

CHAPTER I

INTRODUCTION

A. The Background of Study

Grammar plays an important role in learning English. Students have studied grammar considering they have been in junior high school. They learned tense in grammar; it is known to learn verbs in tenses that change depending on the circumstances in which someone happens. For example, when talking about future tense tomorrow, past tense experiences, present tense daily activities. Early generalizations of formal grammar rules may not be limited to inflection learning, but they also work at the syntax level. This question can be answered by looking at how students use grammatical language. Grammatical terms provide information that is somewhat abstract. They show how words in a phrase are connected structurally.¹

Grammar is a system of language meanings. Knowing grammar means understanding the meaning of the text correctly. People who speak the same language can communicate because they are intuitively aware of the language's grammar structure. English grammar and how to apply it correctly are already second nature to native English speakers. They are able to detect the sounds of English words, as well as their meanings and the different ways in which they are combined to form meaningful sentences².

¹Gisela Szagun and Satyam A. Schramm, "Lexically Driven or Early Structure Building? Constructing an Early Grammar in German Child Language," *First Language* 39, no. 1, 2019 p.63

²Fauzul Etfita, "The Correlation Between Students' Grammar Mastery And News Writing Ability," *Al-Ishlah: Jurnal Pendidikan*, 2019 p.59

According to Fromkin and Rodman in their book, in order for the learner to understand the nature of the language, the learner must understand the nature of this internalized set of unconscious rules that are part of all languages explained³.

Because of the properties of a language, such as sounds, words, word structure, and organization, grammar is the structure and meaning system of that language. People use grammar to affect the way words are formed⁴. Grammar exists in all languages, and each language has its own grammar. People that speak the same language are able to converse because they understand the grammar system intuitively. Grammar is also a crucial aspect of speaking. The soul appears to speak without using language, and it runs around like a soulless body. Grammar is intended to serve as the foundation for a variety of language abilities⁵. Grammar was demonstrated to be extremely crucial in language learning. Grammar, as defined by Nunan and David in their book, is the process through which language units (in principle, but not entirely, words) combine to make sentences.⁶.

Ability is usually defined as the ability to do something. In short, it is a practical application. This means that a person has the ability so can do or have the means to do something, both mentally and physically. The ability to communicate effectively using oral language is an essential foundation for a

³Timothy C. Frazer, Victoria Fromkin, and Robert Rodman, "An Introduction to Language," Language, 1984 p.448

⁴J. Harmer, "The Practice of English Language Teaching Third Edition," ELT Journal, 2001 p.44

⁵Galih Putri Kemala Sari, "The Correlation Between Grammar And Vocabulary Mastery Toward Speaking Skill Among The Seventh Grade Students Of Mtsn 1 Kediri," *Jurnal Pendidikan Bahasa Inggris Proficiency* 1, no. 1, 2019 p.19

⁶David Nunan, *Practical English Language Teaching*, Language, 2003.

student's academic success in formal education⁷. Students can utilize speaking to express their thoughts verbally in a foreign language; hence it is an important aspect of learning and teaching foreign languages. Speaking is a useful ability that may be examined directly and empirically. This necessitates students or learners producing words or language to verbally express their ideas and use speech to communicate with one another.

When speaking, there is a communication process that conveys a message from the speaker to the listener. In order to be successful in communication, the speaker must play a significant role. To succeed in speaking practice through the right allocation of time and paper resources, and notably to overcome problems throughout the teaching and learning process, grammar can give understandable sentences and make accuracy in using language in social relations⁸. Speaking is also one of the language skills that humans need to acquire after understanding the meaning of words in the language they are using⁹. Students need to acquire basic speaking skills in order to acquire speaking skills. Furthermore, Leech stated that the primary purpose of language is to communicate with others¹⁰. In addition; there are important factors to keep in mind when speaking. These include pronunciation, grammar, fluency, vocabulary, and language comprehension.

⁷Welli Septia Dionar and Aryuliva Adnan, "Improving Speaking Ability of Senior High School," *Journal of English Language Teaching* 7, no. 2, 2019.

⁸Eunice S. Han and Annie goleman, daniel; boyatzis, Richard; Mckee, "The Correlation between Students' English Grammar Mastery and Vocabulary on The Students' English Speaking Skill at Tenth Grade of SMKN 2 Pandeglang," *Journal of Chemical Information and Modeling* 53, no. 9, 2019.

