

Chapter I: Introduction

This chapter provides the basic information of this research. It illustrates things that become the background of this research. This chapter is divided into some headings such as the background, the research question, the aim of research, the significance of research and the scope and delimitation of research.

Background

Every student needs to be taught the four skills of English basic knowledge, in this case speaking, listening, reading and writing. Speaking skill is considered as one of the most important skill in English learning. It is because speaking is a common way of how people interact with the others. According to Brown (2001, p. 267), people could be categorized as successful in learning certain language if they could communicate with the other people in oral communication or spoken language. Briefly, all English learners generally have the same goal that is to speak accurately and fluently.

Moreover, as speaking has a very important role in English learning, speaking is also considered as the most difficult skill both to be mastered and taught. Based on the pre-interview conducted to several English teachers in SMA N 1 Posigadan, it was revealed that there are several factors that affect the teaching and learning process of speaking. Firstly, some students tend to be passive during in the speaking class because they feel shy to express things in their mind and they feel worry about being wronged in pronouncing some words. Furthermore, some teachers think that it is hard for them to handle the whole class as there are huge number of students, especially when they are teaching speaking

skill, thus sometimes it is hard for the teacher to achieve a conducive learning class.

Besides it, they have to deal with difficult pronunciation and many types of different phonemes or sounds of English, but also they need to pay attention to the accuracy of grammar and fluency of speaking which often results in the unbalance in both aspects. Thornburry (1999, p. 15) stated that learners need to pay attention to the accuracy in speaking because if they fail, their speech will be difficult to understand. On the other hand, Brown (2001, p. 268) stated that good fluency shows a good communication, thus, it should be given more weight in the teaching of speaking.

Regardless which practical aspect is more important, English teaching in Indonesia seems to put aside the fluency as grammar-based teaching get more attention from the English teachers, especially in rural areas. According to the article published by The Association of Teachers of English as a Foreign Language (TEFLIN) in 2011, it is said that most of English teachers in Indonesia are commonly teach the students and give more attention to the aspect of grammar. Students are intentionally directed to learn grammar in order to pass the national examinations which basically in the form of reading and grammar tests. As the matter of fact, there are more students who are good at resolving grammatical problems but they are difficult to speak English.

In the other side, according to Rachmawati (2014, p. 1) the aim of English learning in Indonesia is to create students who are able to communicate English both written and spoken. Thus, the phenomenon that can be found in the reality is

contradictive with the government's expectation where students are expected to be able to speak fluently and write well. The students are also expected to understand the meaning of the information that they are communicating.

Moreover, grammar and speaking ability need to be improved and understood by the students. Brown (2001, p. 276) elaborated several things just like learners' motivation and comprehension on how the students can increase their speaking fluency. Their capability to understand the learning context, the meaning of the text and to speak well based on the right intonation can also help them to develop a better speaking skill.

In spite of it, however, grammar competence has a big role to determine whether the students can speak English well or not. According to Thornburry (1999, p. 15), grammar is the basic knowledge in each language, thus without grammar competency, people will not be able to communicate well or to deliver a message to the listener. In addition, De Jong (2008) also explained that if someone has a good grammar competency, they will have better ability in delivering a message. Therefore, by considering those aspects, the research on the correlation between students' grammar competency and students' speaking ability is carried out.

Problem Statements

The question below will be the core of this research:

Is there any correlation between the students' English grammar competency and the students' speaking ability?

The Aim of Research

A study on the correlation between the students' English grammar competency and the students' speaking ability is important to be carried out. This needs to be done in order to know how the students, the faculty members and academics degree holders need to do some improvement in the educational site could be highly improved in the way of their skills and knowledge, especially in being a qualified society.

Therefore, based on the problem statements which have been explicated in problem statements previously, then the present objectives of this research are:

1. To understand the correlation between the students' English grammar competency and the students' speaking ability.
2. To figure out and solve the problems or the obstacles faced by the students in conducting speaking in a good grammar competency.

Significant of Research

The significances of this research are dealing with students, English teachers and the next researchers. For the next researcher, this research can be an additional guideline as one of reference that will conduct a research in the same case or same topic. This research is also expected to give an implication for the English teachers to understand and develop their strategy in teaching and learning process. For the students it is expected that they can understand the importance of grammar in speaking ability. The significant contributions to the field of educational side particularly to the growth of the academic research are also expected to be reached by this study.

Delimitation of Study

This study is delimited in terms of source of data or participant. This study will only be conducted in selected area in SMA N 1 POSIGADAN, particularly those students in science department, second grade. The site will be chosen considering the access and the characteristic of the population of this study. Moreover, this study will only focus on students in Science Department particularly students in class A. Furthermore, the respondents of this study will be selected thirty students as a total number of students in class A.