CHAPTER I

INTRODUCTION

1.1 Background of the Study

Students' speaking ability is influenced by mastery of grammar. Students usually have difficulty in English speaking because they have little grammar mastery and tend to rely on the correct use of grammar. Grammar refers to the study of language rules, it is a kind of regularity of sound structure that nobody could learn a language without grammar. As mentioned by Purpura (2004), defined grammar as a glue of structure as the heart of language which applies in speaking, writing, reading, and listening. Meanwhile, Greenbaum & Nelson (2002), also arguing says that the word grammar refers to the set of rules that allow us to combine words in our language into larger units. Another perspective stated about grammar by Swan, Michael (2005) that grammar is the rules that show how words are combined, arranged, or changed to show certain kinds of meaning. From those perspectives about grammar, the researcher concludes that grammar as the rule as the heart of languages that the words change, arrange, and combine into a sentence.

Speaking is one of the four skills that have an effect on grammar. Speaking is oral communication that is usually used in daily activities. According to Bailey (2000), stated speaking as a process of interaction where speakers intend to build meaning through producing, receiving, and processing information. Speaking can be used to provide information, ideas, opinions, and thoughts to others. This means that by speaking, students can communicate with each other to achieve certain goals

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or to express their opinions, intentions, hopes, and points of view. Speaking is an important tool for communicating or conveying thoughts about what the speaker will say to his community. Therefore, speaking is very important. Furthermore, in almost all settings, speaking is the most frequently used language skill.

In SMP Negeri 4 Denpasar, students have problems in mastering grammar. The problem is when the students speak use English the listener cannot understand what they are saying. The students speak ungrammatically and that makes the listener confused to understand their message. The students said without having good grammar the students will not be sure of what they say in English, and also, they cannot understand what others say in making a conversation. These problems are caused by grammar mastery and less for practice. Many students did not want to speak English because they are afraid of making grammar mistakes. Soraya (2012) asserted that the students are usually afraid to speak English because they worry to make a mistake in grammar and pronunciation. Meanwhile, some students had the assumption that to be able to speak they did not need good grammar, and they just said what they thought without thinking about the grammar.

Grammar is one factor that makes students able to speak English accurately and fluently. If the students want to speak something use English, in this case, they must master and use grammatical rules when they are speaking English to be well understood. If the students have good grammar, the students will express their ideas or mind into sentences easily, particularly when speaking. To improve students' fluency in speaking English, the students must practice speaking every day by engaging in a conversation with someone. Students can use new words or phrases

that they have just learned, this will make it easier for the students to understand the use of grammar.

Grammar plays an important role in the four language skills. Grammar is always employed in teaching-learning a language. It gave a contribution to students when performing or practicing their skills. It means that by mastering grammar, the students would be able to produce many sentences easily either spoken or written. It is impossible for the learners to perform their English well if their grammar is poor. They would be finding any difficulties in expressing or mastering their language skills because of having limited grammar. Brown (2007) stresses that without grammatical structure, the use of language could easily become chaotic and might not be understandable. Rather than teach all grammatical instructions to all students, teachers should focus on the grammatical concepts that are more effective and essential for meaningful communication. Teachers should also be more sensitive to providing meaningful activities to help each individual student. In short, grammar plays a very significant role in second language instruction which is in this context is the English language.

Therefore, we can conclude that 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 will feel the confidence to speak and write in English. The students can speak well if they have sufficient knowledge of grammatical structure because they know the patterns of English sentences. It is important to use good grammar because it is meaningful

when the grammar is correct. The listener will easily understand the ideas and the meanings of the speaker uses good grammar.

