

CHAPTER I

INTRODUCTION

A. Background of The Study

The role that language plays immensely, since time embarked, identified as the need of the hour, the four necessities in language or commonly known as the four skills, namely: Reading, writing, listening and speaking.¹

Speaking as one of language competencies can be fived 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 viewpoints. Learners should know the components of speaking therefore they can speak correctly and fluently. Those components consist of vocabulary, pronunciation and grammar.

The ability to use oral language to communicate effectively is a key foundation for a student's academic success in formal education.² Speaking

¹Sadiku, Lorena Manaj. *The importance of four skill reading writing listening speaking I v n a lesson hour* (European journal of language and literature studies: 2015)

² John Munro, *Teaching Oral Language* (Camberwell Victoria: Australian Council For Educational Research Ltd, 2011:1)

is a crucial part of the foreign language learning and teaching, because it can be used for the student to express their ideas orally in foreign language. Brown says that speaking is a productive skill that can be directly and empirically observed.³ It requires students or learners to produce words or language to express their ideas orally and used to communicate between one to another by speech or saying.

Without speaking skill they will just keep silent. In order to speak well, they must practice their skill in everyday live. Therefore, the teacher should give students opportunity to practice their speaking skill by giving some more example or exercises that put them into the real practice communication. Barkhuizen in Koizumi states that there are a large number of measures that indicate speaking performance such as “the number of words per minute” for fluency and “the number of errors per word” for Ability.⁴

Meanwhile, Ability is an ability to master a language as a system. There are three conditions that in Ability 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

³ H. Douglas Brown, *Language Assessment Principle And Classroom Practice* (San Fransisco Ed. 1 2004)

⁴Rie Koizumi, *Speaking Performance Measures Of Fluency, Ability, Syntactic, Complexity, And Lexical Complexity* (JABAET: Japan Britanian Association For English Teaching Journal, 2005:1)

produce words in response to an appropriate stimulus, determine 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 criteria that influence speaking is grammar. Learning English cannot be separated from learning grammar.

Inevitably, grammar is fundamental to language. Without grammar, language does not exist.⁵ Grammar is the set of logical and structural rules that govern the composition of sentences, phrases, and words in any given natural language. Grammar refers to the study of language rules it is a kind of regularity of sound structure that nobody could learn language without grammar.

Grammar is always employed in teaching learning a language. It also plays important role to support four language competencies. It gives 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 are poor. They would be find any difficulties in expressing or mastreing their language skills because of having limited grammar.

⁵Hosseinnassaji, Sandra Fotos, *Teaching Grammar In Second Language Classroom* (Newyork: Taylor And Francis e-Library, 2011:1)

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 rules. In short grammar and speaking are two significant poles in foreign language acquisition. Without a good knowledge of grammar mastery, learners language development will be severely constrained.

Students who have good grammar in grammatical concept still need guidance to become effective speaker. Meanwhile grammar is one of the English components that give effect in speaking in order to build and to use certain structures makes it feasible to communicate common types of meaning successfully.

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' grammar mastery and their speaking Ability at the eleventh grade of MA Turus Pandeglang in the academic year of 2018/2019.

B. Identification of Problem

Based on the background of the study above, the researcher found some problems in speaking faced at the eleventh grade of MA Turus Pandeglang. Firstly, learners cannot to speak well because they do not know how to develop the topic to get their meaning across, and consequently they can't keep the interaction going. Secondly, learners cannot speak well because they do not have good grammar mastery in order to speak correctly. Lastly, learners feel difficult in learning grammar because it is a necessary function of language and taught by way of rules and structures.

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C. Limitation of Problem

Based on the identification problem, the researcher limits them as follows:

1. The researcher focus on the correlation between students grammar mastery and their speaking ability.
2. The object of research is students at the eleventh grade of MA Turus Pandeglang in Academic year of 2018-2019.
3. The research methodology in this research is used quantitative method through correlational research.

D. Statement of the Problem

Based on the problem above, the statement of the problem as follow: Is there are significant correlation between students' grammar mastery and their speaking Ability at the Eleventh Grade of MA Turus Pandeglang in the academic year of 2018/2019 ?

E. Objectives of Research

The objective of research was to examine whether there is a significant correlation between students' grammar mastery and their speaking Ability at the Eleventh Grade of MA Turus Pandeglang.

F. Significance of Research

The result of this study will be hoped 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 significances:

1. Theoretically Significance

This research study to find out the 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 suggestion to teacher 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.

G. The Organization of the Paper

The research is systematically divided into five chapters. This following is short description about each chapter.

Chapter I, is introduction that consist of background of the study, identification of the problem, limitation of problem, statement of problem, objectives of research, significance of the research, the organization of the paper.

Chapter II, is literature review. They are the general concept of grammar mastery, the definition of speaking skill, students speaking Ability, the general concept of past continuous tense, conceptual framework.

Chapter III, is methodology of the research that consist the research design, the research variable, the population student and sampling technique, the data collection technique, the instrument of the research, the procedure of research, technique of analyzing data.

Chapter IV, is result of the research that consist of description of data, descriptive analysis, discussion.

Chapter V, is closing that consist of conclusion and suggestion.