

CHAPTER I

INTRODUCTION

A. BACKGROUND OF THE STUDY

Listening, speaking, writing and reading are the four main skills that students must be good at when learning a language. Listening and reading are receptive skills in which students embrace and interpret language to understand its meaning. Speaking and writing are valuable skills in which students use language to create spoken and written words that they hope others will understand.

From all these skills, one of the most important skills that must be learned is speaking. Speaking skills play a very important role in the communication process so that we can exchange opinions, ideas, and various kinds of information. Richard and Renandya explain that if we try to understand the nature of what seems to be involved, speaking fluently about a second or foreign language is a very difficult task¹. Based on this statement, we can see that it will be very difficult for anyone who speaks English as a second language because English proficiency needs to involve several components that students need to pay attention to in order to communicate effectively.

Speaking skills are very different from other English skills. Because in their English proficiency, students need confidence and strength when speaking in front of many people. In addition, there is an important component needed by students in speaking skills in English, namely grammar. Grammar is closely

¹ Jack C. Richards and Willy A. Renandya, *Methodology In Language Teaching* (New York: Cambridge University Press, 2002), 201.

related to language. Language does not exist without grammar². This cannot be denied because grammar is a guideline that governs the use of language. In speaking, grammar skills are used to support accuracy when speaking in English so that there are no misunderstandings.

In addition, grammar is basically the foundation of a language. Another important thing is that grammar is very influential in every English skill in student, especially speaking skill. Students can speak English accurately and confidently and also avoid mistakes that can occur during communication. In the perplexing world of foreign language, grammar rules shine like beacons, giving students the feeling that they can understand and track what is going on. Therefore, grammar can be relaxing and comforting. Although this feeling is partially illusory (structural competence accounts for just a portion of what goes into language mastery), something that boosts learners trust is beneficial³. From this statement, we can understand that by mastering grammar in the target language students can speak English confidently. Without adequate understanding and mastery of grammar students cannot use English properly in the form of written or oral communication so it cannot be denied that grammar is an important aspect that must be mastered.

However, understanding and applying grammar is not easy, especially in applying it to speaking skills in English. It takes a very hard effort for foreign students to speak well and confidently in public. Based on this, many students have difficulty trying to speak English accurately. In fact, many foreign students experience anxiety when speaking English. They are afraid of making mistakes, which sometimes causes a lot of students to hesitate to speak English inside or outside the classroom. According to Leibert and Morris, anxiety

² Hossein Nassaji, Sandra Fotos, *Teaching Grammar In Second Language Classroom* (Newyork: Taylor and Francis e-library, 2010), 1.

³ Jack C. Richards And Willy A. Renandya, *Methodology In Language Teaching* (New York: Cambridge University Press, 2002), 201.

reactions can be categorized as reflecting worry or emotionality. Psychological reactions, such as blushing or rapid heart, and behavioral reactions, such as, stuttering and restlessness refer to emotionality. Zeidner and Naveh-Benjamin explained that a cognitive reaction such as self-deprecating thoughts or thoughts unrelated to the task refers to worry⁴. The anxiety of making mistakes and leading to the hesitation to speak in English is considered to cognitive reaction that explained by Zeidner and Naveh-Benjamin.

Based on informal observations and interviews with students in the English education department at the State Islamic University of Sultan Maulana Hasanuddin Banten, researchers found several problems that relate to grammar and leading to their willingness to speak in English. There are so many students who feel anxious, not confident and hesitate to do a conversation in English because they are afraid that they will make mistakes in grammar.

Some cases that can be found in the use of grammar in speaking that occur to students are based on observations and interviews conducted by researchers. Some students who are good at speaking English may be good at grammar, vocabulary and pronunciation and some students think that speaking English does not require grammar mastery to speak; they just say what they want to say in English. There are also many students who have difficulty trying to speak English. They are not confident in speaking English because they have doubts about their grammar skills. Lawalati discovered that students' have problems with vocabulary, grammar, pronunciation, and discourse in the linguistic domain⁵. It can be seen that the lack of knowledge about the language system especially grammar can make students faced the difficulty in speaking. According to the research conducted by Nira Erdina et al, only around 25% of

⁴ Lindy Woodrow, "Anxiety and Speaking English as a Foreign Language" , *Regional Language Centre Journal*, Vol. 37. No. 3, (December, 2006), 310.

⁵ Zainurrahman and Sumarni, "A Study On The University Students Speaking Difficulties", *Langua – Journal of linguistics, Literature and language education*, Vol. 2 No. 1, (April, 2019), 4.

the 30 students in the class could confidently speak English, while the rest appeared apprehensive and frightened. Almost all of the students stated that they were concerned of making mistakes, particularly in grammar and pronunciation, when the teacher questioned why they were very hesitant to practice in English⁶. Grammar and pronunciation are two aspect that really needed in speaking skill, but it cannot denied that learning and practicing that directly into speaking skill is very difficult and this can lead to other serious problem.

In the last case, it is feared that English foreign learners do not have the willingness to speak English because they are too worried about inadequate grammar accuracy. A willingness to communicate in a second language is described by MacIntyre et al as "readiness to enter into conversation with a specific individual or persons, using a second language, at a specific time"⁷. So many students are worried about grammar skills and cause excessive feelings of anxiety, causing them not to want to speak or communicate in English. Feelings of anxiety experienced by students can influence them not to want to communicate so that they become passive learners and are quieter when in situations that requires them to speak English in or outside the classroom. It may be found that students do not speak English as a whole or choose to use the first language instead when they are making presentations or in circumstances that require them to use English.