⁹Jym M. McKay and A. S. Hornby, "Oxford Advanced Learner's Dictionary of Current English," *TESOL Quarterly*, 1975 p.28

¹⁰Geoffrey Leech, Margaret Deuchar, and Robert Hoogenraad, *English Grammar for Today, English Grammar for Today*, 2006 p.12

Allah says in the Al-Qur'an (Q.S An- Nahl:16 / 125)

أُدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي هِيَ
أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ ﴿١٢٥﴾

The meaning:

“With wisdom and good teachings, call (the people) in the way of your Lord and fight them in a good way. Really your Lord, he is the one who knows best about the lost, and he is the one who knows best who will be guided.”¹¹

As people must live their lives to establish relationships with others, speaking plays a key role in communication, particularly oral communication. One of the four language skills that students need to master is speaking. This is a crucial ability to have. Because you can say whatever you want while talking. Furthermore, they are frequently symbolic phrases conveyed through conversation by humans.¹²

They'll be silent if they don't know how to speak. They must put their skills to use in everyday situations if they are to communicate fluently. As a result, teachers should give students opportunity to practice speaking skills by giving them examples or other exercises that put them in real-life communication situations. Many metrics, such as "number of words per minute" for fluency and "number of errors per word" for accuracy, are used by Barkhuizen in Koizumi to

¹¹Aljamil. *Al- Qur'an Tajwid Warna, Terjemah Per Kata, Terjemah Inggris*. Bekasi: Cipta Bagus Segara, 2012 p. 104

¹²Aulia Putri and Refnaldi Refnaldi, “The Correlation Between Students’ Vocabulary Mastery And Speaking Ability At Grade 8 Of Junior High School,” *Journal of English Language Teaching*, 2020 p.45

indicate speaking performance¹³.

It is narrated by Al-Bukhari in his Sahih (hadith no. 6018) from Sahl bin Sa'id that:

عَنْ أَبِي هُرَيْرَةَ رَضِيَ اللَّهُ عَنْهُ أَنَّ رَسُولَ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ قَالَ: مَنْ كَانَ يَوْمًا بِاللَّهِ وَالْيَوْمِ الْآخِرِ فَلْيُفْلِحْ خَيْرًا أَوْ لِيَصْنُتْ، وَمَنْ كَانَ يَوْمًا بِاللَّهِ وَالْيَوْمِ الْآخِرِ فَلْيُكْرِمْ جَارَهُ، وَمَنْ كَانَ يَوْمًا بِاللَّهِ وَالْيَوْمِ الْآخِرِ فَلْيُكْرِمْ ضَيْفَهُ (رواه البخاري ومسلم)

The Meaning:

From Abu Hurairah ra reported God's messenger as saying, "He who believes in God and the last day should honour his guest; he who believes in God and the last day should not annoy his neighbor; and he who believes in God and the last day should say what is good, or keep silent." In a version instead of speaking of the neighbour he said, "He who believes in God and the last day should join ties of relationship." (Muttafaq 'alaih : Bukhari No. 6018, Muslim No. 47)¹⁴

In fact, activities oral communication is often considered as a form of communication that is not standardized and practical. As Martin Bygate put it, "obviously, you need to know a lot of grammar and vocabulary to be able to speak a foreign language"¹⁵. Fluency is very important, but if the conversation is full of grammatical mistakes, different structures can have different meanings, so it's not easy to convey an idea. In short, good grammar skills can help learners speak

¹³Rie Koizumi, "Speaking Performance Measures of Fluency, Accuracy, Syntactic Complexity, and Lexical Complexity," Japan-Britain Association for English Teaching (JBAET) Journal, 2005.

¹⁴Sunnah.com: Mishkat al-Masabih 4243, Book 21, Hadith 80

¹⁵Martin Bygate, "Speaking," in The Oxford Handbook of Applied Linguistics, (2 Ed.) (Oxford University Press, 2012).

better.

Some students consider grammar rules to be a trivial set of rules that help them pass the test but are of suspicious value in actual English conversation.¹⁶ English learners often produce non-grammatical speech. It is very natural, especially for beginners or young learners, that mistakes made can be considered as part of the learning process, especially grammar mistakes. Furthermore, there are numerous elements to consider when improving the speaking process.