Based on the explanation above, the researcher is interested in conducting this research to know the correlation between students' grammar mastery and students' speaking ability. The researcher considered that this problem is appropriate to investigate, remembering the benefit which can be taken from the research activity. Therefore, this research entitles: "The Correlation Between Grammar Mastery and Speaking Ability of the Seventh Grade Students of SMP Negeri 4 Denpasar in Academic Year 2021/2022."
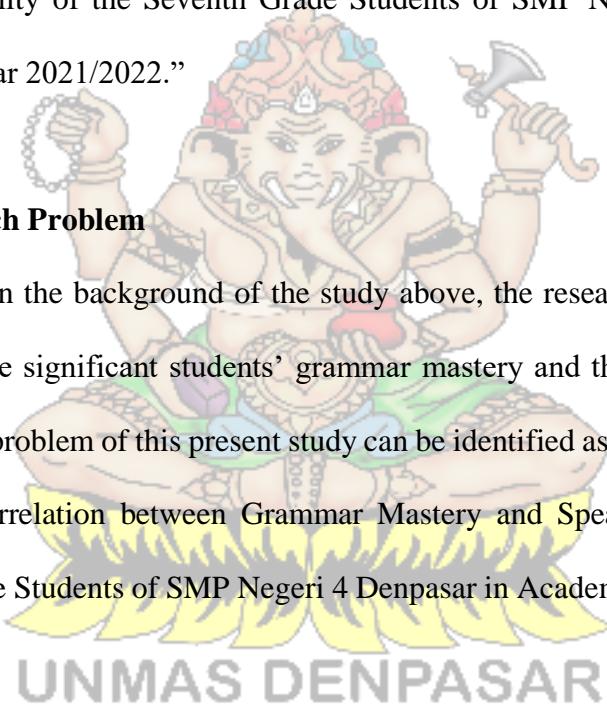
1.2   Research Problem

Based on the background of the study above, the researcher is interested in finding out the significant students' grammar mastery and their speaking ability. The research problem of this present study can be identified as follows: Is there any significant correlation between Grammar Mastery and Speaking Ability of the Seventh Grade Students of SMP Negeri 4 Denpasar in Academic Year 2021/2022?

1.3   Objective of the Study

The objective of the study is to find out whether there is any correlation between Grammar Mastery and Speaking Ability of the Seventh Grade Students of SMP Negeri 4 Denpasar in Academic Year 2021/2022.

1.4   Limitation of the Study

Limitation of study is needed in order to make the present study more specific and avoid a broad discussion. Based on the identification of the problem, the researcher was limiting the problem of students' grammar mastery in the form of Multiple-choice items, while in students' speaking ability in form of describing an idol or favourite character and focused on performance assessment which is an oral test. In the present study, the researcher highlighted the grammar mastery on simple present tense, simple past tense, and simple future tense. This study belongs to a correlation study among grammar mastery and speaking ability of the Seventh Grade Students of SMP Negeri 4 Denpasar in Academic Year 2021/2022.

1.5   Significance of the Study

The present study is expected to have significance in both theoretical and practical on the correlation between grammar mastery and speaking ability of seventh-grade students of SMP Negeri 4 Denpasar in academic year 2021/2022. The significance of the study is following:

Theoretically, by conducting this research, the researcher hopes this research can give valid information about the correlation between students' grammar mastery and speaking ability. This research study is to find out whether or not there is a positive and significant correlation between students' grammar mastery and their speaking ability.

Practically, this study will benefit for the students and teachers. For the students, this study provides the student's information about the students' level of grammar mastery and speaking skills. From this research, they can be more aware

and can be improved again about their grammar in learning English. After having known the result of this study hopefully, the students will increase their grammar mastery to master their speaking ability. For the teacher, the results of this study are suggested applying grammar mastery to improve students' speaking ability. Also, this can give information that can be used as a consideration to get better results for the students being taught in the class.

1.6   Definition of Key Term

To provide a clear understanding of the correlation between grammar mastery and speaking ability of the seventh-grade students of SMP Negeri 4 Denpasar in academic year 2021/2022. The researcher provides two definitions of the key terms, which are defined operationally too. The key terms used are grammar mastery and speaking ability.