The researcher is interested to research the correlation between students' grammar accuracy and their willingness to speak in English, based on the study's context. The title of the research that will be used by the researcher is as

⁶ Nira erdiana, Bukhari Daud, Diana Fauzia Sari and Shindy Khusuma Dwitami, "A Study of Anxiety Experienced By EFL Students in Speaking Performance", *Studies in English and Education*, No. 7, Vol. 2, (August, 2020), 335.

⁷ Malgorzata Baran-Lucarz, "The Link Between Pronunciation Anxiety And Willingness To Communicate In The Foreign Language Classroom: The Polish EFL Context". *Canadian Modern Language Review*, Vol. 70, No. 4, (November, 2014), 447.

follows: **"The Correlation Between Students Grammar Accuracy And Their Willingnes To Speak In English (A Case Of The Third Semester Students Of English Education Department At State Islamic University Of Sultan Maulana Hasanuddin Banten)".**

B. IDENTIFICATION OF THE PROBLEM

The researcher found some problem which based on the background above and developed into following statement:

1. Because grammar is a guideline that governs the use of language, it is very influential in every English skill especially speaking skill. With grammar, students can speak English accurately, confidently and also avoid mistakes that can occur during communication.
2. Understanding and applying grammar is not easy, especially in applying it to speaking skills in English. It takes a very hard effort for foreign students to speak well and confidently in public.
3. Many students have difficulty trying to speak English accurately. There are so many students who feel anxious, not confident and hesitate to do a conversation in English because they are scared that they will make mistakes in grammar.
4. So many students are worried about grammar skills and cause excessive feelings of anxiety, causing them not to want to speak or communicate in English.
5. Feelings of anxiety experienced by students can influence them not to want to communicate so that they become passive learners and are quieter when in situations that requires them to speak English in or outside the classroom.

6. There are a lot of students do not speak English as a whole or choose to use the first language instead when they are making presentations or in circumstances that require them to use English because they are worried about grammar accuracy.

C. LIMITATION OF THE STUDY

Researchers focus on finding a significant correlation between English foreign learner grammar accuracy and their willingness to speak in English. This study wanted to find out whether grammar accuracy really influences the willingness of English foreign learners when trying to speak up or communicate using English in an environment or condition that requires them to speak English. And This research will be applied to the 3rd semester students of State Islamic University Of Sultan Maulana Hasanuddin Banten majoring in English education department.

D. THE FORMULATION OF THE PROBLEM

Based on the background above, the formulation of the problem on this research is:

1. How is the third semester students grammar accuracy in English Education Department at State Islamic University of Sultan Maulana Hasanuddin Banten?
2. How is willingness to speak in English of the third semester students in English Education Department at State Islamic University of Sultan Maulana Hasanuddin Banten?
3. Is there any significant correlation between students grammar accuracy and their willingness to speak in English?

E. THE OBJECTIVE OF THE STUDY

- A. To know how the third semester students grammar accuracy in English Education Department of State Islamic University of Sultan Maulana Hasanuddin Banten.
- B. To know how willingness to speak in English of the third semester students in English Education Department at State Islamic University of Sultan Maulana Hasanuddin Banten.
- C. To find out any significant correlation between students grammar accuracy and their willingness to speak in English of the third semester students in English Education Department at State Islamic University of Sultan Maulana Hasanuddin Banten.

F. SIGNIFICANCE OF THE STUDY

The result of this study hoped can give useful contribution for many people especially for English education as the following points:

a. Pedagogical Significance

This study is expected to find out about the correlation between students grammar accuracy and their willingness to speak in English of the fourth semester students in English Education Department at State Islamic University of Sultan Maulana Hasanuddin Banten. Hopefully, it can be a reference for teacher in an effective learning strategy.

b. Practical Significance

1. For teacher

The result of this study can inform English teachers about correlation between students grammar accuracy and their willingness to speak in English.

2. For students

This research is expected to give more understanding about the correlation between students grammar accuracy and their willingness to speak in English. And hopefully student will enhance the grammar knowledge to be more willing to speak in English.

3. For the next researcher

For further researchers who interested in related research, they can obtain basic information from the research. So they can conduct the research more deeply and better than this research.

G. PREVIOUS STUDY

There are several previous study that already conducted the used of grammar mastery. The first study is conducted by Siska Oktavia Widya. The title is "*The correlation between grammar mastery and writing thesis proposal at STKIP YDB Lubuk Alung*". The results of the research that have been done indicate that there is a correlation between the grammar mastery and writing thesis proposal of the English language education program. The second is "*The correlation between grammar mastery and reading comprehension of the second grade students of SMPN 12 Pekanbaru*". This research is conducted by Yulia Andini, Hadriana, Syofia Delfi, Riau University. The data analysis of this study shows that there is a positive and significant correlation in grammar mastery and reading comprehension of the second grade students of SMPN 12 Pekanbaru. And the third research is "*The Correlation Between Grammar*

Mastery and Translation Ability of English Department Academic Year 2015 Students at IAIN Palangka Raya". According to the calculations, there is a significant relation between students grammar mastery and translation skill of English department students at IAIN Palangka Raya in the academic year 2015.