

CHAPTER I

INTRODUCTION

A. Background of Study

English language is the main language standard in the world today, According to Nishanthi, the English language is one of the international languages spoken by many countries and it is important. However, the English language cannot be ignored caused English is an international language of communication in any sector in existence. Speaking English will help to communicate easily with our fellow international citizens.¹

Based on Brinton, grammar is crucial to establish the definition of the vague term grammar right away. The term is used in linguistics to describe to the principles or rules by which a language operates its system or structured.² When communicating in English, there are important parts that should be possessed. They are receptive skills and productive skills. However receptive and productive skills are closely related to each other in communicating. These receptive and productive skills are the most commons known in English

¹ Nishanthi, Rajathurai, "The Importance of Learning English in Today World", *International Journal of Trend in Scientific Research and Development*, Vol. 3, No. 1, (2018), p. 871.

² Brinton, Lauriel J, *The Structure of Modern English: A Linguistic Introduction*, (John Benjamins Publishing, 2000), p. 8.

language learning. They are listening and reading as receptive skills and speaking and writing which are known as productive skills. These four skills are interrelated and have different learning processes and functions.

Besides these four skills we have to learn and master grammar because grammar has an important role and becomes the main element in learning English. Furthermore, good communication in English requires proper grammar. This means it cannot be separated from the English itself, since it is the structured used that makes the sentence perfect. Hans and Hans have mentioned in their research that grammar is the key of communication. The better the grammar, the clearer the message conveyed and the better understanding of its meaning and purpose.³

As an Indonesian student is not native English speaker, they need to learn grammar because English is still a foreign language to them. In this case, most of Indonesian student experience difficulty in basic English skill, especially speaking and writing in productive skill, because of their lack of proper grammar understanding. Student consciousness of English grammar is still insignificant. Addressing

³ Dr. Anjali Hans and Mr. Emmanuel Hans, "Role of Grammar in Communication - Writing Skills," *International Journal of English Language, Literature and Humanities* 5, no. 1 (n.d.): 39–50.

this is key for students to understand English grammatical structure and to be more confident in expressing their ideas. To improve students' grammar usage students should be able to understand what is being taught in school. Otherwise, the teacher should be able to create a creative and effective teaching-learning style.

The students need to learn basic English Grammar rules as well to practice it in communication. If the students do not focus on how learning basic grammar rules they cannot practice them to better express their ideas. The difficulties in learning English grammar sometimes become an obstacle for them. It is observed that most of students are confused about learning grammar. However, the teacher's explanation and language usage also become one of the students' difficulties to understand the grammar lessons in class. According to Iqbal et al, the teacher's language selection sometimes is confusing and not in a proper position for good grammar teaching.⁴ It turned out that grammatical teaching should be organized well in order to not cause misunderstanding in understanding Grammar.

From the observation that was conducted on 22 august 2022 in SMA Negeri 5 had opportunity to interview the teacher Mrs. Ine

⁴ Muhammad Javed Iqbal, Munir Akbar and Ahmad Musthaq, "Problems in Teaching Grammar to English Learners at Secondary Level", *Asian Innovative Journal of Social Sciences & Humanities (AIJSSH)*, Vol. 1, No. 1, (2017), p. 59.

and observed the learning process in the class. The researcher has observed the eleven grades of SMA Negeri 5 have the same situation it was discovered that problem existed in the teacher's that students found it difficult to understand what the teacher has explained in the class because the teacher's explanations are very fast and unclear to convey the proper meaning. This caused the students confusion when they determine and identify the proper Grammar. Additionally, the short periods of learning English once a week causes students forget what have they learned in the class. Moreover, students feel bored with the general learning style such as chalk and talk method. Nowadays, most of schools still use Chalk and Talk methods. This method makes students quickly feel bored and too unfocused to grasp the learning material during the learning process. In this technology advance age, technology could be applied in teaching learning process. Teachers should follow the current phase of technology in order to make learning more fun and easier.

In addition, with the development of this period, students are forced to understand the grammatical so they can communicate well. To overcome this, researcher tried to get the use of "Speedy Grammar" employed as an instrument of the English grammatical media. Speedy grammar focuses on learning grammar in a structured

way by presenting a clear and immaculate identification. Because it has been covered with brief and clear formulas and it can make it easier for students to understand grammar in the class and do not feel bored with the continuity of in-classroom learning.

Based on the previous statement, the researcher attempted to do research entitled **“Speedy English Grammar in Learning English Grammar”**.

B. The Identification of problem

Based on the background of the study, the researcher can identify the problem as follows:

1. Teacher’s explanation is fast and unclear to convey it makes students confused to identify and determine the proper grammar.
2. The short time of teaching period once a week makes students easily forget what they have learned in the class.
3. The teaching learning styles in the class is conventional such a chalk and talk method makes students get bored easily and lost motivation to learn English grammar.

C. The Limitation of study

To simplify the research, the scope of this research is to expose the use of speedy grammar's effectiveness in promoting students' grammar mastery about the giving Imperative Suggestion, Command and Advice in SMAN 5, Serang.