1. Grammar Mastery

Grammar mastery is defined as the ability of seventh-grade students of SMP Negeri 4 Denpasar to use grammar correctly. In the present study, the researcher highlighted the grammar mastery on simple present tense, simple past tense, and simple future tense.

2. Speaking Ability

Speaking ability in the present study is defined operationally as the ability or process of achieving seventh-grade students of SMP Negeri 4 Denpasar especially in speaking using the oral test.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review is a review of some theories related to the study. Therefore, the theoretical review was used to support and build this study. There are some important points explained in this research related to grammar mastery and speaking ability. The present study was based on the discussion of the following theoretical framework: grammar mastery and speaking ability.

2.1.1 Grammar Mastery

Grammar is one of the knowledge that informs the students to construct a sentence becomes a paragraph. Language cannot be separated from grammar because grammar is one of the basics in the study language. Besides that, grammar is the structural foundation of our ability to express ourselves. Booji (2007) stated that grammar is the study of the classes of words, their inflections, and their functions and relations in the sentence. Mastery is defined as learning or understanding something completely and having no difficulty in using it (Collins Cobuild Dictionary). Richard and Schimdt (2002) argued that grammar is a structure of language and a linguistic unit such as words and phrases combined to produce the sentences in a language. Seppanen (2014) added that grammar is a practical and theoretical ability that will teach the learners to write and speak correctly in English. In addition, grammar will support the learner's ability to be better in language learning.

Grammar guides the students to create communication. With grammar, students create some messages with others and express their thoughts and ideas. Debata (2013) said that grammar is a study of words that guide people to combine words to be good sentences. 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 a foreign language. Based on those definitions, it can be concluded that grammar is the rule and structure of language from words that combine and change to produce the sentences.

Students need knowledge of grammar to complete the four skills in order to make communication with others in the classroom and outdoor of the class of another language. Borjars and Barridoe (2010) said that knowledge of grammatical structure is helpful when you are learning the grammatical structure, they are skills which students use in daily activities. In this study grammar mastery is the ability of students to combine the words into a good sentences and they know the rules of structured language.

Tenses

Tenses are an important material in learning English because it helps us to compose sentence well, especially in using the verb. There are three forms of English grammatical rules and each form is appropriate in usage. Based on Richards and Schmidt (2002) tense is a verb which is related to the time of action. Grammar has many patterns that depend on situation and condition, generally called by "tenses". Tenses are any of the forms of a verb used to indicate the time of the action or state expressed by the verb. In this present study, the researcher only uses three tenses, the tenses that will be used in this research; they are Simple Present Tense,

Simple Past Tense, and Simple Future Tense. The researcher chooses these tenses because they are often used in daily conversation besides that these tenses are easier to understand than the other tenses. The tenses are usually used in daily communication such as simple present tense, simple past tense, and simple future tense.

2.1.2 Speaking Ability

Speaking ability is the students' ability in expressing their ideas orally which is represented by the scores of speaking. Speaking is only an oral trail of abilities that it got from structure and vocabulary, Freeman (in Risnadedi, 2001: 56-57) stated that speaking ability more complex and difficult than people assume, and speaking study like study other cases in study of language, naturalize many cases to language teachers. Another definition of speaking is from Chaer (2010) who stated that speaking is an activity of linguistic interaction which involves two persons or more with a purpose in one time and one place. According to Brown (2000), an interactive process which can build meaning or purpose includes about the processing information and producing something. Timmis (2016) argued that speaking skill is a complex intellectual technique.

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. Nematovna (2016), defines speaking is an active skill. Speakers think of everything themselves, 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 is the process of building and sharing meaning through the use of verbal and nonverbal symbols in various contexts. In other words, speaking ability is the ability to speak appropriately and effective in a real communicative situation in order to communicate ideas to others. Derakhshan (2016) states that speaking is a part of daily life that everyone should develop in subtle and detailed language. Speaking ability in this study meant the ability of the students to speak out their daily activity by using oral language related to its pronunciation and grammar.

