

# CHAPTER I

## INTRODUCTION

### A. Background of The Study

Language is a means for humans to communicate between one person and another, such as the people around us. As humans, people definitely need other humans. Because basically humans cannot live alone like in communication, people need other people to be able to get information or other things. Most people think that learning a language is very easy because they also get it when people are young, but in fact learning a language is not only knowing what is expressed and the meaning of the language being spoken. Language is an expression uttered by speech and accepted by the listener's senses. Language also has a level of development, starting with screams, screams, then speech or babbling systematically through imitation and teaching,. For example, such as when we are toddlers until big. One of the language developments, namely speaking or in English, is called "speaking activity" which means speaking in English.

Speaking is a very important skill to learn in language learning. With the ability to speak, people can express an idea, opinion, information or others. Furthermore, as listeners people can conclude and can also take a stand from what was captured. According to Ladouse, speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or the express a sequence of ideas fluently.<sup>1</sup> However, in the ability to speak there is such a thing as oral communication, where there is an interlocutor when we talk and it is usually called a social relationship with each other. Therefore when someone have a conversation with other people, there needs to be a connection or relationship in order to understand the meaning of the sentences spoken by each interlocutor. Wilson statet hat speaking as development of the relationship between speaker and listener. In addition, speaking, determining which logical linguistic, psychological a physical rules should be applied in communicating the situation.<sup>2</sup> Furthermore, base on Tarigan speaking is a way to communicate that is influential for our daily lives. It

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<sup>1</sup> David Nunan, *Research Methods in Language Learning*, (Cambridge: Cambridge University Press, 1991), 23.

<sup>2</sup>S Wilson, *Living English Structure*, London: Longman, 1983), 5.

means that speaking as the way of communication influences our individual life strongly.<sup>3</sup>

Charles Bonar Sirait states that the ability to speak in public has become a complement to the success of every successful person.<sup>4</sup> Some people think it is a talent that is already in a person, as is the ability of a person to sing or play a musical instrument. However, some people argue that speaking skills are very difficult especially when they learn English where they act as foreigners. Based on Harmer, there are some elements which refer to the language that learners should have knowledge about, which are language features and mental / social processing and the rapid processing skill.<sup>5</sup>

According to John W. Oller, Jr. there are several supporting components in measuring the student's speaking proficiency as the specific points of language; accent, grammar, vocabulary, fluency, and comprehension.<sup>6</sup> In every language there must be certain patterns and rules. Therefore, in learning a language learners must know the grammar first before and students also have to master grammar. Grammar is very important to learn which can be referred to as "the

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<sup>3</sup>Tarigan, *Berbicara: Sebagai Suatu Keterampilan Berbahasa*, (Bandung: Angkasa, 2008), 8.

<sup>4</sup>Bonar Sirait, *The Power Of Public Speaking*, (Jakarta: Kelompok Gramedia, 2016), 51.

<sup>5</sup>Jeremy Harmer, *The Practice of English Teaching*, (London: Pearson Education limited, 2001), 271.

<sup>6</sup>W.Oller, *Language Test At School*, (London: Longman Group Ltd, 1978), 70.

rules that show how words are combined, arranged or changed to show certain kinds of meaning". Moreover, there is also pronunciation, which is the pronunciation or way of pronunciation in English which is equally important to learn in English and there is also vocabulary, which is vocabulary that students must have as a center in learning the special language of English.

Many of Indonesia learners just focus on pronunciation and not a few learners also think that it is not really important in English study and most learners think that grammar is very hard to learn. When communicating with other people and students don't use the grammar correctly, the listeners will not understand the meaningful. Speaking has a relationship with grammar because grammar is one of the component in speaking. In the field of education, for example, grammar is very important in making papers, textbooks, journals, abstracts or even scientific presentations. Actually, students could learn English without knowing grammar, nevertheless for the scientific fields grammar will be very important. Grammar can make easier for someone to speak and write correctly, politely and not fussed so that people who hear or read can understand what we mean.

According to Jeffry Coghill, language is the set of rules that govern its structure. Grammar determines how words are arranged to form meaningful units. That mean that grammar is evident in which defined as a set of rules to form a language that has meaning or significance.<sup>7</sup> For those who want to improve their proficiency in higher English, such as to continue their studies abroad and others they must master tests such as TOEFL, GMAT or GRE. Likewise in the world of work, someone will appear professional when using good English in communicating with superiors or business partners. So the level of knowledge of a person's language can be judged, among other things from how people speak English well. In learning grammar, students are taught to be good communicators, listeners, thinkers, readers and writers. By mastering grammar students can explain an ideas or thoughts to and people can understand it or capture it properly and in accordance with what speakers think.

English is one of the international languages which can be used to communicate around the world, in consequence learning English becomes more important. In Indonesia, English is learn as a foreign language and learning a different language is sometimes difficult since the target language has different element compared to

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<sup>7</sup>Englishindo, *Grammar Definition From Experts, March 20<sup>th</sup> 2021.*  
<https://www.englishindo.com/2011/04/definisi-grammar-menurut-ahli-grammar.html>.

native language. These differences sometimes cause students to make errors when using it. The researcher also found the causes in students of English Department at State Islamic University of Sultan Maulana Hsanuddin Banten and interested to knowing their perception how many important grammar in speaking activities than what the difficulties they have. Based on the researcher's observation during learning in English Education Department, she found some problems in the class room such as:

1. The several of students are incompetent to utilize or use grammar competence that had been learned in the class before.