This condition causes speakers not to use language carefully, especially for grammar structures. Because the first thing that we must considered is the confidence of students in speaking. Most students are unable to communicate verbally in English due to several factors such as shyness, limited vocabulary, or lack of necessary knowledge. They are afraid of making mistakes.

Another reason is that Indonesian learners do not speak much English both inside and outside the classroom. English as a foreign language in Indonesia has many differences from the mother tongue of Indonesian students¹⁷. As a result, practicing requires a lot of time. In the ideal situation, teachers and students speak in English while learning the language. Due to a number of issues, it is actually fairly tough to practice. In the meantime, pupils spend more time in class learning writing and reading than listening and speaking abilities.

In another side, it is not expected if the mistakes made by students become a

¹⁶Don Snow, "Affective Factors and Interpretive Judgments in Intercultural Encounters.," *Intercultural Communication Studies* 25, no. 3, 2016.

¹⁷Ratnawati and Sulastri, "The Correlation between Students' Simple Past Tense Mastery and Their Ability in Translating Narrative Text Problems Faced by Students in Applying Grammar On Speaking Skill at Aba Umi Students 2017/2018," *Inspiring: English Education Journal* 1, no. 2, 2018.

habit. So there must be improvement. Many methods, strategies and facilities were found to solve these problems. Teachers are advised to speak English in class as much as possible. In addition, learners must improve their attitude in learning the rules of the English language, including English grammar. Students will definitely speak more accurately if they learn grammar rules.

The researcher is interested in doing research to see if there is a substantial association between grammar and speaking abilities, as well as to collect empirical data on the subject. Because many students have trouble speaking English but possess excellent grammar, they do not use proper grammar when speaking English. They always ground to a stop when speaking because they lack the ability to apply proper grammar. They are able to compose correct sentences yet are unable to communicate effectively. SMPS Muhammdiyah 29 Padangsidimpuan students are frequently perplexed when speaking. They are concerned that their chat may end in a misunderstanding. Because they have a teacher that specializes in teaching speaking skills, almost all of the kids are excellent speakers. On the contrary, despite their ability to communicate effectively, they occasionally make errors in English, particularly in their grammatical structure, which causes some of their acquaintances to misunderstand what they are saying. Given the benefits that can be derived through research activities, the authors believe that this problem is worthy of further investigation. As a result, the title of this thesis: **"The Correlation between Students' Grammar and Speaking Ability of Eight Grade in SMPS Muhammdiyah 29 Padangsidimpuan"**.

B. Identification of Problem

We can determine the subject of grammar and student speaking based on the background of study and problem phenomena that appear. The issue is that these investigations are as follows:

1. The students have difficulty in grammar because Students' learning motivation tends to be low, and there is no material understanding of the importance of learning English.
2. The students have difficulty in speaking because they don't know how to use grammar when they speak and afraid to wrong pronunciation.
3. The teachers' technique learning was not interesting.

C. Limitation of the Problem

Based on the identification of problems of eighth grade students in SMPS Muhammadiyah 29 Padangsidempuan. The author of this study limits the potential of grammar to correlate with students' speaking skills. To avoid future misunderstandings regarding this research, the writer employs English grammar patterns, concentrating only on tenses (present, past, and future tense) and speaking skills in order to focus on the short story text.

D. Formulation of Problem

Based on the description of the problems above, the formulation problems in this study is there significant correlation between students' grammar ability and the speaking ability of eight grade students at SMPS Muhammadiyah 29 Padangsidempuan in academic year 2020/2021?

E. Purpose of the Research

Based on the problem formulation above, this study will be done for some purposes to find out the correlation between the students' ability of grammar and their speaking ability of eight grade students at SMPS Muhammdiyah 29 Padangsidimpuan.

F. Significant of the Research

The result of this research is expected to give a contribution as follows:

1. Students, particularly at SMPS Muhammdiyah 29 Padangsidimpuan of eight grade, to improve their ability in grammar and speaking skill.
2. English teacher, especially English teacher at SMPS Muhammdiyah 29 Padangsidimpuan of eight grade, to qualify their teaching activities.
3. The writer, to enrich her knowledge about the English language.
4. Be consideration and input for education executor on increasing and improving education faculty.

