking, reading, writing, and listening. Dykes (2007:5), states that grammar is language to talk about language.

In addition, Kolln and Funk (2010: 4), point out three definitions of grammar. First, grammar is the system of rules in our heads. Second, grammar is the formal description of the rules. And the third, grammar is the social implication of usage. Grammar guides the students to create communication. With grammar, students create some messages with the others and express their thoughts and ideas. Students need some sentences to express their opinion about anything, and some aspects of grammar guide and inform them to make it correct to communicate in foreign language.

Fareed (2015), says that English tenses in grammar are tools to help speakers

to express time in the language. They are of great use and importance in both ways of communication, verbal and Written. Tenses help the speaker to construct the correct sentence based on the sentence pattern. Borjars and Barridoe (2010:12), say that knowledge of grammatical structure is helpful when you are learning the grammatical structure they are skill which students use in daily activity. Students need knowledge of grammar to complete the four skills in order to communicate with others in the classroom and outside of class in another language. Thus, grammar has vital position in learning English in four skills of language; listening, speaking, reading, and writing.

From the definition above, the researcher concludes that grammar is a system of rules that show words, arrange, or combine in order that the students can speak and understand their language fluently.

2.1.2 Speaking Ability

Speaking ability is one of the basic language skills that have an important role compared to other skills because it is significant and useful for communicating. It is said to be a basic language skill because speaking is the first thing that can be practiced when communicating. When speaking, you must also practice so that direct communication can be established. 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 to transfer or to get knowledge and information from other people in the whole life situation.

Richards (2008:19), states that mastery of speaking ability in English is a priority for many second or foreign language learners. A student often measures a person's ability to use language. The success of students in learning a foreign

language is measured in many ways so that they know how much their speaking skills have improved. Therefore, the teacher tries to get the best method, approach, or technique that is good for improving students' speaking skills because there are various methods, approaches, and techniques that arise from the direct approach where the teacher focuses on the specific characteristics of the spoken interaction to the direct approach. Indirect method in which the teacher focuses on creating appropriate verbal interaction conditions for students.

Speaking is not the same as singing, speaking uses language in the simplest way by producing ordinary sound. Then, singing is using the language in a rhythmic. Speaking is not only used to communicate with other people but we can get new information, share our ideas with others. Language is just processed by humans to interact with each other. Communication can be done at least by two people; speaker and hearer. The hearers must listen and understand what speakers say, then give responses.

So, we can conclude that speaking is the ability of humans to express their ideas, feelings, and thoughts by using oral speech in which it usually involves speaker and interlocutor. Speaking is not only used in conversation, but we can also speak for interaction, transaction, performance, persuading other people, and sharing information, knowledge, and our ideas with each other. It is very useful in our association, social context, and many others.

2.2 Empirical Review

The empirical review is the review of the previous study that has been conducted in which it reviews the previous relevant researches to the present study. Empirical evidence can help the researcher avoid unintentionally repeating

the previous study and clarify as well as define the research concept. In this present study, the researcher wants to find out the correlation between grammar mastery and speaking ability. There were some researches that had been done previously in terms of finding out the correlation between grammar master and speaking ability. The researcher used the previous studies as basic considerations for conducting the present study by looking at the strengths and weaknesses of the previous study. The empirical reviews were presented as follows:

In conducting this study, the researcher wanted to make a correlation between grammar mastery and students' speaking ability. The first research was conducted by I Putu Angga Adi Putra (2019), in his thesis *The Correlation Between Students' Grammar Mastery and Their Speaking Ability of Eleventh-grade Students of SMP Negeri 2 Mendoyo in Academic Year of 2019/2020* had concluded that the correlation was significant. This confirms that there is a correlation between students' grammar mastery and their speaking ability. The researcher used instruments in the form of oral tests about report text for speaking test and multiple-choice test for grammar tests. The researcher used tests in grammar to find out how good student in grammar was. The researcher also used test in speaking to know the speaking fluency of the students. The multiple-choice test is used by the writer to measure the students' grammar mastery, and the oral test used to measure students' speaking ability. The strength of this study is the research gave a clear explanation about the methodology on how to test the respondents.

The Second research was conducted by M. Dzokhar Gufron (2021), in his thesis *The Correlation between Students' Grammatical Mastery and Speaking Ability at Grade X SMAN4 Jambi* had concluded that the student who have

minimum level of grammar, it does not mean that the students also get poor achievement in speaking. The researcher used two instrument to collected the data. The research instrument was a multiple-choice to collect grammar mastery data and an oral test was used to collect speaking ability data. Instrument that used to test students' speaking ability was about introduction. The strength of this study is that the researcher gave clear explanation about the finding in the grammar mastery test focused on the past continuous tense to know the students' ability in grammar.

Considering those empirical reviews, the researcher was motivated to conduct a research in finding the correlation between grammar mastery and speaking ability. The differences between this study and the previous studies are on the subject of the study and the material used in this study. The subject of this study was the eleventh grade students of SMK Pariwisata Kertayasa in academic year 2022/2023 then, for the material used in this study is about tenses which help the researcher to find data in research instruments.

2.3 Hypothesis

In this research, the researcher purpose hypothesis as follow:

HA : There is a significant correlation between grammar mastery and speaking ability of the eleventh-grade student at SMK Pariwisata Kertayasa in academic year 2022/2023.

H0 : There is no significant correlation between grammar mastery and speaking ability of the eleventh-grade student at SMK Pariwisata Kertayasa in academic year 2022/2023.