Example: - I go first (incorrect), - I have to go  
(correct)

But they understand each other.

2. The several of students are able to utilize grammar competence, but they are not confidence to speak in front of the class.
3. The several of students are competence to speak each other fluently, but they still make mistakes in their grammar.

4. Most of the students has migrate into one of two categories; the several students argue that grammar is more important than all of the aspect in speaking and the several students argue that self-confidence is more important than grammar.

### **B. Limitation of The Study**

With regard to the statement of the problem, this research focused on students' perception of grammar competence (grammatical rules) in speaking activities. This limitation was based on the researcher experience and observation in this department. This research participants are students 3<sup>rd</sup> semester English education department who have been students during leaners.

### **C. Objectives of The Study**

1. To find out EFL students' perception on grammar in speaking activity
2. To find out students' difficulties when studying grammar in speaking activity
3. To find out students deal difficulties on grammar in speaking activity

#### **D. Statements of the Problem**

1. How is EFL students' perception on grammar in speaking activity?
2. What are students' difficulties on using grammar in speaking activity?
3. How does the students deal with their difficulties on grammar in speaking activity?

#### **E. Significance of The Study**

1. Theoretically
  - a. The result of this study can be used as input in understanding the students' deal in their speaking skill.
  - b. The result of the study can be used as the reference for those who want to conduct a research in grammar competence in improving spiking skill in classroom.

2. Practically

- a. For Students

The result of this research hopefully help students identify of the problem in grammar competence in speaking and the students could increase their grammar competence in order to be competent in their speaking ability in their speaking. The students



knew whether the grammar would help them much or not in making good speaking.

b. For Teachers

The result of this research available to give suggestion for teacher strategies in teaching grammar.

c. For Researcher

From this research, the researcher be able to increas the experience and knowledge about the problem happened and could be as the preliminary source for futher research in the same field.

## **F. Previous Research Finding**

This study needs some previous study as a consideration theory. The previous study that can be used as a considerations theory is taken by Merlin Simbolon, the title is “An Analysis Of Grammatical Errors on Speaking Activities”. This study focused on analyze the grammatical errors and to provide description of errors on speaking activities using simple present and present progressive tenses made by second year students of English Education Department, Palangka Raya University. The finding showed that the error made by students were in 6 aspects; errors in production of verb groups, errors in the distribution of verb groups, errors in use of

article, errors in the use of preposition, errors in the use of questions and miscellaneous errors.<sup>8</sup>

The study of RefaAnjeng Sari, the title is “Students’ Grammatical Error Analysis in Speaking”. This study focused on grammatical error, there are the error in combining words into larger unit, such as phrases, clauses, and sentences. The subject of this study is the sixth semester SMPN 1 Palembang. In collecting data, the researcher used documentation there is the recording of students’ performance. This study used error analysis method, the method involved collection of sample errors, identifications of errors, and description of errors. Result, there were twelve kinds of grammatical error which had been found. The grammar was still a problem in speaking especially the errors in numbers as the highest frequency.<sup>9</sup>

The study of Susi Damaiyanti, the title is “Grammatical Errors Made by Students in Speaking English”. This study aimed to reveal the types of grammatical and the cause of errors made by students in speaking English in the English Department of IAIN Takengon. It is necessary to identify, classify, and describe the various grammatical errors to build the students’ awareness of using

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<sup>8</sup>Merlyn Simbolon, “*An Analysis Of Grammatical Errors on Speaking Activities*”, (Thesis, Palangka Raya University), 2015,1.

<sup>9</sup>RefaAnjeng Sari, “*Students’ Grammatical Error Analysis in Speaking: SMPN 1 Palembang*”, (Thesis, Raden Fatah State Islamic University Palembang), 2018, 2.

structured and standardized English rules in speaking. The research finds five types of grammatical errors in their speaking, such as omission, over regulation, misformation, misordering, and addition. This results suggests some valuable suggestions for strengthening and improving the method of teaching grammar classes, particularly for students to understand more comprehensive grammar rules.<sup>10</sup>

Based on previous research, there are more focused to students grammar error in their speaking activities and it is used the test to collecting data. Moreover, the aim of this research is to know the point of view from students perception about how many important grammar in speaking activities from their own experience during become a EFL student. Therefore, it can find out the deal have arisen with the problem happened from students own perception. The researcher expected results from this research, it can give the lesson for the students in the future to know there are any correlation between grammar mastery and speaking activities in classroom.

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<sup>10</sup>Susi Damaiyanti, "*Grammatical Errors Made by Students in Speaking English*", (Thesis, IAIN Takengon), 2021, 3.

## **G. Organization of Writing**

To make this research easy to understand, the researcher organizes this paper as follow:

Chapter I is a part of introduction of this research, which consists of the background of the study, the limitation of the study, the statement of the problem, the objectives of the study, the significance of the study, the previous study, and the organization of writing.

Chapter II is theoretical review which consists of the definition of perception, characteristics of perception, the factors affecting of perception, the definition of grammar, the grammar functions, the definition of speaking, the component of speaking, the elements of speaking, various kinds of speaking skill, the objectives of speaking, and speaking activities.

Chapter III is a part of research method, it consists of the research design, the subject of the research, research instrument, technique of data collecting, and technique of data analyzing.

Chapter IV is the result of the research which consists of finding and discussion of the research.

Chapter V is closing which consists of conclusion and suggestion of the research.