D. The statement of problem

Based on the problem in the background above, the researcher formulates the problem as follows:

1. How is students' grammar mastery at the eleven grades of SMAN 5 Kota Serang before and after giving the treatment?
2. How is the effectiveness of Speedy Grammar to improve students' grammar mastery at SMAN 5 kota Serang?

E. The Objective of Study

Based on the problem statements above, the objective of study is as follows:

1. To examine the students' grammar mastery before and after giving the treatment at eleven grades of SMAN 5 Kota Serang.
2. To examine how effective of speedy grammar to improve students' grammar mastery at SMAN 5 Kota Serang.

F. The significance of study

The result of this research is expected to give the theoretical and practical contribution as follows:

1. Theory

Theoretically, this study is expected to enrich knowledge about grammar and to get students easily understanding grammar with Speedy grammar

2. Practice

a. Teacher

The result of this study is expected to be able to help teachers to teach the student in teaching language activities in order to improve the students' achievement especially in grammar.

b. Students

The result of this study is expected to be able to help students enjoy in learning process.

c. Researcher

The researchers can use this study to be their learning resource later and to gain knowledge from it.

G. Previous study

The first, *The Effect of Using Mobile Phone toward Student's Grammar Mastery* at the Second Grade of SMANA 1 Bukit Tinggi Academic Year 2017/2018. The research is written by Yuliana Citra Anisyao, this research was done to find an effect in the use of mobile phone to student mastery in grammar which uses an application mobile game, Speedy Grammar with the material about Simple presents and simple past tense in eleventh grade of senior high school. This research shown about using mobile phone can improve and help the student's grammar mastery.⁵

The second, *Speedy Grammar: A Game Application to Improve Student's English Grammar*. The research is written by Awallyah Ainun Niswah, this research was due to see the improvement student's English grammar, this research used an Experimental method with 20 students in primary school as a subject. This research shown the significant of the improvement in the treatment class that speedy grammar can be used to help students improve the English grammar.⁶

⁵ Yuliana Onisyao, "The Effect Of Using Mobile Phone Toward Student's Grammar Mastery" (Iain Bukit Tinggi, 2018).

⁶ Awallyah Ainun Niswah, "Speedy Grammar: Aplikasi Game Untuk Meningkatkan Kemampuan Tata Bahasa Inggris Siswa," *Diglosia: Jurnal Kajian Bahasa, Sastra, Dan Pengajarannya* 5, No. 1. p.163–174.

The third, *Implementation of 4c's Teaching Strategy in Teaching Singular and Plural Using Speedy Grammar*. the research is written by Sari Utari and Ida Panuntun, this research carried out to determine whether the speedy grammar game can be applied in learning supports and trains the 4Cs' skills in singular and plural material in eleventh grade with the Qualitative method. This research showed using speedy English grammar were good enough to be applied in the class and this application could be an alternative for teachers to deliver English material.⁷

From the three previous researches above, the similarity of this research analyzed the same topic which is talking about using Speedy English Grammar. However, from those previous studies, unfortunately there is no a single study who has conducted by other researchers which concern to find out Students Grammar mastery in Imperative sentences in Senior High school. Therefore, the researcher wants to conduct this study in order to find out how effective using speedy English grammar in learning Imperative sentences and it will use Quantitative quasi experimental research method with Control Group design.

⁷ Sari Utari and Ida Ayu Panuntun, "Implementation Of 4cs Teaching Strategy In Teaching Singular And Plural Using Speedy Grammar," *Prosiding Konferensi Ilmiah Pendidikan* 3. p. 677–688.

H. The Organization of writing

Cover, title page, supervisor's permission, leverage page, motto, abstract, preface, table of contents, list of tables (if any), list of figures (if any), list of appendices, and transliteration guide are all included at the start of a research report.

In the discussion of the author's research report, is divided into several parts, each part consists of chapters, and each chapter consists of sub-sections, and these sub-sections are interconnected in a unified framework of logic and systems. The purpose of systematic writing is to make it easier for readers to study the contents. This research report is divided into six chapters, and the systematic introduction is as follows:

Chapter I Introductory, this chapter works as a total description or model/basic foot point and provides a model evaluation for the entire thesis content which includes: background of the problem, problem formulation, research objectives, research benefits, research methods and systematic discussion.

Chapter II Theoretical research results, this chapter aims to introduce the theoretical framework of reference theory as a basis for thinking and research. In this chapter, several theories will be discussed that can support students to improve their grammatical.

Chapter III Research method, this chapter discusses how to conduct research which includes: research methods and types, research existence, research locations, data and data sources, data collection, validity of examination results, and research stages.

Chapter VI Finding and Discussion, this chapter explains the description of data and the analysis of data.

Chapter V Contain the last chapter, which is the last chapter in a series of discussions from Chapter 1 to Chapter 4. This chapter aims to make it easier for readers to understand the essence of the research which includes conclusions and recommendations.

The last part of this research report includes: bibliography, attachments, curriculum vitae, research permit, research permit, statement of authenticity of work.