

## **Chapter One**

### **Introduction**

This research aimed to find out the correlation between students' grammar mastery and students' speaking skills. There are some points presented in this chapter. The first point is background of the research which explains about the researcher's interest in conducting a research on the correlation between students' grammar mastery and students' speaking skill. In addition, this research includes the research question, identification of the problem, and delimitation of the problem. The purpose of this study is also explained in this chapter. Meanwhile, the research also includes the significances of the research which explain about the benefits of this research for some parties. The last part of the chapter presents the organization of the chapters.

### **Background of the Research**

Learning a new language is required for students at schools. It is already common for everyone in this world to learn a language. Eurostat (2015) is a statistical office of the European union, reported that 97.3% people in this world have learnt a new language especially English. Nowadays, some people have learned English as an important language for them. By learning English, they can get a lot of advantages to enhance their background knowledge well. Many schools obligate the students to learn English as the part of the study right now. Shumin as cited in Richards and Renandya (2002) argued "learning to speak a new foreign language requires more than knowing its grammatical and semantic rules" (p. 204). Learning English does not only learn about how to speak fluently but also to know the language structure such as the grammar in order to create good and structured English sentences.

Grammar is the part that always include when the student learning English, because of grammar is important in English. As mentioned by Purpura (2004), grammar is a glue of structure as the heart of language which applies in speaking, writing, reading, and listening. According to Bull (2008) grammar is the rule where the words combine together into a sentence. Another definition about grammar is from Swan (2015) who stated that grammar is how words are arranged, incorporate, or change to show the kind of meaning. From those definitions, the researcher concludes that grammar is the rule as the heart of languages that the words change, arrange and combine together into a sentence.

Many students have learned grammar starting from their elementary school. They learn grammar to support their knowledge in learning English. In grammar the students need to know the tenses and how to pronounce the words correctly. Huddleston and Pullum (2002) have reported that grammar includes phonology which describes the sound system and graphology in describing the spelling and punctuation. Grammar also includes tenses which show the time of the sentences used in conversation context. Richards and Schmidt (2002) stated that tense is a verb which is related to the time of action. There are 12 tenses in grammar, but the tenses usually used in daily activity are simple present tense, past tense and future tenses. The learners who have knowledge about grammar and know how to construct the sentences are the learners who have gained grammar mastery. According to Soraya (2012) grammar mastery is the students' knowledge about grammar. Grammar mastery is defined as the students' ability and skill to master English. The level of grammar mastery that students have can support the students to get the accuracy in speaking skills.

Beside of grammar, speaking also the crucial aspect in learning English. According to Usman (2015), speaking can be defined as a process to build meaning which includes receiving,

processing, and producing some information verbally. Furthermore, people can express their opinions and thoughts through speaking. It will be easier to explain what they have thought to other people from speaking. Speaking and grammar have a relationship since if people have already understood about grammar, they tend to speak English easily with good sentence production. In other words, they cannot speak fluently and accurately if they do not have background knowledge about grammar. In addition, people also must pay attention to the sentences which they want to say to other people.

In order to be easier to understand, speaking needs the accuracy to deliver the opinion or thoughts. Tuan and Mai (2015) pointed out that learning English through speaking should have the aspect of accuracy. Moreover, to achieve the accuracy of speaking ability, there are some components such as grammar, pronunciation, and vocabulary. Those kinds of components will be taken into consideration. Thus, accuracy and fluency is the key to speak with other people because they can understand one another in making a conversation.

Speaking by using the language being learnt is practiced in some parts of places especially at schools. Speaking is the way to make the students easier to learn English. It requires the teachers to teach their students on how to speak English in a good sentence. However, it is quite hard for some students to change their mother language into the language that they want to learn, or it is called second language. In fact, many students have anxiety when they want to speak English. The reason is that they do not usually use English to communicate one another. According to Woodrow (2006), “Anxiety is a clear issue in language learning, and it has debilitating effect on speaking English for some students” (p.324). Besides, there are some studies which have investigated the correlation between grammar mastery and speaking skill. Soraya (2012) explained that grammar and speaking are two important parts in second language,

and both of them are pole in second language. Soraya also said that grammar and speaking are usually used in daily activity when people learn English. Priyanto and Amin (2013) also reported about grammar and speaking. They said without having good grammar the students will not be sure on what they say in English, and also, they cannot understand what others say in making a conversation.

There are some problems which the students face towards grammar and speaking. Some students think that making mistakes usually happens when learning English. They are good in grammar mastery, but they have difficulty to speak English. Many students do not want to speak English because they are afraid of making mistakes in grammar. Soraya (2012) asserted that the students are usually afraid to speak English because they worry to make a mistake in grammar and pronunciation. The students who have high confidence to speak English sometimes are good in grammar since they got the aspect of accuracy and fluency. Meanwhile, there are also students who have assumption that to be able to speak they do not need good grammar, and they just say what they thought without thinking about the grammar.

