

CHAPTER I

INTRODUCTION

A. Background of The Study

In teaching and learning English, there are four language competencies must be mastered by EFLs, namely: speaking, writing, reading, and listening. On one hand, speaking and writing are considered productive skills. On the other hand, reading and listening are classified into respective skills.¹ For some EFLs, one of the main goals of learning English can communicate in English smoothly and fluently with foreigners or Indonesian in a school environment.

Commonly, in the Indonesian setting, many students have learned grammar at the elementary school level. Grammar is one of the language aspects. The grammar contains tenses that show the tense of sentences used in the context of a conversation. There are 16 tenses in English, but the tenses that are commonly used in existence are the present tense, the past tense, and the future tense.² The students who have knowledge of grammar and know how to form sentences are

¹ Dermibas, Morrow, *Performance Differences between ELT Freshmen's Receptive and Productive Skills*, The journal of Language and linguistic studies, 9(1) p.107

² Penny, Ur, *A Course in Language Teaching*, Cambridge: Cambridge University Press, 1996, p.8

the students who master grammar. Grammar ability is characterized by students' ability and ability to master English. The level of grammar knowledge students has can help students achieve in speaking ability.

Besides grammar, speaking is moreover a substantial perspective of learning English. In order to observe some variables which may affect students' speaking ability, the researcher tried to discover some factors that affect speaking ability. Students' speaking ability can be affected by the factors that come from performance conditions (time pressure, planning, the performance of teacher in English language learning, amount of support from family and society), affective factors (interest, motivation, confidence, hesitation, and anxiety).³

Before designing this study, the researcher passed out a preliminary study. The preliminary was conducted on February 18th, 2022. The researcher had an occasion to interview the teacher at MTs Nurul Huda Baros, Mr. Andi, SPd.I. This school used the 2013 curriculum (K13) and it has

³Nation, I. S. P, Nation & Newton, *Teaching ESL/EFL Listening and Speaking ESL & Applied Linguistics Professional Series*, London: Taylor and Francis Group, 2009, p.12

been accredited B. It means that both teachers and students must master English. Mr. Andi stated that the process of learning English K13 required students to realized competence, especially in speaking, reading, listening, and writing skills.

From the data above, it showed that students of MTs Nurul Huda Baros have several obstacles in learning English. In speaking skills, students have problems due to the less of occasions to used English in realife conditions and the limited time of learning hours. Students' less of confidence, less of vocabulary that made students afraid to speak English. Moreover, the researcher selected this school as the setting to this study.

Based on the previous statement, the researcher tried to do research conducted a study entitled *"The Correlation between Students' Grammar Mastery on Simple Present Tenses and Speaking Ability in Describing People (A Correlation Study at The Eighth Grade of MTs Nurul Huda Baros)"*.

B. Identification of the Problem

Based on the background of the study, the researcher can be acknowledged the problem of speaking as follows:

- 1) Students less confidence in speaking English.
- 2) Less of vocabulary.
- 3) The application of speaking English in real life is poor.

C. Limitation of The Study

The researcher has some limitations such as time, finance, energy, and source of information. So, this study is only concerned with the relationship between grammar mastery and speaking ability.

D. Research Question

In relation to the background of the problem above, the following problems is “What is the relationship between students’ grammar mastery and their speaking ability in the Eighth grade of MTs Nurul Huda Baros?”

E. The Aim of The Study

Relating to the research question above, the researcher’s aim of this research is “To examine the relationship between students’ grammar mastery and their speaking ability in the Eighth grade of MTs Nurul Huda Baros.”

F. Significance of The Study

The significance of this study is to fold namely theoretically and practically. On one hand, theoretically, this study is expected to contribute to adding treasures of science and

knowledge, especially related to the study of grammar mastery and speaking ability at the secondary level. In addition, this study also portrays the real situation and pieces of evidence found in the research setting especially related to the relationship between students' grammar mastery and their speaking ability. On the other hand, practically this study will contribute to many parties, namely teachers, students, and other researchers.

a. For the Teachers

This study is expected to provide a realistic description of the relationship between the ability to master grammar and the ability to speak English for MTs students.

b. For the Students

This study can generate their motivation to learn English and provide information about their English proficiencies, especially in grammar and speaking.

c. For the Researchers

The researchers also believe that the results of this study will be useful for other researchers because this study can be a reference to investigate the relationship between students' speaking ability and other variables.

G. Hypothesis

Regarding the topic of this study, the researcher made the research hypothesis as follows: that's the null hypothesis and the alternative hypothesis. For the correlation study, the hypothesis can be drawn as follows:

H_1 : there is a significant relationship between students' grammar mastery and speaking ability in the Eighth grade of MTs Nurul Huda Baros.

H_0 : there is no significant relationship between students' grammar mastery and speaking ability in the Eighth grade of MTs Nurul Huda Baros.

H. Organization of Writing

This paper is methodically separated into five chapters. The following is a short explanation of each chapter:

Chapter I is an introduction that consists of a background of the study, limitation of the study, research questions, aims of the study, significance of the study, hypothesis, previous study, and organization of writing.

Chapter II is a theoretical framework. They are the definition of grammar, the importance of grammar, the definition of speaking, some factors affecting student's speaking ability, the

handicaps of speaking for EFL, the process of teaching speaking in an EFL setting, the definition of descriptive text, generic structure, examples of descriptive text.

Chapter III is a research methodology that consists of the research method, time and setting, population and sample, data collection technique, and data analysis technique.

Chapter IV is a result and discussion that consists of research findings and discussion.

Chapter V is a closing that consists of a conclusion and suggestion.