

CHAPTER I

INTRODUCTION

This chapter discusses the background of the research, statement of the problems, objective of the research, significance of the research, scope of the research, and operational definition of the research.

1.1 Background of the Research

Grammar is the structure and system of language, or language in general, usually considered to consist of syntax and morphology. Bradshaw (2013), stated that grammar is regardless of the country or the language, the foundation for communication, the better the grammar the clearer the message. Mart (2013: 124) states that understanding grammar is the key to foreign language acquisition. The communication becomes coherent and logical by using grammar.

Knowing the grammar means correctly understanding the meaning of the text. It is because when the students learn grammar, they learn subjects, predicate, part of speech, or tenses. In addition, grammar also provides language users control expression and communication in daily life. Those students English speakers can communicate because they intuitively know the grammatical system of the language and the rules that produce meaning. However, The better understandings of grammar students, the better understandings the students of in speaking.

Tuan and Mai (2015) argue that there are problems for students to speak in English. The first problem is the obstacle. It is when the students want to say something but they feel shy. They are worried to make a mistake. The second problem is that the students do not have any idea to say something, and they are not motivated to express themselves. When they feel shy to say something the grammar accomplishment which is to express what they are feeling is gone. And the second problem, when the students do not have any ideas for saying something. It's affected the grammar fluency of students. The students who want to say something fluently must have high competencies in grammar. So when they

have high competencies in grammar, they will easily to express the ideas they feelings.

The students could not speak English well because they did not know how to speak English. Leech (1993) stated if students are communicating effectively with language, then they must be following the rule. The rule here is grammar. So, grammar is important for speaking. According to Scacella (1992), Grammatical competence is an umbrella concept that includes increasing expertise in syntax, vocabulary, and mechanics concerning speaking, the term mechanics refers to basic sounds of letters and syllables, pronunciation of words, intonation, and stress. This implies that the students should understand English language structures accurately to become more fluent when they are speaking English.

This research is supported by Amelia (2018). The result from this research found that there is a positive correlation between student's grammar mastery and students speaking ability at the fifth-semester students of Universitas Muhamadiyah Makasar. This research will be held in third-semester. This research will took the two subjects of Grammar in Written Discourse and Survival Speaking class. In Amelia's study, the correlation between grammar mastery and speaking is in a low category. In Universitas Muria Kudus, it can be different. The researcher also held the research in the third-semester students of Universitas Muria Kudus. The researcher will held a study in third-semester students.

1.2 Statement of the Problem

Based on the background of the research above, the researcher formulates the statement of the problem as follows:

1. How is the grammar mastery of the third-semester students of the English Education Department of Universitas Muria Kudus in the academic year 2021/2022?
2. How is the speaking skill of the third-semester students of the English Education Department of Universitas Muria Kudus in the academic year 2021/2022?

3. Is there any significant correlation between the grammar mastery and the speaking skill of the third-semester students of the English Education Department of Universitas Muria Kudus in the academic year 2021/2022?

1.3 The Objective of the Research

1. To describe the grammar mastery of the third-semester students of the English Education Department of Universitas Muria Kudus in the academic year 2021/2022.
2. To find out the speaking skill of the third-semester students of the English Education Department of Universitas Muria Kudus in the academic year 2021/2022.
3. To find out the correlation between grammar mastery and the speaking skill of the third semester students of the English Education Department of Universitas Muria Kudus in the academic year 2021/2022.

1.4 Significance of the Research

By conducting this research, the writer hopes that the result will be useful to give some contributions as follows:

1. The Teacher

The result of this study can give suggestions to the teacher to know the correlation between students' grammar mastery and their speaking ability.

2. The Students

This study provides the student's information about the student's level of grammar mastery and speaking skills. From this research, they can be more aware of 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 skills in learning English.

3. The Researchers

The finding of the research hopefully can be useful as the source of their reference and it is also useful to inform the readers about the correlation between students grammar mastery and their speaking skills of the third-semester students of the

English Education Department of Universitas Muria Kudus in the academic year 2021/2022.

1.5 Scope of the Research

In this research, the researcher will try to limit the focus on the correlation between student's grammar mastery and the students speaking skills of the third-semester students of the English Education Department. The researcher will take the subject from the third-semester students of the English Education Department of Universitas Muria Kudus in the academic year 2021/2022. The researcher takes third-semester students to complete the data of the correlation between grammar mastery and speaking ability from the students.

1.6 Operational Definition

Based on the title of the research, three terms must be defined in the operational definition, they are:

1. Grammar mastery is the student's knowledge and competence in comprehending grammar.
2. Speaking skill is the ability of students in expressing ideas in the spoken language.
3. The third-semester students of the English Education Department of Universitas Muria Kudus in the academic year 2021/2022 are the third-semester students who are studying in the English Education Department of Universitas Muria Kudus in the academic year 2021/2022.
4. The correlation between grammar mastery and speaking skill of third semester students of the english educationin department of universitas muria kudus in the academic year 2021/2022