

CHAPTER 1

INTRODUCTION

In this chapter, the researcher discusses the background of the research, statement of the problem, objectives of the research, significance of the research, scope of the research, and the operational definition of term.

1.1 Background of the Research

English has some skills and some components which need to be mastered by the learners.

Pronunciation, vocabulary, and grammatical structure are the components, and listening, speaking, reading, and writing are the skills. "Grammar is a theory of language of how language is put together and how it works," claimed Gerot and Wignell (1994:01). It implies that grammar plays a significant role in language use on a daily basis and that language is a medium of interpersonal communication. Speaking, listening, reading, and even writing are all forms of communication, but most people employ listening on a daily basis. Grammar has a set of rules and structures that can help make communication and messages acceptable and understandable in those skills. According to McKay (1987), "in order to communicate effectively, people must have a good foundation in grammar." According to the statement, grammar should be considered by all language learners in order to support their listening ability. Grammar is one factor that helps students listen to English accurately and clearly. If their grammar is good, they will be able to easily express their thoughts in sentences. Because grammar mastery and listening skills are intertwined, having a good language structure ensures a good listening skill.

Listening is the main key to learning English. More than 45% of communication time is spent listening. It clearly shows how important this skill is in overall language ability (Vasiljevic, 2010:41). Based on the statement above, listening is very important because it covers almost half of our communicating time. Listening also develops the other language skills. Listening plays an

important role in building a students's understanding which is the crucial for developing of other language skills (Al-Hammadi, 2011:58).

The problems that students experience with grammar mastery are texts that are too long and unfamiliar, difficulty understanding jargon, idioms, and difficulty understanding the content of the conversation when the speaker speaks too fast. While the problems that students experience in listening skills are students have difficulty understanding jargon, idioms, words, topics that are not familiar, students have difficulty understanding the content of the conversation when the speaker speaks too fast.

This research is support by the previous research conduct Riniati (2014/2015) entitled "The Correlation Between Students' Grammar Competence and Their Listening Performance at SMA Negeri 17 Makassar". The aim of this research to find out whether there is a positive correlation between the students' grammar competence and their listening capability and to find out the degree of the students' grammar competence can give positive impact to the students' performance in their listening comprehension.

The research is similar to previous research in that it discusses the correlation between grammar mastery and listening ability. The difference between this study and previous studies is that the researcher wants to discover the relationship between grammar mastery and listening skill of second semester English Education Department students at Universitas Muria Kudus. while the previous research conducted there is a positive correlation between the students' grammar competence and their listening capability and to find out the degree of the students' grammar competence can give positive impact to the students' performance in their listening comprehension. It is common for students to be unable to understand a clause complex because they cannot identify the subject and predicate. They should be able to recognize the subject and predicate regardless of how long a clause is because they are two elements of grammar that create specific meanings.

According to the above explanation, the researcher plans to conduct a study titled " The Correlation Between Grammar Mastery and Listening Skill of the

Second Semester Students of English Education Department of Universitas Muria Kudus in Academic Year 2021/2022 ”.

1.2 Statement of the Problem

Based on the research context we may take a question that may be stated : Is there any correlation between grammar mastery and listening skill of the second semester students of English Education Department of Universitas Muria Kudus in Academic Year 2021/2022?

1.3 Objective of the Research

According to the problem statement, the researcher must determine the following research objective: To determine whether there is a significant relationship between grammar mastery and listening skill of second semester English Education Department students at Universitas Muria Kudus in Academic Year 2021/2022.

1.4 Significance of the Research

The researcher hopes that this research provides some significance for many people. The significance of the research is formulated as follow :

1. Practically

- A. To the further researchers, it will inform future researchers about the relationship between grammar mastery and listening ability.
- B. To the teachers, it will provide more information to teachers, assisting them in encouraging their ability to teach English, particularly in the mastery of grammar and listening skills.
- C. To the readers, it will provide readers with a broader understanding of the relationship between grammar mastery and listening skill of students in the English Education Department of Universitas Muria Kudus.

2. Theoretically

The findings of this study are expected to serve as a foundation for future research on the relationship between grammar mastery and student listening skill.

1.5 Scope of the Research

The study focuses on the correlation between students' grammar mastery and listening skill of the second semester students of English Education Department of Universitas Muria Kudus in academic year 2021/2022. The researcher will calculate the average value of grammar in written discourse and the listening skill of the students as well, and the correlation between the grammar mastery of the students and the listening skill of the students. The score of the grammar mastery and the listening skill will be correlated by using total sampling purposive to know whether or not there is a correlation.

1.6 Operational Definition

Based on the title of the research, there are terms that must be defined in the operational definition, is:

1. Grammar is the fundamental knowledge of structure required to construct good sentences.
2. Listening Skill is the ability of one of English skills which generates images that might include sensory, emoticon, temporal and verbal come together in memory.
3. The second semester students of English Education Department Universitas Muria Kudus in academic year 2022 are the second semester students who are studying in English Education Department of Universitas Muria Kudus in academic year 2021/2022.