At English Language Education Department (ELED) of a private university in Yogyakarta, the students have already learnt about grammar in the subject of Capita Selecta on Grammar. The students are fluent in speaking in formal and informal situation. In addition, the lecturers of ELED usually give feedback to the students after the students speak or do some presentation to correct the grammar in their sentences or their pronunciation. However, there are still students who have difficulty when they try to speak with other people. These learners are not confident to speak well since they really pay attention on the grammar used. The researcher has observed that many of students still do not use full English and use their first language when they speak or do presentation. This seems to be a problem which should be highlighted in this study.

Therefore, from the phenomena mentioned above, the researcher is interested in conducting this research in order to know the correlation between students' grammar mastery and students' speaking skill.

### **Identification of the Problem**

Based on the researcher's experience, the researcher found some problems during learning speaking and grammar in this private university. The first one is the learners still have difficulty to speak with other people using English. There are two factors that make the learners have difficulty to speak. The first factor is the learners feel hard to express the meaning. The second one is the learners cannot speak English well, because they do not have a good grammar to speak accurately. The second one that makes the learners difficulty to speak is that they always think about the correct rules and structure in grammar before they speak. It will make them not want to speak if they just think about the grammar.

### **Delimitation of the Problem**

From the problems, the researcher limits the problem only focusing on the correlation between students' grammar mastery and students' speaking skill of ELED students at private university in Yogyakarta batch 2017.

### **Research Questions**

This research is intended to answer the following questions:

1. How is students' grammar mastery at ELED of private university in Yogyakarta?
2. How is students' speaking skill at ELED of private university in Yogyakarta?
3. What is the correlation between students' grammar mastery and students' in speaking skill?

## **Objectives of the Research**

Based on the research questions, the objectives of the research are:

1. To know the students' grammar mastery at ELED of a private university in Yogyakarta.
2. To know the students' speaking skill at ELED of a private university in Yogyakarta.
3. To find out the correlation between students' grammar mastery and students' speaking at ELED of a private university in Yogyakarta.

## **The Significances of the Research**

This research gives some advantages for the teachers, students, and other researchers.

**For teachers.** This study will help the teachers to know the students' ability in grammar and speaking skill. From this research, the teachers will know the students' level of grammar mastery as well as their level of speaking skills. By knowing this research, the teachers can also know the correlation between students' grammar and students' speaking ability. The researcher hopes that the teacher can pay more attention to their students' grammar as well as their students English speaking

**For the students.** This study provides the students information about the students' level of grammar mastery and speaking skill. From this research they can be more aware about their grammar learning English. Since this research provides the measurements of their English proficiency, the students will realize how far their English skill is. They also get new knowledge about the correlation between grammar mastery and speaking skill in learning English.

**For Other Researchers.** Other researchers also can know how a research on the correlation of students' grammar mastery and students' confidence is conducted .The other researchers can use the findings of this research as the theoretical overview for further research on the same topic and this researcher will provide recommendation for further research.

Therefore, by conducting this research, it can also encourage other researchers to conduct research in the same area.

### **Organization of the Chapters**

This research report is divided into five chapters. The first chapter is introduction. In this chapter, the researcher presents the background of study, which elaborates the reason why the researcher was interested to conduct the research on the correlation between students' grammar mastery and students' speaking skill. Identification of the problem and delimitation of the problem are also presented in introduction. The problems are formulated into three research questions, namely first "How is the students' grammar mastery at English Language Education Department (ELED) of a private university in Yogyakarta, second "How is the students' speaking skill?" and the third "What is the correlation between students' grammar mastery and students' speaking skill?". The objectives of research are based on those three research questions. The significances of the study explains the advantages of this research for the teachers, students and other researchers. The last sub chapter is organization of the research which explains the organization of every chapter in this study.

The second chapter is literature review. In this chapter, it provides some theories and concepts used as the foundation of this research related to the correlation between grammar mastery and speaking skill. There are several points discussed in this chapter such as the definition of grammar and speaking ability from the experts. This chapter also presents the information of the important aspect in a speaking skill.

The third chapter is methodology. This chapter consists of several points. The first is research design which explains the quantitative approach taken to conduct this research. The second one is the research setting which explains that the research was conducted at one of

private universities in Yogyakarta. The third is research population and sampling which explain the respondent and the sampling that used for this research. The data collection method presents how the researcher collected the data using questionnaire. The last one is data analysis which explains how to analyze the data.

The fourth chapter is findings and discussion. This chapter presents the results of the research answering the three research questions followed by the discussion. The last chapter presents conclusion and recommendation. This chapter provides the summary of the research and gives the suggestion to the teachers, students and next researcher.