2.2   Empirical Review

There are some studies related to this research. The researcher took two title which has the same context with this study. The first research is a study conducted by I Putu Angga Adi Putra (2019) entitled "The Correlation Between Students' Grammar Mastery and Their Speaking Ability of Eleventh Grade Students at SMA Negeri 2 Mendoyo in the Academic Year Of 2019/2020" which aimed to find out the significant correlation between students' grammar mastery and speaking ability. This research was conducted at Senior high school. The research used the cluster random sampling technique and the sample was thirty-six students of eleventh grade. The data collection, the researcher used instruments in the form of oral tests about report text for speaking test and multiple-choice test for grammar tests. After giving try out, the researcher gave the test and then analyzed the data by using Pearson's Product Moment formula. The researchers used tests in grammar to find out how good the 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 researcher to measure the students' grammar mastery, and the oral test used to

measure students' speaking ability. The grammar test focused on past continuous tense. Google Form used by the researcher as the media to collect the data of grammar mastery tests. For the speaking ability test, the researcher asks the students to record their voice using a voice or video recorder orally based on the topic that has been given. The grammar test consists of 25 items and the data is measured by using Microsoft Excel formula. The results showed the students' highest score on the grammar test was 24, and the lowest one was 14. Meanwhile, for students' speaking ability test the highest score was 85, and the lowest one was 49. To know the correlation between both of them, the researcher analyzed the data using Pearson product-moment. The results from this study were r-value was higher than the r-critical of product-moment. Meaning that the correlation was significant. This confirms that there is a correlation between students' grammar mastery and their speaking ability.

Another related study is from M. Dzokhar Gufron (2021) about "The Correlation Between Students' Grammatical Mastery and Speaking Ability at Grade X SMAN 4 Jambi". This study aimed to determine the relationship between grammar mastery and speaking ability of class X SMA Negeri 4 Jambi City. This research used a quantitative study with the correlation method. This research was conducted in Senior High School in Jambi. The sampling technique was random sampling with probability sampling techniques. The samples of this study were 32 students of class X IPA 1. The researcher used two instruments to collect the data. The research instrument was a multiple-choice test used 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 result of this study

was show that the highest grammar mastery is 100 and the lowest score is 60. Then, the results of the highest speaking ability of 91 and the lowest score of 65. This research was carried out using product moment correlation test. The researcher concludes that, there was positive and significant relationship between grammar mastery and speaking ability of class X SMA Negeri 4 Jambi City.

The strength of the first study is that the researcher gave clear explanation about the finding in the grammar test focused on past continuous tense to know the students' ability in grammar. The second research explains about the relationship of grammar mastery toward speaking ability. This research gave a clear explanation about the methodology on how to test the respondents. Both of the research used the same instrument to collect the data, namely grammar test and speaking test. These two studies are related to this research which discussed about the correlation between students' grammar mastery and speaking skill. Thus, the results from the two previous studies provide basic information in conducting this research.

In addition, two related studies mentioned have the differences from this present study. The first study has different method from this research. The first research conducted by I Putu Angga Adi Putra (2019) is different because the research used test in speaking and grammar to measure the grammar mastery. The methodology used in that research for speaking test is the researcher asked the respondents to record their voice using voice or video recorder orally about report text. For the grammar test the researcher using multiple choice questions and it focused on past continuous tense. Meanwhile, the second research is from M. Dzokhar Gufron (2021) gave the respondent multiple choice questions to test their grammar mastery. The researcher also tests their speaking ability through oral test

in form of introduction. From the differences the researcher used another method and instrument to find out the correlation between grammar mastery and speaking ability. Thus, the similarity of the previous studies in finding out the correlation between grammar and speaking has given the researcher insights to conduct different method to find out the correlation between grammar mastery and speaking ability.

2.3   Hypothesis

The hypothesis of the research is formulated in the following statement: The researcher assumes that there is a positive and significant correlation between grammar mastery and speaking ability in the seventh-grade students of SMP Negeri 4 Denpasar in academic year 2021/2022.